

Communication IEP Goals — Kindergarten – 2nd Grade

17 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

Following directions gets harder along two separate axes — number of steps and whether the steps are related. “Touch your nose, then clap” (2 unrelated steps) is harder than “get your coat and put it on” (2 related steps), even though both are “2-step” on paper.

REQUESTING & AAC GENERALIZATION

1. [student] will independently express a want or need using their AAC device or communication method across at least 3 different partners, in 4 of 5 days.
2. [student] will use a complete sentence to request an item or help (“I want __,” “Can you help me?”), with 80% accuracy across 4 of 5 opportunities.
3. [student] will initiate a request without adult prompting in a natural context, in 4 of 5 observed opportunities.

FOLLOWING DIRECTIONS

4. [student] will follow a 2-step unrelated direction (“touch your nose, then clap”) with 80% accuracy across 4 of 5 trials.
5. [student] will follow a direction involving a spatial concept (under, behind, next to), with 80% accuracy across 4 of 5 trials.
6. [student] will follow a direction given to the whole class without individual repetition, in 4 of 5 observed opportunities.

ANSWERING QUESTIONS & EXPRESSIVE LANGUAGE

7. [student] will answer literal wh-questions (who, what, where, when) about a short story or activity, with 80% accuracy across 4 of 5 trials.
8. [student] will answer inferential “why” or “how” questions about a familiar topic, with 75% accuracy across 4 of 5 trials.
9. [student] will use complete sentences (subject, verb, object) in conversation, with 80% accuracy across 4 of 5 samples.

GRAMMAR & ARTICULATION

10. [student] will use regular past tense -ed in spontaneous sentences, with 80% accuracy across 3 consecutive sessions.
11. [student] will use regular plural -s correctly in spontaneous speech, with 80% accuracy across 3 consecutive sessions.
12. [student] will produce their target sound correctly in conversational speech, with 80% accuracy across 3 consecutive sessions.

NARRATIVE & VOCABULARY

13. [student] will retell a short story including at least 3 key details (character, setting, and one event), in 4 of 5 opportunities.
14. [student] will sequence a 3-4 step familiar event or story in the correct order, with 80% accuracy across 4 of 5 trials.
15. [student] will use category vocabulary to name items and explain why they belong ("fruit, because you eat it"), with 80% accuracy across 4 of 5 trials.
16. [student] will identify and use basic synonyms or opposites, with 75% accuracy across 4 of 5 trials.
17. [student] will use appropriate volume, rate, or eye contact during a structured conversation, in 4 of 5 observed opportunities.

Using These Communication Goals at Kindergarten – 2nd Grade

Direction difficulty has two dials, not one

Number of steps and whether the steps are related both change difficulty — a goal that only tracks step count misses half the picture.

Wh-questions have a real difficulty order

Who/what/where are typically easier than why/how — write separate goals for literal and inferential questions instead of lumping “answers questions” into one target.

Grammar and narrative are different goals

If you want to target both grammatical morphemes and story retelling, write two goals — blending them hides which one is the actual barrier.

Sound production changes by speaking context

A student who nails a sound in a drill may lose it in conversation — the highest-value goal targets conversational speech, not isolated words.

Articulation targets should follow typical developmental order where possible — later-developing sounds (r, s-blends, th) are commonly still emerging at this age. Confirm your target sound against a developmental norms chart before setting the timeline.

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your PLAAFP and progress notes from the same student profile — free to try at iepgoalwriter.pro