

Reading IEP Goals — 3rd – 5th Grade

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

This is where reading shifts from learning to read to reading to learn. Fluency benchmarks run roughly 110 correct words per minute in 3rd grade to 140 in 5th. Students who are still decoding at this stage need a decoding goal even though the grade level suggests comprehension.

DECODING & WORD ANALYSIS

1.	By [date], [student] will decode multi-syllabic words using syllable division rules with 80% accuracy across 4 of 5 word-list probes.
2.	By [date], [student] will apply the 6 syllable types to decode unfamiliar words with 80% accuracy in 4 of 5 trials.
3.	By [date], [student] will decode words with common prefixes and suffixes with 80% accuracy across 4 of 5 probes.
4.	By [date], [student] will use morphology (root, prefix, suffix) to determine the meaning of an unfamiliar word with 75% accuracy across 4 of 5 trials.

FLUENCY

5.	By [date], [student] will read a 3rd-grade passage at 110 correct words per minute with 95% accuracy across 3 consecutive CBM probes.
6.	By [date], [student] will read a 4th-grade passage at 125 correct words per minute with 95% accuracy across 3 consecutive CBM probes.
7.	By [date], [student] will read a 5th-grade passage at 140 correct words per minute with 95% accuracy across 3 consecutive CBM probes.
8.	By [date], [student] will self-correct oral reading errors at a ratio of 1:4 or better across 3 consecutive running records.

LITERAL & INFERENTIAL COMPREHENSION

9.	By [date], [student] will identify the main idea and 3 supporting details from a grade-level informational text with 80% accuracy in 4 of 5 trials.
10.	By [date], [student] will make an inference and cite the specific text evidence supporting it with 75% accuracy across 4 of 5 probes.
11.	By [date], [student] will summarise a grade-level passage in 3-4 sentences without copying text verbatim, scoring 3/4 on a rubric in 4 of 5 opportunities.
12.	By [date], [student] will identify the author's purpose (inform, persuade, entertain) with 80% accuracy across 4 of 5 trials.
13.	By [date], [student] will compare and contrast two texts on the same topic using a graphic organiser with 80% accuracy in 4 of 5 trials.
14.	By [date], [student] will identify cause and effect relationships in a grade-level text with 80% accuracy across 4 of 5 trials.

VOCABULARY & CONTENT READING

15.	By [date], [student] will use context clues to determine the meaning of an unfamiliar grade-level word with 80% accuracy across 4 of 5 trials.
16.	By [date], [student] will define and correctly use 10 new content-area vocabulary words in a sentence with 80% accuracy.
17.	By [date], [student] will use text features (headings, captions, diagrams, glossary) to locate information with 85% accuracy in 4 of 5 trials.

18.	By [date], [student] will independently apply a taught comprehension strategy (question generating, visualising, or rereading) during content reading in 4 of 5 observed opportunities.
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Using These Reading Goals at 3rd – 5th Grade

The 3rd grade wall is real

Students who compensated with memorisation through 2nd grade often fall apart here, because the words get too long to memorise. If a 3rd grader is suddenly struggling, check decoding of multi-syllabic words before assuming it is a comprehension problem.

Fluency alone stops predicting comprehension around here

By 4th and 5th grade, a student can read quickly and understand nothing. If the student is at benchmark for rate but failing content classes, the goal belongs in comprehension or vocabulary.

Content vocabulary becomes the barrier

Science and social studies vocabulary starts carrying the meaning of the text. A vocabulary goal at this band often does more for content grades than another fluency goal.

Write summarising carefully

A summarising goal has to specify "without copying text verbatim" or students meet it by lifting sentences. That one clause is the difference between a goal that teaches summarising and one that teaches copying.

If a 5th grader is reading at a 2nd grade level, use the goals from the K-2 pack at a 5th grade pace — do not water down the grade-level goal, and do not set a goal the student cannot reach in a year.

Tired of rebuilding these forms every year?

IEP Goal Writer saves each student's profile once, then generates goals, PLAAFPs, progress notes, and parent updates from the same data — free to try at iepgoalwriter.pro

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