

Reading IEP Goals — 6th – 8th Grade

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

Middle school reading goals have to survive six different teachers and a rotating schedule. Fluency benchmarks plateau around 150 correct words per minute across this band, so most goals here should target comprehension, vocabulary, and the strategies a student can apply independently in a class where nobody is watching.

FLUENCY & DECODING (if still needed)

1.	By [date], [student] will read a 6th-grade passage at 150 correct words per minute with 95% accuracy across 3 consecutive CBM probes.
2.	By [date], [student] will decode unfamiliar academic and technical vocabulary using syllable division and morphology with 80% accuracy across 4 of 5 probes.
3.	By [date], [student] will read grade-level text aloud with appropriate phrasing and expression, scoring 3/4 or higher on a fluency rubric in 4 of 5 probes.

ANALYTICAL COMPREHENSION

4.	By [date], [student] will determine a central idea of a grade-level text and trace how it develops across the passage with 75% accuracy in 4 of 5 trials.
5.	By [date], [student] will cite textual evidence to support an analysis of what the text says explicitly and inferentially with 80% accuracy across 4 of 5 assignments.
6.	By [date], [student] will analyse how a specific paragraph fits into the overall structure of a text with 75% accuracy in 4 of 5 trials.
7.	By [date], [student] will compare how two authors present the same topic differently with 75% accuracy across 4 of 5 opportunities.
8.	By [date], [student] will distinguish fact from opinion and identify bias in an informational text with 80% accuracy in 4 of 5 trials.
9.	By [date], [student] will summarise a grade-level text objectively, without personal opinion, scoring 3/4 on a rubric in 4 of 5 opportunities.

ACADEMIC VOCABULARY

10.	By [date], [student] will determine the meaning of academic vocabulary using context, morphology, or a reference tool with 80% accuracy across 4 of 5 trials.
11.	By [date], [student] will use 10 new content-area terms correctly in written responses with 80% accuracy.
12.	By [date], [student] will interpret figurative language (metaphor, idiom, personification) in grade-level text with 75% accuracy across 4 of 5 trials.
13.	By [date], [student] will identify and explain the connotation of word choices in a persuasive text with 75% accuracy in 4 of 5 trials.

INDEPENDENT STRATEGY USE

14.	By [date], [student] will independently apply a taught note-taking or annotation strategy while reading assigned text in 4 of 5 observed opportunities across at least 2 classes.
15.	By [date], [student] will self-monitor comprehension and reread or ask a question when meaning breaks down, in 4 of 5 observed opportunities.
16.	By [date], [student] will use assigned accommodations (audiobook, text-to-speech, highlighted text) independently, without adult prompting, in 4 of 5 opportunities.

17.

By [date], [student] will preview a chapter using headings and questions before reading in 4 of 5 assigned readings.

Using These Reading Goals at 6th – 8th Grade

Generalisation across teachers is the whole game

A strategy that works in resource room but never appears in science class has not been learned. Write "across at least 2 classes" into the goal so the data forces the check.

Fluency plateaus — stop chasing the number

Rate benchmarks barely move from 6th to 8th grade. If a student is near 150 WCPM, another fluency goal buys almost nothing; comprehension and vocabulary goals buy a lot.

Independent accommodation use is a real goal

By middle school, a student who cannot request or operate their own accommodations will lose them in high school and again in college or work. It belongs in the IEP as a skill, not just as a support.

Watch for avoidance dressed as inability

A middle schooler who has failed at reading for six years often refuses before they fail. If the data looks like refusal, an FBA may tell you more than another reading assessment.

Coordinate with general education teachers before writing strategy goals — a note-taking goal only works if the content teachers know what strategy the student is using and expect it.

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

Free printable from **IEP Goal Writer** — iepgoalwriter.pro · Free to use and share with your team. Please do not sell or republish.