Higher Level Gross Motor Skills

Conventions of Standard English
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.

Vocabulary Acquisition and Use
CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

For each goal add level of independence: independently, with verbal cues, prompts, minimal assistance, moderate assistance or maximum assistance.

Student will exhibit age appropriate motor planning skills by following a _____ step direction to complete ELA tasks _____ % of the time.
Student will be able to act out the meaning of the verb "kneel" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "crawl" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "stand" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "walk" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "walk" in different directions (forwards, backwards, and sideways) _____ out of 10 trials.
Student will be able to act out the meaning of the verb "march" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "stomp" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "run" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "run" in different directions (forwards, backwards, and sideways) _____ out of 10 trials.
Student will be able to act out the meaning of the verb "run" in different intensities (slow – defined as running a certain distance of: _____ within a certain speed of: _____ seconds or minutes) _____ % of the time.
Student will be able to act out the meaning of the verb "run" in different intensities (fast – defined as running a certain distance of: _____ within a certain speed of: _____ seconds or minutes) _____ % of the time.
Student will be able to act out the meaning of the verb "jump" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "jump" in different directions (forwards, backwards, up and sideways) _____ out of 10 trials.
Student will be able to act out the meaning of the verb "jump" in different intensities (small – 12" forward, big – 24" forward, gigantic – 36" forward) _____ % of the time.
Student will be able to act out the meaning of the verb "hop" on the right foot _____ out of 10 trials.
Student will be able to act out the meaning of the verb "hop" on the left foot _____ out of 10 trials.
Student will be able to act out the meaning of the verb "leap" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "gallop" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "skip" _____ out of 10 trials.
Student will be able to act out the meaning of the verb "catch" by catching a large ball _____ out of 10 trials.

Student will be able to act out the meaning of the verb "catch" by catching a small ball _____ out of 10 trials.
Student will be able to act out the meaning of the verb "throw" by throwing a large ball with directionality _____ out of 10 trials.
Student will be able to act out the meaning of the verb "throw" by throwing a small ball with directionality _____ out of 10 trials.
Student will be able to act out the meaning of the verb "kick" by kicking a ball with directionality _____ out of 10 trials.
Student will be able to act out the meaning of the verb "hit" by hitting a ball with a bat _____ out of 10 trials.
Student will be able to move fluidly between different actions with similar meanings (i.e. such as walk, march, strut and prance) _____ out of 10 trials.
Student will be able to move fluidly between different actions with similar meanings (i.e. such as leap, gallop and skip) _____ out of 10 trials.
Student will be able to complete a three step obstacle course acting out the meanings of different actions _____ % of the time.
Student will be able move fluidly between different actions to demonstrate understanding of frequently occurring verbs and adjectives by acting out the meanings (i.e. stop – go, fast – slow, up – down, forwards – backwards, right – left, crooked – straight, big- small) _____ out of 10 trials.
Student will be able move fluidly between similar actions to demonstrate understanding of frequently occurring verbs and adjectives by acting out the meanings (i.e. crawl- kneel- kneel walk; jog- run- sprint; jump- hop- leap; slow-slower-slowest; fast – faster – fastest; etc.) _____ out of 10 trials.
Student will be able to motor plan a three step obstacle course _____ out of 10 trials that requires the following precise motor actions: _____ .