

Communication: American Sign Language: Early Gr. 3-5

STRUCTURE OF ASL ASL.1

- 1 Uses the breadth of signing frame space ASL.1.E1
- 2 Uses descriptive classifiers and other adjectives ASL.1.E2
- 3 Uses advanced conjunctions ASL.1.E3
- 4 Uses prepositions through depictions, eye gaze, and locative signs ASL.1.E4
- 5 Creates compound sentences with indicating verbs to demonstrates sequences of events ASL.1.E5
- 6 Produces compound sentences using negations or as conditionals ASL.1.E6
- 7 Produces and evaluates sentences to ensure subject, verb, object agreements ASL.1.E7

KNOWLEDGE OF LANGUAGE ASL.2

- 1 Chooses signs and phrases to convey ideas precisely ASL.2.E1
- 2 Chooses non-manual markers, fingerspelling, and signs for effect ASL.2.E2
- 3 Differentiates between contexts that call for formal ASL and situations where informal discourse is appropriate ASL.2.E3
- 4 Expands, combines, and reduces sentences for meaning, viewer interest, and style ASL.2.E4
- 5 Combines and contrasts the varieties of ASL (regional, accents, registers) used in stories, dramas, or poems ASL.2.E5
- 6 Varies sentence patterns for meaning, viewer interest, and style ASL.2.E6
- 7 Fingerspells correctly and uses a chaining approach when introducing new academic signs ASL.2.E7

VOCABULARY ACQUISITION AND USAGE: MEANING ASL.3

- 1 Uses the following to identify the meaning of an unknown sign, fingerspelled word, or phrase: context, grade-level prefixes/suffixes, non-manual markers, iconicity of signs ASL.3.E1

2 Consults general and specialized reference materials, both print and digital, to determine, clarify, and verify the meaning of a sign, depiction, or phrase ASL.3.E2

VOCABULARY ACQUISITION AND USAGE: RELATIONSHIPS ASL.4

1 Explains the meaning of simple similes and metaphors in context ASL.4.E1

2 Relates signs to their opposites (antonyms) and to signs with similar but not identical (synonyms) ASL.4.E2

3 Relates signs to their sign families based on sign locations, handshapes, etc. ASL.4.E3

4 Interprets figurative language, including similes and metaphors, in context ASL.4.E4

5 Uses the relationship between particular signs to better understand each of the signs ASL.4.E5

6 Interprets sentences that use the same signs and different expressions and tones to reflect different shades of meaning ASL.4.E6

7 Distinguish among connotations (associations) of signs with similar denotations (definitions) ASL.4.E7

8 Use common, phonology awareness as clues to the meaning of a word ASL.4.E8

VOCABULARY ACQUISITION AND USAGE: ACADEMIC LANGUAGE ASL.5

1 Acquires and accurately use grade-level general academic and domain-specific signs, fingerspelled words, and phrases, including those that signal precise actions, emotions, or states of being (4) and those that signal contrast, addition, and other logical relationships (5) ASL.5.E1

2 Gathers vocabulary knowledge when considering signs, fingerspelled words, or phrases important comprehension or expression. (6-8) ASL.5.E2

FINGERSPELLING AND FINGER-READING: KEY IDEAS ASL.6

1 Uses fingerspelling to highlight titles of works ASL.6.E1

2 Uses fingerspelling in presentation or discourse to highlight a word ASL.6.E2

3 Uses pacing of fingerspelling to highlight a word or phrase ASL.6.E3

4 Uses chunking or space of fingerspelling to highlight a word or phrase ASL.6.E4

5 Uses fingerspelling in presentation or discourse for emphasis ASL.6.E5

6 Uses fingerspelled words when there are no sign equivalents ASL.6.E6

7 Recognizes and understands that fingerspelling can be used to establish referents and/or to clarify meaning ASL.6.E7

8 Recognizes that fingerspelled words are not always for emphasis and uses both the fingerspelled word and the sign interchangeably [ASL . 6 . E8](#)

FINGERSPELLING AND FINGER-READING: INITIALIZED AND LEXICALIZED FORMS [ASL . 7](#)

1 Connects initialized forms and alphabet letters to their equivalent in English [ASL . 7 . E1](#)

FINGERSPELLING AND FINGER-READING: ACQUISITION AND USES [ASL . 8](#)

1 Fingerspells longer words and phrases, following correct contour as new ASL and English lexicon expands [ASL . 8 . E1](#)

2 Uses chaining vocabulary when introducing new vocabulary words and signs [ASL . 8 . E2](#)

3 Recognizes that some signs are compounded with signs and lexicalized fingerspelling [ASL . 8 . E3](#)

4 Uses signs compounded with signs and lexicalized fingerspelling [ASL . 8 . E4](#)

5 Recognizes that some words are fingerspelled due to domain-specific definition [ASL . 8 . E5](#)
