

Viewing Standards for Foundational Skills (K-2)


The following standards are directed toward fostering students' understanding and working knowledge of concepts of the five parameters (handshape, movement, non-manual markers, location, orientation), fingerspelling and basic structure of American Sign Language. They are basic components of linguistic understanding that all students need to comprehend academic texts in ASL. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive viewing program designed to develop proficient viewers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good viewers will need much less practice with these concepts than struggling viewers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.


Kindergartners

Grade 1 students

Grade 2 students


Sign Concepts


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1. Demonstrate understanding of the organization and basic features of sign.
- a. Recognize the structure of the signing space (i.e., head, trunk, arm, and hand).
 - b. Recognize that signs are represented by a combination of parameters.
 - c. Recognize that signs produce meaning.
 - d. Recognize that non-manual markers have meanings.
 - e. Recognize that specific classifiers have specific meanings.

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1. Demonstrate understanding of the organization and basic features of sign.
- a. Recognize that signs are separated by movement and hold patterns.
 - b. Use the distinguishing features of a sentence (e.g., eye gaze, movement in starting a sign, body tilt, ending movement or hold).

Not Applicable

Phonological Awareness

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1. Demonstrate understanding of signs and parameters (phonemes).
- a. Recognize that signs are separated by parameters.
 - b. Identify the phonological parameters in ASL.
 - c. Count, produce, blend, and segment parameters in signs.
 - d. Manipulate parameters to make new meaning.
 - e. Recognize and produce rhyming signs.

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1. Demonstrate understanding of signs and parameters (phonemes).
- a. Distinguish the five parameters.
 - b. Distinguish between handshapes and the manual alphabet.
 - c. Isolate a single parameter while modifying other parameters.
 - d. Segment signed words into their complete set of parameters.
 - e. Produce phonological groupings (sign families and patterns, e.g. positions of power at shoulder area: BOSS, CAPTAIN, COLONEL; feelings at chest area: HAPPY, ANGRY, THRILLED).
 - f. Demonstrate correct principles of numbering systems (i.e., cardinal numbers and ordinal numbers).
 - g. Decode meaning of signs using phonological awareness (e.g., PRINCE, KING).

Not Applicable

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Morphological Awareness

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| <p>1. Know and apply grade-level sign analysis skills in decoding signs.</p> <p>a. Recognize common high-frequency signs (e.g., LIKE, WANT, WHY).</p> <p>b. Recognize that specific classifiers represent specific nouns (e.g., vehicle, people, structures, elements).</p> <p>c. Recognize signs incorporate agentive suffix (e.g., TEACHER = TEACH+PERSON, PILOT = PLANE+PERSON).</p> <p>d. Recognize signs with inflections (e.g., comparatives, superlatives, and plural; SIT-FOR-A-LONG-TIME, SHE-GIVES-HIM).</p> <p>e. Identify meaning of numerically incorporated signs (e.g., 1-YEAR-OLD vs. ONE-O'CLOCK = TIME+ONE).</p> <p>f. Recognize non-manual markers of signs inform their meanings (e.g., PUZZLED).</p> | <p>1. Know and apply grade-level sign analysis skills in decoding signs.</p> <p>a. Recognize the derivational changes in structure of signs that influence their meanings (e.g., noun and verb pairs, affixes, and sequences).</p> <p>b. Recognize the inflective changes in structure of signs that influence their meanings (e.g., comparatives, superlatives, plurality, temporal verbs: SIT-FOR-A-LONG-TIME, changes in subject and object: GIVE -BOOK, GIVE-CUP).</p> <p>c. Recognize that movements and hold patterns change the meaning of a verb.</p> <p>d. Recognize directionality changes in the meaning of a verb.</p> <p>e. Use classifiers to show location of one object or person in relation to others (e.g., referents and prepositions).</p> <p>f. Recognize the inflective changes in classifiers that influence their meanings (e.g., CL: 3-bumpy road).</p> <p>g. Decode non-manual markers of new signs to determine their meanings (e.g., using BPCL: 2 and expression of exhaustion to decode EXHAUSTED).</p> | <p>1. Know and apply grade-level sign analysis skills in decoding signs.</p> <p>a. Recognize the derivatives of blended signs inform the meaning of blended signs (e.g., KNOW+THAT = KNOW-THAT).</p> <p>b. Recognize spatial positioning of signs inform their meanings (e.g., HOT-group vs. COLD-group and their referents).</p> |
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Fluency

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| <p>1. View and sign on-level texts with purpose and understanding.</p> | <p>1. View and sign on-level texts with sufficient accuracy and fluency to support comprehension.</p> <p>a. View on-level text with purpose and understanding.</p> <p>b. View on-level text with accuracy, appropriate rate, and expression on successive viewings for both published and live texts.</p> <p>c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.</p> | <p>1. View and sign on-level texts with sufficient accuracy and fluency to support comprehension.</p> <p>a. View on-level text with purpose and understanding.</p> <p>b. View on-level text with accuracy, appropriate rate, and expression on successive viewings for both published and live texts.</p> <p>c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.</p> |
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