Standards for Published Signing (3-5)

Grade 3 Students	Grade 4 students	Grade 5 students

Text Types and Purposes

Grade 3 Students

1. Sign opinion pieces on topics or texts, supporting a point of view with reasons.

   a. Introduce the topic or text they are signing about, state an opinion, and create an organizational structure that lists reasons.

   b. Provide reasons that support the opinion.

   c. Use linking signs and phrases (e.g., CL: 3-LIST, FOR-FOR-Q, spatial referents) to connect opinion and reasons.

   d. Provide a concluding statement or section.

2. Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic and group-related information together; include illustrations and other images when useful to aiding comprehension.

   b. Develop the topic with facts, definitions, and details.

   c. Use linking signs (e.g., SAME, SECOND, UNDERSTAND++) to connect ideas within categories of information.

   d. Provide a concluding statement or section.

3. Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

   c. Use temporal signs, inflections, and phrases to signal event order.

   d. Provide a sense of closure.

Grade 4 students

1. Sign opinion pieces on topics or texts, supporting a point of view with reasons and information.

   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the signer's purpose.

   b. Provide reasons that are supported by facts and details.

   c. Link opinion and reasons using signs and phrases (e.g., FOR EXAMPLE, RH-Q HOW, ALSO, IDEA-SAME, ADD).

   d. Provide a concluding statement or section related to the opinion presented.

2. Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., video transitions), illustrations, and multimedia when useful to aiding comprehension.

   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   c. Link ideas within categories of information using signs and phrases (e.g., OTHER, ALSO, RH-Q WHY, list referents).

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section related to the information or explanation presented.

3. Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Orient the viewer by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

   b. Use dialogue (role-shifting) and description to develop experiences and events or show the responses of characters to situations.

   c. Use a variety of transitional signs and phrases to manage the sequence of events.

   d. Use concrete signs and phrases and sensory details to convey experiences and events precisely.

   e. Provide a conclusion that follows from the narrated experiences or events.a narrator and/or characters; organize an event sequence that unfolds naturally.

Grade 5 students

1. Sign opinion pieces on topics or texts, supporting a point of view with reasons and information.

   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the signer's purpose.

   b. Provide logically ordered reasons that are supported by facts and details.

   c. Link opinion and reasons using signs, phrases, and clauses (e.g., THEREFORE, HAPPEN, SPECIFICALLY).

   d. Provide a concluding statement or section related to the opinion presented.

2. Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., video transitions), illustrations, and multimedia when useful to aiding comprehension.

   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   c. Link ideas within and across categories of information using signs, phrases, and clauses (e.g., POINT, use contrastive structure, conditionals).

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section related to the information or explanation presented.

3. Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Orient the viewer by establishing a situation and introducing a narrator and/or characters; organize an event sequence

   b. Use narrative techniques, such as dialogue (role-shifting), description, and pacing, to develop experiences and events or show the responses of characters to situations

   c. Use a variety of transitional signs, phrases, and clauses to manage the sequence of events.

   d. Use concrete signs and phrases and sensory details to convey experiences and events precisely.

   e. Provide a conclusion that follows from the narrated experiences or events.

Standards for Published Signing (3-5)

Grade 3 Students	Grade 4 students	Grade 5 students

Production and Distribution of Published Signing

Grade 3 Students	Grade 4 students	Grade 5 students
1. With guidance and support from adults, produce clear and coherent signing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, and editing. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 3.) 3. With guidance and support from adults, use technology to produce and publish signing (using editing skills) as well as to interact and collaborate with others.	1. Produce clear and coherent signing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, and editing. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 4.) 3. With some guidance and support from adults, use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of two minutes of video).	1. Produce clear and coherent signing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 5.) 3. With some guidance and support from adults, use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of four minutes of video).

Research to Build and Present Knowledge

Grade 3 Students	Grade 4 students	Grade 5 students
1. Conduct short research projects that build knowledge about a topic. 2. Recall information from experiences or gather information from published texts and other digital sources; take brief notes on sources and sort evidence into provided categories. 3. (Begins in grade 4.)	1. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 2. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Viewing standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, signs, or actions]."). b. Apply grade 4 Viewing standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	1. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 2. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Viewing standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]."). b. Apply grade 5 Viewing standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").

Range of Signing

Grade 3 Students	Grade 4 students	Grade 5 students
1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.