

Standards for Published Signing (K-2)

The following standards define what students should understand and be able to do by the end of each grade. The College and Career Readiness Anchor Standards and the Grade-level Standards are necessary complements—the former providing broad standards, the latter providing additional specificity.

Kindergartners

Grade 1 students

Grade 2 students

Text Types and Purposes

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| <ol style="list-style-type: none">1. Use a combination of drawing, dictating, and signing to compose opinion pieces in which they tell a viewer the topic or the name of the text they are signing about and state an opinion or preference about the topic or text (e.g., My favorite text is ...).2. Use a combination of drawing, dictating, and signing to compose informative/explanatory texts in which they name what they are signing about and supply some information about the topic.3. Use a combination of drawing, dictating, and signing to compose a visual-story map narrating a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | <ol style="list-style-type: none">1. Sign opinion pieces in which they introduce the topic or name the text they are signing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.2. Sign informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.3. Sign narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal signs to signal event order, and provide some sense of closure. | <ol style="list-style-type: none">1. Sign opinion pieces in which they introduce the topic or name the text they are signing about, state an opinion, supply reasons for the opinion, use linking signs (e.g., transitional signs: PLUS, WHY-Q) to connect opinion and reasons, and provide a concluding statement or section.2. Sign informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.3. Sign narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal signs, inflections, and phrases to signal event order, and provide a sense of closure. |
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Production and Distribution of Published Signing

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| <ol style="list-style-type: none">1. (Begins in grade 2.)2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen signing as needed.3. With guidance and support from adults, explore a variety of digital tools to produce and publish signing, including in collaboration with peers. | <ol style="list-style-type: none">1. (Begins in grade 2.)2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen signing as needed.3. With guidance and support from adults, use a variety of digital tools to produce and publish signing, including in collaboration with peers. | <ol style="list-style-type: none">1. With guidance and support from adults, produce 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 adults and peers, focus on a topic and strengthen signing as needed by revising and editing.3. With guidance and support from adults, use a variety of digital tools to produce and publish signing, including in collaboration with peers. |
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Research to Build and Present Knowledge

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| <ol style="list-style-type: none">1. Participate in shared research and signing projects (e.g., explore a number of texts by a favorite author and/or signer and express opinions about them).2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.3. (Begins in grade 4.) | <ol style="list-style-type: none">1. Participate in shared research and signing projects (e.g., explore a number of “how-to” resources on a given topic and use them to sign a sequence of instructions).2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.3. (Begins in grade 4.) | <ol style="list-style-type: none">1. Participate in shared research and signing projects (e.g., view a number of texts on a single topic to produce a report; record science observations).2. Recall information from experiences or gather information from provided sources to answer a question.3. (Begins in grade 4.) |
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Range of Signing

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| <ol style="list-style-type: none">1. Publish signing over short time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ol style="list-style-type: none">1. With guidance and support, 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. | <ol style="list-style-type: none">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. |
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