





### Structure of American Sign Language


-  1. Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).
  - a. Utilize full breadth of signing frame space.
  - b. Use frequently occurring descriptive classifiers and other adjectives (e.g., BPCL, LCL, MCL).
  - c. Use frequently occurring conjunctions (e.g., PLUS, OTHER, FOR-FOR).
  - d. Use frequently occurring prepositions through depictions, eye gaze, and locative signs (e.g., VEHICLE-cl NEXT-TO HOUSE, HURT-ON-TUMMY).
  - e. Create compound sentences with indicating verbs to demonstrate sequences of events (e.g., THEY-GAVE-US-I-GIVE- HER).
  - f. Produce compound sentences using negations or as conditionals.
  - g. Can produce, evaluate, and ensure subject-verb- object agreement.


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### Knowledge of Language




-  1. Use knowledge of language and its structure when signing and viewing (live and published).
  - a. Choose fingerspelling, signs, and phrases for effect.
  - b. Recognize and observe differences between the structure of live and published American Sign Language.



-  1. Use knowledge of language and its structure when signing and viewing (live and published).
  - a. Choose signs and phrases to convey ideas precisely.
  - b. Choose non-manual markers, fingerspelling, and sign choice for effect.
  - c. Differentiate between contexts that call for formal ASL (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

-  1. Use knowledge of language and its structure when signing and viewing (live and published).
  - a. Expand, combine, and reduce sentences for meaning, viewer interest, and style.
  - b. Combine and contrast the varieties of ASL (e.g., regional accents, registers) used in stories, dramas, or poems.

### Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning sign, fingerspelled words, and phrases based on grade 3 signing and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context to identify the meaning of unknown, signs, fingerspelled words, and phrases.
  -  b. Determine the meaning of the new sign formed when a known non-manual affix is added to a known sign (e.g., AGREE nms NOT).
  - c. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key signs and phrases.
  
2. Demonstrate understanding of sign relationships and nuances in sign meanings.
  -  a. Distinguish literal and nonliteral meanings of signs and phrases in context (e.g., READ-MIND, STUCK).
  -  b. Identify real-life connections between signs and their use (e.g., describe people who are WOW-FRIENDLY, HELP-HELP).
  -  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., KNEW, BELIEVE, SUSPECT, HS: 1 THINK, two hands HS: 1 THINK).
  
3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific signs and phrases, including those that signal spatial and temporal relationships (e.g., JUST-NOW CAR ALMOST HIT BIKE, LUCKY CL: 3 BIKE-STOP-QUICK).

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, and phrases based on grade 4 viewing and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a sign, fingerspelled word, or phrase.
  -  b. Use common, grade-appropriate prefixes, suffixes, non-manual markers, and iconicity of signs as clues to the meaning of a sign (e.g., NMS: head shaking no, root LSF sign TO-LOOK comes from “chercher” in French, CAT/WHISKERS).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the production of and determine or clarify the precise meaning of key signs and phrases.
  
2. Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.
  - a. Explain the meaning of simple similes and metaphors (e.g., BRAIN+CRACK, MIND+BLOW) in context.
  -  b. Demonstrate understanding of signs by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) (e.g., IMPROVE/DECLINE; INCREASE/DECREASE).
  -  c. Demonstrate understanding of signs by relating them to their sign families based on sign locations, handshapes, etc. (e.g., index finger signs often mean line of thought [WONDER, THOUGHT+DISAPPEAR]; middle finger signs often mean feelings [PITY, SYMPATHY, EXCITE]).
  
3. Acquire and use accurately grade-appropriate general academic and domain-specific signs, fingerspelled words, and phrases, including those that signal precise actions, emotions, or states of being (e.g., PUZZLED, STUMPED) and that are basic to a particular topic (e.g., ANIMALS, PRESERVE, and DANGER+SHRINK) when discussing animal preservation).

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, and phrases based on grade 5 viewing and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a sign, fingerspelled word, or phrase.
  -  b. Use common, grade-appropriate prefixes, suffixes, non-manual markers, and iconicity of signs as clues to the meaning of a sign.
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the production of and determine or clarify the precise meaning of key signs and phrases.
  
2. Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.
  - a. Interpret figurative language, including similes and metaphors, in context.
  -  b. Use the relationship between particular signs (e.g., synonyms, antonyms, homonyms [HUNGRY/WISH]) to better understand each of the signs.
  - c. Interpret sentences that use the same signs and different expressions and tones to reflect different shades of meaning.
  
3. Acquire and use accurately grade-appropriate general academic and domain-specific signs, fingerspelled words, and phrases, including those that signal contrast, addition, and other logical relationships (e.g., UNDERSTAND++, BUT, B-U-T, #BUT, CAN, RESULT-WHAT-Q).