

Language Standards (K-2)


The K-12 Grade-level Standards on the following pages 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

Structure of American Sign Language

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1. Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).
 - a. Use the full range of handshapes.
 - b. Use frequently occurring nouns, verbs, and depictions.
 - c. Form plural nouns by modifying parameters.
 - d. Use question signs and non-manual markers (e.g., WHO-Q, WHAT-Q, WHY-Q, WHERE-Q, HOW-Q, WHEN-Q).
 - e. Use the most frequently occurring prepositions through referents (e.g., CL: 3 CAR NEXT-TO CL-5 TREE, HURT-ON-TUMMY).
 - f. Produce and expand complete sentences in shared language activities.
 - g. Use non-manual markers and classifiers to produce frequently occurring adjectives and adverbs.
 - h. Produce sentences with indicating verbs (e.g., BOY-THERE-TELL-ME).
 - i. Use pronouns as spatial referents (e.g., BOTH-OF-US, BOTH-OF-THEM, CL: 1 person).
 - j. Use inflection to indicate temporal markers (e.g., movement, non-manual signals).

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1. Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).
 - a. Raise hands into signing frame space.
 - b. Use frequently occurring conjunctions (e.g., KNOW, MOVE-ON, THAT; head nods, eye gazes).
 - c. Understand how referents can be used to indicate determiners, pronouns, conjunctions (e.g., indexing on non-dominant hand).
 - d. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 - e. Use common, proper, and possessive nouns. (e.g., name signs, open palm to demonstrate possessiveness).
 - f. Use temporal signs to convey a sense of past, present, and future (e.g., YESTERDAY I EAT, EAT I nms-NOT-YET).
 - g. Use frequently occurring descriptive classifiers and other adjectives (e.g., DCL, ECL, SCL, ICL, BCL).
 - h. Produce simple sentences with indicating verbs using eye gaze and locative signs.
 - i. Use frequently occurring conjunctions (e.g., PLUS, OTHER, THAT, list form, head nod).
 - j. Use numerical incorporation.
 - k. Use the manipulation of non-manual markers in topicalization.
 - l. Expand and rearrange sentences from a range of sentence types.


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1. Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).
 - a. Maintain hands in signing frame space.
 - b. Use frequently occurring conjunctions (e.g., WHY-Q, WRONG, FINISH, HAPPEN).
 - c. Manipulate spatial referents when incorporating frequently occurring prepositions through classifiers, eye gaze, and locative signs (e.g., role shifting, CL: 5 BIG-HOUSE-nearby, CL:5 BIG-HOUSE-far away).
 - d. Produce simple and complex sentences with indicating verbs using plural pronouns as referents. (e.g., I-GIVE-THEM, THEY-TOLD-US).
 - e. Produce simple and complex conditional sentences.
 - f. Produce rhetorical questions.
 - g. Evaluate sentences for semantic appropriateness (e.g., DAD DANCE WITH HAMBURGER).
 - h. Create complex sentences to indicate a sequence of events and use step-by-step instructions using correct sequence markers (e.g., transition words).

Knowledge of Language



1. (Begins in grade 2.)




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1. Use knowledge of language and its structure when signing and viewing (live and published).




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- a. Compare formal and informal uses of American Sign Language.




Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, and phrases based on kindergarten viewing and content.
 - a. Use context to identify the meaning of unknown signs, fingerspelled words, and phrases.
 -  b. Identify new meanings for similar signs and apply them accurately (e.g., SAME vs. LIKE, BUT vs. DIFFERENT).
 -  c. Use the most frequently occurring inflections (e.g., SIT-FOR-A-LONG-TIME, SHE-GIVES-HIM) as a clue to the meaning of an unknown sign.
 - d. Use the most frequently occurring affixes and compound words (e.g., LAW-PERSON, WOOD+CUT-PERSON, TREE+HOUSE) as a clue to the meaning of an unknown sign.


2. With guidance and support from adults, explore sign relationships and nuances in sign meanings.
 -  a. Use role-shifting and/or non-manual markers to represent categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
 -  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., WANT/DON'T-WANT, LIKE/DON'T-LIKE).
 -  c. Distinguish shades of meaning among verbs describing the same general action (e.g., WALK-quickly, WALK-slowly, WALK-clumsily).



3. Use signs and phrases acquired through conversations, signing and being signed to, and responding to texts.

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, and phrases based on grade 1 viewing and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as clue to identify the meaning of unknown signs, fingerspelled words, and phrases.
 -  b. Determine the meaning of the new sign formed when a known prefix is added to a known sign (e.g., HAPPY/NOT-HAPPY, TELL/AGAIN-TELL).
 - c. Identify frequently occurring sign families and their inflectional forms (e.g., large circular motion: long duration, brain area: DREAM, THINK, PONDER).
 -  d. Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., BIRDHOUSE, BOOKSHELF, DINING-ROOM)
 -  e. Determine meanings of signs based on similar features (e.g., nose/beaks: DUCK, BIRD, EAGLE, PARROT).

2. With guidance and support from adults, demonstrate understanding of sign relationships and nuances in sign meanings.
 -  a. Demonstrate understanding of sign families by relating them to one another based on commonalities in parameters (e.g., CHAIRPERSON, BOSS, CHIEF or HAPPY, INSPIRED, EXCITED, DEPRESSED)
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., want/don't want, like/don't like).
 - c. Identify real-life connections between signs and their use.
 -  d. Distinguish shades of meaning through non-manual markers (e.g., WORK-LONG-TIME nmm: teeth vs. WORK-LONG-TIME nmm: pursed lips).
 -  e. With teacher scaffolding, understand and use figurative language versus literal language using metaphors, similes, and analogies (e.g., EAT-YOUR-WORDS, EYES-POP-OUT).

3. Use signs and phrases acquired through conversations, signing and being signed to, and responding to texts, including using frequently occurring conjunctions and determiners to signal simple relationships (e.g., DET-the, CL: 3-LIST).

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, and phrases based grade 2 viewing and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context to identify the meaning of unknown signs, fingerspelled words, and phrases.
 -  b. Identify new meanings for similar signs and apply them accurately (e.g., TURN-OFF TV, SWITCH-OFF-LIGHTS).
 - c. Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., UP-TO-YOU is a blend of THINK+YOURSELF).
 - d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2. Demonstrate understanding of sign relationships and nuances in sign meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are SPICY, MUSHY).
 -  b. Distinguish shades of meaning among closely related inflectional verbs (e.g., TOSS, THROW, HURL) and closely related adjectives through use of depictions and non-manual markers (e.g., CL: 1 YOUNG-PERSON, CL: BENT 1: OLD PERSON).
 - c. With teacher guidance and support, use figurative language versus literal language using metaphors, similes, and analogies.
 -  d. Manipulate phonological parameters to play on signs (e.g., SMALL-WORLD with pinky, UNDERSTAND with four fingers or pinky to show intensity).

3. Use signs and phrases acquired through conversations, signing and being signed to, and responding to texts, including using adjectives and adverbs to describe (e.g., IF HAPPEN OTHER HAPPY, MEANS ME HAPPY).