


Fingerspelling and Fingerreading Standards (3-5)


Grade 3 students


Grade 4 students

Grade 5 students


Key Ideas


-  1. Demonstrate understanding of ways fingerspelled signs are formed and their uses.
 - a. Apply understanding of partition and movement of fingerreading units through recognition of patterns and movement (e.g., #MEAN all in neutral movement while #HAPPY requires both neutral and lower movement as well; smooth as double-letters “PP”).


-  1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words
 - a. Use fingerspelling to highlight a word in presentation or discourse for emphasis.
 - b. Understand that words are fingerspelled when there are no sign equivalents (e.g., proper nouns, technology terms, vegetables).
 - c. Use fingerspelling to highlight titles of works (e.g., fs-S-N-O-W fs-W-H-I-T-E; Valli’s fs-D-A-N-D-E-L-I-O-N-S).
 - d. Recognize that fingerspelling can use space to establish referents and/or to clarify meaning.

-  1. Demonstrate understanding of ways fingerspelled signs are formed and their uses.
 - a. Use pacing in fingerspelling to highlight a phrase in presentation or discourse for emphasis (e.g., E-V-O-L-V-E-D, B-A-W-L-E-D #EYES O-U-T).
 - b. Use fingerspelled words when there are no sign equivalents (e.g., proper nouns, technology terms, vegetables).
 - c. Recognize that fingerspelled words are not always for emphasis and use both the fingerspelled word and the sign interchangeably (e.g., fs-O-N-L-I-N-E/ONLINE).
 - d. Understand that fingerspelling can use space to establish referents and/or to clarify meaning.


Initialized and Lexicalized Forms


-  1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.
 - a. Can fingerspell words as lexical signs (e.g., #WHAT, #BACK #OK, #MOOD).
 - b. Use fingerspelling for abbreviations (e.g., #REF, #VP, #E-MAIL, #APT).


-  1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.
 - a. Connect initialized forms and alphabet letters to their equivalent in English (e.g., B-T on chest = Board of Trustees).

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Vocabulary Acquisition and Use

-  1. Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.
 - a. Fingerspell longer words and phrases following correct contour as new ASL and English lexicon expands.

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 - a. Fingerspell longer words and phrases following correct contour as new ASL and English lexicon expands.
 - b. Use chaining strategy when introducing new vocabulary words and signs (e.g., signs a word–WISE, fingerspells fs-W-I-S-E, signs WISE).

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 - a. Fingerspell longer words and phrases following correct contour as new ASL and English lexicon expands.
 - b. Recognize that some signs are compounded with signs and lexicalized fingerspelling (e.g., #SUN+GLASSES, BACK+#YARD).
 - c. Recognize that some words are fingerspelled due to domain-specific definition (e.g., H2O – fs-H-Y-D-R-O-G-E-N fs-O-X-I-D-E).