


Fingerspelling and Fingerreading Standards (6-8)


Grade 6 students


Grade 7 students

Grade 8 students


Key Ideas


-  1. Understand that fingerspelling is used for various purposes, formally and informally.
 - a. Use fingerspelled words for emphasis though pacing, chunking, and/or spatial (e.g., comparing and contrasting two ideas using two different spaces R-I-C-H in upper right corner with P-O-O-R and use that as an established reference).
 - b. Use fingerspelled words when there are no sign equivalents.


-  1. Understand that fingerspelling is used for various purposes, formally and informally.
 - a. Use fingerspelled words for emphasis though pacing, chunking, and/or spatial.
 - b. Use fingerspelled words when there are no sign equivalents.

-  1. Understand that fingerspelling is used for various purposes, formally and informally.
 - a. Use fingerspelled words for emphasis though pacing, chunking, and/or spatial.
 - b. Use fingerspelled words when there are no sign equivalents.


Initialized and Lexicalized Forms


-  1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.
 - a. Connect initialized forms and alphabet letters to their equivalent in English.


-  1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.
 - a. Connect initialized forms and alphabet letters to their equivalent in English.

-  1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.
 - a. Connect initialized forms and alphabet letters to their equivalent in English.

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. Use signs compounded with signs and lexicalized fingerspelling.
 - b. Recognize that some words are fingerspelled due to domain-specific definition.

-  1. Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.
 - a. Use signs compounded with signs and lexicalized fingerspelling.
 - b. Recognize that some words are fingerspelled due to domain-specific definition.

-  1. Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.
 - a. Use signs compounded with signs and lexicalized fingerspelling.
 - b. Recognize that some words are fingerspelled due to domain-specific definition.