Fingerspelling and Fingerreading Standards (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
Key Ideas		
1. Demonstrate understanding of ways fingerspelled signs are formed and their uses. a. Recognize that fingerspelled words are represented by specific sequences of handshapes produced from in to out. b. Connect fingerspelling with English in print. c. Recognize that some signs have fingerspelling equivalents.	1. Demonstrate understanding of ways fingerspelled signs are formed and their uses. a. Use knowledge that every word spelled consecutively is separated by a brief hold. b. Understand the role of fingerspelling in ASL and the multiple uses of fingerspelling (e.g., emphasis #NO! and translation "bus" into B-U-S or #BUS).	1. Demonstrate understanding of ways fingerspelled signs are formed and their uses. a. Understand the role of fingerspelling in ASL and the multiple uses of fingerspelling (e.g., codeswitching). b. Use fingerspelled words for emphasis (e.g., #FUN, #WHAT). c. Engage in creative use of fingerspelling (e.g., fs F-A-L-L-I-N-G L-E-A-F).
Initialized and Lexicalized Forms		
1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words. a. Can see connections between initialized forms and alphabet letters (e.g., name signs, WATER, FAMILY). b. Can fingerspell words, including short words and names of people or places (e.g., own name, fs T-A-R-G-E-T, fs J-O-H-N). c. Produce lexical fingerspelling (e.g., #BACK, #OFF, #FIX).	1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words. a. Compare and contrast "families" of ASL signs that share the same ASL handshape configuration as opposed to initialized signs (e.g., HS F: CAT, STICK, BUTTON, and HAIR vs. FAMILY, FOREIGN, FURNITURE). b. Use common high-frequency lexicalized fingerspelling (e.g., #WHEN, #WHAT, #BUS).	1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words. a. Use common high-frequency lexicalized fingerspelling (e.g., #BANK, #CASH, #STYLE).
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 to inquire for the fingerspelling of those signs (e.g., TABLE to get fs T-A-B-L-E).	1. Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context. a. Fingerspell untaught words drawing on phonemic awareness and conventions. b. Decode fingerspelled words in context of other parameters (e.g., NMS: #WHAT-q). c. Decode regularly fingerspelled letter combinations (e.g., wh, th, ph).	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 (e.g., fs G-O-V-E-R-N-M-E-N-T, fs R-A-I-N-I-N-G fs C-A-T-S and #DOGS). b. Can demonstrate skill in memorizing chunks of fingerreading units (including lexicalized fingerspelling) when translating to written English as content-appropriate (e.g., increasing length of fingerspelled word #HAT to #PLAY/ER to #REST/AU/RANT).