ASL CONTENT STANDARDS

KINDERGARTEN-GRADE 12

CONTENTS

Introduction

Acknowledgments

INTRODUCTION

A. Developing the ASL Content Standards

These comprehensive K-12 standards for American Sign Language (ASL) were developed to ensure that deaf and hard of hearing children acquire and learn ASL in much the same way that hearing children in the United States acquire and learn English. The primary purpose in developing ASL Standards is not simply to ensure that deaf and hard of hearing students are fluent in ASL, but also to support students' use of ASL for critical thinking.

According to the United Nations (2006), deaf children have a human right to receive their education in the most appropriate language, and for American deaf children this may be ASL. Further when deaf children have the opportunity to acquire ASL in early childhood, many documented advantages accrue, and the potential deficits implicit in language deprivation are avoided (Easterbrooks & Baker, 2002; Marschark, Schick, & Spencer, 2006). The K-12 ASL Content Standards were developed by the Laurent Clerc National Deaf Education Center in collaboration with a team of researchers from the fields of ASL linguistics, Deaf education and educators from several universities and their school partners (Geslin, D., Singleton, J., Czubek, T., Herzig, M., Hoffmeister, R., & Enns, C., 2013) and with the California School for the Deaf at Fremont.

ASL teachers, specialists, and experts participated as reviewers in feedback groups in ASL Round Table (ASLRT) conferences during a three-year standards development-review-revision process from 2014 to 2017. Draft standards for grades K-3, 4-8, and 9-12 were reviewed and discussed by these reviewers in 2014, 2015, and 2016 respectively. Reviewers were asked to determine whether a draft of the Standards appropriately addressed grade level and skill expectations, accurately identified ASL knowledge and skills, and clearly presented information in a way that supported their use by ASL teachers and specialists. Their feedback, summarized and shared with the California School for the Deaf, Fremont, guided the final development of the Standards.

Feedback from reviewers participating in feedback groups also led to the development of glossary terms. The support of several ASLRT members who provided guidance with signing specific terms in ASL made it possible to develop signed terms that reflect ASL instruction and content standards.

The Clerc Center also implemented an open comment process to collect feedback. An open comment survey was disseminated in September 2017 for public review; the open comment period lasted two weeks. Feedback was used to guide the design and development of the Standards as a web-based resource to support the instruction of ASL teachers and specialists who teach ASL as a first language to deaf and hard of hearing students.

1. What is ASL?

American Sign Language (ASL) is a natural language that has evolved over centuries within the community of deaf and hearing signers living in the United States and parts of Canada. Recognized as an indigenous language, ASL is not derived from spoken English, nor is its rich and complex grammar based on the structure of English.[1]

[1] *The term 'indigenous' is used here to characterize how American Sign Language was developed independently within a group of people, apart from the surrounding population. This term is more typically associated with native peoples living in regions that have been colonized by non-native groups. The term is used in the linguistic, cultural, and political sense. The continuity of ASL and the rights of deaf people to use it freely have been threatened multiple times over the course of history.*

Linguistic and psycholinguistic research has documented the grammatical structure of ASL at the levels of discourse, syntax, morphology, and phonology (Emmorey, 2002). When children are exposed to ASL from birth, they acquire it naturally and effortlessly, without instruction, and they attain cognitive and linguistic milestones at the same rate as children who acquire spoken languages (Newport & Meier, 1986; Lillo-Martin, 1999); their ASL acquisition mirrors that of hearing children learning a spoken language (Holowka, Brousseau-Lapre, & Petitto, 2002; Lillo-Martin, 1999; Stokoe, 1960, 2005), and as they grow, their ASL development continues to mirror the linguistic development of fluent English speakers (Hoffmeister, 2000; Kuntze, 2004; Strong & Prinz, 2000). The difference is modality: ASL is a visual-spatial language, while spoken languages are auditory-linear languages.

Deaf children who enter kindergarten with basic core skills in ASL are thus prepared to engage in a Language Arts curriculum that promotes their continued learning of ASL (i.e., its higher order structures), ASL analysis, and ASL literacy; they can understand and produce increasingly complex ASL texts. The outline for the core competencies expected of ASL-using children entering kindergarten, based on these attributes and the standard checklists of kindergarten readiness competencies, is in Appendix A (American Sign Language Foundation Expected Prior to Entering Kindergarten: A Checklist).

2. ASL as an Academic Subject

The K-12 ASL Content Standards are developed with the assumption that deaf and hard of hearing children begin to acquire ASL at birth or soon after as their first language and arrive at school ready to learn ASL as an academic subject. The Standards are thus designed to promote: children's continued learning of ASL (in both expressive and receptive signing); children's ability to analyze the structures of ASL at all linguistic levels; children's enhanced comprehension and production of ASL; children's ability to create and analyze ASL texts; and ultimately children's greater proficiency in ASL that results in higher order conceptual thinking, critical literacy skills, and more refined analytical skills. These skills are foundational to learning not only language, but other subjects as well.

ASL literacy includes language use in (a) spontaneous face-to-face contexts, (b) planned live contexts, and (c) deliberately video-recorded forms. Initially described by Jim Gee (1989), ASL literacy includes discourse proficiency, recognizes both "oral" and "written" forms of text, and draws from and can be applied to a vast range of skills required of successful students (e.g., cognitive, behavioral, linguistic, productive, interpretive, and evaluative skills.).

3. ASL Content Standards and Common Core State Standards in English Language Arts

In addition to reflecting the parallel development of signed and spoken languages, the K-12 ASL Content Standards address the visual aspects of ASL that make it different from spoken language. Every effort has been made to maintain a parallel and equitable alignment between the ASL Content Standards and the Common Core State Standards in English Language Arts (CCSS ELA). Standards that are unique to ASL are symbolized with the use of the image of a hand.

The K-12 ASL Content Standards consist of five Anchor Standards:

- ▶ **Viewing Standards;**
- ▶ **Published Signing Standards;**
- ▶ **Discourse and Presentation Standards;**
- ▶ **Language Standards;** and
- ▶ **Fingerspelling and Fingerreading Standards**

The ASL Anchor Viewing Standards comprise:

- ▶ **Literature Standards;**
- ▶ **Informational Texts Standards; and**
- ▶ **Foundational Skills Standards**

The difference in modality between ASL and English has significant implications, especially as this difference applies to how each language is taught and used in school. The separation between (a) speaking and listening and (b) reading and writing has consequences in terms of how language instruction and related activities are realized in academic programming.

American Sign Language is among the world's many languages that do not have a written form. Its modality does not change whether producing spontaneous or planned and recorded versions of ASL text. The advent of digital technology however allows the capturing, composing, reviewing, editing, analyzing, and publishing of ASL; technology allows ASL literacy.

Reconciling the difference between attaining literacy in signed and spoken language requires terms and strategies be reconsidered. Literacy, literacy tools, and the nature of texts differ in English and ASL, but the terms "discourse and presentation," "viewing," and "publishing" have application in both languages.

B. Key Design Considerations

Due to the similarity of natural language development for both students learning ASL and English, the ASL Standards parallel those of the CCSS ELA; this ensures high expectations for deaf and hard of hearing students who use ASL as their first language and provides teachers with a basis for equitable evaluation of students' learning.

Like the standards for CCSS ELA, the ASL Content Standards are considered a living document. As new evidence emerges from professional practice and research on deaf and hard of hearing children's ASL development, efforts to expand on and/or adapt the K-12 ASL Content Standards are expected.

2. Overarching and Grade-level Expectations

The K-12 ASL Content Standards anchor the document and define expectations. The Anchor Standards describe the general expectations that students learning ASL as a first language across grades K to 12 should meet for college and career readiness. Content standards are grade-level standards that define end-of-year expectations for each grade beginning in kindergarten and finishing on the completion of high school. The Anchor Standards provide broad expectations and the grade-level standards provide specificity. Content standards are presented in grade clusters as follows: K-2, 3-5, 6-8, 9-12; clustering allows flexibility in course design and instruction.

1. A Common Core of Expectations for Deaf and Hard of Hearing Students

For many years, teachers felt a need for ASL Standards that would describe expectations for deaf and hard of hearing students, what students knew about ASL, and how students used ASL after kindergarten (American Sign Language Foundation Expected Prior to Entering Kindergarten: A Checklist, see Appendix A), and how they developed ASL beyond the period of time when the basics of ASL have been acquired. The K-12 ASL Content Standards are intended to provide teachers with a framework for what ASL-using students are expected to learn in the K-12 educational setting as their language develops. These Standards provide guidelines for those who adopt comprehensive ASL language instruction and outline expectations of student learning outcomes at different developmental stages in their educational progress. This framework is not intended to determine how teachers teach, but to serve as a resource so that teachers have the means to know what they are supposed to teach and at what point they are supposed to teach it.

3. A Focus on Results Rather than Means

By emphasizing achievements, the ASL Content Standards allow teachers and curriculum developers to decide how goals should be reached and what additional topics should be addressed. Thus the ASL Content Standards do not mandate a particular process or the full range of metacognitive strategies that students may need to monitor and direct their own thinking and learning. Teachers are free to provide students with whatever tools and knowledge their professional judgment identifies as most helpful.

The Standards present a new opportunity for the leadership of teachers, school administrators, and parents. Motivated individuals may address the need for: ASL instruction; students learning ASL as their first language; development of materials and other resources to support use of the ASL Content Standards; and curriculum, assessment, and educational policy transformation supporting early ASL learning and bilingual language access as an organizational priority (Virnig, 2011). Use of the ASL Content Standards also includes the responsibility and expectation for the continuous improvement in the education of our deaf or hard of hearing students learning ASL as an academic subject.

4. An Integrated Model of ASL Literacy

Standards are divided into Viewing, Published Signing, Discourse and Presentation, and Fingerspelling and Fingerreading Standards for conceptual clarity. Yet these attributes—as well as all forms and uses of ASL—are closely connected, and this is reflected throughout the document.

5. Research and Media Skills

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas; they need to be able to conduct original research in order to answer questions or solve problems and to analyze and create a high volume and extensive range of visual information in media forms old and new. The need to conduct research and to produce and use media is embedded into every aspect of today's curriculum. For this reason, knowledge, skills, and understandings of media are embedded throughout the Standards rather than treated in a separate section.

6. Shared Responsibility

ASL teachers and other educators who teach deaf and hard of hearing children share the responsibility of ASL instruction, curriculum, and assessment. For meaningful ASL learning to occur, students must be expected to demonstrate proficiency and use ASL as a tool of analysis within all content areas (see National Assessment of Educational Progress (NAEP) Reading Framework, 2009). Therefore, teachers of all subject areas should:

- Provide consistent and rich exposure to academic registers of ASL.
- Create learning activities that not only build content-area concepts, but also build ASL vocabulary, language, literacy, and cognitive skills.
- Actualize students' ability to use both literary and informational texts in ASL.
- Align assessment questions to cognitive targets, mental processes, and kinds of thinking that underlie comprehension of text; students should be able to locate and recall appropriate ASL text, integrate and interpret ASL text, and critique and evaluate information in ASL.
- Provide ASL-based access to the unique vocabularies and discourses of academic disciplines and subject areas (e.g., students should be provided access to the vocabulary of physicists or mathematicians who discuss theories, principles, facts, and methods connected with their respective disciplines).

(Adapted from NAEP Reading Framework, 2009)

7. What is Not Covered

The standards should be recognized for what they are not as well as what they are. The most important intentional limitations are as follows. The Standards define what all students are expected to know and to be able to do, not how teachers should teach. For instance, the use of play with young children is not specified, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make reference to particular forms of content (e.g., ASL stories, poetry), do not—indeed cannot—enumerate all of or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

The Standards focus on what is most essential; they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The Standards articulate the fundamentals; they do not set out an exhaustive list of goals, activities, or restrictions that limits what can be taught.

The Standards are not remedial. It is beyond the scope of the Standards to address all that is important in educating deaf or hard of hearing students (e.g.,social, emotional, physical development) and the Standards also do not—indeed cannot—encompass the potential range of content areas into which ASL may be integrated. Deaf and hard of hearing children entering kindergarten are expected to arrive at school with age-appropriate ASL fluency; the standards are not intended to provide remedial ASL for non-signing deaf children or deaf children beginning to learn ASL. The starting point for the Standards is the assumption that children have arrived with grade-level fluency in ASL. Many kindergarten deaf and hard of hearing students may not meet this criteria (American Sign Language Foundation Expected Prior to Entering Kindergarten: A Checklist, see Appendix A). For a variety of reasons these students may not have been provided with adequate exposure to ASL at home or in their pre-k setting. Like their hearing counterparts who enter English Language Arts programs from cultures in which English was not used, these students will need to "get caught up." Teachers will need to address curriculum strategies for students who for whatever reason do not meet the entry-level expectation.

The Standards are not designed for hearing students' learning ASL as a second language. The American Sign Language Teacher's Association (ASLTA) organization has developed a document for these hearing students, Standards for Learning American Sign Language, that provides instructional guidelines for ASL instruction in K-16 settings (Ashton, Brown Kurz, Cagle, Newell, Peterson & Zinza, 2008). The ASLTA standards "reflect the framework of communicative modes as established by American Council on the Teaching of Foreign Languages and incorporate the goals of the 5 C's of foreign language instruction—communication, cultures, connections, comparisons, and communities" (Ashton, et al., 2008). It is important to differentiate between standards appropriate for deaf and hard of hearing students who use ASL as their first language and standards for other students who are learning ASL as a second language.

C. Students Who Are College and Career Ready in ASL: Viewing, Publishing, Discourse Presentation, Language, Fingerspelling, and Fingerreading

The descriptions that follow offer a portrait of students who meet the Standards set out in this document. As students advance through the grades, they are able to exhibit with increasing fullness the capabilities of an individual literate in ASL.

1. They demonstrate independence.

Students can without significant scaffolding comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise students are able independently to discern a signer's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting they demonstrate command of ASL, including fingerspelling and acquire a wide ranging vocabulary. More broadly, they become self-directed learners effectively seeking out and using resources, including teachers, peers, and print and digital reference materials.

2. They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They view signing purposefully and attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through viewing, signing, publishing, presenting, fingerspelling and fingerreading.

3. They respond to varying demands of audience, task, purpose, and discipline.

Students adapt their communication to audience, task, purpose, and discipline. They set and adjust purpose for viewing, signing, publishing, presenting, using language, fingerspelling and fingerreading as warranted by the task. They appreciate nuance, such as how the composition of the audience should affect tone and how connotations of signs affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

4. They comprehend as well as critique.

Students are engaged and open-minded but discerning viewers and signers. They work diligently to understand precisely what an author or signer is saying, but they also question the assumptions and premises of the author or presenter and assess the veracity of claims and the soundness of reasoning.

5. They value evidence.

Students cite specific evidence when presenting or interpreting research or materials. They use relevant evidence when supporting their points in discourse or presentation, making their reasoning clear to their audience, and they constructively evaluate others' use of evidence.

6. They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their viewing, published signing, discourse and presentation, language, fingerspelling and fingerreading. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using various technological tools and media and can select and use those best suited to their communication goals.

7. They come to understand other perspectives and cultures.

Students appreciate that the twenty-first century classroom and workplace is a location in which people from widely divergent cultures, experiences, and perspectives learn and work together. Students actively seek to understand other perspectives and cultures, and they are able to communicate effectively with people from varied backgrounds. They evaluate other points of view critically and constructively. Through viewing and discussing great classic and contemporary works, students vicariously inhabit other worlds and have experiences much different from those of their personal lives.

D. Using This Document

Grade-level Standards. These set expectations for students in grades K-12, delineating the specific knowledge and skills that all students are expected to demonstrate as they progress through the curriculum. Grade-level standards are organized by grade clusters:

- K-2
- Grades 3-5
- Grades 6-8
- Grades 9-10 and 11-12

Glossary. A list of selected terms with an explanation in ASL is provided online.

References. They provide the research foundation for the development of both the anchor and grade-level standards.

1. How this Document is Organized

The K-12 ASL Content Standards comprise four parts:

Introduction. This addresses the rationale and purpose of the Standards. Addressing the breadth, depth, and range of complexity of students' ASL skills, the introduction explains that the ASL Content Standards are based on children's learning and using ASL as their first language and are designed to enhance ASL instruction through standards-based practice.

Anchor and Grade-level Standards. The Anchor Standards set the foundation for the ASL Content Standards and describe the general expectations of students learning ASL as a first language across grades K to 12. The Anchor Standards are separated into five sections:

- Viewing
- Published Signing
- Discourse and Presentation
- Language
- Fingerspelling and Fingerreading

2. Who is Responsible for the Standards?

Responsibilities of ASL teachers, specialists, and others who teach ASL to deaf and hard of hearing students vary from one school or program to another. Some teachers teach ASL as an academic subject for specific grades; others teach ASL to deaf and hard of hearing students throughout programs (e.g., elementary, middle school or high school), and others teach ASL to students in all grades (K-12). The Standards are intended to be used by ASL teachers for their instruction regardless of the grade(s) they teach.

COLLEGE AND CAREER READINESS FOR ASL: K-12 STANDARDS

A. College and Career Readiness Anchor Standards for Viewing

The Standards for Viewing offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is infused through the requirement that students view increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-level standards and retain or further develop skills and understandings mastered in preceding grades.

For instruction each year to help ensure that students gain adequate mastery of a range of skills and applications, students advancing through the grades are expected to meet each year's grade-level standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details
Students will be able to:

1. View closely to determine what the signer says explicitly and make logical inferences from it; cite specific textual evidence when signing to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
Students will be able to:

1. Interpret signs, depiction, and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific sign choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in signs.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Viewing and Level of Text Complexity
Students will be able to:

1. View and comprehend complex literary and informational texts independently and proficiently.

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.

Viewing Standards for Literature (K-2)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students view increasingly complex texts through the grades.

Kindergartners	Grade 1 students	Grade 2 students
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
1. Ask and answer questions about unknown fingerspelled words or signs in a text. 2. Recognize common types of text (e.g., storysigning, storytelling, poems). 3. With prompting and support, name the author and signer of a story and define the role of each in telling the story.	1. Identify fingerspelled words, signs, and phrases, in stories or poems that suggest feelings or appeal to the senses. 2. Explain major differences between text that tells stories and text that gives information, drawing on a wide viewing of a range of text types. 3. Identify who is telling the story at various points in a text.	1. Describe how fingerspelling words, signs, and phrases (e.g., patterned handshapes and/or signs, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 3. Acknowledge differences in the points of view of characters, including by signing in a different style for each character when signing dialogue (e.g., role shifting, eye gaze).
Integration of Knowledge and Ideas		
1. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 2. (Not applicable to literature.) 3. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1. Use illustrations and details in a story to describe its characters, setting, or events. 2. (Not applicable to literature.) 3. Compare and contrast the adventures and experiences of characters in stories.	1. Use information gained from the illustrations and signs in text to demonstrate understanding of its characters, setting, or plot. 2. (Not applicable to literature.) 3. Compare and contrast two or more versions of the same story (e.g., Eyeth) by different authors and/or signers or from different cultures.
Range of Viewing and Level of Text Complexity		
1. Actively engage in group viewing activities with purpose and understanding.	1. With prompting and support, view prose and poetry of appropriate complexity for grade 1.	1. By the end of the year, view and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Viewing Standards for Literature (3-5)

Grade 3 Students	Grade 4 students	Grade 5 students
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, signs, or actions).	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the signer in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
1. Determine the meaning of fingerspelled words, signs, and phrases as they are used in a text, distinguishing literal from nonliteral language. 2. Refer to parts of stories, dramas, and poems when signing about a text, using terms such as first part, beginning, chapter, scene, and stanza; describe how each successive part builds on earlier sections. 3. Distinguish their own point of view from that of the narrator or those of the characters.	1. Determine the meaning of signs and phrases as they are used in a text, including those that allude to significant characters found in mythology and other literature. 2. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., handshapes, numbers, patterns, rhyme, rhythm) and drama (e.g., casts of characters, settings, dialogue, descriptions, stage directions) when signing about a text. 3. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	1. Determine the meaning of signs and phrases as they are used in a text, including figurative language such as metaphors, similes, and hyperboles. 2. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 3. Describe how a narrator's point of view influences how events are described.
Integration of Knowledge and Ideas		
1. Explain how specific aspects of a text's illustrations or visual backgrounds contribute to what is conveyed by the signs in a story (e.g., create mood, emphasize aspects of a character or setting). 2. (Not applicable to literature.) 3. Compare and contrast the themes, settings, and plots of stories created by the same author about the same or similar characters (e.g., in videos from a series).	1. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 2. (Not applicable to literature.) 3. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	1. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., cinematography, multimedia presentation of fiction, folktale, myth, poem). 2. (Not applicable to literature.) 3. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Viewing and Level of Text Complexity		
1. By the end of the year, view and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	1. By the end of the year, view and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1. By the end of the year, view and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Viewing Standards for Literature (6-8)

Grade 6 Students	Grade 7 students	Grade 8 students
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular elements of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
1. Determine the meaning of signs and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific sign choice on meaning and tone. 2. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 3. Explain how an author develops the point of view of the narrator or signer in a text.	1. Determine the meaning of signs and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of signs (e.g., repeated parameters) on a specific verse or stanza of a poem or section of a story or drama. 2. Analyze how a drama's or poem's form or structure (e.g., soliloquy, free verse) contributes to its meaning. 3. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1. Determine the meaning of signs and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific sign choices on meaning and tone, including analogies or allusions to other texts. 2. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 3. Analyze how differences in the points of view of the characters and the audience or viewer (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas		
1. Compare and contrast the experience of viewing a story, drama, or poem to viewing a video or live version of the text, including contrasting what they "see" when they view the text to what they perceive when they attend or watch. 2. (Not applicable to literature.) 3. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	1. Compare and contrast a story, drama, or poem to its filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, color, or camera focus and angles in a film). 2. (Not applicable to literature.) 3. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	1. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 2. (Not applicable to literature.) 3. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works describing how the material is rendered new.
Range of Viewing and Level of Text Complexity		
1. By the end of the year, view and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1. By the end of the year, view and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1. By the end of the year, view and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Viewing Standards for Literature (9-12)

Grade 9-10 Students	Grade 11-12 students
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
1. Determine the meaning of signs and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific sign choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	1. Determine the meaning of signs and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific choices on meaning and tone, including signs with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Graybill as well as other authors.)
2. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	2. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
3. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide viewing of world literature.	3. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
1. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Susan Dupor's "Family Dog" and Clayton Valli's "Sit and Smile" by Darla Thompson)	1. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
2. (Not applicable to literature.)	2. (Not applicable to literature.)
3. Analyze how an author draws on and transforms source material in a specific work (e.g., how Lindsay Darnall, Jr. treats a theme or topic from the Civil War or how a later author draws on a poem by Clayton Valli).	3. Demonstrate knowledge of old literature from the early days of foundational work in literature through published texts.
Range of Viewing and Level of Text Complexity	
1. By the end of grade 9, view and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, view and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	1. By the end of grade 11, view and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, view and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Viewing Standards for Informational Text (K-2)

The following standards offer a focus for instruction each year and help ensure that students explore age-appropriate expository works in ASL, developing an increasingly sophisticated understanding of the information presented through the grades. Students' engagement with ASL texts require that they analyze content, organization, effectiveness, and significance of the ASL texts.

Kindergartners	Grade 1 students	Grade 2 students
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
1. With prompting and support, ask and answer questions about unknown signs and fingerspelled words.	1. Ask and answer questions to help determine or clarify the meaning of fingerspelled words, signs, and phrases in a text.	1. Determine the meaning of fingerspelled words, signs, and phrases in a text relevant to a grade 2 topic or subject area.
2. Identify the beginning, body, and ending of a text.	2. Know and use various text features (e.g., visual transition effects) and text structures (e.g., sequence and transition phrases) to locate key facts or information in a text.	2. Know and use various text features (e.g., visual transition effects) and text structures (e.g., sequence and transition phrases) to locate key facts or information in a text efficiently.
3. Name the author and signer of a text and define the role of each in presenting the ideas or information.	3. Distinguish between information provided by pictures or other illustrations and information provided by the fingerspelled signs and signs in a text.	3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
1. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea an illustration depicts in the text).	1. Use the illustrations and details in a text to describe its key ideas.	1. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2. With prompting and support, identify the reasons a signer gives to support points in a text.	2. Identify the reasons an author gives to support points in a text.	2. Describe how reasons support specific points the author makes in a text.
3. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	3. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	3. Compare and contrast the most important points presented by two texts on the same topic.
Range of Viewing and Level of Text Complexity		
1. Actively engage in group viewing activities with purpose and understanding.	1. With prompting and support, view informational texts appropriately complex for grade 1.	1. By the end of the year, view and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Viewing Standards for Informational Text (3-5)

Grade 3 students	Grade 4 students	Grade 5 students
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 3 topic or subject area. 2. Use text features and search tools (e.g., playback buttons, timestamps) to locate information relevant to a given topic efficiently. 3. Distinguish their own point of view from that of the author of a text.	1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. 2. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 3. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area. 2. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
1. Use information gained from illustrations (e.g., maps, photographs) and the signs in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3. Compare and contrast the most important points and key details presented in two texts on the same topic.	1. Interpret information presented live or published that may include quantitative or visual information (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. 2. Explain how an author uses reasons and evidence to support particular points in a text. 3. Integrate information from two texts on the same topic in order to narrate about the subject knowledgeably.	1. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 2. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 3. Integrate information from several texts on the same topic in order to narrate about the subject knowledgeably.
Range of Viewing and Level of Text Complexity		
1. By the end of the year, view and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	1. By the end of the year, view and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band, with scaffolding as needed at the high end of the range.	1. By the end of the year, view and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Viewing Standards for Informational Text (6-8)

Grade 6 students	Grade 7 students	Grade 8 students
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
1. Determine the meaning of signs and phrases as they are used in a text, including figurative, connotative, and technical meanings choice on meaning and tone. 2. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 3. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1. Determine the meaning of signs and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific sign choice on meaning and tone. 2. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 3. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1. Determine the meaning of signs and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific sign choices on meaning and tone, including analogies or allusions to other texts. 2. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 3. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Viewing Standards for Informational Text (6-8)

Grade 6 students	Grade 7 students	Grade 8 students
Integration of Knowledge and Ideas		
1. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in signs to develop a coherent understanding of a topic or issue. 2. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 3. Compare and contrast one author's presentation of events with that of another (e.g., a memoir signed by and a biography on the same person).	1. Compare and contrast a text to a video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a presentation affects the impact of sign choices). 2. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is solid and the evidence is relevant and sufficient to support the claims. 3. Analyze how two or more authors signing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	1. Evaluate the advantages and disadvantages of using different mediums (e.g., published text or digital sources, video, multimedia) to present a particular topic or idea. 2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is solid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 3. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Viewing and Level of Text Complexity		
1. By the end of the year, view and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1. By the end of the year, view and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1. By the end of the year, view and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Viewing Standards for Informational Text (9-12)

Grade 9-10 Students	Grade 11-12 students
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
1. Determine the meaning of signs and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific sign choices on meaning and tone.	1. Determine the meaning of signs and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
2. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	2. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
3. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	3. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
1. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both published text and multimedia), determining which details are emphasized in each account.	1. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in signs in order to address a question or solve a problem.
2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	2. Delineate and evaluate the reasoning in seminal texts about the Deaf experience, including the premises, purposes, and arguments in works of advocacy (e.g., Tedx talks on audism, linguisicism, advocacy).
3. Analyze texts (e.g., schools for the deaf video and Gallaudet's video archives) of historical and literary significance for their themes, concepts, and purposes.	3. Analyze seminal text of historical and literary significance (e.g., "The Preservation of the Sign Language" by George Veditz), including how they address related themes and concepts.
Range of Viewing and Level of Text Complexity	
1. By the end of grade 9, view and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1. By the end of grade 11, view and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, view and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	By the end of grade 12, view and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Viewing Standards for Foundational Skills (K-2)

The following standards are directed toward fostering students' understanding and working knowledge of concepts of the five parameters (handshape, movement, non-manual markers, location, orientation), fingerspelling and basic structure of American Sign Language. They are basic components of linguistic understanding that all students need to comprehend academic texts in ASL. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive viewing program designed to develop proficient viewers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good viewers will need much less practice with these concepts than struggling viewers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Kindergartners	Grade 1 students	Grade 2 students
Sign Concepts		
1. Demonstrate understanding of the organization and basic features of sign. a. Recognize the structure of the signing space (i.e., head, trunk, arm, and hand). b. Recognize that signs are represented by a combination of parameters. c. Recognize that signs produce meaning. d. Recognize that non-manual markers have meanings. e. Recognize that specific classifiers have specific meanings.	1. Demonstrate understanding of the organization and basic features of sign. a. Recognize that signs are separated by movement and hold patterns. b. Use the distinguishing features of a sentence (e.g., eye gaze, movement in starting a sign, body tilt, ending movement or hold).	Not Applicable
Phonological Awareness		
1. Demonstrate understanding of signs and parameters (phonemes). a. Recognize that signs are separated by parameters. b. Identify the phonological parameters in ASL. c. Count, produce, blend, and segment parameters in signs. d. Manipulate parameters to make new meaning. e. Recognize and produce rhyming signs.	1. Demonstrate understanding of signs and parameters (phonemes). a. Distinguish the five parameters. b. Distinguish between handshapes and the manual alphabet. c. Isolate a single parameter while modifying other parameters. d. Segment signed words into their complete set of parameters. e. Produce phonological groupings (sign families and patterns, e.g. positions of power at shoulder area: BOSS, CAPTAIN, COLONEL; feelings at chest area: HAPPY, ANGRY, THRILLED). f. Demonstrate correct principles of numbering systems (i.e., cardinal numbers and ordinal numbers). g. Decode meaning of signs using phonological awareness (e.g., PRINCE, KING).	Not Applicable

Viewing Standards for Foundational Skills (K-2)

Kindergartners	Grade 1 students	Grade 2 students
Morphological Awareness		
1. Know and apply grade-level sign analysis skills in decoding signs. a. Recognize common high-frequency signs (e.g., LIKE, WANT, WHY). b. Recognize that specific classifiers represent specific nouns (e.g., vehicle, people, structures, elements). c. Recognize signs incorporate agentive suffix (e.g., TEACHER = TEACH+PERSON, PILOT = PLANE+PERSON). d. Recognize signs with inflections (e.g., comparatives, superlatives, and plural; SIT-FOR-A-LONG-TIME, SHE-GIVES-HIM). e. Identify meaning of numerically incorporated signs (e.g., 1-YEAR-OLD vs. ONE-O'CLOCK = TIME+ONE). f. Recognize non-manual markers of signs inform their meanings (e.g., PUZZLED,)	1. Know and apply grade-level sign analysis skills in decoding signs. a. Recognize the derivational changes in structure of signs that influence their meanings (e.g., noun and verb pairs, affixes, and sequences). b. Recognize the inflective changes in structure of signs that influence their meanings (e.g., comparatives, superlatives, plurality, temporal verbs: SIT-FOR-A-LONG-TIME, changes in subject and object: GIVE –BOOK, GIVE-CUP). c. Recognize that movements and hold patterns change the meaning of a verb. d. Recognize directionality changes in the meaning of a verb. e. Use classifiers to show location of one object or person in relation to others (e.g., referents and prepositions). f. Recognize the inflective changes in classifiers that influence their meanings (e.g., CL: 3-bumpy road). g. Decode non-manual markers of new signs to determine their meanings (e.g., using BPCL: 2 and expression of exhaustion to decode EXHAUSTED).	1. Know and apply grade-level sign analysis skills in decoding signs. a. Recognize the derivatives of blended signs inform the meaning of blended signs (e.g., KNOW+THAT = KNOW-THAT). b. Recognize spatial positioning of signs inform their meanings (e.g., HOT-group vs. COLD-group and their referents).
Fluency		
1. View and sign on-level texts with purpose and understanding.	1. View and sign on-level texts with sufficient accuracy and fluency to support comprehension. a. View on-level text with purpose and understanding. b. View on-level text with accuracy, appropriate rate, and expression on successive viewings for both published and live texts. c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.	1. View and sign on-level texts with sufficient accuracy and fluency to support comprehension. a. View on-level text with purpose and understanding. b. View on-level text with accuracy, appropriate rate, and expression on successive viewings for both published and live texts. c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.

Viewing Standards for Foundational Skills (3-5)

Grade 3 students	Grade 4 students	Grade 5 students
Sign Concepts		
Not Applicable	Not Applicable	Not Applicable
Phonological Awareness		
Not Applicable	Not Applicable	Not Applicable
Morphological Awareness		
1. Know and apply grade-level sign analysis skills in decoding signs. a. Use combined knowledge of all parameters and morphology (e.g., roots, affixes, and depictions) to accurately decode unfamiliar signs and phrases in context and out of context.	1. Know and apply grade-level sign analysis skills in decoding signs. a. Use combined knowledge of all parameters and morphology (e.g., roots, affixes, and depictions) to accurately decode unfamiliar signs and phrases in context and out of context.	1. Know and apply grade-level sign analysis skills in decoding signs. a. Use combined knowledge of all parameters and morphology (e.g., roots, affixes, and depictions) to accurately decode unfamiliar signs and phrases in context and out of context.
Fluency		
1. View and sign on-level texts with sufficient accuracy and fluency to support comprehension. a. View on-level text with purpose and understanding. b. View and recite on-level text prose and poetry with accuracy, appropriate rate, and expression on successive viewings for both published and live texts. c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.	1. View and sign on-level texts with sufficient accuracy and fluency to support comprehension. a. View on-level text with purpose and understanding. b. View and recite on-level text prose and poetry with accuracy, appropriate rate, and expression on successive viewings for both published and live texts. c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.	1. View and sign on-level texts with sufficient accuracy and fluency to support comprehension. a. View on-level text with purpose and understanding. b. View and recite on-level text prose and poetry with accuracy, appropriate rate, and expression on successive viewings for both published and live texts. c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.

B. College and Career Readiness Standards for Published Signing

The Standards for Published Signing offer a focus for instruction to help ensure that students gain mastery of a range of skills and applications in developing published ASL, including students' understanding and working knowledge on text types and purposes (e.g., argumentative, informative, explanatory, as well as narrative), production of published signing (e.g., organization, appropriate to task, purpose, audience; drafting process; and use of technology to publish, interact with, and collaborate with others), and research to build and present knowledge.

Students should demonstrate increasing sophistication in all aspects of linguistic expression, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-level standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student published signing ability is reflected both in the standards themselves and in the collection of annotated student published signed samples.

For instruction each year to help ensure that students gain adequate mastery of a range of skills and applications, students advancing through the grades are expected to meet each year's grade-level standards and retain or further develop skills and understandings mastered in preceding grades.

Text Types and Purposes
Students will be able to:

1. Sign arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Sign informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Sign narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Signing
Students will be able to:

1. Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach.
3. Use technology, including the Internet, to produce and publish signing and to interact and collaborate with others

Research to Build and Present Knowledge
Students will be able to:

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Signing
Students will be able to:

1. Sign routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Standards for Published Signing (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
Text Types and Purposes		
1. Use a combination of drawing, dictating, and signing to compose opinion pieces in which they tell a viewer the topic or the name of the text they are signing about and state an opinion or preference about the topic or text (e.g., My favorite text is …).	1. Sign opinion pieces in which they introduce the topic or name the text they are signing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Sign opinion pieces in which they introduce the topic or name the text they are signing about, state an opinion, supply reasons for the opinion, use linking signs (e.g., transitional signs: PLUS, WHY-Q) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and signing to compose informative/explanatory texts in which they name what they are signing about and supply some information about the topic.	2. Sign informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Sign informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and signing to compose a visual-story map narrating a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Sign narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal signs to signal event order, and provide some sense of closure.	3. Sign narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal signs, inflections, and phrases to signal event order, and provide a sense of closure.
Production and Distribution of Published Signing		
1. (Begins in grade 2.)	1. (Begins in grade 2.)	1. With guidance and support from adults, produce signing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for signing types are defined in standards 1-3 above.)
2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen signing as needed.	2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen signing as needed.	2. With guidance and support from adults and peers, focus on a topic and strengthen signing as needed by revising and editing.
3. With guidance and support from adults, explore a variety of digital tools to produce and publish signing, including in collaboration with peers.	3. With guidance and support from adults, use a variety of digital tools to produce and publish signing, including in collaboration with peers.	3. With guidance and support from adults, use a variety of digital tools to produce and publish signing, including in collaboration with peers.

Standards for Published Signing (K-2)

Kindergartners	Grade 1 students	Grade 2 students
Research to Build and Present Knowledge		
1. Participate in shared research and signing projects (e.g., explore a number of texts by a favorite author and/or signer and express opinions about them).	1. Participate in shared research and signing projects (e.g., explore a number of "how-to" resources on a given topic and use them to sign a sequence of instructions).	1. Participate in shared research and signing projects (e.g., view a number of texts on a single topic to produce a report; record science observations).
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	2. Recall information from experiences or gather information from provided sources to answer a question.
3. (Begins in grade 4.)	3. (Begins in grade 4.)	3. (Begins in grade 4.)
Range of Signing		
1. Publish signing over short time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1. With guidance and support, sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Published Signing (3-5)

Grade 3 Students	Grade 4 students	Grade 5 students

Text Types and Purposes

Grade 3 Students

1. Sign opinion pieces on topics or texts, supporting a point of view with reasons.

   a. Introduce the topic or text they are signing about, state an opinion, and create an organizational structure that lists reasons.

   b. Provide reasons that support the opinion.

   c. Use linking signs and phrases (e.g., CL: 3-LIST, FOR-FOR-Q, spatial referents) to connect opinion and reasons.

   d. Provide a concluding statement or section.

2. Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic and group-related information together; include illustrations and other images when useful to aiding comprehension.

   b. Develop the topic with facts, definitions, and details.

   c. Use linking signs (e.g., SAME, SECOND, UNDERSTAND++) to connect ideas within categories of information.

   d. Provide a concluding statement or section.

3. Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

   c. Use temporal signs, inflections, and phrases to signal event order.

   d. Provide a sense of closure.

Grade 4 students

1. Sign opinion pieces on topics or texts, supporting a point of view with reasons and information.

   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the signer's purpose.

   b. Provide reasons that are supported by facts and details.

   c. Link opinion and reasons using signs and phrases (e.g., FOR EXAMPLE, RH-Q HOW, ALSO, IDEA-SAME, ADD).

   d. Provide a concluding statement or section related to the opinion presented.

2. Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., video transitions), illustrations, and multimedia when useful to aiding comprehension.

   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   c. Link ideas within categories of information using signs and phrases (e.g., OTHER, ALSO, RH-Q WHY, list referents).

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section related to the information or explanation presented.

3. Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Orient the viewer by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

   b. Use dialogue (role-shifting) and description to develop experiences and events or show the responses of characters to situations.

   c. Use a variety of transitional signs and phrases to manage the sequence of events.

   d. Use concrete signs and phrases and sensory details to convey experiences and events precisely.

   e. Provide a conclusion that follows from the narrated experiences or events.a narrator and/or characters; organize an event sequence that unfolds naturally.

Grade 5 students

1. Sign opinion pieces on topics or texts, supporting a point of view with reasons and information.

   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the signer's purpose.

   b. Provide logically ordered reasons that are supported by facts and details.

   c. Link opinion and reasons using signs, phrases, and clauses (e.g., THEREFORE, HAPPEN, SPECIFICALLY).

   d. Provide a concluding statement or section related to the opinion presented.

2. Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., video transitions), illustrations, and multimedia when useful to aiding comprehension.

   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   c. Link ideas within and across categories of information using signs, phrases, and clauses (e.g., POINT, use contrastive structure, conditionals).

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section related to the information or explanation presented.

3. Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Orient the viewer by establishing a situation and introducing a narrator and/or characters; organize an event sequence

   b. Use narrative techniques, such as dialogue (role-shifting), description, and pacing, to develop experiences and events or show the responses of characters to situations

   c. Use a variety of transitional signs, phrases, and clauses to manage the sequence of events.

   d. Use concrete signs and phrases and sensory details to convey experiences and events precisely.

   e. Provide a conclusion that follows from the narrated experiences or events.

Standards for Published Signing (3-5)

Grade 3 Students	Grade 4 students	Grade 5 students
Production and Distribution of Published Signing		
1. With guidance and support from adults, produce clear and coherent signing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, and editing. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 3.) 3. With guidance and support from adults, use technology to produce and publish signing (using editing skills) as well as to interact and collaborate with others.	1. Produce clear and coherent signing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, and editing. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 4.) 3. With some guidance and support from adults, use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of two minutes of video).	1. Produce clear and coherent signing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 5.) 3. With some guidance and support from adults, use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of four minutes of video).
Research to Build and Present Knowledge		

1. Conduct short research projects that build knowledge about a topic.
 	
2. Recall information from experiences or gather information from published texts and other digital sources; take brief notes on sources and sort evidence into provided categories.
 	
3. (Begins in grade 4.)
	1. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	
	2. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	
	3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	  a. Apply grade 4 Viewing standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, signs, or actions].").
	
	  b. Apply grade 4 Viewing standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
		1. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
		
		2. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
		
		3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
		
		  a. Apply grade 5 Viewing standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
		
		  b. Apply grade 5 Viewing standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").

Range of Signing		
1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Published Signing (6-8)

Grade 6 Students	Grade 7 students	Grade 8 students

Text Types and Purposes

Grade 6 Students

1. Sign arguments to support claims with clear reasons and relevant evidence.

   a. Introduce claim(s) and organize the reasons and evidence clearly.

   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

   c. Use words, phrases, depiction, and clauses (e.g., RELATE; PARALLEL-TO; ALIKE; SAME+IDEA) to clarify the relationships among claim(s) and reasons.

   d. Provide a concluding statement or section that follows from the argument presented.

   e. Establish and maintain a formal style.

2. Sign informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

   c. Use appropriate transitions to clarify the relationships among ideas and concepts.

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section that follows from the information or explanation presented.

   f. Establish and maintain a formal style.

3. Sign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

   a. Engage and orient the viewer by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Grade 7 students

1. Sign arguments to support claims with clear reasons and relevant evidence.

   a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

   c. Use words, phrases, depiction, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

   d. Provide a concluding statement or section that follows from and supports the argument presented.

   e. Establish and maintain a formal style.

2. Sign informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

   c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

   f. Establish and maintain a formal style.

3. Sign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

   a. Engage and orient the viewer by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Grade 8 students

1. Sign arguments to support claims with clear reasons and relevant evidence.

   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

   c. Use words, phrases, depiction, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

   d. Provide a concluding statement or section that follows from and supports the argument presented.

   e. Establish and maintain a formal style.

2. Sign informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

   f. Establish and maintain a formal style.

3. Sign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

   a. Engage and orient the viewer by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Standards for Published Signing (6-8)

Grade 6 Students	Grade 7 students	Grade 8 students
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition signs, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.d. Provide a sense of closure. d. Use precise signs, depiction, and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition signs, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise signs, depiction, and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition signs, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise signs, depiction, and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Published Signing

Grade 6 Students	Grade 7 students	Grade 8 students
1. Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With some guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach. (Editing for structure should demonstrate command of Language standards 1-3.) 3. Use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of four minutes of video)	1. Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With some guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for structure should demonstrate command of Language standards 1-3.) 3. Use technology, including the Internet, to produce and publish signing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources	1. Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.) 2. With some guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for structure should demonstrate command of Language standards 1-3.) 3. Use technology, including the Internet, to produce and publish signing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others, including linking to and citing sources

Standards for Published Signing (6-8)

Grade 6 Students	Grade 7 students	Grade 8 students

Research to Build and Present Knowledge

Grade 6 Students

1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

2. Gather relevant information from multiple published and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   a. Apply grade 6 Viewing standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").

   b. Apply grade 6 Viewing standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.")

Grade 7 students

1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

2. Gather relevant information from multiple published and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   a. Apply grade 7 Viewing standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").

   b. Apply grade 7 Viewing standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is solid and the evidence is relevant and sufficient to support the claims.").

Grade 8 students

1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

2. Gather relevant information from multiple published and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   a. Apply grade 8 Viewing standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.").

   b. Apply grade 8 Viewing standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is solid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.")

Range of Signing

Grade 6 Students

1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 7 students

1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 students

1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Published Signing (9-12)

Grade 9-10 Students	Grade 11-12 students

Text Types and Purposes

1. Sign arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

   c. Use signs, phrases, depiction, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s)and reasons, between reasons and evidence, and claim(s) and counterclaims.

   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are signing.

   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Sign informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

   a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are signing.

   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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1. Sign arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

   c. Use signs, phrases, depiction, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are signing.

   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Sign informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are signing.

   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Standards for Published Signing (9-12)

Grade 9-10 Students	Grade 11-12 students
3. Sign narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Sign narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3. Sign narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade 9-10 Students

    a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

    d. Use precise signs and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Grade 11-12 students

    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

    d. Use precise signs and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Published Signing

Grade 9-10 Students

1. Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3.)

2. Develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

3. Use technology, including the Internet, to produce, publish, and update individual or shared signing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Grade 11-12 students

1. Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3.)

2. Develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

3. Use technology, including the Internet, to produce, publish, and update individual or shared signing products in response to ongoing feedback, including new arguments or information.

Standards for Published Signing (9-12)

Grade 9-10 Students	Grade 11-12 students

Research to Build and Present Knowledge

Grade 9-10 Students

1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

2. Gather relevant information from multiple authoritative published and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   a. Apply grades 9-10 Viewing standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Theron Parker treats Jabberwocky from Joe Velez's version].").

   b. Apply grades 9-10 Viewing standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").

Grade 11-12 students

1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

2. Gather relevant information from multiple authoritative published and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   a. Apply grades 11-12 Viewing standards to literature (e.g., "Demonstrate knowledge of 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics."). Analyze seminal text of historical and literary significance (e.g., "The Preservation of the Sign Language" by George Veditz), including how they address related themes and concepts.

   b. Apply grades 11-12 Viewing standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts about the Deaf experience, including the premises, purposes, and arguments in works of advocacy [e.g., Tedx talks on audism, linguisicism, advocacy].").

Range of Signing

Grade 9-10 Students

1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 11-12 students

1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.

C. College and Career Readiness Anchor Standards for Discourse and Presentation

The Standards for Discourse and Presentation focus on fostering students' understanding and working knowledge to prepare and present knowledge and ideas effectively through findings and supporting evidence appropriate to task, purpose, and audience. These standards promote strategic use of digital media and visual displays of data, develop appropriate linguistic register for both presenting and to analyze other presenters' point of view, reasoning and use of evidence and rhetoric. It also includes preparation and participation in range of conversations and collaborations with different audiences.

For instruction each year to help ensure that students gain adequate mastery of a range of skills and applications, students advancing through the grades are expected to meet each year's grade-level standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration
Students will be able to:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and signing.
3. Evaluate a signer's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
Students will be able to:

1. Present information, findings, and supporting evidence such that viewers can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt sign to a variety of contexts and communicative tasks, demonstrating command of formal ASL when indicated or appropriate.

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.

Discourse and Presentation 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

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 	
   a. Follow agreed-upon rules for discussions (e.g., attending to others and taking turns signing about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
   c. Can use visual access strategies (e.g., reposition self when visual access is blocked; positioning to see signer; maintaining eye-gaze).
 	
2. Confirm understanding of storytelling or storysigning or information signed or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	
	   a. Follow agreed-upon rules for discussions (e.g., taking turns signing about the topics and texts under discussion).
	   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	   c. Ask questions to clear up confusion about the topics and videos under discussion.
	   d. Produce and respond appropriately to attention-getting strategies.
	
	2. Ask and answer questions about key details in storytelling or storysigning or information signed or through other media.
	
	3. Ask and answer questions about what a signer says in order to gather additional information or clarify something that is not understood.
		1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
		
		   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, signing one at a time about the topics and texts under discussion).
		   b. Build on others' talk in conversations by linking their comments to the remarks of others.
		   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
		
		2. Recount or describe key ideas or details from a storytelling or storysigning or information signed or through other media.
		
		3. Ask and answer questions about what a signer says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

1. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 2. Add drawings or other visual displays to descriptions as desired to provide additional detail. 3. Sign clearly and express thoughts, feelings, and ideas clearly.	1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 2. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 3. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)	1. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, signing clearly in coherent sentences. 2. Create stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 3. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)

Discourse and Presentation Standards (3-5)

Grade 3 Students	Grade 4 students	Grade 5 students
Comprehension and Collaboration		

1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, signing one at a time about the topics and texts under discussion).

   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

   d. Explain their own ideas and understanding in light of the discussion.

2. Determine the main ideas and supporting details of a storytelling or storysigning or information signed or through diverse media and formats, including quantitatively and visually.

3. Ask and answer questions about information from a signer, offering appropriate elaboration and detail.

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1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

   b. Follow agreed-upon rules for discussions and carry out assigned roles.

   c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

   d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Paraphrase portions of a text signed or information presented in diverse media and formats, live or published, including those with visual or quantitative information.

3. Identify the reasons and evidence a signer provides to support particular points.

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1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

   b. Follow agreed-upon rules for discussions and carry out assigned roles.

   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Summarize a text signed or information presented in diverse media and formats, live or published, including those with visual or quantitative information.

3. Summarize the points a signer makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

Grade 3 Students

1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.

2. Create engaging stories or poems that demonstrate fluid signing at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

3. Sign in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3)

Grade 4 students

1. Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; sign clearly at an understandable pace.

2. Add video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

3. Differentiate between contexts that call for formal ASL (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal ASL when appropriate to task and situation. (See grade 4 Language standards 1)

Grade 5 students

1. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; sign clearly at an understandable pace.

2. Include multimedia components (e.g., graphics, animation) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

3. Adapt sign to a variety of contexts and tasks, using formal ASL when appropriate to task and situation. (See grade 5 Language standards 1)

Discourse and Presentation Standards (6-8)

Grade 6 Students	Grade 7 students	Grade 8 students
Comprehension and Collaboration		

1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively) and explain how it contributes to a topic, text, or issue under study.

3. Delineate a signer's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having viewed or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively) and explain how the ideas clarify a topic, text, or issue under study

3. Delineate a signer's argument and specific claims, evaluating the strength of the reasoning and the relevance and sufficiency of the evidence.

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1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having viewed or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a signer's argument and specific claims, evaluating the strength of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

Grade 6 Students	Grade 7 students	Grade 8 students

1. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, appropriate signing space, and clear production.

2. Include multimedia components (e.g., graphics, images) and visual displays in presentations to clarify information.

3. Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 6 Language for specific expectations.)

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1. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, appropriate signing space, and clear production.

2. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

3. Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 7 Language standards for specific expectations.)

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1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, appropriate signing space, and clear production.

2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

3. Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 8 Language standards for specific expectations.)

Discourse and Presentation Standards (9-12)

Grade 9-10 students	Grade 11-12 students

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having viewed and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1. Initiate and participate effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having viewed and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a platform of discussion for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) evaluating the credibility and accuracy of each source.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a signer's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a signer's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence clearly, concisely, and logically such that viewers can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	1. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that viewers can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2. Make strategic use of digital media (e.g., textual, graphical, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	2. Make strategic use of digital media (e.g., textual, graphical, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
3. Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grades 9-10 Language standards for specific expectations.)	3. Adapt signs to a variety of contexts and tasks, demonstrating a command of formal ASL when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

D. College and Career Readiness Anchor Standards for Language

The Standards for Language offer a focus for instruction each year on fostering students' understanding and working knowledge of structures of ASL, knowledge of language, and vocabulary acquisition and use. These standards are designed to foster student knowledge of standard ASL grammar, usage, and mechanics, and, to facilitate their learning different ways to use language.

For instruction each year to help ensure that students gain adequate mastery of a range of skills and applications, students advancing through the grades are expected to meet each year's grade-level standards and retain or further develop skills and understandings mastered in preceding grades.

Structures of Standard ASL
Students will be able to:

1. Demonstrate command of the structures of standard ASL grammar and usage when signing.
2. Demonstrate command of the structures of standard ASL parameters and grammar.

Knowledge of Language
Students will be able to:

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when signing or viewing.

Vocabulary Acquisition and Use
Students will be able to:

1. Determine or clarify the meaning of unknown and multiple-meaning signs and phrases by using context clues, analyzing meaningful sign parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.
3. Acquire and use accurately a range of general academic and domain-specific signs, depiction, and phrases sufficient for viewing and signing at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown sign important to comprehension or expression.

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.

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		

Kindergartners

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).

Grade 1 students

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.

Grade 2 students

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

Kindergartners

1. (Begins in grade 2.)

Grade 1 students

1. (Begins in grade 2.)

Grade 2 students

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

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

Language Standards (K-2)

Kindergartners	Grade 1 students	Grade 2 students
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.

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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).

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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).

Language Standards (3-5)

Grade 3 students	Grade 4 students	Grade 5 students

Structure of American Sign Language

Grade 3 students

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.

Grade 4 students

1. Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).

Grade 5 students

1. Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).

Knowledge of Language

Grade 3 students

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.

Grade 4 students

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).

Grade 5 students

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.

Language Standards (3-5)

Grade 3 students	Grade 4 students	Grade 5 students
Vocabulary Acquistion and Use		

Grade 3 students

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).

Grade 4 students

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).

Grade 5 students

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).

Language Standards (6-8)

Grade 6 students	Grade 7 students	Grade 8 students

Structure of American Sign Language

Grade 6 students

1. Demonstrate command of the standard ASL grammar and usage when signing (live and published).

Grade 7 students

1. Demonstrate command of the standard ASL grammar and usage when signing (live and published).

Grade 8 students

1. Demonstrate command of the standard ASL grammar and usage when signing (live and published).

Knowledge of Language

Grade 6 students

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

   a. Vary sentence patterns for meaning, viewer interest, and style.

   b. Recognize variations from standard ASL in their own and others' signing and identify and use strategies to improve expression in conventional language.

Grade 7 students

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

   a. Vary sentence patterns for meaning, viewer interest, and style.

   b. Fingerspell correctly and use a chaining approach when introducing new academic signs.

Grade 8 students

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

   a. Vary sentence patterns for meaning, viewer interest, and style.

   b. Fingerspell correctly and use a chaining approach when introducing new academic signs.

Vocabulary Acquistion and Use

Grade 6 students

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, spatial use, and phrases based on grade 6 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, classifier, or phrase.
   b. Consult general and specialized reference materials (e.g., general dictionaries and content-specific references), both print and digital, to determine and clarify its meaning.
   c. Verify the meaning of a sign, depiction, or phrase (e.g., by checking the inferred meaning in context or other accessible resource).

2. Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings
   a. Interpret figurative language in context (e.g., personification, allusions, irony, and puns).
   b. Use relationships between particular concepts/signs (e.g., cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each sign.
   c. Distinguish among connotations (associations) of signs with similar denotations (definitions) (e.g., POLITE, WITH-MANNERS, FORMAL, DIPLOMATIC).

3. Acquire and use accurately grade-appropriate general academic and domain-specific signs, fingerspelled words, and phrases; gather vocabulary knowledge when considering signs, fingerspelled words, or phrases important to comprehension or expression.

Grade 7 students

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, spatial use, and phrases based on grade 7 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, classifier, or phrase.
   b. Consult general and specialized reference materials (e.g., general dictionaries and content-specific references), both print and digital, to determine and clarify its meaning.
   c. Verify the meaning of a sign, depiction, or phrase (e.g., by checking the inferred meaning in context or other accessible resource).

2. Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.
   a. Interpret figurative language in context (e.g., literary, biblical, and mythological allusions).
   b. Use relationships between particular sign choices (e.g., synonym/antonym, analogy) to better understand each of the concepts/signs.
   c. Distinguish among the connotations (associations) of signs with similar denotations (definitions) (e.g., RESPECT, HONOR, LOOK-UP).

3. Acquire and use accurately grade-appropriate general academic and domain-specific signs, fingerspelled words, and phrases; gather vocabulary knowledge when considering signs, fingerspelled words, or phrases important to comprehension or expression.

Grade 8 students

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, spatial use, and phrases based on grade 8 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, classifier, or phrase.
   b. Consult general and specialized reference materials (e.g., general dictionaries and content-specific references), both print and digital, to determine and clarify its meaning.
   c. Verify the meaning of a sign, depiction, or phrase (e.g., by checking the inferred meaning in context or other accessible resource).

2. Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.
   a. Interpret figurative language in context.
   b. Use relationships between particular sign choices to better understand each of the concepts/signs.
   c. Distinguish among the connotations (associations) of signs with similar denotations (definitions).
   d. Use common, phonology awareness as clues to the meaning of a word.

3. Acquire and use accurately grade-appropriate general academic and domain-specific signs, fingerspelled words, and phrases; gather vocabulary knowledge when considering signs, fingerspelled words, or phrases important to comprehension or expression.

Language Standards (9-12)

Grade 9-10 students	Grade 11-12 students

Structure of American Sign Language

1. Demonstrate command of the standard ASL grammar and usage when signing (live and published).

Knowledge of Language

1. Apply knowledge of language to understand how language functions in different contexts (e.g., regional, historical and cultural variation in signs), to make effective choices for meaning or style, and to comprehend more fully when viewing.

   a. Produce and edit work so it conforms to the guidelines of academic text publications (i.e., see Deaf Studies Digital Journal for guidelines).

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when viewing or producing.

   a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when viewing.

Vocabulary Acquistion and Use

1. Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled signs, and phrases based on grades 9-10 viewing and content, choosing flexibly from a range of strategies.

   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a sign's position or function in a sentence) as a clue to the meaning of a sign or phrase.
   b. Identify and correctly use patterns of sign changes that indicate different meanings or parts of speech (e.g., inflections in ANALYZE, ANALYSIS).
   c. Consult general and specialized reference materials (e.g., dictionaries, content-specific references), both print and digital, to find the parameters of a sign or determine or clarify its precise meaning, part of speech, or etymology.
   d. Verify the preliminary determination of the meaning of a sign or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

2. Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.

   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of signs with similar denotations.

3. Acquire and use accurately general academic and domain-specific signs, fingerspelled words, and phrases sufficient for viewing and signing at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a sign or phrase important to comprehension or expression.

1. Determine or clarify the meaning of unknown and multiple-meaning signs and phrases based on grades 11-12 viewing and content, choosing flexibly from a range of strategies.

   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a sign's position or function in a sentence) as a clue to the meaning of a sign or phrase.
   b. Identify and correctly use patterns of sign changes that indicate different meanings or parts of speech (e.g., DCL in describing a plush chair, DCL in describing a person sitting comfortably in a plush chair).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the parameters of a sign or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
   d. Verify the preliminary determination of the meaning of a sign or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

2. Demonstrate understanding of figurative language, sign relationships, and nuances in word meanings.

   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of signs with similar denotations.

3. Acquire and use accurately general academic and domain-specific signs, fingerspelled words, and phrases sufficient for viewing and signing at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a sign or phrase important to comprehension or expression.

E. College and Career Readiness Anchor Standards for Fingerspelling and Fingerreading

The Standards for Fingerspelling and Fingerreading offer a focus for instruction each year to foster students' understanding and knowledge of fingerspelling, including initialized and lexicalized forms of fingerspelling and fingerreading, vocabulary acquisition and use. These standards are designed for students to develop an understanding of fingerspelling and fingerreading, including usage of fingerspelling in isolation and in context.

For instruction each year to help ensure that students gain adequate mastery of a range of skills and applications, students advancing through the grades are expected to meet each year's grade-level standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas
Students will be able to:

1. Demonstrate understanding of ways fingerspelled signs are formed and their uses.

Initialized and Lexicalized Forms
Students will be able to:

1. Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.

Vocabulary Acquisition and Use
Students will be able to:

1. Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.

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.

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).

Fingerspelling and Fingerreading Standards (3-5)

Grade 3 students	Grade 4 students	Grade 5 students

Key Ideas

Grade 3 students

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").

Grade 4 students

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.

Grade 5 students

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

Grade 3 students

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).

Grade 4 students

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).

Grade 5 students

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

Grade 3 students

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.

Grade 4 students

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.
   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).

Grade 5 students

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.
   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).

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.

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   a. Use fingerspelled words for emphasis though pacing, chunking, and/or spatial.

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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.

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   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.

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   a. Use signs compounded with signs and lexicalized fingerspelling.

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   b. Recognize that some words are fingerspelled due to domain-specific definition.

GLOSSARY

Affixes: A bound morphological unit (one that cannot stand on its own) that modifies the meaning of a specific word class. For example, the sign "WORK" can add a repeated circular motion to indicate "WORK-continuously."

ASL literature (or ASL lit): A collection of texts (e.g., poetry, stories, essays, plays) in ASL. ASL literature is broader than Deaf literature and can include Deaf literature if it is signed in ASL. ASL literature does not necessarily always include Deaf literature (experience, culture).

Author: To be the originator of, or to create, as in "Ben Bahan is the author of Bird of a Different Feather." (Not to be confused with signer).

Chaining: An ASL and/or bilingual discourse strategy to introduce new vocabulary through a combination of sign, fingerspelling, the printed English word, physical action, role playing, and/or multimedia. The following is an example of chaining: sign + fingerspelling + role playing + printed word - "(DOG) (D-O-G) (acts like a dog) (points to printed word "dog"). The major difference between chaining and sandwiching is that chaining does not repeat whereas sandwiching must have a repetition of the initial medium (if it starts with fs-D-O-G, it must end with fs-D-O-G). See also sandwiching.

Cinematography: The study of the art form in composition that draws inspiration from film techniques (e.g., close-up, cutaway, point of view) to aid in enhancing the overall presentation.

Classifiers: Designated handshapes used to represent nouns and verbs that are associated with specific categories (classes), such as size, shape, usage, or meaning (e.g., descriptive, body, semantic, element).

Composition: The act of composing or creating works in ASL incorporating different genres and purposes on videotext (or text), such as poetry, lists, news, reports, and video essays.

Compound signs: A sign that results from combining two independent signs to generate a new meaning. For example, "BREAKFAST" is a result of combining "EAT" and "MORNING," but its realized form (as is often the case) results in reduced articulation.

Comprehension: To grasp the nature, significance, or meaning of text.

Deaf: This includes children of all hearing levels (i.e., profound, severe, moderate, mild) and children who use assistive listening devices, such as hearing aids and cochlear implants.

Deaf literature (or Deaf lit): A collection of English and ASL, such as printed writings, and video published text such as poetry, stories, essays, and plays that reflect a Deaf culture and Deaf experience. Some people consider Deaf literature to include all genres of both ASL literature and written English literature about the deaf/Deaf experience, so a distinction may be made to specify this collection of English writings as "Deaf English literature" and ASL video publication as "Deaf ASL literature."

Depiction: An alternate term for the category used to describe role-shifting and/or body classifiers.

Etymology: The study of the origin of signs and how their meanings may or may not have changed.

Fingerreading: The act of receiving (or comprehending) a fingerspelled word (C-A-T) or lexicalized sign (#B-A-N-K). See also word and sign.

Fingerspelling: The act of producing or creating a word or other expression by rendering its written form letter by letter in a manual alphabet. See also word.

Fluency: The ability to use expressive ASL easily and effectively.

Literary device: A literary or linguistic form, method, or technique (e.g., alliteration, analogy, hyperbole, metaphor, personification, simile, symbolism) an author uses to produce a special effect in text.

Literary technique: An individual approach to composition that is characterized by consistent styles, choices, and applications resulting in a distinct (and often recognizable) type.

Morphology: A morpheme is identified as the minimal unit of meaning within a sign. Typically in a signed language we see root morphemes that can be modified with an affix (e.g., change in movement) to change its meaning. Also, classifiers are part of the morphological system.

Phonology: A phoneme is the smallest unit of a sign that involves the parameters of handshape, location, movement, palm orientation, each of which do not typically carry meaning on their own. Understanding how signs are "built" from parts (or parameters) means one possesses a phonological rule system for that language.

Prepositions: A linguistic device that highlights the relative relationship between two or more objects or ideas.
Production: The act of producing or creating works in ASL incorporating different genres and purposes on videotext (or text), such as announcements, poetry lists, news, reports, short stories, and video essays.

Pronouns: Signs that function as a substitute for nouns or noun phrases (singular vs. plural, semantic vs. modified); most often seen as a deictic point to a spatial location that has been established to refer to the noun or noun phrase.

Publish or published: Use of published in ASL refers to any media that is compressed and edited via video software (e.g., QuickTime, YouTube, etc.). It is not to be confused with published usage in English referring to written work on paper or printed.

References: A source of information (e.g., dictionary, verified guidelines, glossary, appendices) to ascertain something; can also be used to provide citations.

Referents: A person or thing to which a linguistic expression refers.
Sandwiching: An ASL discourse strategy to introduce new vocabulary through a combination of sign and fingerspelling. The following are examples of sandwiching: sign + fingerspelling + sign - "(THEORY) (T-H-E-O-R-Y) (THEORY)"; sign + fingerspelling - "(DEAF) (D-E-A-F)." See also chaining.

Sign: In lieu of word. A unit of productive sign language that uses the minimum number of parameters (or fingerspelling) that symbolizes and communicates a meaning. Signs may consist of a single morpheme or of a combination of morphemes. Refers to sign languages. Also see word.

Signer: A person who signs a text; not always the author. (Not to be confused with author.)

Socio-cultural awareness: Explicit knowledge of the unique cultural practices of a community (including linguistic, pragmatic orientations).
Syntax: The rules of a language (e.g., ASL) that determine the order of signs in a sentence.
Text: Any set of coherent symbols (e.g., words, signs, hieroglyphs) that can be "read." Text refers to the content of a particular piece of composition regardless of modality. Live or published signed presentation is considered text.

Transition: In video editing, a digital feature that precedes, links, or follows individual video clips. Transitions can carry meaning, including signaling the beginning, continuation, or ending of videotexts. Transitions can be marked by nuances in body language (e.g., head nod, pauses) and/or signs (e.g., THAT, IF-IF, THERFORE, THEN, NEXT).

Word: In lieu of sign. A sound or combination of sounds, or its/their representation in reading or writing, that symbolizes and communicates a meaning and may consist of a single morpheme or a combination of morphemes. Refers to written or spoken languages. Also see sign.

APPENDICES

APPENDIX A

American Sign Language Foundation Expected Prior to Entering Kindergarten: A Checklist

Children's language abilities can be described in terms of how much they understand of the language used by others around them (receptive language abilities), as well as the kind of language they are able to produce (expressive language abilities).

The development of language abilities is closely related to children's social and cognitive development, therefores key features of these developmental areas are included here to present a holistic picture of what children should have in terms of "Kindergarten Readiness" competencies. Children who are missing some of these competencies may be slower to progress in attaining the K-12 ASL Content Standards.

Receptive ASL Abilities:

- Understands that signs are symbols to communicate meaning; this involves cognitive processing at the symbolic level in order to understand that one thing can represent another.
- Understands signing that is on a videorecording (as opposed to face-to-face); this involves another level of abstraction.
- Understands that maintaining eye gaze is necessary to give and receive language; an important developmental component of acquiring a visual language is appropriate visual attention (Loots & Devise, 2003; Harris, 2010; Koester, Papousek & Smith-Gray, 2000).
- Can follow simple directives (e.g., Time for bed now; or Go get your coat.).

Expressive ASL Abilities:

Develops accuracy in phonological skills in conjunction with motor and linguistic skills; eight handshapes account for 84% of productions of children under 18 months of age: A, C, S, 5 (lax and bent), baby O, and G (Conlin et al., 2000)the location parameter is produced more accurately and with less variability than handshape and movement parameters of signs (Conlin et al., 2000; Marentette & Mayberry, 2000; Siedlecki & Bonvillian, 1993, 1997) face, head, and neutral space (in front of the

body) are the most common locations for signs in children under 18 months tends to rely on a small set of movements and often replaces distal articulator movements (hands or wrists) with more proximal articulation (shoulder, torso) (Meier, 2000; 2006).

- Demonstrates beginning use of fingerspelling (Anderson & Reilly, 2002; Blumenthal-Kelly, 1995; Erting, Thumann-Prezioso, & Benedict, 2000; Padden, 2006). By 2 years of age, young children acquire the shape envelope of fingerspelled words, and lexicalized fingerspelling. In the early elementary years, they map fingerspelling to printed English forms.
- Demonstrates ASL pronouns (pointing) on pace with pronoun development in spoken language, around 17 – 20 months (Petitto, 1987; Pizzuto, 1990); As with children acquiring spoken languages, children who acquire sign language make pronoun reversal errors (i.e., signing you when they mean me) (Petitto, 1987).
- Has ASL vocabulary that is rich, diverse, and robust.

Some research has shown that children's first signs may occur earlier than spoken words, generally around 8 – 10 months, as compared to 12 – 13 months (Anderson & Reilly, 2002); however this advantage does not extend to later developmental milestones (Meier & Newport, 1990).

- Can express actions, nouns, adjectives, requests, protests, and social monitoring (i.e., please, thank you).
- Can sign in sentences, including those with two or more ideas. similar to spoken language, the combination of two lexical signs occurs at 16 – 18 months.
- Uses of facial expression (non-manual markers) for grammatical purposes.
- While children exposed to ASL use facial expressions for emotions (and these emerge by their first birthday), although children begin to use them at an early age (18 – 20 months) at this point grammatical facial expressions are still "connected to" their lexical signs and the hands and face and may revert to using lexical forms with blank faces as they learn the manual and non-manual grammatical rules and how they interrelate (Reilly, 2000, 2006).

There appears to be a developmental precedence of "hands before faces" (Reilly, 2006), with children producing the lexical structures (signs) for questions, conditionals, negatives, direct quotation, and then later integrating the facial markers; this acquisition process continues up through even age 7.

- Can sign reciprocally with peers; uses signs, rather than physical communication. This reflects the presence of communicative intent and the need to use language to interact socially.
- Uses ASL to share everyday experiences.
- Uses ASL to ask questions about how things work and about the surroundings; asks for help when necessary. This indicates an understanding of a key purpose for communication.
- Uses ASL to tell or retell stories.

Children at age 3 use unclear references and omit arguments, and even at age 4-9 children are still making numerous errors with spatial mapping in their storytelling (Loew, 1984).

- Understands that language is something that can be evaluated for its grammatical and semantical correctness.
- Comprehends and produces language play. Playing with language involves manipulating linguistic features and bending and sometimes breaking its rules. In order to do this a good understanding of the rules is needed (Cook, 2000; Crystal, 1998). Examples of language play in ASL include repeating signs in rhythm, using a series of signs with the same handshape, or moving the location of the sign onto another individual's body (Snodden & Pollock, 2004).

Socio-cognitive Understanding

There is a strong relationship between the development of language and the development of cognition; and both skills are dependent on meaningful social interaction. Children who are ready to acquire language appropriate to their age demonstrate the certain social and cognitive behaviors. Researchers (Halliday, 1975; Snow, 1984; Vygotsky, 1986) note that these children are likely to do the following:

- Understand the self as a separate identity; this is a concept needed to comprehend dyadic referencing; these children know their own name sign.

- Use name signs for people in their lives; these children comprehend pronominalization, indexing, and verb directionality, and clearly distinguish between themselves and others.
- Demonstrate curiosity, persistence, and exploratory behavior; these characteristics ensure the child is actively engaged in learning the rules of language by forming, testing, and re-formulating hypothesis.
- Engage in pretend play, including "signing to self;" using language to direct thoughts is an essential step in cognitive development and establishing an "inner voice."
- Demonstrate categorical understandings (e.g., can sort objects by color, type, or size); sorting and classifying are skills required to establish new vocabulary and an organized mental lexicon.
- Know numbers to 10; basic number concepts are needed for a variety of grammatical structures, including plural forms and noun distribution.
- Understand the passing of time; this concept influences understanding of verb tense.

APPENDIX B

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