

# Communication: American Sign Language: Early Gr. 3-5

## STRUCTURE OF ASL ASL.1

- 1 Uses the breadth of signing frame space ASL.1.E1
- 2 Uses descriptive classifiers and other adjectives ASL.1.E2
- 3 Uses advanced conjunctions ASL.1.E3
- 4 Uses prepositions through depictions, eye gaze, and locative signs ASL.1.E4
- 5 Creates compound sentences with indicating verbs to demonstrates sequences of events ASL.1.E5
- 6 Produces compound sentences using negations or as conditionals ASL.1.E6
- 7 Produces and evaluates sentences to ensure subject, verb, object agreements ASL.1.E7

## KNOWLEDGE OF LANGUAGE ASL.2

- 1 Chooses signs and phrases to convey ideas precisely ASL.2.E1
- 2 Chooses non-manual markers, fingerspelling, and signs for effect ASL.2.E2
- 3 Differentiates between contexts that call for formal ASL and situations where informal discourse is appropriate ASL.2.E3
- 4 Expands, combines, and reduces sentences for meaning, viewer interest, and style ASL.2.E4
- 5 Combines and contrasts the varieties of ASL (regional, accents, registers) used in stories, dramas, or poems ASL.2.E5
- 6 Varies sentence patterns for meaning, viewer interest, and style ASL.2.E6
- 7 Fingerspells correctly and uses a chaining approach when introducing new academic signs ASL.2.E7

## VOCABULARY ACQUISITION AND USAGE: MEANING ASL.3

- 1 Uses the following to identify the meaning of an unknown sign, fingerspelled word, or phrase: context, grade-level prefixes/suffixes, non-manual markers, iconicity of signs ASL.3.E1

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**2 Consults general and specialized reference materials, both print and digital, to determine, clarify, and verify the meaning of a sign, depiction, or phrase** ASL . 3 . E2

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**VOCABULARY ACQUISITION AND USAGE: RELATIONSHIPS** ASL . 4

**1 Explains the meaning of simple similes and metaphors in context** ASL . 4 . E1

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**2 Relates signs to their opposites (antonyms) and to signs with similar but not identical (synonyms)** ASL . 4 . E2

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**3 Relates signs to their sign families based on sign locations, handshapes, etc.** ASL . 4 . E3

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**4 Interprets figurative language, including similes and metaphors, in context** ASL . 4 . E4

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**5 Uses the relationship between particular signs to better understand each of the signs** ASL . 4 . E5

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**6 Interprets sentences that use the same signs and different expressions and tones to reflect different shades of meaning** ASL . 4 . E6

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**7 Distinguish among connotations (associations) of signs with similar denotations (definitions)** ASL . 4 . E7

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**8 Use common, phonology awareness as clues to the meaning of a word** ASL . 4 . E8

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**VOCABULARY ACQUISITION AND USAGE: ACADEMIC LANGUAGE** ASL . 5

**1 Acquires and accurately use grade-level general academic and domain-specific signs, fingerspelled words, and phrases, including those that signal precise actions, emotions, or states of being (4) and those that signal contrast, addition, and other logical relationships (5)** ASL . 5 . E1

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**2 Gathers vocabulary knowledge when considering signs, fingerspelled words, or phrases important comprehension or expression. (6-8)** ASL . 5 . E2

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**FINGERSPELLING AND FINGER-READING: KEY IDEAS** ASL . 6

**1 Uses fingerspelling to highlight titles of works** ASL . 6 . E1

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**2 Uses fingerspelling in presentation or discourse to highlight a word** ASL . 6 . E2

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**3 Uses pacing of fingerspelling to highlight a word or phrase** ASL . 6 . E3

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**4 Uses chunking or space of fingerspelling to highlight a word or phrase** ASL . 6 . E4

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**5 Uses fingerspelling in presentation or discourse for emphasis** ASL . 6 . E5

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**6 Uses fingerspelled words when there are no sign equivalents** ASL . 6 . E6

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**7 Recognizes and understands that fingerspelling can be used to establish referents and/or to clarify meaning** ASL . 6 . E7

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**8 Recognizes that fingerspelled words are not always for emphasis and uses both the fingerspelled word and the sign interchangeably** [ASL . 6 . E8](#)

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**FINGERSPELLING AND FINGER-READING: INITIALIZED AND LEXICALIZED FORMS** [ASL . 7](#)

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**1 Connects initialized forms and alphabet letters to their equivalent in English** [ASL . 7 . E1](#)

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**FINGERSPELLING AND FINGER-READING: ACQUISITION AND USES** [ASL . 8](#)

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**1 Fingerspells longer words and phrases, following correct contour as new ASL and English lexicon expands** [ASL . 8 . E1](#)

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**2 Uses chaining vocabulary when introducing new vocabulary words and signs** [ASL . 8 . E2](#)

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**3 Recognizes that some signs are compounded with signs and lexicalized fingerspelling** [ASL . 8 . E3](#)

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**4 Uses signs compounded with signs and lexicalized fingerspelling** [ASL . 8 . E4](#)

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**5 Recognizes that some words are fingerspelled due to domain-specific definition** [ASL . 8 . E5](#)

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