

# Communication: American Sign Language: Emerging Pre-K-2

## STRUCTURE OF ASL ASL.1

- 1 Uses full range of handshapes ASL.1.EM1
- 2 Raises and maintains hands in signing space ASL.1.EM2
- 3 Uses common and proper nouns ASL.1.EM3
- 4 Uses possessives ASL.1.EM4
- 5 Uses pluralization by modifying parameters of a sign ASL.1.EM5
- 6 Uses pluralization by number incorporation ASL.1.EM6
- 7 Uses prepositions to show position ASL.1.EM7
- 8 Uses verbs, indicating/directional verbs, and depictions ASL.1.EM8
- 9 Uses pronouns that use spatial referents ASL.1.EM9
- 10 Expresses adjectives and adverbs via non-manual markers and classifiers ASL.1.EM10
- 11 Uses temporal markers ASL.1.EM11
- 12 Uses temporal signs ASL.1.EM12
- 13 Uses conjunctions ASL.1.EM13
- 14 Uses classifiers ASL.1.EM14
- 15 Uses referents (pronouns) ASL.1.EM15
- 16 Signs simple and complex sentences during shared language activities ASL.1.EM16
- 17 Responds to prompts using all sentence types ASL.1.EM17
- 18 Produces and evaluates sentences for semantic appropriateness ASL.1.EM18

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**19** Creates complex sentences to indicate a sequence of events and step by step instructions, using correct sequence markers (transitions) [ASL . 1 . EM19](#)

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**KNOWLEDGE OF LANGUAGE** [ASL . 2](#)

**1** Compares formal and informal uses of ASL [ASL . 2 . EM1](#)

**2** Chooses fingerspelling, signs, and phrases for effect [ASL . 2 . EM2](#)

**3** Recognizes and observes differences between the structure of live and published ASL [ASL . 2 . EM3](#)

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**VOCABULARY ACQUISITION AND USAGE: MEANING** [ASL . 3](#)

**1** Uses the following to identify the meaning of an unknown sign, fingerspelled word or phrase: contact, inflections, affixes/compounds, sentence level context, features of a sign [ASL . 3 . EM1](#)

**2** Identifies and applies new meanings for similar signs when a known prefix is added to a known sign [ASL . 3 . EM2](#)

**3** Determines the meaning of the new sign formed when a known non-manual affix is added to a known sign [ASL . 3 . EM3](#)

**4** Identifies frequently occurring sign families and their inflectional forms [ASL . 3 . EM4](#)

**5** Uses knowledge of the meaning of individual signs to predict the meaning of compound signs [ASL . 3 . EM5](#)

**6** Increases in flexibility in using a range of strategies including the use of glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases [ASL . 3 . EM6](#)

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**VOCABULARY ACQUISITION AND USAGE: RELATIONSHIPS** [ASL . 4](#)

**1** Uses role-shifting and/or non-manual markers to represent categories [ASL . 4 . EM1](#)

**2** Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) [ASL . 4 . EM2](#)

**3** Distinguishes shades of meaning among verbs describing the same general action [ASL . 4 . EM3](#)

**4** Demonstrates understanding of sign families by relating them to one another based on commonalities in parameters [ASL . 4 . EM4](#)

**5** Distinguish shades of meaning through non-manual markers [ASL . 4 . EM5](#)

**6** Understands and uses figurative language versus literal language using metaphors, similes, and analogies [ASL . 4 . EM6](#)

**7** Identifies real-life connections between words and their use [ASL . 4 . EM7](#)

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- 8 Distinguishes shades of meaning among closely related inflectional verbs and adjectives** ASL . 4 . EM8

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  - 9 Manipulates phonological parameters to play on signs** ASL . 4 . EM9

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  - 10 Distinguishes literal and nonliteral meanings of signs and phrases in context** ASL . 4 . EM10

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  - 11 Distinguishes shades of meaning among related words that describe states of mind or degrees of certainty** ASL . 4 . EM11
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**VOCABULARY ACQUISITION AND USAGE: ACADEMIC LANGUAGE** ASL . 5

- 1 Uses signs and phrases acquired through conversations, signing and being signed to, and responding to texts (K)** ASL . 5 . EM1

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  - 2 Uses signs and phrases acquired through conversations, signing and being signed to, and responding to texts that include frequently occurring conjunctions and determiners to signal simple relationships (1) and adjectives and adverbs to describe (2)** ASL . 5 . EM2

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  - 3 Acquires and uses accurate, grade-appropriate conversational, general academic, and domain-specific signs and phrases, including those that signal spatial and temporal relationships (3)** ASL . 5 . EM3
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**FINGERSPELLING AND FINGER-READING: KEY IDEAS** ASL . 6

- 1 Recognizes that fingerspelled words are represented by specific sequences of handshapes produced from in to out** ASL . 6 . EM1

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  - 2 Uses knowledge that every word spelled consecutively is separated by a brief hold** ASL . 6 . EM2

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  - 3 Applies understanding of partition and movement of finger-reading units through recognition of patterns and movement** ASL . 6 . EM3

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  - 4 Connects fingerspelling with English in print** ASL . 6 . EM4

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  - 5 Recognizes that some signs have fingerspelling equivalents** ASL . 6 . EM5

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  - 6 Understands the use of fingerspelling in ASL and the multiple uses of fingerspelling** ASL . 6 . EM6

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  - 7 Uses fingerspelled words for emphasis** ASL . 6 . EM7

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  - 8 Engages in creative use of fingerspelling** ASL . 6 . EM8
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**FINGERSPELLING AND FINGER-READING: INITIALIZED AND LEXICALIZED FORMS** ASL . 7

- 1 Sees connections between initialized forms and alphabet letters** ASL . 7 . EM1

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- 2 Compares and contrasts "families" of ASL signs that share the same ASL handshape configuration as opposed to initialized signs** ASL . 7 . EM2

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**3 Fingerspells words, including short words and names of people or places, including abbreviations** ASL . 7 . EM3

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**FINGERSPELLING AND  
FINGER-READING:  
ACQUISITION AND  
USES** ASL . 8

**1 Uses signs to inquire for the fingerspelling of those signs** ASL . 8 . EM1

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**2 Fingerspells untaught words drawing on phonemic awareness and conventions** ASL . 8 . EM2

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**3 Decodes fingerspelled words in context of other parameters** ASL . 8 . EM3

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**4 Decodes regularly fingerspelled letter combinations** ASL . 8 . EM4

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**5 Memorizes chunks of finger-reading units (including lexicalized fingerspelling) when translating to written English as content-appropriate** ASL . 8 . EM5

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**6 Fingerspells longer words and phrases following correct contour as new ASL and English lexicon expands** ASL . 8 . EM6