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

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| **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 US** | 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 |
| **VOCABULARY ACQUISITION AND USAGE: RELATIONSHIPS** ASL.4 | 1 Explains the meaning of simple similes and metaphors in context ASL.4.E1 |
| | 2 Relates signs to their opposites (antonyms) and to signs with similar but not identical (synonyms) ASL.4.E2 |
| | 3 Relates signs to their sign families based on sign locations, handshapes, etc. ASL.4.E3 |
| | 4 Interprets figurative language, including similies and metaphors, in context ASL.4.E4 |
| | 5 Uses the relationship between particular signs to better understand each of the signs ASL.4.E5 |
| | 6 Interprets sentences that use the same signs and different expressions and tones to reflect different shades of meaning ASL.4.E6 |
| | 7 Distinguish among connotations (associations) of signs with similar denotations (definitions) ASL.4.E7 |
| | 8 Use common, phonology awareness as clues to the meaning of a word ASL.4.E8 |
| **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 |
| | 2 Gathers vocabulary knowledge when considering signs, fingerspelled words, or phrases important comprehension or expression. (6-8) ASL.5.E2 |
| **FINGERSPELLING AND FINGER-READING: KEY IDEAS** ASL.6 | 1 Uses fingerspelling to highlight titles of works ASL.6.E1 |
| | 2 Uses fingerspelling in presentation or discourse to highlight a word ASL.6.E2 |
| | 3 Uses pacing of fingerspelling to highlight a word or phrase ASL.6.E3 |
| | 4 Uses chunking or space of fingerspelling to highlight a word or phrase ASL.6.E4 |
| | 5 Uses fingerspelling in presentation or discourse for emphasis ASL.6.E5 |
| | 6 Uses fingerspelled words when there are no sign equivalents ASL.6.E6 |
| | 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 |
| **FINGERSPELLING AND FINGER-READING: INITIALIZED AND LEXICALIZED FORMS** ASL.7 | 1 Connects initialized forms and alphabet letters to their equivalent in English ASL.7.E1 |
| **FINGERSPELLING AND FINGER-READING: ACQUISITION AND USES** ASL.8 | 1 Fingerspells longer words and phrases, following correct contour as new ASL and English lexicon expands ASL.8.E1 |
| | 2 Uses chaining vocabulary when introducing new vocabulary words and signs ASL.8.E2 |
| | 3 Recognizes that some signs are compounded with signs and lexicalized fingerspelling ASL.8.E3 |
| | 4 Uses signs compounded with signs and lexicalized fingerspelling ASL.8.E4 |
| | 5 Recognizes that some words are fingerspelled due to domain-specific definition ASL.8.E5 |