

California School for the Deaf, Riverside Common Core Standards

For American Sign Language Arts & ASL Literacy in
History/Social Studies, Science, and Technical Subjects



Information adapted from
California's Common Core State Standards
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College and Career Readiness Anchor Standards for ASL Viewing

The K-12 standards on the following pages define what Deaf students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and video formats, including visually and quantitatively, as well as in signs.
8. Delineate and evaluate the argument and specific claims in a videotext, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more videotexts address similar themes or topics in order to build knowledge or to compare the approaches the videosigners take.

Range of ASL Viewing and Level of Videotext Complexity

10. View and comprehend complex ASL literary and informational videotexts independently and proficiently.

AVL ASL Viewing Standards for Literature K-5						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a videotext.	1. Ask and answer questions about key details in a videotext.	1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a videotext.	1. Ask and answer questions to demonstrate understanding of a videotext, referring explicitly to videotext as the basis for the answers.	1. Refer to details and examples in a videotext when explaining what the videotext says explicitly and when drawing inferences from the videotext.	1. Quote accurately from a videotext when explaining what the videotext says explicitly and when drawing inferences from the videotext.
	2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it conveyed through key details in the videotext.	2. Determine a theme of a story, drama, or poem from details in the videotext; summarize the videotext.	2. Determine a theme of a story, drama, or poem from details in the videotext, including how characters in a story or drama respond to challenges or how the signer in a poem reflects upon a topic; summarize the videotext.
	3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the videotext (e.g., a character's thoughts, signs, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the videotext (e.g., how characters interact).
Craft and Structure	4. Ask and answer questions about unknown signs and classifiers in a videotext. (See grade K Language standards 4-6 for additional expectations.)	4. Identify signs, classifiers, and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)	4. Describe how signs, classifiers, and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including those that allude to significant characters found in mythology	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative language such as metaphors and similes. (See grade 5 Sign Language standards 4-6 for additional expectations.)

AVL ASL Viewing Standards for Literature 6-12					
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details	1. Cite videotextual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite several pieces of videotextual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite the videotext evidence that most strongly supports an analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite strong and thorough videotextual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite strong and thorough videotextual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext, including determining where the videotext leaves matters uncertain.
	2. Determine a theme or central idea of a videotext and how it is conveyed through particular details; provide a summary of the videotext distinct from personal opinions or judgments.	2. Determine a theme or central idea of a videotext and analyze its development over the course of the videotext; provide an objective summary of the videotext.	2. Determine a theme or central idea of a videotext and analyze its development over the course of the videotext, including its relationship to the characters, setting, and plot; provide an objective summary of the videotext.	2. Determine a theme or central idea of a videotext and analyze in details its development over the course of the videotext, including how it emerges and is shaped and refined by specific details; provide an objective summary of the videotext.	2. Determine two or more themes or central ideas of a videotext and analyze in details its development over the course of the videotext, including how they interact and build on one another to produce a complex account; provide an objective summary of the videotext.
	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.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel in action, reveal aspects of a character, or provoke a decision.	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a videotext, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the videosigner'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/archetypes are introduced and developed).
Craft and Structure	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative and connotative meanings; analyze the impact of a specific sign choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of chermes (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative and connotative meanings; analyze the impact of specific sign choices on meaning and tone, including analogies or allusions to other videotexts. (See grade 8 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, 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). (See grade 9-10 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative and connotative meanings; analyze the cumulative impact of specific sign choices on meaning and tone, including signs with multiple meanings or language that is particularly fresh, engaging, or beautiful. (See grade 11-12 Language standards 4-6 for additional expectations.)

AVL ASL Viewing Standards for Literature K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Craft and Structure	5. Recognize common types of videotexts (e.g., stories, poems, informational videotexts).	5. Explain major differences between videotexts that tell stories and videotexts that give information, drawing on a wide ASL viewing of a range of videotext types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Refer to parts of stories, dramas, and poems when videosigning or signing about a videotext, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., sets of characters, settings, descriptions, dialogues, stage directions) when videosigning or signing about a videotext.	5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
	6. With prompting and support, name the video signer and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a videotext.	6. Acknowledge differences in the points of view of characters, including by signing in a different style for each character when signing dialogue aloud.	6. Distinguish their own point of view from that of the narrator of those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or signer's point of view influences how events are described.
Integration of Knowledge and Ideas	7. 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).	7. Use illustrations and details in a story to describe its characters, settings, or events.	7. Use information gained from the illustrations, signs, and classifiers in a videotext to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific aspects of a videotext's illustrations contribute to what is conveyed by the signs and classifiers in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the videotext of a story or drama and a visual or live presentation of the videotext, identifying where each version reflects specific descriptions and directions in the videotext.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a videotext (e.g., multimedia presentation of fiction, folklore, poem).
	8. (Not applicable to ASL literature)	8. (Not applicable to ASL literature)	8. (Not applicable to ASL literature)	8. (Not applicable to ASL literature)	8. (Not applicable to ASL literature)	8. (Not applicable to ASL literature)
	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., King Kong, Timber) by different videosigners or from different cultures.	9. Compare and contrast the themes, settings, and plots of stories videosigned by the same video signer about the same or similar characters (e.g., in videotexts from a series).	9. Compare and contrast the treatment or similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, folklores, and Deaf traditional literature from different cultures.	9. Compare and contrast the stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of ASL Viewing and Level of Videotext Complexity	10. Actively engage in group ASL viewing activities with purpose and understanding. a. Activate prior knowledge related to the information and events in videotexts. b. Use illustrations and context to make predictions about videotext.	10. With prompting and support, view prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in videotexts. b. Confirm predictions about what will happen next in a videotext.	10. By the end of the year, view and comprehend ASL literature, including stories and poetry, in the grades 2-3 videotext complexity band proficiently, with folding as needed at the high end of the range.	10. By the end of the year, view and comprehend ASL literature, including stories, drama, and poetry, at the high end of the grades 2-3 videotext complexity band independently and proficiently.	10. By the end of the year, view and comprehend ASL literature, including stories, drama, and poetry, in the grades 4-5 videotext complexity band proficiently, with folding as needed at the high end of the range.	10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poetry, at the high end of the grades 4-5 videotext complexity band independently and proficiently.

AVL ASL Viewing Standards for Literature 6-12 (continued)					
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Craft and Structure	5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a videotext and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, ceramic nuances) contributes to its meaning.	5. Compare and contrast the structure of two or more videotexts and analyze how the differing structure of each videotext contributes to its meaning and style.	5. Analyze how a video signer's choices concerning how to structure a videotext, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how a video signer's choices concerning how to structure specific parts of a videotext (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 aesthetic impact.
	6. Explain how a video signer develops the point of view of the narrator or presenter in a videotext.	6. Analyze how a video signer develops and contrasts the points of view of different characters or narrators in a videotext.	6. 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.	6. Analyze a particular point of view or cultural experience reflected in a work of sign language literature from outside the United States, drawing on a wide viewing of world sign language literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a videotext from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge	7. Compare and contrast the experience of viewing a story, drama, or poem to attending a live version of the videotext, including contrasting what they "view" and "see" when viewing the videotext to what they perceive when they attend.	7. Compare and contrast a videotext to its live or staged version, analyzing the effects of techniques unique to each medium (e.g., lighting, color, camera focus, and angles).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the videotext or script, evaluating the choices made by the director or actors.	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., video recorded or live production of a play, novel, or poetry), evaluating how each version interprets the source videotext (include at least one play by National Theater of Deaf and one play by Deaf West Theatre).
	8. (Not applicable to ASL Literature)	8. (Not applicable to ASL Literature)	8. (Not applicable to ASL Literature)	8. (Not applicable to ASL Literature)	8. (Not applicable to ASL Literature)
	9. Compare and contrast videotexts in different forms or genres (e.g., stories and poems, translated literature and organic ASL storytelling) in terms of their approaches to similar themes and topics.	9. 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 video signers of fiction use and alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional stories or folklores, including describing how the material is rendered new.	9. Analyze how a video signer draws on and transforms source material in a specific work.	9. Demonstrate knowledge of early-twentieth-century foundational works of Deaf literature, including two or more videotext from same period treat similar themes or topics.
Range of Viewing and Level of Videotext	10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poems, in the grades 6-8 videotext complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poems, in the grades 6-8 videotext complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poems, in the grades 6-8 videotext complexity band independently proficiently.	10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poems, in the grade 9 videotext complexity band proficiently, with scaffolding as needed at the high end of the range. 10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poems, in the grades 10 videotext complexity band independently and proficiently.	10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poems, in the grade 11 videotext complexity band proficiently, with scaffolding as needed at the high end of the range. 10. By the end of the year, view and comprehend ASL literature, including stories, dramas, and poems, in the grades 12 videotext complexity band independently and proficiently.

AVI ASL Viewing Standards for Informational Videotext K-5						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a videotext.	1. Ask and answer questions about key details in a videotext.	1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a videotext.	1. Ask and answer questions to demonstrate understanding of a videotext, referring explicitly to videotext as the basis for the answers.	1. Refer to details and examples in a videotext when explaining what the videotext says explicitly and when drawing inferences from the videotext.	1. Quote accurately from a videotext when explaining what the videotext says explicitly and when drawing inferences from the videotext.
	2. With prompting and support, identify the main topic and retell key details of a videotext.	2. Identify the main topic and retell key details of a videotext.	2. Identify the main topic of a multiparagraph videotext as well as the focus of specific paragraphs within the videotext.	2. Determine the main idea of a videotext; recount the key details and explain how they support the main idea.	2. Determine the main idea of a videotext and explain how it is supported by key details; summarize the videotext.	2. Determine two or more main ideas of a videotext and explain how they are supported by key details; summarize the videotext.
	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a videotext.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a videotext.	3. Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technology procedures in a videotext.	3. Describe the relationship between a series of historic events, scientific ideas or concepts, or steps in technology procedures in a videotext, using sign language that pertains to time, sequence, and use/effect.	3. Explain events, procedures, ideas, or concepts in a historic, scientific, or technology videotext, including what happened and why, based on specific information in the videotext.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historic, scientific, or technology videotext based on specific information in the videotext.
Craft and Structure	4. With prompting and support, ask and answer questions about unknown signs and classifiers in a videotext. (See grade K Language standards 4-6 for additional expectations.)	4. Ask an answer questions to help determine or clarify the meaning of signs, classifiers, and phrases in a videotext. (See grade 1 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases in a videotext relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)	4. Determine the meaning of general academic and domain-specific signs, classifiers, and phrases in a videotext relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.)	4. Determine the meaning of general academic and domain-specific signs, classifiers, and phrases in a videotext relevant to a grade 4 topic or subject area. (See grade 4 Sign Language standards 4-6 for additional expectations.)	4. Determine the meaning of general academic and domain-specific signs, classifiers, and phrases in a videotext relevant to a grade 5 topic or subject area. (See grade 5 Sign Language standards 4-6 for additional expectations.)
	5. Identify the beginning, ending, and title page of a videotext.	5. Know and use various videotext structures (e.g., sequence) and videotext features (e.g., title clips, captions, electronic menus, icons) to locate key facts or information in a videotext.	5. Know and use various videotext features (e.g., captions, bold prints, illustrations, icons) to locate key facts or information in a videotext efficiently.	5. Use videotext features and search tools (e.g., key words, sideboards, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, use/effect, problem/solution) of events, ideas, concepts, or information in a videotext or part of a videotext.	5. Compare and contrast the overall structure (e.g., chronology, comparison, use/effect, problem/solution) of events, ideas, concepts, or information in two or more videotexts.

AVI ASL Viewing Standards for Informational Videotext 6-12						
		Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details	1. Cite textual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite several pieces of videotextual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite the videotext evidence that most strongly supports an analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite strong and thorough videotextual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext.	1. Cite strong and thorough videotextual evidence to support analysis of what the videotext says explicitly as well as inferences drawn from the videotext, including determining where the videotext leaves matters uncertain.	
	2. Determine a central idea of a videotext and how it is conveyed through particular details; provide a summary of the videotext distinct from personal opinions or judgments.	2. Determine two or more central ideas in a videotext and analyze their development over the course of the videotext; provide an objective summary of the videotext.	2. Determine a central idea of a videotext and analyze its development over the course of the videotext, including its relationship to the supporting details; provide an objective summary of the videotext.	2. Determine a central idea of a videotext and analyze its development over the course of the videotext, including how it emerges and is shaped and refined by specific details; provide an objective summary of the videotext.	2. Determine two or more central ideas of a videotext and analyze their development over the course of the videotext, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the videotext.	
	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a videotext (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a videotext (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a videotext makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	3. Analyze how the videosigner 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 videotext.	
Craft and Structure	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative, connotative, and technical meanings; analyze the impact of a specific sign choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative, connotative, and technical meanings; analyze the impact of specific sign choices on meaning and tone, including analogies or allusions to other videotexts. (See grade 8 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific sign choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9-10 Language standards 4-6 for additional expectations.)	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including figurative, connotative, and technical meanings; analyze how a videosigner uses and refines the meaning of a key term or terms over the course of a videotext. (See grade 11-12 Language standards 4-6 for additional expectations.)	
	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a videotext and contributes to the development of the ideas. a. Analyze the use of videotext features (e.g., graphics, title headings, captions) in popular media.	5. Analyze the structure a videosigner uses to organize a videotext, including how the major sections contribute to the whole and to the development of the ideas. a. Analyze the use of videotext features (e.g., graphics, title headings, captions) in public media.	5. Analyze in detail the structure of a specific paragraph in a videotext, including the role of particular sentences in developing and refining a key concept. a. Analyze the use of videotext features (e.g., graphics, title headings, captions) in consumer media.	5. Analyze in detail how a videosigner's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a videotext (e.g., a section or chapter). a. Analyze the use of videotext features (e.g., graphics, title headings, captions) in functional workplace media.	5. Analyze and evaluate the effectiveness of the structure a videosigner uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of videotext features (e.g., graphics, title headings, captions) in public media.	

AVI ASL Viewing Standards for Informational Videotext K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Craft and Structure	6. Name the videosigner of a videotext and define the role of the videosigner in presenting the ideas or information in a videotext.	6. Distinguish between information provided by pictures or other illustrations and information provided by the signs and/or classifiers in a videotext.	6. Identify the main purpose of a videotext, including what the videosigner wants to answer, explain, or describe.	6. Distinguish their own point of view from that of the videosigner of a videotext.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. 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	7. With prompting and support, describe the relationship between illustrations (e.g., maps, photographs) and the signs and classifiers in a videotext to demonstrate understanding of the videotext (e.g., where, when, why, and how key events occur).	7. Use illustrations and details in a videotext to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a videotext.	7. Use information gained from illustrations (e.g., maps, photographs) and the signs and classifiers in a videotext to demonstrate understanding of the videotext (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, manually, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements in ASL videos) and explain how the information contributes to an understanding of the videotext which it appears.	7. Draw on information from multiple ASL videos demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
	8. With prompting and support, identify the reasons a videosigner gives to support points in a videotext.	8. Identify the reasons a videosigner gives to support points in a videotext.	8. Describe how reasons support specific points the videosigner makes in a videotext.	8. Describe the logic connection between particular sentences and paragraphs in a videotext (e.g., comparison, use/effect, first/second/third in a sequence).	8. Explain how a videosigner uses reasons and evidence to support particular points in a videotext.	8. Explain how a videosigner uses reasons and evidence to support particular points in a videotext, identifying which reasons and evidence support which point(s).
	9. With prompting and support, identify basic similarities in and differences between two videotexts on the same topic (e.g., in pictures, descriptions, or procedures).	9. Identify basic similarities in and differences between two videotexts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two videotexts on the same topic.	9. Compare and contrast the most important points and key details presented in two videotexts on the same topic.	9. Integrate information from two videotexts on the same topic in order to videosign or sign about the subject knowledgeably.	9. Integrate information from several videotexts on the same topic in order to videosign or sign about the subject knowledgeably.
Range of ASL Viewing and Level of Videotext Complexity	10. Actively engage in group ASL viewing activities with purpose and understanding. a. Activate prior knowledge related to the information and events in videotexts.	10. With prompting and support, view prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in videotexts. b. Confirm predictions about what will happen next in a videotext.	10. By the end of the year, view and comprehend informational videotexts, including history/social studies, science, and technology videotexts, in the grades 2-3 videotext complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, view and comprehend informational videotext, including history/social studies, science, and technology videotexts, at the high end of the grades 2-3 videotext complexity band independently and proficiently.	10. By the end of the year, view and comprehend informational videotexts, including history/social studies, science, and technology videotexts, in the grades 4-5 videotext complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, view and comprehend informational videotexts, including history/social studies, science, and technology videotexts, at the high end of the grades 4-5 videotext complexity band independently and proficiently.

AVI ASL Viewing Standards for Informational Videotext 6-12 (continued)					
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Craft and Structure	6. Determine a videesigner's point of view or purpose in a videotext and explain how it is conveyed in the videotext.	6. Determine a videesigner's point of view or purpose in a videotext and analyze how the videesigner distinguishes his or her position from that of others.	6. Determine a videesigner's point of view or purpose in a videotext and analyze how the videesigner acknowledges and responds to conflicting evidence or viewpoints.	6. Determine a videesigner's point of view or purpose in a videotext and analyze how a videesigner uses rhetoric to advance that point of view or purpose.	6. Determine a videesigner's point of view or purpose in a videotext in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the videotext.
Integration of Knowledge	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as signs and classifiers to develop a coherent understanding of a topic or issue.	7. Compare and contrast a videotext to a filmed or live version of the videotext, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the signs and classifiers).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., live, videosigned, or filmed video, multimedia) to present a particular topic or idea.	7. Analyze various accounts of a subject told in different medium (e.g., a person's life story in both live and videosigned versions and multimedia) determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in signs and classifiers in order to address a question or solve a problem.
	8. Trace and evaluate the argument and specific claims in a videotext, distinguishing claims that are supported by reason and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a videotext, assessing whether the reasoning is valid and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a videotext, assessing whether the reasoning is valid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8. Delineate and evaluate the argument and specific claims in a videotext, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in formal videotexts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
	9. Compare and contrast one videesigner's presentation of events with that of another (e.g., an interview and a biography on the same videesigner).	9. Analyze how two or more videesigners videosigning about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more videotexts provide conflicting information on the same topic and identify where the videotexts disagree on matters of fact or interpretation.	9. Analyze videotexts of historical and literacy significance (e.g., speeches and interviews related to Deaf President Now), including how they address related themes and concepts.	9. Analyze twentieth-century foundational videotexts of historical and literacy significance (e.g., George Veditz's speech, William Hubbard's address, Robert McGregor's song) for their themes, purposes, and rhetorical features.
Range of Viewing and Level of Videotext	10. By the end of the year, view and comprehend ASL literary nonfiction in the grades 6-8 videotext complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, view and comprehend ASL literary nonfiction, in the grades 6-8 videotext complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, view and comprehend ASL literary nonfiction, in the grades 6-8 videotext complexity band independently proficiently.	10. By the end of the year, view and comprehend ASL literary nonfiction in the grade 9 videotext complexity band proficiently, with scaffolding as needed at the high end of the range. 10. By the end of the year, view and comprehend ASL literary nonfiction, in the grades 10 videotext complexity band independently and proficiently.	10. By the end of the year, view and comprehend ASL literary nonfiction in the grade 11 videotext complexity band proficiently, with scaffolding as needed at the high end of the range. 10. By the end of the year, view and comprehend ASL literary nonfiction in the grades 12 videotext complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Videosigning

The K-12 standards on the following pages define what Deaf students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

Videotext Types and Purposes

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

Production and Distribution of Videosigning

4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to tasks, purpose, and audience.
5. Develop and strengthen Videosign as needed by planning, revising, editing, revideosigning, or typing a new approach.
6. Use technology, including the Internet, to produce and publish videosigning and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Videosigning

10. Videosign 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.

V Videosigning Standards K-5						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Videotext Types and Purposes	<p>1. Use a combination of drawing and videosigning to compose opinion pieces in which they tell a viewer the topic or the name of the videotext they are videosigning about and state an opinion or preference about the topic or videotext.</p>	<p>1. Videosign opinion pieces in which they introduce the topic or name the videotext they are videosigning about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>1. Videosign opinion pieces in which they introduce the topic or videotext they are videosigning about, state an opinion, supply reasons that support the opinion, use linking signs and classifiers to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>1. Videosign opinion pieces on topics or videotexts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or videotext they are videosigning about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking signs, classifiers, phrases to connect opinions and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>1. Videosign opinion pieces on topics or videotexts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or videotext clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the videosigner's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using signs, classifiers, and phrases.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>1. Videosign opinion pieces on topics and videotexts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or videotext clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the videosigner's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using signs, classifiers, phrases, and clauses.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>

V Videosigning Standards 6-12										
Grade 6 Students:		Grade 7 Students:		Grade 8 Students:		Grades 9-10 Students:		Grades 11-12 Students:		
Videotext Types and Purposes	<p>1. Videosign arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or videotext.</p> <p>c. Use signs, classifiers, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>		<p>1. Videosign arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or videotext.</p> <p>c. Use signs, classifiers, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>1. Videosign arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or videotext.</p> <p>c. Use signs, classifiers, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>1. Videosign arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>c. Use signs, classifiers, phrases, and clauses to link the major sections of the videotext, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style objective tone while attending to the norms and conventions of the discipline in which they are videosigning.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>1. Videosign arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce precise, knowledgeable claim(s) and 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.</p> <p>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.</p> <p>c. Use signs, classifiers, phrases, and clauses as well as varied syntax to link the major sections of the videotext, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style objective tone while attending to the norms and conventions of the discipline in which they are videosigning.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>f. Use specific rhetorical devices to support assertions (e.g., appeal to logical through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p>	

V Videosigning Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Videotext Types and Purposes	<p>2. Use a combination of drawing and videosigning to compose informative/explanatory videotexts in which they name what they are videosigning about and supply some information about the topic.</p>	<p>2. Videosign informative/explanatory videotexts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2. Videosign informative/explanatory videotexts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>2. Videosign informative/explanatory videotexts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking signs, classifiers, and phrases to connect ideas within theories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>2. Videosign informative/explanatory videotexts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within theories of information using signs, classifiers, and phrases.</p> <p>d. Use precise sign language and domain-specific spacabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>2. Videosign informative/explanatory videotexts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across theories of information using signs, classifiers, and phrases.</p> <p>d. Use precise sign language and domain-specific spacabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

V Videosigning Standards 6-12 (continued)					
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Videotext Types and Purposes	<p>2. Videosign informative/explanatory videotexts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., chart, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise sign language and domain-specific spacabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>2. Videosign informative/explanatory videotexts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement clearly; previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., chart, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise sign language and domain-specific spacabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>2. Videosign informative/explanatory videotexts, including career development videotexts, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement clearly; previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., chart, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise sign language and domain-specific spacabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>2. Videosign informative/explanatory videotexts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic or thesis statement; 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.</p> <p>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.</p> <p>c. Use appropriate and varied transitions to link the major selections of the videotext, create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise sign language and domain-specific spacabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>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).</p>	<p>2. Videosign informative/explanatory videotexts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic or thesis statement; 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.</p> <p>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.</p> <p>c. Use appropriate and varied transitions and syntax to link the major selections of the videotext, create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise sign language, domain-specific spacabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are videosigning.</p> <p>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).</p>

V Videosigning Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Videotext Types and Purposes	<p>3. Use a combination of drawing and videosigning to narrate 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.</p>	<p>3. Videosign narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal signs and classifiers to signal event order, and provide some sense of closure.</p>	<p>3. Videosign narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal signs and classifiers to signal event order, and provide a sense of closure.</p>	<p>3. Videosign narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal signs, classifiers, and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>3. Videosign narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the viewer by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions to develop experiences and events or show the response of characters to situations.</p> <p>c. Use a variety of transitional signs, classifiers, and phrases to manage the sequence of events.</p> <p>d. Use concrete signs, classifiers, and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3. Videosign narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the viewer by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, descriptions, and pacing, to develop experiences and events or show the response of characters to situations.</p> <p>c. Use a variety of transitional signs, classifiers, and phrases to manage the sequence of events.</p> <p>d. Use concrete signs, classifiers, and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	<p>4. (Begins in grade 2)</p>	<p>4. (Begins in grade 2)</p>	<p>4. With guidance and support from adults, produce videosigning in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>	<p>4. With guidance and support from adults, produce videosigning in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>	<p>4. Produce clear and coherent videosigning (including multiple-paragraph videotexts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>	<p>4. Produce clear and coherent videosigning (including multiple-paragraph videotexts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>

V Videosigning Standards 6-12 (continued)										
Grade 6 Students:		Grade 7 Students:		Grade 8 Students:		Grades 9-10 Students:		Grades 11-12 Students:		
Videotext Types and Purposes	<p>3. Videosign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition signs, classifiers, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationship among experiences and events.</p> <p>d. Use precise signs, classifiers and phrases, relevant and descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		<p>3. Videosign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition signs, classifiers, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise signs, classifiers, and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		<p>3. Videosign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition signs, classifiers, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise signs, classifiers, and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		<p>3. Videosign narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the viewer 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise signs, classifiers, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<p>3. Videosign narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the viewer 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise signs, classifiers, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
	<p>4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>		<p>4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>		<p>4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>		<p>4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>		<p>4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for videosigning types are defined in standards 1-3 above.)</p>	

V Videosigning Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Videotext Types and Purposes	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen videosigning as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen videosigning as needed.	5. With guidance and support from adult and peers, focus on a topic and strengthen videosigning as needed by revising and editing.	5. With guidance and support from peers and adults, develop and strengthen videosigning as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grade 3.)	5. With guidance and support from peers and adults, develop and strengthen videosigning as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grade 4.)	5. With guidance and support from peers and adults, develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or trying a new approach. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grade 5.)
	6. With guidance and support from adults, explore a variety of digital tools to produce and share videosigning, including in collaboration with peers.	6. With guidance and support from adults, explore a variety of digital tools to produce and share videosigning, including in collaboration with peers.	6. With guidance and support from adults, explore a variety of digital tools to produce and share videosigning, including in collaboration with peers.	6. With guidance and support from adults, use technology to produce and share videosigning (using video recording and keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the internet, to produce and share videosigning as well as to interact and collaborate with others; demonstrate sufficient command of video recording and editing and keyboarding skills to create a minimum of one-minute videotext in a single sitting.	6. With some guidance and support from adults, use technology, including the internet, to produce and share videosigning as well as to interact and collaborate with others; demonstrate sufficient command of video recording and editing and keyboarding skills to create a minimum of two-minute videotext in a single sitting.
Research to Build and Present Knowledge	7. Participate in shared research and videosigning projects (e.g., explore a number of videotexts by a favorite videosigner and express opinions about them).	7. Participate in shared research and videosigning projects (e.g., explore a number of "how-to" videotexts on a given topic and use them to videosign a sequence of instruction).	7. Participate in shared research and videosigning projects (e.g., view a number of videotexts on a single topic to produce a report; video record science observations).	7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

V Videosigning Standards 6-12 (continued)					
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Videotext Types and Purposes	5. With some guidance and support from peers and adults, develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or video recording a new approach. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grade 6.)	5. With some guidance and support from peers and adults, develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or video recording a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grade 7.)	5. With some guidance and support from peers and adults, develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or video recording a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grade 8.)	5. Develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or video recording a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grades 9-10.)	5. Develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or video recording a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Sign Language standards 1-3 up to and including grades 11-12.)
	6. Use technology, including the Internet, to produce and share videosigning as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding and video recording and editing skills to create a minimum of three-minute video in a single sitting.	6. Use technology, including the Internet, to produce and share videosigning and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	6. Use technology, including the Internet, to produce and share videosigning and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	6. Use technology, including the Internet, to produce, share, and update individual or shared videosigning products, taking advantage of technology's capacity to link to other information and to display information inflexibly and dynamically.	6. Use technology, including the Internet, to produce, share, and update individual or shared videosigning products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. 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.	7. 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.	7. 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.

V Videosigning Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Research to Build and Present Knowledge	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided theories.	8. Recall information from experiences or gather information from print and digital sources; take notes, paraphrase, and theorize information; and provide a list of sources.	8. 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.
	9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)	9. Draw evidence from ASL literacy or information videotexts to support analysis, reflection, and research. a. Apply <i>grade 4 ASL Viewing standards</i> to ASL literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the videotext [e.g., a character's thoughts, signs and classifiers, or actions]."). b. Apply <i>grade 4 ASL Viewing standards</i> to information videotexts (e.g., "Explain how a videosigner uses reasons and evidence to support particular points in a videotext").	9. Draw evidence from ASL literacy or information videotexts to support analysis, reflection, and research. a. Apply <i>grade 5 ASL Viewing standards</i> to ASL literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the videotext [e.g., how characters interact]."). b. Apply <i>grade 5 ASL Viewing standards</i> to information videotexts (e.g., "Explain how a videosigner uses reasons and evidence to support particular points in a videotext, identifying which reasons and evidence support which point[s]").
Range of Videosigning	10. (Begins in grade 2)	10. (Begins in grade 2)	10. Videosign 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 discipline-specific tasks, purposes, and audiences.	10. Videosign 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 discipline-specific tasks, purposes, and audiences.	10. Videosign 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 discipline-specific tasks, purposes, and audiences.	10. Videosign 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 discipline-specific tasks, purposes, and audiences.

V Videosigning Standards 6-12 (continued)					
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Research to Build and Present Knowledge	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print 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.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the videotext selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in answering the research question; integrate information into the videotext selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
	9. Draw evidence from literary or informational videotexts to support analysis, reflection, and research. a. Apply <i>grade 6 ASL Viewing standards</i> to ASL literature (e.g., "Compare and contrast videotexts in different forms or genres [e.g., stories and poems; historical and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply <i>grade 6 ASL Viewing standards</i> to ASL literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a videotext, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational videotexts to support analysis, reflection, and research. a. Apply <i>grade 7 ASL Viewing standards</i> to ASL 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 mean of understanding how videosigners of fiction use or alter history"). b. Apply <i>grade 7 ASL Viewing standards</i> to ASL literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a videotext, assessing whether the reasoning is valid and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational videotexts to support analysis, reflection, and research. a. Apply <i>grade 8 ASL Viewing standards</i> to ASL literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional stories or folklores, including describing how the material is rendered new"). b. Apply <i>grade 8 ASL Viewing standards</i> to ASL literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a videotext, assessing whether the reasoning is valid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	9. Draw evidence from literary or informational videotexts to support analysis, reflection, and research. a. Apply <i>grades 9-10 ASL Viewing standards</i> to ASL literature (e.g., "Analyze how a videosigner draws on and transforms source material in a specific work"). b. Apply <i>grades 9-10 ASL Viewing standards</i> to ASL literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a videotext, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	9. Draw evidence from literary or informational videotexts to support analysis, reflection, and research. a. Apply <i>grades 11-12 ASL Viewing standards</i> to ASL literature (e.g., "Demonstrate knowledge of early-twentieth-century foundational works of Deaf literature, including two or more videotext from same period treat similar themes or topics"). b. Apply <i>grades 11-12 ASL Viewing standards</i> to ASL literary nonfiction (e.g., "Delineate and evaluate the reasoning in formal videotexts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy").
Range of Videosigning	10. Videosign 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 discipline-specific tasks, purposes, and audiences.	10. Videosign 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 discipline-specific tasks, purposes, and audiences.	10. Videosign 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 discipline-specific tasks, purposes, and audiences.	10. Videosign 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 discipline-specific tasks, purposes, and audiences.	10. Videosign 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 discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Signing and Attending

The K-12 standards on the following pages define what Deaf students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in arrange 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 video formats, including visually, quantitatively, and orally.
3. Evaluate a presenter's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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

SA Signing and Attending Standards K-5						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Comprehension and Collaboration	<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and videotexts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., attending to others and taking turns signing about the topics and videotexts under discussions).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and videotexts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., attending to others with re, signing one at a time about the topics and videotexts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and videotexts under discussion.</p>	<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and videotexts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, attending to others with re, signing one at a time about the topics and videotexts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and videotexts under discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and videotexts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussion (e.g., gaining the follow in respectful ways, attending to others with re, signing one at a time about the topics and videotexts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remark of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and videotexts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and videotexts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remark of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
	<p>2. Confirm understanding of a videotext retold aloud or information presented live or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. Understand and follow one- and two-step signed directions.</p>	<p>2. Ask and answer questions about key details in a videotext retold aloud or information presented live or through other media.</p> <p>a. Give, restate, and follow simple two-step signed directions.</p>	<p>2. Ask and answer questions about key details in a videotext retold aloud or information presented live or through other media.</p> <p>a. Give and follow three- and four-step signed directions.</p>	<p>2. Determine the main ideas and supporting details of a videotext retold aloud or information presented in diverse media and formats, including visually, quantitatively, and live.</p>	<p>2. Paraphrase portions of a videotext retold aloud or information presented in diverse media and formats, including visually, quantitatively, and live.</p>	<p>2. Paraphrase portions of a videotext retold aloud or information presented in diverse media and formats, including visually, quantitatively, and live.</p>

SA	Signing and Attending Standards 6-12				
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Comprehension and Collaboration	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, videotexts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation by referring to evidence on the topic, videotext, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, videotext, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, videotexts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having viewed or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, videotext, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, videotexts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having viewed or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, videotext, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several presenters and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, videotexts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having viewed or researched material under study; explicitly draw on that preparation by referring to evidence from videotexts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas..</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, videotexts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having viewed or researched material under study; explicitly draw on that preparation by referring to evidence from videotexts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas..</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>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.</p>
	<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, manually) and explain how it contributes to a topic, videotext, or issue under study.</p>	<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, manually) and explain how the ideas clarify a topic, videotext, or issue under study.</p>	<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, manually) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, manually) evaluating the credibility and accuracy of each source.</p>	<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, manually) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

SA Signing and Attending Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Comprehension and Collaboration	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a presenter says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a presenter says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3. Ask and answer questions about information from a presenter, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a presenter or media source provides to support particular points.	3. Summarize the points a presenter or media source makes and explain how each claim is supported by reasons and evidence and identify and analyze any logic fallacies.
	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a. Memorize and recite ASL poems, rhymes, and folklores with expression.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, signing clearly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logic sequence, and provides a conclusion.	4. Report on a topic or videotext, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, signing clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logic sequence, includes supporting details, uses clear and specific spacabulary, and provides a strong conclusion.	4. Report on a topic or videotext, 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. a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.	4. Report on a topic or videotext 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. a. Plan and deliver an opinion presentation that: states an opinion, logically sequences evidence to support the presenter's position, uses transition signs and classifiers to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the presenter's position. b. Memorize and recite an ASL poem or section of a presentation or historic videotext using pace, expression, and gestures appropriate to the selection.
	5. Add drawing or visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create video recordings of ASL stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	5. Create engaging video recordings of ASL stories and poems that demonstrate fluid signing at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5. Add video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, videos) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Presentation of Knowledge and Ideas	6. Sign visually and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Sign Language standards 1 and 3 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Sign Language standards 1 and 3 for specific expectations.)	6. Sign in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Sign Language standards 1 and 3 for specific expectations.)	6. Differentiate between contexts that call for formal ASL (e.g., presented 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 Sign Language standards 1 and 3 for specific expectations.)	6. Adapt presentation to a variety of contexts and tasks, using formal ASL when appropriate to task and situation. (See grade 5 Sign Language standards 1 and 3 for specific expectations.)

SA Signing and Attending Standards 6-12 (continued)					
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Comprehension and Collaboration	3. Delineate a presenter's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a presenter's argument and specific claims, and attitude toward the subject, evaluating the validity of the reasoning and the relevance and sufficiency of the evidence.	3. Delineate a presenter's argument and specific claims, evaluating the validity of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	3. Evaluate a presenter's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a presenter's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, sign choice, points of emphasis, and tone used.
	4. Present claims and findings (e.g., argument, narrative, informative, response to ASL literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and body language elements to accentuate main ideas or themes; use appropriate eye contact, adequate pacing, and clear signing. a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise sign language and domain specific spacabulary; and provides a strong conclusion.	4. Present claims and findings (e.g., argument, narrative, informative, response to ASL literature presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate pacing, and clear signing. a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses signs, classifiers, and phrases to create cohesion, and provides a concluding statement that supports argument presented.	4. Present claims and findings (e.g., argument, narrative, informative, response to ASL literature presentations), emphasizing salient manner with relevant evidence, valid reasoning, and well-chosen details, use appropriate eye contact, adequate pacing, and clear signing. a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.	4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate pacing, and clear signing) such that attendants can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to ASL literature presentations), audience, and task. a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific spacabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) b. Plan, memorize, and present a recitation (e.g., poem, selection from a presentation or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, speed, affect modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)	4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to ASL literature presentations), conveying a clear and distinct perspective and a logical argument, such that attendants 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. Use appropriate eye contact, adequate pacing, and clear signing. a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) b. Plan and present an argument that: supports a precise claims; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade)
	5. Include multimedia components (e.g., graphics, images, special effects) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	5. Make strategic use of digital media (e.g., textual and videotextual graphical, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5. Make strategic use of digital media (e.g., textual and videotextual graphical, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt presentation to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 6 Sign Language standards 1 and 3 for specific expectations.)	6. Adapt presentation to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 7 Sign Language standards 1 and 3 for specific expectations.)	6. Adapt presentation to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 8 Sign Language standards 1 and 3 for specific expectations.)	6. Adapt presentation to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grades 9-10 Sign Language standards 1 and 3 for specific expectations.)	6. Adapt presentation to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grades 11-12 Sign Language standards 1 and 3 for specific expectations.)	
Presentation of Knowledge and Ideas					

College and Career Readiness Anchor Standards for Sign Language

The K-12 standards on the following pages define what Deaf students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

Conventions of Standard American Sign Language

1. Demonstrate command of the convention of standard ASL grammar and usage when videosigning or signing.
2. Demonstrate command of the conventions of standard ASL non-manual signals, classifiers, and fingerspelling when videosigning.

Knowledge of Sign Language

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

Spacabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases by using context clues, analyzing meaningful sign parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, sign and classifier relationships, and nuances in sign and classifier meanings.
6. Acquire and use accurately arrange of general academic and domain-specific signs, classifiers, phrases sufficient for ASL viewing, videosigning, signing, and attending at the college- and career- readiness level; demonstrate independence in gathering spacabulary knowledge with encountering an unknown term important to comprehension or expression.

SL Sign Language Standards K-5						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Comprehension and Collaboration	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or signing.</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form plural nouns by adding a number or a quantifier sign to the noun sign.</p> <p>c. Understand and use question signs (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>d. Use the most frequently occurring prepositions for location.</p> <p>e. Recognize basic classifier handshape-movement relationships.</p> <p>f. Produce and expand complete sentences in shared sign language activities.</p>	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or signing.</p> <p>a. Use common and proper nouns.</p> <p>b. Use possessive nouns by adding "open b" handshape sign.</p> <p>c. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I/me, my, they/them, their, anyone, everything).</p> <p>d. Use singular and plural nouns with matching classifier predicates in basic sentences (e.g., two men sit, snake crawls on the ground).</p> <p>e. Use tense signs to convey a sense of past, present, and future (e.g., past/before, now/present, future/will).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, because/why).</p> <p>h. Use determiners (e.g., indexing finger, numeral, quantifier, demonstrative).</p> <p>i. Use frequently occurring prepositions for location and time.</p> <p>j. Use basic classifier types (body, descriptive, and semantic)</p> <p>k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or signing.</p> <p>a. Use collective nouns by (e.g., group).</p> <p>b. Use reduplication/repetition in movement for plural nouns without a number or quantifier sign.</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Use transitive verbs for possession and existence.</p> <p>e. Use infinitive verbs appropriately (e.g., want play, need finish, love shop).</p> <p>f. Use directional verbs.</p> <p>g. Use adjectives and adverbs signs.</p> <p>h. Use classifier types (body, descriptive, semantic, location, body parts, plural).</p> <p>i. Produce, expand, and rearrange complete simple and compound sentences.</p> <p>j. Create viewable videotexts with clear signing.</p>	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or signing.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Explain the differences between signs and classifiers.</p> <p>c. Form and use plural classifiers.</p> <p>d. Use abstract nouns (e.g., childhood).</p> <p>e. Use reflexive pronouns as linking verbs (e.g., girl herself first grader).</p> <p>f. Use reciprocal pronouns (each other).</p> <p>g. Use simple verb tenses by adding tense markers (e.g., walk finish, will buy).</p> <p>h. Use comparative and superlative adjectives and adverbs by using appropriate non-manual signals and modifiers.</p> <p>i. Use coordinating and subordinating conjunctions.</p> <p>j. Use classifiers types (body, descriptive, semantic, location, body parts, plural, instrumental, element, mass noun).</p> <p>k. Produce simple, compound, and complex sentences.</p> <p>l. Videosign visually and clearly using appropriate non-manual signals, handshapes, movements, and locations.</p>	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or signing.</p> <p>a. Use interrogative and relative pronouns and relative adverbs.</p> <p>b. Use inflected verbs for temporal aspect (e.g., study continually, study regularly, study for prolonged period).</p> <p>c. Use modal auxiliaries (e.g., n/may, must) to convey various conditions.</p> <p>d. Order descriptive adjectives within sentences according to conventional pattern (e.g., height, body type, appearance).</p> <p>e. Use prepositional phrases.</p> <p>f. Correctly use frequently confused signs (noun/verb pairs, signs with similar cheremes).</p> <p>g. Use adverbial intensifiers (e.g., somewhat, absolutely, little, extremely, wow).</p> <p>h. Use combined classifier predicates.</p> <p>i. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>j. Videosign visually and clearly using appropriate sign order and classifier predicates.</p>	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or signing.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Use depicting verbs with agreement nouns in classifier predicates.</p> <p>c. Use verb tense to convey various times, sequence, states, and conditions.</p> <p>d. Recognize and correct inappropriate modifiers in verb tense.</p> <p>e. Use correlative conjunctions (e.g., both, plus, either, or) with appropriate non-manual signals.</p> <p>f. Use complex combined classifier predicates.</p>

SL	Sign Language Standards 6-12				
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Comprehension and Collaboration	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or presenting.</p> <ol style="list-style-type: none"> Ensure that pronouns are expressed by pointing at the same location as a referent for a person, place, or object (subjective, objective, possessive). Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents). Recognize variations from standard ASL in their own and others' videosigning and signing, and identify and use strategies to improve expression in conventional sign language. 	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or presenting.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or presenting.</p> <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. 	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or presenting.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to videosigning or presentations. 	<p>1. Demonstrate command of the conventions of standard ASL grammar and usage when videosigning or presenting.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting reference (e.g., ASL-English Grammar: A Comparative Linguistics Handbook, Linguistics of American Sign Language, ASL for Families) as needed.

SL Sign Language Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Presentation of Knowledge and Ideas	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or signing.</p> <p>a. Use emotional markers to express emotions in the facial expressions.</p> <p>b. Recognize and name basic non-manual signals used to indicate basic yes/no and wh- questions.</p> <p>c. Produce all handshapes</p> <p>d. Identify all five locations.</p> <p>e. Identify all five movements.</p> <p>f. Fingerspell simple lexicalized signs, drawing on knowledge of handshape-movement relationships.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or signing.</p> <p>a. Produce all handshapes, locations, movements for an ASL sign.</p> <p>b. Use non-manual signals to indicate basic sentence types (topicalization, negation, yes/no and wh- questions).</p> <p>c. Follow the eye gaze for regulating turn-taking.</p> <p>d. Fingerspell dates and names of people.</p> <p>e. Fingerspell lexicalized signs, drawing on cheremic awareness and fingerspelling conventions.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or signing.</p> <p>a. Use non-manual signals to indicate sentence types (conditionals and rhetorical questions).</p> <p>b. Follow the eye gaze for regulating turn-taking.</p> <p>c. Demonstrate a control of cheremes (handshapes, movements, locations, palm orientations, and non-manual signals) for noun-verb relationships, classifier usage, and modifiers.</p> <p>d. Fingerspell lexicalized signs, drawing on cheremic awareness and fingerspelling conventions.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or signing.</p> <p>a. Use quotation markers and sign or fingerspell each word in titles.</p> <p>b. Fingerspell the addresses.</p> <p>c. Use quotation markers in examples to make them connected to the actual situations.</p> <p>d. Form and use possessives (use closed 5 handshape instead of 's sign).</p> <p>e. Use conventional fingerspelling for high-frequency and other studied lexicalized and fingerspelled signs.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or signing.</p> <p>a. Use correct non-manual signals.</p> <p>b. Use quotation markers to mark quotations from a text or videotext.</p> <p>c. Use appropriate non-manual signals as coordinating conjunction in a compound sentence.</p> <p>d. Fingerspell grade-appropriate lexicalized and fingerspelled signs correctly.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or signing.</p> <p>a. Use non-manual signals to separate items in a series.</p> <p>b. Use topic-comment marker to separate the introductory element from the rest of the sentence.</p> <p>c. Use non-manual signals to demonstrate active listening cues.</p> <p>d. Fingerspell grade-appropriate lexicalized and fingerspelled signs correctly.</p>
	<p>3. (Begins in grade 2)</p>	<p>3. (Begins in grade 2)</p>	<p>3. Use knowledge of sign language and its conventions when videosigning, signing, viewing, or attending.</p> <p>a. Compare formal and informal uses of ASL.</p>	<p>3. Use knowledge of sign language and its conventions when videosigning, signing, viewing, or attending.</p> <p>a. Choose signs, classifiers, and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of signed and videosigned standard ASL.</p>	<p>3. Use knowledge of sign language and its conventions when videosigning, signing, viewing, or attending.</p> <p>a. Choose signs, classifiers, and phrases for to convey ideas precisely.</p> <p>b. Choose grammatical non-manual signals for effect.</p> <p>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).</p>	<p>3. Use knowledge of sign language and its conventions when videosigning, signing, viewing, or attending.</p> <p>a. Expand, combine, and reduce sentences for meaning, viewer/attendent interest, and style.</p> <p>b. Compare and contrast the varieties of ASL (e.g., dialects, registers) used in stories, dramas/films, or poems.</p>

SL	Sign Language Standards 6-12 (continued)				
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Presentation of Knowledge and Ideas	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or presenting.</p> <p>a. Use non-manual signals to set off nonrestrictive and parenthetical elements.</p> <p>b. Fingerspell correctly.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or presenting.</p> <p>a. Use non-manual signals to separate coordinate adjectives correctly.</p> <p>b. Fingerspell correctly.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or presenting.</p> <p>a. Use non-manual signals and cheremes to indicate a pause or break.</p> <p>b. Use non-manual signals and cheremes to indicate an omission.</p> <p>c. Fingerspell correctly.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or presenting.</p> <p>a. Use non-manual signals and body movements (e.g., contrastive structure, role shifting, referents, indexing) to link two or more closely related independent clauses.</p> <p>b. Use appropriate non-manual signals and cheremes to introduce a list or quotation.</p> <p>c. Fingerspell correctly.</p>	<p>2. Demonstrate command of the conventions of standard ASL non-manual signals, cheremes, and fingerspelling when videosigning or presenting.</p> <p>a. Analyze and apply complex metric styles in ASL.</p> <p>b. Use cheremes for rhyme and tone.</p> <p>c. Fingerspell correctly.</p>
	<p>3. Use knowledge of sign language and its conventions when videosigning, presenting, viewing or attending.</p> <p>a. Vary sentence patterns for meaning, viewer/attendant interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>3. Use knowledge of sign language and its conventions when videosigning, presenting, viewing or attending.</p> <p>a. Choose sign language that expresses ideas precisely and concisely, recognizing and eliminating signiness and redundancy.</p>	<p>3. Use knowledge of sign language and its conventions when videosigning, presenting, viewing or attending.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.</p>	<p>3. Apply knowledge of sign language to understand how sign language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when viewing or attending.</p> <p>a. Videosign and edit work appropriate to for the discipline and videosigning type.</p>	<p>3. Apply knowledge of sign language to understand how sign language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when viewing or attending.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when viewing.</p>

SL Sign Language Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Presentation of Knowledge and Ideas	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>kindergarten ASL viewing and content</i>.</p> <p>a. Identify new meanings for familiar signs and classifiers and apply them accurately (e.g., knowing duck is a bird and learning the verb is to quack - noun-verb relationships).</p> <p>b. Use the most frequently occurring verb inflections and agent affixes (e.g., I give ball to you, mailman) as a clue to the meaning of an unknown sign or classifier.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 1 ASL viewing and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Use frequently occurring affixes and noun-verb relationships as a clue to the meaning of a sign or classifier.</p> <p>c. Identify frequently occurring root signs and their inflectional forms (e.g., finish look, now shop, pay will).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 2 ASL viewing and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Determine the meaning of the new sign formed when a known prefix is added to a known sign (e.g., happy/unhappy, sign/re-sign).</p> <p>c. Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., birdhouse, workbook, firehouse, homework).</p> <p>d. Use ASL references to determine or clarify the meaning of signs, classifiers, and phrases in all content areas.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 3 ASL viewing and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Determine the meaning of the new sign formed when a known affix is added to a known sign (e.g., comfortable/not comfortable, heat/preheat).</p> <p>c. Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., grocery, lunch, dinner).</p> <p>d. Use ASL references to determine or clarify the meaning of signs, classifiers, and phrases in all content areas.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 4 ASL viewing and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., definitions, examples or restatements in videotext) as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Determine the meaning of the new sign formed when a known affix is added to a known sign (e.g., disbelief, founder, American).</p> <p>c. Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., grocery, lunch, goldfish).</p> <p>d. Use ASL references to determine or clarify the meaning of signs, classifiers, and phrases in all content areas.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 5 ASL viewing and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in videotext) as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Determine the meaning of the new sign formed when a known affix is added to a known sign (e.g., deafness, underwater, underestimate).</p> <p>c. Use knowledge of the meaning of individual signs to predict the meaning of compound signs (e.g., water cycle, hot-balloon, printer).</p> <p>d. Use ASL references to determine or clarify the meaning of signs, classifiers, and phrases in all content areas.</p>

SL	Sign Language Standards 6-12 (continued)				
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Presentation of Knowledge and Ideas	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 6 ASL viewing and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a sign or classifier's position or function in a sentence) as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Use common, grade-appropriate cheremes, affixes, and roots as clues to the meaning of a sign or classifier.</p> <p>c. Consult reference materials, both print and digital, to find the signing of a sign or classifier or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a sign, classifier, or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 7 ASL viewing and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a sign or classifier's position or function in a sentence) as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Use common, grade-appropriate cheremes, affixes, and roots as clues to the meaning of a sign or classifier.</p> <p>c. Consult reference materials, both print and digital, to find the signing of a sign or classifier or determine or clarify its precise meaning or its part of speech or trace the etymology of signs and classifiers.</p> <p>d. Verify the preliminary determination of the meaning of a sign, classifier, or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grade 8 ASL viewing and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a sign or classifier's position or function in a sentence) as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Use common, grade-appropriate cheremes, affixes, and roots as clues to the meaning of a sign or classifier.</p> <p>c. Consult reference materials, both print and digital, to find the signing of a sign or classifier or determine or clarify its precise meaning or its part of speech or trace the etymology of signs and classifiers.</p> <p>d. Verify the preliminary determination of the meaning of a sign, classifier, or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grades 9-10 ASL viewing and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a sign or classifier's position or function in a sentence) as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Identify and correctly use patterns of sign and classifier changes that indicate different meanings or parts of speech and continue to apply knowledge of cheremes, roots, and affixes.</p> <p>c. Consult reference materials, both print and digital, to find the signing of a sign or classifier or determine or clarify its precise meaning, its part of speech, or its the etymology.</p> <p>d. Verify the preliminary determination of the meaning of a sign, classifier, or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning signs, classifiers, and phrases based on <i>grades 11-12 ASL viewing and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a sign or classifier's position or function in a sentence) as a clue to the meaning of a sign, classifier, or phrase.</p> <p>b. Identify and correctly use patterns of sign and classifier changes that indicate different meanings or parts of speech and continue to apply knowledge of cheremes, roots, and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>c. Consult reference materials, both print and digital, to find the signing of a sign or classifier or determine or clarify its precise meaning, its part of speech, its the etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a sign, classifier, or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

SL Sign Language Standards K-5 (continued)						
	Kindergarten	Grade 1 Students:	Grade 2 Students:	Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Presentation of Knowledge and Ideas	<p>5. Use the most frequently occurring inflections (adverb modifiers) and affixes (e.g., agent, comparative and superlative affixes).</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to mtheir opposites (antonyms).</p> <p>c. Identify real-life connections between signs and their use (e.g., note objects in classroom that are useful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p>	<p>5. Use the most frequently occurring inflections (adverb modifiers) and affixes (e.g., agent, comparative and superlative affixes).</p> <p>a. Sort signs and classifiers into category (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define signs by category and by one or more key attributes.</p> <p>c. Identify real-life connections between signs and their use (e.g., note objects in classroom that are useful).</p> <p>d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p>	<p>5. Demonstrate understanding of sign and classifier relationships and nuances in sign and classifier meanings.</p> <p>a. Identify real-life connections between signs and classifiers and their use.</p> <p>b. Distinguish shades of meaning among closely related verbs and closely related adjectives.</p>	<p>5. Demonstrate understanding of sign and classifier relationships and nuances in sign and classifier meanings.</p> <p>a. Distinguish the literal and non-literal meanings of signs, classifiers, and phrases in context.</p> <p>b. Identify real-life connections between signs and classifiers and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related signs and classifiers that describe states of mind or degrees of certainty (e.g., KNEW, BELIEVE, SUSPECT, THINK, LEARN, WONDER).</p>	<p>5. Demonstrate understanding of figurative sign language, sign and classifier relationships, and nuances in sign and classifier meanings.</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of signs and classifiers by relating them to their opposites (antonyms) and to signs and classifiers with similar but not identical meanings (synonyms).</p>	<p>5. Demonstrate understanding of figurative sign language, sign and classifier relationships, and nuances in sign and classifier meanings.</p> <p>a. Interpret figurative sign language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular signs and classifiers (e.g., synonyms, antonyms, homographs) to better understand each of the signs and classifiers.</p>
Presentation of Knowledge and Ideas	<p>6. Use signs, classifiers, and phrases acquired through conversations, ASL viewing, signing aloud, and responding to videotexts.</p>	<p>6. Use signs, classifiers, and phrases acquired through conversations, ASL viewing, signing aloud, and responding to videotexts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>6. Use signs, classifiers, and phrases acquired through conversations, ASL viewing, signing aloud, and responding to videotexts, including using adjectives and adverbs to describe.</p>	<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific signs, classifiers, and phrases, including those that signal spatial and temporal relationships.</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific signs, classifiers, and phrases, including those that signal precise actions, emotions, or states or being and that are basic to a particular topic.</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific signs, classifiers, and phrases, including those that signal contrast, addition, and other logic relationships.</p>

SL	Sign Language Standards 6-12 (continued)				
	Grade 6 Students:	Grade 7 Students:	Grade 8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Presentation of Knowledge and Ideas	<p>5. Demonstrate understanding of figurative sign language, sign relationships, and nuances in sign and classifier meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular sign or classifier (e.g., cause/effect, part/whole, item/category) to better understand each of the signs and classifiers.</p> <p>c. Distinguish among the connotations (associations) of signs and classifiers with similar denotations (definitions).</p>	<p>5. Demonstrate understanding of figurative sign language, sign relationships, and nuances in sign and classifier meanings.</p> <p>a. Interpret figures of speech in context.</p> <p>b. Use the relationship between particular sign or classifier (e.g., synonym/antonym) to better understand each of the signs and classifiers.</p> <p>c. Distinguish among the connotations (associations) of signs and classifiers with similar denotations (definitions).</p>	<p>5. Demonstrate understanding of figurative sign language, sign relationships, and nuances in sign and classifier meanings.</p> <p>a. Interpret figures of speech in context.</p> <p>b. Use the relationship between particular sign or classifier (e.g., synonym/antonym) to better understand each of the signs and classifiers.</p> <p>c. Distinguish among the connotations (associations) of signs and classifiers with similar denotations (definitions).</p>	<p>5. Demonstrate understanding of figurative sign language, sign relationships, and nuances in sign and classifier meanings.</p> <p>a. Interpret figures of speech in context and analyze their role in the videotext.</p> <p>b. Analyze nuances in the meaning of signs and classifiers with similar denotations.</p>	<p>5. Demonstrate understanding of figurative sign language, sign relationships, and nuances in sign and classifier meanings.</p> <p>a. Interpret figures of speech in context and analyze their role in the videotext.</p> <p>b. Analyze nuances in the meaning of signs and classifiers with similar denotations.</p>
Presentation of Knowledge and Ideas	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific signs, classifiers, and phrases; gather spcabulary knowledge when considering a sign, classifiers, or phrase important to comprehension or expression.</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific signs, classifiers, and phrases; gather spcabulary knowledge when considering a sign, classifiers, or phrase important to comprehension or expression.</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific signs, classifiers, and phrases; gather spcabulary knowledge when considering a sign, classifiers, or phrase important to comprehension or expression.</p>	<p>6. Acquire and use accurately general academic and domain-specific signs, classifiers, and phrases; sufficient for ASL viewing, videosigning, presenting or attending at the college and career readiness level; demonstrate independence in gathering spcabulary knowledge when considering a sign, classifiers, or phrase important to comprehension or expression.</p>	<p>6. Acquire and use accurately general academic and domain-specific signs, classifiers, and phrases; sufficient for ASL viewing, videosigning, presenting or attending at the college and career readiness level; demonstrate independence in gathering spcabulary knowledge when considering a sign, classifiers, or phrase important to comprehension or expression.</p>

College and Career Readiness Anchor Standards for ASL Viewing

The 6-12 standards on the following pages define what Deaf students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and video formats, including visually and quantitatively, as well as in signs.
8. Delineate and evaluate the argument and specific claims in a videotext, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more videotexts address similar themes or topics in order to build knowledge or to compare the approaches the videosigners take.

Range of ASL Viewing and Level of Videotext Complexity

10. View and comprehend complex ASL literary and informational videotexts independently and proficiently.

AVH ASL Viewing Standards for ASL Literacy in History/Social Studies 6-12

	Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details	1. Cite specific videotextual evidence to support analysis of primary and secondary sources.	1. Cite specific videotextual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific videotextual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the videotext as a whole.
	2. Determine the central idea or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the videotext.	2. Determine the central idea or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	3. Identify key steps in a videotext's description of a process related to history/social studies.	3. Analyze in detail a series of events described in a videotext; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with videotextual evidence, acknowledging where the videotext leaves matters uncertain.
Craft and Structure	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including spacabulary specific to domains related to history/social studies.	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including spacabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of signs, classifiers, and phrases as they are used in a videotext, including analyzing how a videosigner uses and refines the meaning of a key term over the course of a videotext.
	5. Describe how a videotext presents information (e.g., sequentially, comparatively, casually).	5. Analyze how a videotext uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structure, including how key sentences, paragraphs, and larger portions of the videotext contribute to the whole.
	6. Identify aspects of a videotext that reveal a videosigner's point of view or purpose.	6. Compare the point of view of two or more videosigners for how they treat the same or similar topics, including which details they include and empahsize in their respective accounts.	6. Evaluate videosigners' differing points of view on the same historical event or issue by assessing the videosigners' claims, reasoning, and evidence.
Integration of Knowledge	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in videotexts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in videotexts.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitively, as well as in signs and classifiers) in order to address or solve a problem.
	8. Distinguish among fact, opinion, and reasoned judgment in a videotext.	8. Assess the extent to which the reasoning and evidence in a videotext support the videosigner's claims.	8. Evaluate a videosigner's premises, claims, and evidence by corroborating or challenging them with other information.
	9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among souces.
Range of Viewing and Level of Videotext	10. By the end of grade 8, view and comprehend history/social studies videotexts in the grades 6-8 videotext complexity band independently and proficiently.	10. By the end of grade 10, view and comprehend history/social studies videotexts in the grades 9-10 videotext complexity band independently and proficiently.	10. By the end of grade 12, view and comprehend history/social studies videotexts in the grades 11-12 videotext complexity band independently and proficiently.

AVST ASL Viewing Standards for ASL Literacy in Science and Technical Subjects 6-12

	Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details	1. Cite specific videotextual evidence to support analysis of science and technical videotexts.	1. Cite specific videotextual evidence to support analysis of science and technical videotexts, attending to the precise details of explanations or descriptions.	1. Cite specific videotextual evidence to support analysis of science and technical videotexts, attending to important distinctions the videodesigner makes and to any gaps or inconsistencies in the account.
	2. Determine the central ideas or conclusions of a videotext; provide an accurate summary of the videotext distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a videotext; trace the videotext's explanation or depiction of a complex process, phenomenon, concept; provide an accurate summary of the videotext.	2. Determine the central ideas or conclusions of a videotext; summarize complex concepts, processes, or information presented in a videotext by paraphrasing them in simpler but still accurate terms.
	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the videotext.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the videotext.
Craft and Structure	4. Determine the meaning of symbols, key terms, and other domain-specific signs, classifiers, and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 videotexts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific signs, classifiers, and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 videotexts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific signs, classifiers, and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 videotexts and topics</i> .
	5. Analyze the structure a videodesigner uses to organize a videotext, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a videotext, including relationships among key terms (e.g., force, friction, reaction force, energy).	5. Analyze how the videotext structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	6. Analyze the videodesigner's purpose in providing an explanation, describing a procedure, or discussing an experiment in a videotext.	6. Analyze the videodesigner's purpose in providing an explanation, describing a procedure, or discussing an experiment in a videotext, defining the question the videodesigner seeks to address.	6. Analyze the videodesigner's purpose in providing an explanation, describing a procedure, or discussing an experiment in a videotext, identifying important issues that remain unresolved.
Integration of Knowledge	7. Integrate quantitative or technical information expressed in signs and classifiers in a videotext with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in signs and classifiers in a videotext into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., an equation) into signs and classifiers.	7. Integrate and evaluate multiple sources of information presented in different formats and media (e.g., visually, quantitatively) in order to address a question or solve a problem.
	8. Distinguish among facts, reasoned judgment on research findings, and speculation in a videotext.	8. Assess the extent to which the reasoning and evidence in a videotext support the videodesigner's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical videotext, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from viewing a videotext on the same topic.	9. Compare and contrast findings presented in a videotext to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., videotexts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Viewing and Level of Videotext	10. By the end of grade 8, view and comprehend science/technical videotexts in the grades 6-8 videotext complexity band independently and proficiently.	10. By the end of grade 10, view and comprehend science/technical videotexts in the grades 9-10 videotext complexity band independently and proficiently.	10. By the end of grade 12, view and comprehend science/technical videotexts in the grades 11-12 videotext complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Videosigning

The 6-12 standards on the following pages define what Deaf students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

Videotext Types and Purposes

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

Production and Distribution of Videosigning

4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to tasks, purpose, and audience.
5. Develop and strengthen Videosign as needed by planning, revising, editing, revideosigning, or typing a new approach.
6. Use technology, including the Internet, to produce and publish videosigning and to interact and collaborate with others.

Research to Build and Present Knowledge

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

Range of Videosigning

10. Videosign 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.

	Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Videotext Types and Purposes	<p>1. Videosign arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or videotext, using credible sources.</p> <p>c. Use signs, classifiers, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1. Videosign arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use signs, classifiers, phrases, and clauses to link the major sections of the videotext, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are videosigning.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1. Videosign arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise and 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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use signs, classifiers, phrases, and clauses as well as varied syntax to link the major sections of the videotext, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are videosigning.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
	<p>2. Videosign informative/explanatory videotexts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., titles, captions), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts.</p> <p>d) Use precise sign language and domain-specific spacabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style and objective tone.</p> <p>f) Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>2. Videosign informative/explanatory videotexts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., titles, captions), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>c) Use varied transitions and sentence structures to link the major sections of the videotext, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d) Use precise sign language and domain-specific spacabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely viewers.</p> <p>e) Establish and main a formal style and objective tone while attending to the norms and conventions of the discipline in which they are videosigning.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>2. Videosign informative/explanatory videotexts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a) Introduce a topic and organize complex ideas, concepts, and information so that each new elements builds on that which precedes it to create a unified whole; including formatting (e.g., titles, captions), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>c) Use varied transitions and sentence structures to link the major sections of the videotext, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d) Use precise sign language, domain-specific spacabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely viewers.</p> <p>e) Establish and main a formal style and objective tone while attending to the norms and conventions of the discipline in which they are videosigning.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

VHST Videosigning Standards for ASL Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (continued)

	Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
	3. (Not applicable as a separate requirement).	3. (Not applicable as a separate requirement).	3. (Not applicable as a separate requirement).
Production and Distribution of Videosigning	4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent videosigning in which the development, organization, and style are appropriate to task, purpose, and audience.
	5. With some guidance and support from peers and adults, develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen videosigning as needed by planning, revising, editing, re-videosigning, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	6. Use technology, including the Internet, to produce and share videosigning and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, share, and update individual or shared videosigning products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, share, and update individual or shared videosigning products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	7. 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.	7. 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.	7. 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.
	8. Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced search effectively; assess the usefulness of each source in answering the research question; integrate information into the videotext selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced search effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the videotext selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9. Draw evidence from informational videotexts to support analysis, reflection, and research.	9. Draw evidence from informational videotexts to support analysis, reflection, and research.	9. Draw evidence from informational videotexts to support analysis, reflection, and research.
Range of Videosigning	10. Videosign routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Videosign routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Videosign routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.