

Duval County American Sign Language Performance Standards — Level 3

Standard ASL3 — Interpretive Mode

The student comprehends and interprets the target language in receptive and expressive form within the appropriate cultural context.

ASL3A.1 The student comprehends vocabulary and phrases from a variety of cultural settings through:

- ♦ recognition of level-appropriate vocabulary and grammatical structures
- ♦ recognition of non-manual markers/signals
- ♦ recognition of and response to commands

Correlates to Sunshine State Standard: FL.A.2.27

ASL3A.2 The student comprehends complex sentences and extended dialogs through:

- ♦ identification of present, past, future, and/or conditional tense verb forms
- ♦ recognition of level-appropriate vocabulary and grammatical structures
- ♦ recognition of cognates and idiomatic expressions

Correlates to Sunshine State Standard: FL.A.2.2.4

ASL3A.3 The student comprehends and responds to complex questions about familiar topics through:

- ♦ identification of present, past, future, and/or conditional tense verb forms
- ♦ recognition of non-manual markers/signals
- ♦ recognition of complex sentence structures
- ♦ recognition of level-appropriate vocabulary and grammatical structures including interrogatives

Correlates to Sunshine State Standard: FL.A.2.3.1

ASL3A.4 The student comprehends passages on familiar and cultural topics from a variety of sources including level appropriate literary excerpts, videos and TV programs through:

- ♦ use of pre-reading strategies
- ♦ identification of present, past, future, and/or conditional tense verb forms
- ♦ recognition of cognates and idiomatic expressions
- ♦ recognition of complex sentence structures
- ♦ recognition of non-manual markers/signals
- ♦ recognition of level-appropriate vocabulary and grammatical structures

Correlates to Sunshine State Standards: FL.A.2.2.7, FL.D.1.3.1

ASL3A.5 The student comprehends and discusses the main idea(s) in authentic materials through:

- ♦ use of pre-reading strategies
- ♦ identification of present, past, future, and/or conditional tense verb forms
- ♦ recognition of cognates and idiomatic expressions
- ♦ recognition of complex sentence structures
- ♦ recognition of level-appropriate vocabulary and grammatical structures

Correlates to Sunshine State Standards: FL.B.1.3.4, FL.C.2.2.4, FL.C.2.3.2, FL.C.2.3.3

ASL3A.6 The student analyzes similarities and differences between the target language and other languages through:

- ♦ recognition of true and false cognates, word families, synonyms and antonyms
- ♦ identification of linguistic elements of the target language present in other languages
- ♦ identification of linguistic elements of other languages present in the target language
- ♦ recognition of the benefits of language study, such as employment possibilities

Correlates to Sunshine State Standards: FL.D.1.4.1, FL.D.2.3.3, FL.E.1.3.2, FL.E.1.4.1, FL.E.1.4.2

ASL3A.7 The student applies knowledge of the target language and/or culture to reinforce and expand knowledge of other disciplines through:

- ♦ identification of concepts from other disciplines
- ♦ participation in activities with cross-curricular applications
- ♦ interpretation of authentic materials
- ♦ interaction with native signers of the target language
- ♦ recognition of other language communities in the United States and the world

Correlates to Sunshine State Standards: FL.A.2.3.3, FL.C.1.3.1, FL.C.1.3.2, FL.C.2.2.1, FL.D.2.3.4

ASL3A.8 The student identifies, discusses and analyzes the products, practices and perspectives of the target culture through:

- ♦ observation of or interaction with native signers of the target language
- ♦ viewing media produced by the target culture for the target culture
- ♦ discussion of similarities and differences between the target culture and native culture
- ♦ participation in activities related to celebrations in the target culture

Correlates to Sunshine State Standards: FL.A.2.3.4, FL.B.1.3.5, FL.D.2.3.1, FL.D.2.3.2, FL.D.2.4.4