

# Unit 6: Grammar Refinement and Expansion

Content Area: **Language Arts Literacy**

Course(s):

Time Period: **November**

Length: **4-5 Days**

Status: **Published**

## Enduring Understandings

---

- Suffixes and word endings in ASL are presented differently than in Pidgin Sign, Signed English, and Standard American English.
- Although ASL tends to avoid initialized signing often, there are certain signs that require initialization for comprehension and understanding.
- Distinguishing between similar nouns and verbs is not always a matter of context in ASL, so there are specific ways to express these pairs lending clarity to the language.
- ASL has a specific grammatical structure like any other legitimate and globally recognized language.

## Essential Questions

---

- How can I express suffixes and word endings in ASL when referring to a person?
- Why are some signs in ASL initialized?
- How can I distinguish between a noun and a verb that are signed the same or similarly?
- Why is the grammatical structure of ASL so important and how can I help myself understand that concept?

## Content

---

- [Person/Agent Sign](#)
  - [review and expansion](#)
- [Initializing](#)
- [Noun/verb pairs](#)
- [Topic + Comment \(Subject + Predicate\)](#)
  - [Time + Topic + Comment](#)
- Vocabulary

## Skills

---

- Comprehend a signer's use of a the person/agent sign in context.
- Practice using the person/agent sign in isolated vocabulary and in context.
- Comprehend a signer's use of initialized signs.
- Practice using differently initialized signs with similar form or function.

- Comprehend the difference between the use of a noun and the use of a verb when they are the signed the same or similarly.
- Practice using noun/verb pairs in ASL.
- Comprehend a signer's use of the topic + comment and time + topic + comment grammatical forms.
- Practice using the topic + comment and time + topic + comment grammatical forms.
- Comprehend new unit vocabulary in isolation and in context.
- Practice using new unit vocabulary in isolation and in context.

## Resources

---

- <http://lifecycleprint.com/asl101/pages-signs/a/agent.htm>
- <https://www.handspeak.com/learn/index.php?id=42>
- <http://lifecycleprint.com/asl101/pages-layout/initialization.htm>
- [http://www.lifecycleprint.com/asl101/topics/noun\\_verb\\_pairs.htm](http://www.lifecycleprint.com/asl101/topics/noun_verb_pairs.htm)
- <https://www.signingsavvy.com/wordlist/42634/noun%20verb%20pairs>
- <http://www2.bakersfieldcollege.edu/tmoran/Noun-Verb%20Pairs.pdf>
- <chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalx/views/app.html>
- [http://files.start-american-sign-language.com/store/books/maslg\\_sample.pdf](http://files.start-american-sign-language.com/store/books/maslg_sample.pdf)
- <https://www.handspeak.com/learn/index.php?id=37>
- <https://signwithcourtney.wordpress.com/asl-sentence-structure/time-topic-comment/>

## Standards

---

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.
- Standard 5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.