



## World Languages

### WL19 American Sign Language

### Level II

The Mesa Public Schools World Languages Standards Implementation documents utilize the following resources:

- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners
- **American Sign Language Teacher Association** Standards for Learning American Sign Language

These documents are to assist in preparing students with the ability to interact confidently by developing the language performance they will need for the 21st Century and a globalized economy. Arizona's World and Native Language Standards were designed to describe language performance using Performance Descriptors set by the American Council on The Teaching of Foreign Languages (ACTFL) for Language Learners . The ACTFL Performance Descriptors for Language Learners describe how language learners use language across three ranges of performance (novice, intermediate, and advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

#### **Language Level II**

An American Sign Language Level II language learner will demonstrate the overall features of a Novice-High range to an Intermediate-Low, most of the time or all of the time. In a proficiency context, a Level II language user who meets the criteria for the Intermediate level, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed language use, will be rated Novice High.

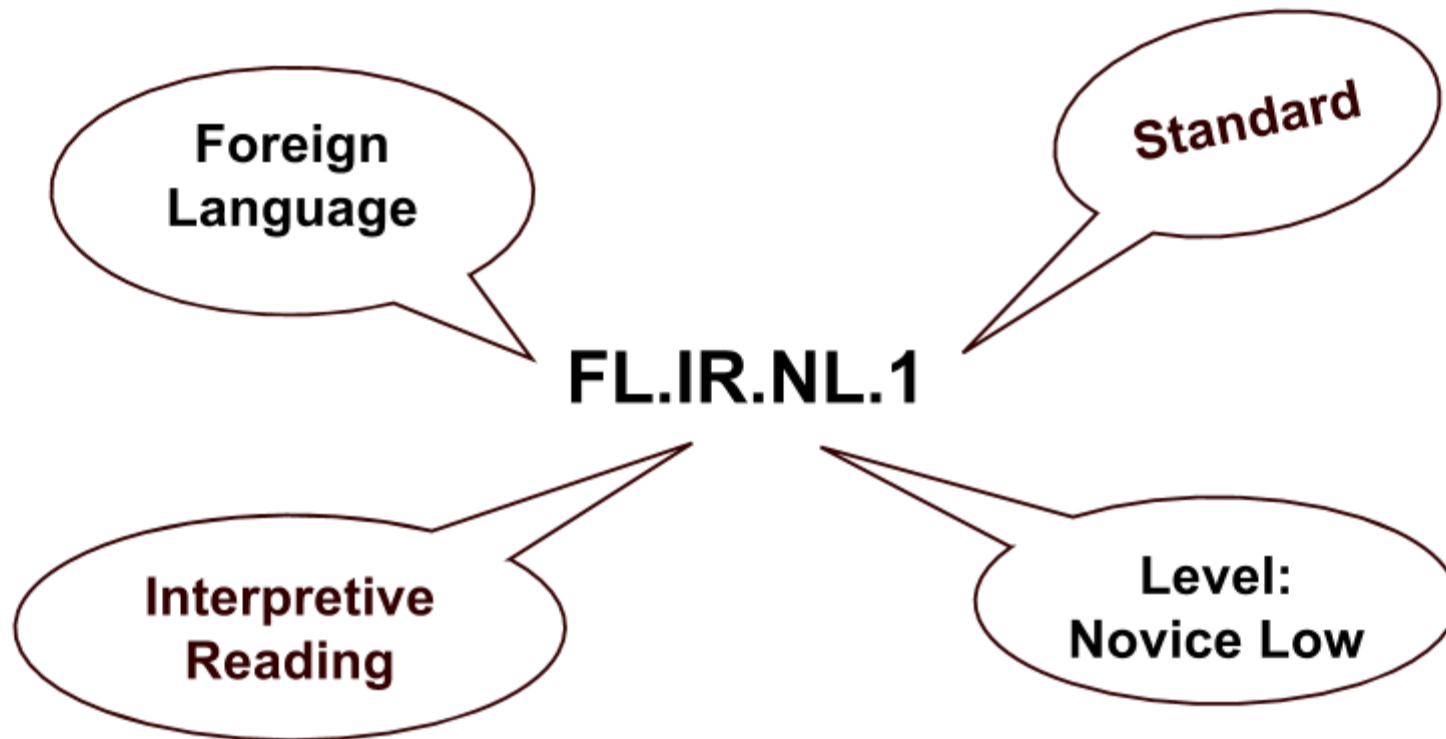
#### **UNIQUE APPLICATIONS TO AMERICAN SIGN LANGUAGE (ASL):**

The ACTFL Performance Descriptors are equally applicable to learners of ASL, with slight adaptations according to each mode of

communication. In the interpersonal mode (signing), the visual language signed underscores the communicative importance of facial gestures and other physical clues to meaning, but learners employ basically the same communication strategies as other languages within each of the ranges of performance. The word “interpretive” needs special definition for ASL: its use to identify a mode of communication denotes receptive language or understanding, rather than the act of serving as an ASL interpreter. The “text” is either live or recorded, such as a signed message, commentary, discussion, song, or play. In the presentational mode users of ASL use the same communication strategies as other languages; however, educators may act more as coaches to assist ASL language learners with the editing and revising process in the presentational mode. Examples of ASL presentational or productive language include messages, stories, or videos. Language educators and learners need to remember that the levels or cultural awareness as described in the Performance Descriptors are as important in ASL and within the Deaf community as in other languages and cultures.

*ACTFL Performance Descriptors for Language Learners 2012 Edition, p. 8*

# Coding



<b>Course #:</b> WL19 <b>Course Name:</b> American Sign Language II <b>Prerequisites:</b> Level I Proficient	<b>Grade Level:</b> High School <b>Level of Difficulty:</b> Average - High <b># of Credits:</b> 1 WL Credit (2 Sem)
<b>Course Description:</b> Designed for students with continuing interest in Deafness and ASL. Emphasis is on fluent expressive signing and confident reception of signs. ASL grammatical structures and idioms are used. Vocational options in the area of Deafness are presented.	

### ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – INTERPRETIVE

Domains	Novice Range	Intermediate Range
	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of texts.
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests.
Text/Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.

Language Control	<p>Primarily relies on vocabulary to derive meaning from texts.</p> <p>May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p>	<p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.</p> <p>May derive meaning by:</p> <ul style="list-style-type: none"> <li>• Comparing target language structures with those of the native language.</li> <li>• Recognizing parallels in structure between new and familiar language.</li> </ul>
Vocabulary	<p>Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.</p>	<p>Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.</p>
Communication Strategies	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Rely on visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> </ul> <p>For alphabetic languages:</p> <ul style="list-style-type: none"> <li>• Rely on recognition of cognates</li> <li>• May recognize word family roots, prefixes and suffixes</li> </ul>	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> <li>• Use context clues</li> <li>• Recognize word family roots, prefixes and suffixes</li> </ul> <p>For non-alphabetic languages:</p> <ul style="list-style-type: none"> <li>• Recognize radicals</li> </ul>
Cultural Awareness	<p>May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</p>	<p>Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p>

## ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – INTERPERSONAL

Domains	Novice Range	Intermediate Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.  May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning.  Can understand, ask and answer a variety of questions.  Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.  May show emerging evidence of the ability to communicate about more than the “here and now.”
Contexts/Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information.  May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.  May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversation.
Language Control	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.	Understands straightforward language that contains mostly familiar structures.

	Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.	Control of language is sufficient to be understood by those accustomed to dealing with language learners.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Communicates using high frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> <li>● Imitate modeled words</li> <li>● Use facial expressions and gestures</li> <li>● Repeat words</li> <li>● Resort to first language</li> <li>● Ask for repetition</li> <li>● Indicate lack of understanding</li> </ul>	Uses some of the following strategies to maintain communication, but not all of the time and inconsistently: <ul style="list-style-type: none"> <li>● Ask questions</li> <li>● Ask for clarification</li> <li>● Self-correct or restate when not understood</li> <li>● Circumlocute</li> </ul>
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

## ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – PRESENTATIONAL

Domains	Novice Range	Intermediate Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.
Functions	<p>Presents simple, basic information on very familiar topics by producing words, lists, notes and formulaic language using highly practiced language.</p> <p>May show emerging evidence of the ability to express own thoughts and preferences.</p>	<p>Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time.</p> <p>May show emerging evidence of the ability to tell or retell a story and provide additional description.</p>
Contexts/Content	<p>Creates messages in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</p>	<p>Creates messages in contexts relevant to oneself and others, and one’s immediate environment.</p> <p>May show emerging evidence of the ability to create messages on general interest and work-related topics.</p>
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Produces sentences, series of sentences, and some connected sentences.
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>	<p>Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners.</p> <p>With practice, polish, or editing, may show emerging evidence of Advanced-level language control.</p>



Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.
Communication Strategies	<p>May use some or all of the following strategies to maintain communication:</p> <ul style="list-style-type: none"> <li>● Imitate modeled words</li> <li>● Use facial expressions and gestures</li> <li>● Repeat words</li> <li>● Resort to first language</li> <li>● Ask for repetition</li> <li>● Indicate lack of understanding</li> </ul>	<p>May use some or all of the following strategies to maintain communication and maintain audience interest:</p> <ul style="list-style-type: none"> <li>● Show an increasing awareness of errors and able to self-correct or edit</li> <li>● Use phrases, imagery, or content</li> <li>● Simplify</li> <li>● Use known language to compensate for missing vocabulary</li> <li>● Use graphic organizer</li> <li>● Use reference resources as appropriate</li> </ul>
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

**Arizona World Language Strand**

**Interpersonal Communication (IC):**

Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL and ASLTA) Students are able to...</b>	<b>MPS Resource Grammatical Structures</b>
<b>Novice (N)</b> Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice High	1. Communicate and exchange information about familiar topics using phrases and simple sentences.  2. Carry out short social interactions in everyday situations by asking and answering simple questions.	exchange information using texts, graphs, or pictures.  ask for and give simple directions.  make plans with others.  interact with others in everyday situations.	<u><a href="#">A Basic Course in American Sign Language (ABC ASL)</a></u> ABC ASL Lessons # 13-22  Mass Quantifiers Classifiers as Quantifiers Plurals Negatives Negative Quantifiers Directional Verbs Time Measurements Incorporating Numbers Tense Indicators Incorporating Numbers
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a	Intermediate Low	1. Participate in conversations on familiar topics by using simple sentences.  2. Carry out short social interactions in everyday	identify, use, and interpret classifiers.  have a simple conversation on a number of everyday topics.	Time Reduplication Using a Clause as Topic Comparative Sentences Conjunctions Verb Inflection Adjective Modulation Conditional Sentences

simple situation or transaction.		situations by asking and answering simple questions.	ask and answer questions on factual information that is familiar.	Rhetorical Questions Pluralizing/Quantifier Classifiers Classifier: 1 Incorporating Numbers Outlining for Shape and Detail
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**Arizona World Language Strand**

**Interpretive Listening (IL):**

Understand, interpret, and analyze what is communicated in ASL on a variety of topics.

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL and ASLTA) Students are able to...</b>	<b>MPS Resource Grammatical Structures</b>
<p><b>Novice (N)</b> Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	Novice High	1. Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard.	<p>sometimes understand simple questions or statements on familiar topics.</p> <p>understand simple information when presented with pictures and graphs.</p> <p>sometimes understand the main topic of a conversation that is overheard.</p>	<p><u>A Basic Course in American Sign Language (ABC ASL)</u> ABC ASL Lessons # 13-22</p> <p>Mass Quantifiers Classifiers as Quantifiers Plurals Negatives Negative Quantifiers Directional Verbs Time Measurements Incorporating Numbers Tense Indicators Incorporating Numbers</p>
<p><b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a</p>	Intermediate Low	1. Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics.	understand questions and simple statements on everyday topics when they are part of the conversation.	<p>Time Reduplication Using a Clause as Topic Comparative Sentences Conjunctions Verb Inflection Adjective Modulation Conditional Sentences</p>

simple situation or transaction.				Rhetorical Questions Pluralizing/Quantifier Classifiers Classifier: 1 Incorporating Numbers Outlining for Shape and Detail
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## Arizona World Language Strand

### Presentational Speaking (PS):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL and ASLTA) Students are able to...	MPS Resource Grammatical Structures
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Low	1. Present information on familiar topics by using a series of simple sentences.	use words, phrases, and classifiers that have been learned.  sign about people, activities, events, and experiences.  express needs and wants.  present information on plans, instructions, and directions.  present short skits in present, past, and future.  express preferences on topics of interest.	<u>A Basic Course in American Sign Language</u> (ABC ASL) ABC ASL Lessons # 13-22  Mass Quantifiers Classifiers as Quantifiers Plurals Negatives Negative Quantifiers Directional Verbs Time Measurements Incorporating Numbers Tense Indicators Incorporating Numbers Time Reduplication Using a Clause as Topic Comparative Sentences Conjunctions Verb Inflection Adjective Modulation Conditional Sentences

				Rhetorical Questions Pluralizing/Quantifier Classifiers Classifier: 1 Incorporating Numbers Outlining for Shape and Detail
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## Arizona World Language Strand

### Cultures (CUL):

Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL and ASLTA) Students are able to...	MPS Resource Grammatical Structures
<b>Novice (N)</b> Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice	1. Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, and traditions).  2. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	identify and describe simple culturally-based behavior patterns of Deaf people.  participate in age-appropriate activities.	<u><a href="#">A Basic Course in American Sign Language (ABC ASL)</a></u> ABC ASL Lessons # 13-22  Mass Quantifiers Classifiers as Quantifiers Plurals Negatives Negative Quantifiers Directional Verbs Time Measurements Incorporating Numbers Tense Indicators Incorporating Numbers
<b>Intermediate (I)</b> Can create with language, ask, and	Intermediate	1. Investigate and describe similarities and differences (e.g., holidays, family life,	investigate aspects of American Deaf Culture which are handed down generation to generation.	Time Reduplication Using a Clause as Topic Comparative Sentences



<p>answer simple questions on familiar topics and handle a simple situation or transaction.</p>	<p>Intermediate</p>	<p>historical, and contemporary figures) to understand one’s own and others’ ways of thinking in practices, products, and perspectives used across cultures.</p> <p>2. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).</p>	<p>identify, analyze, and discuss patterns of behaviors, and/or interactions in the context of Deaf culture.</p> <p>discuss and participate in activities enjoyed by Deaf teenagers, such as sports, dance, games, and entertainment and examine the social norms that underlie these activities.</p>	<p>Conjunctions Verb Inflection Adjective Modulation Conditional Sentences Rhetorical Questions Pluralizing/Quantifier Classifiers Classifier: 1 Incorporating Numbers Outlining for Shape and Detail</p>
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### Arizona World Language Strand

**Connections (CON):**

Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL and ASLTA) Students are able to...	MPS Resource Grammatical Structures
<p><b>Novice (N)</b> Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	Novice	1. Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).	<p>use ASL vocabulary to refer to items and concepts learned in other subject areas.</p> <p>integrate ASL numbers when making observations about people and things.</p> <p>identify family members and family relationships.</p>	<p><u><a href="#">A Basic Course in American Sign Language (ABC ASL)</a></u> ABC ASL Lessons # 13-22</p> <p>Mass Quantifiers Classifiers as Quantifiers Plurals Negatives Negative Quantifiers Directional Verbs Time Measurements Incorporating Numbers Tense Indicators Incorporating Numbers</p>
<p><b>Intermediate (I)</b> Can create with language, ask, and</p>	Intermediate	1. Access and interpret information in the target language on familiar topics	use ASL vocabulary to refer to items and concepts learned in other subject areas.	<p>Time Reduplication Using a Clause as Topic Comparative Sentences</p>

<p>answer simple questions on familiar topics and handle a simple situation or transaction.</p>		<p>and use it to reinforce and further knowledge in other content areas.</p>		<p>Conjunctions Verb Inflection Adjective Modulation Conditional Sentences Rhetorical Questions Pluralizing/Quantifier Classifiers Classifier: 1 Incorporating Numbers Outlining for Shape and Detail</p>
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### Arizona World Language Strand

**Comparisons (COMP):**

Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL and ASLTA) Students are able to...	MPS Resource Grammatical Structures
<p><b>Novice (N)</b> Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p>	Novice	<p>1. Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable).</p> <p>2. Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable).</p>	<p>use a variety of personal and possessive pronouns.</p> <p>identify and use a variety of facial expressions and non-manual signals based on emotions and/or in response to YES/NO or WH-Questions.</p>	<p><u><a href="#">A Basic Course in American Sign Language (ABC ASL)</a></u> ABC ASL Lessons # 13-22</p> <p>Mass Quantifiers Classifiers as Quantifiers Plurals Negatives Negative Quantifiers Directional Verbs Time Measurements Incorporating Numbers Tense Indicators Incorporating Numbers</p>
<p><b>Intermediate (I)</b> Can create with language, ask, and answer simple</p>	Intermediate	<p>1. Explain and compare features of target language (e.g., language patterns, expressions, sentence</p>	<p>demonstrate awareness of formal and informal forms of language and try out expressions of politeness in ASL and in their own language.</p>	<p>Time Reduplication Using a Clause as Topic Comparative Sentences Conjunctions</p>

<p>questions on familiar topics and handle a simple situation or transaction.</p>	<p>Intermediate</p>	<p>structures) with his/her own language (as applicable).</p> <p>2. Compare and contrast familiar topics (e.g., geography, history, and the arts) and discuss the impact on the target culture and one's own culture (as applicable).</p>	<p>recognize and express differences and similarities between the inflections of their own language and the role of non-manual signals in ASL.</p> <p>recognize and use elements of ASL, including gender, number, and pronominalization.</p>	<p>Verb Inflection          Adjective Modulation          Conditional Sentences          Rhetorical Questions          Pluralizing/Quantifier          Classifiers          Classifier: 1 Incorporating Numbers          Outlining for Shape and Detail</p>
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## Arizona World Language Strand

### Communities (COM):

Use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL and ASLTA) Students are able to...	MPS Resource Grammatical Structures
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction	Intermediate	1. Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).  2. Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable).	use ASL to communicate with peers and other members of the Deaf community about daily life, various experiences, and special events in L2.  use ASL to participate in Deaf community activities and projects with Deaf peers outside of school.  give a performance at a school or community event.	<u><a href="#">A Basic Course in American Sign Language (ABC ASL)</a></u> ABC ASL Lessons # 13-22  Mass Quantifiers Classifiers as Quantifiers Plurals Negatives Negative Quantifiers Directional Verbs Time Measurements Incorporating Numbers Tense Indicators Incorporating Numbers Time Reduplication Using a Clause as Topic Comparative Sentences Conjunctions

				Verb Inflection Adjective Modulation Conditional Sentences Rhetorical Questions Pluralizing/Quantifier Classifiers Classifier: 1 Incorporating Numbers Outlining for Shape and Detail
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