

D = Direct Correlation to the Standard
 A = Access Point of Correlation to the Standard



Connecticut State Correlations

Alternate Performance Indicators

CA CC CF CH CM Car FW FV EFW EFV TN TV Sim EEP EEN EES Cat AO NS MH MS MT TTT ML WC ON TT FDC FDL SSS SM TC

Content Standard 1: Receptive Communication. Students are able to respond appropriately (in any mode) to communication that is addressed to them in authentic contexts.	CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC		
LA1.1 Attend to or behaviorally demonstrates awareness of sounds and/or visual events produced within student's auditory/visual range (For blind students, "responds to tactile stimuli").	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
LA2.1 Responds appropriately to differences in tone of voice (for example, inhibits behavior or becomes upset in response to angry or sharp tone; maintains or increases behavior in response to happy or playful tone of voice, etc.)	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
LA1.6 Demonstrates understanding of functional relationships among familiar objects that are part of daily routines (for example, groups eating utensils together; associates toothbrush with toothpaste, etc.)					D			D	D	D	D	D	D				D	D	D	D	D	D			D	D								
LA1.7 Responds appropriately to routine instructions or requests in familiar contexts, with supporting gestures and contextual cues (for example, "It's time to line up"; "Please give me your coat")	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
LA1.8 Demonstrates comprehension of at least 10 words that are names of familiar objects, people or animals, when these are produced outside their usual context, and without any cues (for example, selects the named object from a random array of objects; points to the picture of the named family member in a picture of the entire family, etc.)							D		D		D						D	D	D	D	D	D			D								D	
LA1.9 Demonstrates comprehension of at least 5 action words (verbs) when these are produced outside their usual context and without any cues (for example, given a box that might be pushed, pulled, opened or dropped, s/he performs the named action on that object)								D		D		D																	D		D			
LA1.10 Demonstrates comprehension of at least two different words in a simple sentence (for example, when shown pictures of a dog and a cat engaged in different actions with different objects, selects the picture described by the sentence "The dog has the ball.")					D						D		D	D	D		D							D				D	D	D				
LA1.11 Demonstrates comprehension of at least 5 different prepositions (in, out, off, over, under, beside, etc.) by responding appropriately to requests involving these prepositions in authentic contexts.					D										D										D									

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LA1.12 Responds appropriately to simple wh-question forms (for example, "what ?", "where ?", "who ?" in authentic context.)	A	A	A	A		A											D		D	D	D	D		D	D		D						D	
LA1.13 Has a receptive vocabulary of at least 100 words that are comprehended without contextual cues.							D	D	D	D					D	D	D	D	D	D	D	D			D	D								
LA1.14 Demonstrates comprehension of the different meanings signaled by common word endings and function words (morphemes) used to mark plurality and tense (for example, book vs. books; he stirred vs. he is stirring).						D		D		D		D				D								D							D	D		
Content Standard 2: Expressive Communication. Students produce communication acts (in any mode) in authentic contexts, for a variety of purposes, that are functional and understood by members of the general community, including peers and adults																																		
LA2.1 Produces behaviors that allow caregivers to interpret student's mood, desires or topic of interest (for example, reaches for desired objects; pushes away non-preferred materials, smiles, grimaces, changes muscle tone, etc.)	A	D	D	D	D	D																												
LA2.3 Indicates preference when presents with a choice of two objects or activities (for example, when shown a puzzle and a ball, student will select the preferred object).				D		D				D	D										D	D	D	D										
LA2.4 Produces some <u>intentional</u> communication acts, clearly directed to another person, to request preferred objects or activities in familiar, authentic, situations (Acts may be vocalizations, gazing or reaching at desired item, anticipatory body movements, placing adult's hand on desired item, etc.)	D	D	D	D	D	D						D	D																					
LA2.5 Appropriately uses a variety of <u>conventional</u> communication acts in authentic situations (for example, conventional gestures like pointing, waving, open-palm requesting; pointing to or giving pictures; inflected vocalizations paired with gestures or pictures)	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
LA2.6 Produces communication acts to achieve two or more of the <u>following communication</u> functions: (1) to request objects/activities; (2) to comment on, or direct attention to something of interest; (3) to request information; (4) to answer questions; or (5) to acknowledge or greet other persons.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
LA2.7 Spontaneously uses at least 5 true words or symbols to refer to familiar objects, activities or people, in authentic contexts.							D	D	D	D	D	D						D	D	D	D	D				D								

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LA2.8 Produces communication acts that are understood by individuals who are not familiar with the student (for example, if student uses speech, it is intelligible; if student uses symbols, they are accompanied by print labels or speech output; if student signs, the signs are standard and can be interpreted by a skills sign language interpreter.)												D	D																					
LA2.10 Spontaneously combines 2 or more words/symbols in phrases that express new meanings (for example, points to the symbols for "outside" and "move" to indicate a desire to go back outside, when this phrase has not been directly taught).												A	A																					
LA2.11 Has an expressive vocabulary of at least 50 different words that are used spontaneously and appropriately in a variety of authentic communication contexts.							A	A	A	A	D	D						A	A	A	A	A												
LA2.12 Produces grammatical utterances, characterized by appropriate word order and correct use of some function words (for example, a, the, and, are) and word endings (for example, -ing, ed,s) to communicate interests, desires and feelings across a variety of authentic communication contexts.					A							D	D	A			D							A	A									
Content Standard 3: Social Interactive Communication. Students appropriately initiate and respond to communication (in any mode) with a variety of communication partners and in a variety of authentic communication contexts.																																		
LA3.2 Orients toward another person who is in proximity, and attends to an object or event that is indicated by the other person.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
LA3.3 Participates, by waiting a turn and then taking a turn, in familiar, repetitive turn-taking activities.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
LA3.4 Initiates intentional communication to another person and waits for/expects the other person to respond.												D	D																					
LA3.5 Responds appropriately when another person pauses after addressing a question or comment to the student.	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
LA3.7 Participates appropriately in communicative interactions involving peers (with and without disabilities) (for example, responds verbally or non verbally to questions or directions, initiates communication, engages peers in age-appropriate recreational activities, etc.)	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
LA3.10 Maintains a conversation for at least one turn by responding to partner's communication with a communication act that is related to the partner's topic, and then waiting for partner to respond.												D	D																					

