



Connecticut State Correlations

Alternate Performance Indicators

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

	Creature Antics	Creature Capers	Creature Features	Creature Chorus	Creature Magic	Creature Cartoons	First Words	First Verbs	Exploring Nouns	Exploring Verbs	Talking Nouns	Talking Verbs	Simple Sentence Structure	First Categories	Adjectives and Opposites	Nouns and Sounds	My House	My School	My Town	TalkTime with Tucker	LanguageLinks: Syntax Assessment & Intervention	Prepositions!	Pronoun Perspective	Words & Concepts	CONCENTRATE: On Words & Concepts	Tiger's Tale	Following Directions: One and Two Level Commands	Following Directions: Left and Right	Swim, Swam, Swum	Sentence Master	Twenty Categories	
Content Standard 1: Receptive Communication. Students are able to respond appropriately (in any mode) to communication that is addressed to them in authentic contexts.																																
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
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
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
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

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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			
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	D				D	D	D		
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					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							
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	D		
<p>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</p>																																
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 intentional 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																										

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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				
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				
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								
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							A	A	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.																																

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LA4R.8 Discriminates and matches identical printed symbols, letters or words (for example, matches <u>b</u> to <u>b</u> , from an array of 3 printed letters; matches <u>stop</u> to <u>stop</u> from an array of 3 words, etc.)																								D	D								
LA4R.9 Has a sight word vocabulary of at least 5 common words used in authentic print contexts.							A		A		D	D					A	A	A		A	A	A	A	D					D	D		
LA4R.13 Has a sight vocabulary of 20 common words used in authentic print materials.							A		A		D	D					A	A	A		A	A	A	A	D					D	D		
Content Standard 5: Basic Literacy Writing. Students are able to comprehend and produce written language in a variety of formats and authentic contexts.																																	
LA5W.1 Demonstrates awareness of, and interest in, process of writing (for example, scribbles with pencil; pushes buttons on keyboard, etc.)																																D	
LA5W.2 Shows interests in/recognizes own words or meanings in text that has been dictated and written by someone else for student (for example, a caption for student's artwork; student's contribution to a class story; etc.)																																A	