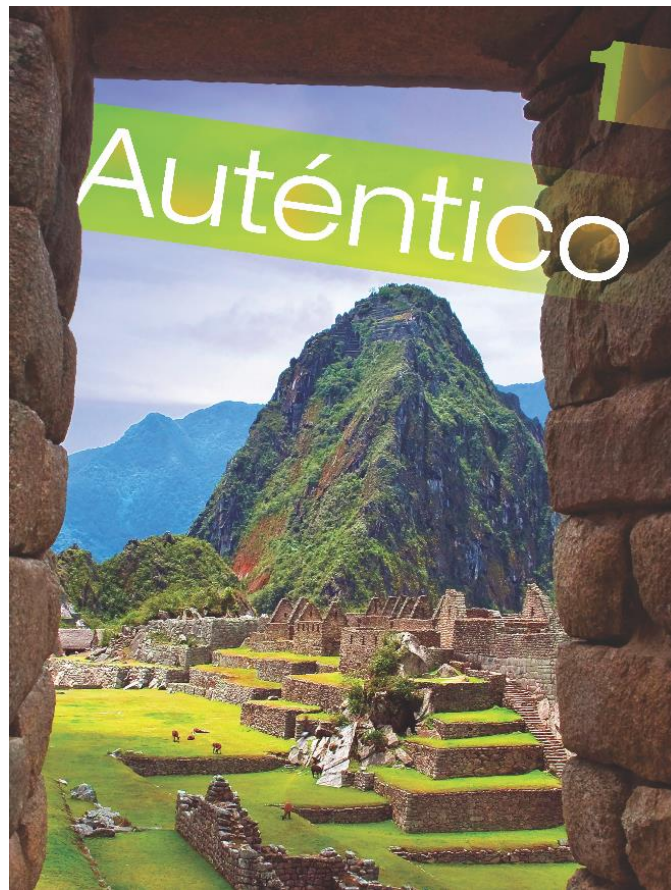


A Correlation of



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To the

ACTFL

**Proficiency Guidelines 2012
American Council on the
Teaching of Foreign Language**

**A Correlation of Auténtico, Level 1, ©2018
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Introduction

This document demonstrates how *Auténtico, Level 1*, ©2018 meets ACTFL Proficiency Guidelines 2012 American Council on the Teaching of Foreign Language.

Correlation page references are to the Student Edition and Teacher's Edition. Alignments are cited at the page level.

Auténtico is a comprehensive Spanish language curriculum for middle grades and high school. It immerses students in authentic Spanish language and cultural experiences through text, video, audio, and online learning. Frequent exposure to authentic resources increases engagement, improves reading proficiency, and gives students confidence to take learning beyond the classroom. *Auténtico* meets ACTFL World-Readiness Standards for Learning Languages, providing a powerful link between communication and culture

- **Be Connected**
Connect your students to the Spanish-speaking world through dynamic, authentic resources. Standards-based learning experiences create a classroom of high expectations.
- **Be Engaged**
Engage your students with real-world video, cutting-edge technology, music, games, and more. *Auténtico keeps lessons lively, active, and student-centered.*
- **Be Flexible**
Teach Auténtico your way. Make it your own by creating, rearranging, editing, and adding content. Students can access content and practice in their own way on any device.

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Speaking	
NOVICE HIGH	
Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few <u>formulaic</u> questions.	This objective is addressed throughout. See, for example: SE/TE: 4, 14, 23, 69, 83, 97, 106, 109, 125, 137, 149, 165, 220, 226, 235, 263, 280, 289, 329, 343, 381, 408, 447, 471
Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and some times incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level <u>discourse</u> .	This objective is addressed throughout. See, for example: SE/TE: 4, 14, 23, 26, 37, 54, 83, 97, 106, 125, 149, 205, 235, 259, 280, 313, 343, 421, 471

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Writing	
NOVICE HIGH	
<p>Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 11, 13, 28, 33, 41, 67, 71, 87, 97, 117, 121, 177, 209, 233, 235, 253, 265 285, 307, 319, 343, 381, 397, 447, 471</p>
Listening	
NOVICE HIGH	
<p>At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 8, 46-47, 74-75, 102, 103, 153, 166-167, 186, 209, 222-223, 235, 241, 266-267, 294-295, 322-323, 348-349, 371, 375, 388, 402-403, 426-427, 452-453</p>

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Reading	
NOVICE HIGH	
At the Novice High sublevel, readers can understand, fully and with relative ease, key words and <u>cognates</u> , as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual <u>extralinguistic</u> support	This objective is addressed throughout. See, for example: SE/TE: 34, 35, 40-41, 57, 59, 64-65, 88, 164, 169, 181, 190, 228, 231, 235, 283, 307, 390-391, 416-417, 432, 471
Speaking	
INTERMEDIATE LOW	
Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.	This objective is addressed throughout. See, for example: SE/TE: 14, 29, 71, 106, 109, 125, 137, 151 162, 169, 201, 226, 227, 263, 280, 289, 313, 329, 343, 381, 409, 447, 469

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<p>Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and <u>discrete sentences</u>. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic <u>interlocutors</u>, particularly by those accustomed to dealing with non-natives.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 23, 29, 37, 56, 93, 106, 150, 205, 234, 258, 313, 371, 409, 423</p>

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Writing	
INTERMEDIATE LOW	
<p>Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of <u>non-alphabetic symbols</u>. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 28, 33, 40-41, 71, 97, 121, 142-143, 177, 198, 209, 231, 235, 251, 285, 306, 316-317, 339, 389, 393, 444-445, 447</p>
Listening	
INTERMEDIATE LOW	
<p>At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 8, 19, 68-69, 75, 195, 241, 250-251, 266-267, 295, 322-323, 349, 371, 378, 397, 403, 427, 447, 453</p>

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Reading	
INTERMEDIATE LOW	
At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.	This objective is addressed throughout. See, for example: SE/TE: 34-35, 40-41, 59, 88, 166-167, 188-189, 228, 231, 307, 415, 416-417, 464-465, 471
Speaking	
INTERMEDIATE MID	
Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.	This objective is addressed throughout. See, for example: SE/TE: 5, 30, 33, 57, 68-69, 106, 109, 129, 137, 153, 162, 169, 202, 226, 234, 269, 291, 319, 329, 381, 409, 420-421
Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and <u>aspect</u> , and using communicative strategies, such as <u>circumlocution</u> .	This objective is addressed throughout. See, for example: SE/TE: 14, 56, 68-69, 107, 129, 137, 155, 169, 195, 269, 280, 295, 327, 343, 371, 397, 409, 447

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<p>Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic <u>interlocutors</u> accustomed to dealing with non-natives.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 5, 37, 85, 93, 106, 109, 129, 153, 205, 235, 258, 319, 409, 420-421</p>
<p>Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 5, 37, 93, 106, 109, 129, 153, 205, 235, 258, 319, 409, 420-421</p>

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Writing	
INTERMEDIATE MID	
<p>Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral <u>discourse</u>. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of <u>discrete sentences</u> and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 30, 33, 41, 55, 67, 97, 117, 121, 143, 177, 203, 209, 230, 235, 252, 285, 307, 319, 339, 393, 397, 447</p>

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Listening	
INTERMEDIATE MID	
<p>At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 8, 46-47, 51, 74-75, 125, 130-131, 158-159, 186, 209, 235, 241, 266-267, 295, 322-323, 349, 371, 375, 388, 402-403, 426-427, 452-453</p>
Reading	
INTERMEDIATE MID	
<p>At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring <u>description</u> and narration, dealing with familiar topics.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 34-35, 59, 64-65, 90-91, 152, 155, 180, 207, 228, 255, 275, 310-311, 336-337, 364-365, 390-391, 419, 442</p>