

A Correlation and Narrative Summary of



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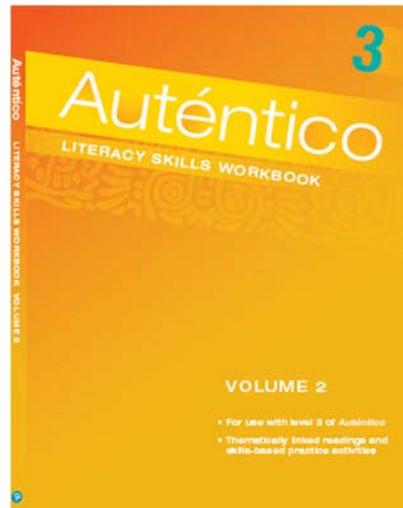
To the
**Tennessee Standards
for Modern Language
Intermediate Mid**

A Correlation and
Summary of
Savvas

Auténtico © 2018 A/B, 1,
Realidades 4 © 2014

To the Tennessee
Standards

For World Languages



Narrative

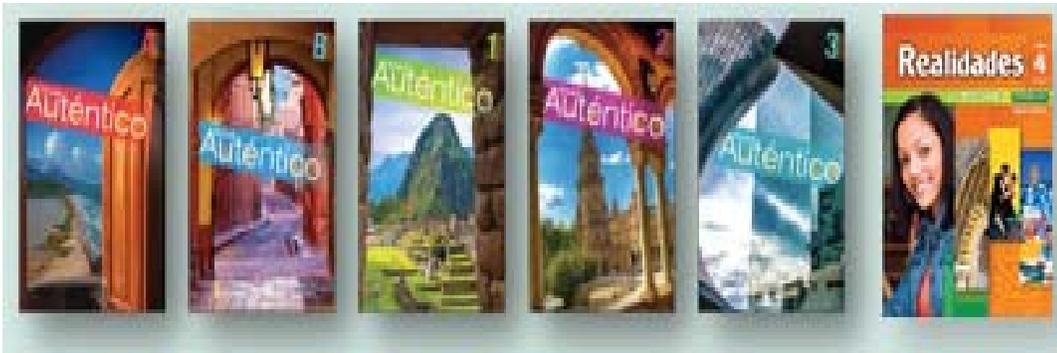
2, 3 and

Academic



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Auténtico

©2018

Boyles, Met, and Sayers

Realidades 4

©2014

Boyles, Met, Sayers, Wargin

Savvas Advantages:

1. ***Auténtico* gives you the most flexible and customizable teaching resources to personalize your instruction.**

- **Savvas Realize™** is your one-stop online destination for engaging content, flexible management tools, embedded assessment, and instant data delivery to teachers.

- **Powerful search tools** let you search by keyword, standard, or topic.

- **Flexible and customizable**—reorder content, upload files and media, and add links to create lessons and assessments.

- **Student progress data** is viewable by class or student assignment.

- **Plus...integrated OpenEd search** expands your content with Savvas assets PLUS vetted open educational resources from the best of the web. *Auténtico's* flexible print and technology resources allow you to connect today's students to Spanish language content and culture, and empower you to customize content to meet your needs.

- **Multiple print, blended, and digital options** provide you with the flexibility to teach your way. Choose resources based upon available technology tools, teaching preferences, and the needs and varied learning styles of every student in your classroom.

2. ***Auténtico* provides the most engaging interactive tools and activities.**

- **ONLY Savvas ...Integrated and Interactive authentic primary resources and activities in both the print and digital text** provide engaging content, flexible management tools, embedded assessment, and instant data delivery.

- **Interactive Lessons** promote student engagement and content mastery with dynamic activities, authentic resources, videos, games and much more all at point of use.

- ***Auténtico* mobile app** enables students to learn on the go! Students see, listen to, practice, and record the vocabulary and common phrases they are learning in *Auténtico*. Flashcards, hip-hop songs, and audio and video model conversations match the themes being taught.

3. ***Auténtico* helps you meet the needs of every learner.**

- **Embedded differentiation strategies in print and online at point of use** within lessons help connect students to the content.

- **Automatic pre- and post-test remediation** automatically assign remediation and re-quizzing for students who do not perform adequately on quizzes.

- **Pre-AP® support integrated throughout** challenges your students. Support starts in Level A with content correlated to the AP themes and Pre-AP activities.

- ***Para hispanohablantes* activities and placement package** help you support heritage learners efficiently and effectively.

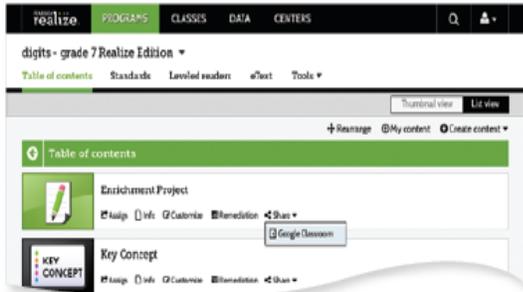
To learn more about this program please visit
www.Savvas.com/TryAutentico

- **The powerful Realize platform enables personalized learning paths** with the creation of separate classes and groups, and support for diverse learning needs.
- **A variety of modalities supports multiple intelligences** with audio, games, videos, interactive whiteboard activities, flashcards, and hip-hop songs to facilitate language acquisition and increase proficiency.
- **Comprehensive assessment options** support Pre-AP, heritage learners, on-level, and below-level students. ExamView® Assessment Suite item banks let you quickly customize and build your own assessments.
- **New eText 2.0** with powerful audio and video integration, highlighting, note-taking, search, and glossary support can be accessed online and offline.

Better Together



Savvas *Realize™* is integrated with Google Classroom! You can use *Realize* content together with your Google Classroom instructional plans to better reach all your students. With one click, you can add content from Google Drive or share *Realize* content through Google Classroom.



Google Classroom

Share supported content from your *Realize* programs with your classes. Just click “Share with Google Classroom” and *Realize* will do the rest for you.



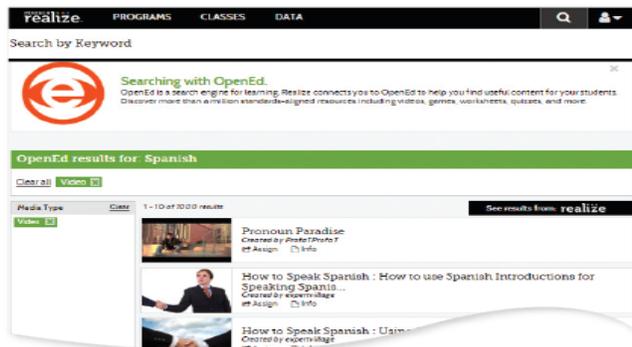
Google Drive

Add links from your Google Drive directly into your *Realize* lessons and quickly assign those links to your students.

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Bring world class content and open educational resources to life

With *Realize's* latest integration we combine the academic quality you have come to expect from Pearson while enjoying the added flexibility of using open educational resources in your classroom.



- **REGULARLY UPDATED**
Content is regularly added and improved to ensure relevancy in today's classroom.
- **MULTIPLE CONTENT TYPES**
OpenEd provides open videos, lessons, tests and games that are easily assignable within the *Realize* platform.
- **STANDARDS ALIGNED**
Embedded standards alignments mean no more guessing, with content being tagged automatically so you can get what you need, when you need it.

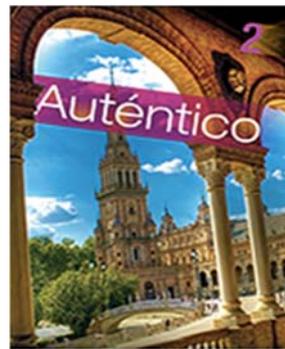
Upper Elementary/Middle School Spanish

Auténtico A and *B* provide the same content per *Tema* as *Auténtico 1*. At the end of *Auténtico B*, students are ready for the next step in their journey with a smooth transition into *Auténtico 2*.

If you are looking for an upper elementary Spanish program, *Auténtico A* can be used effectively in classrooms starting at grade 4.

High School Spanish

Auténtico 1–3 and *Realidades 4* give teachers a wide range of tools and support to help all students develop Spanish proficiency and cultural understanding. The articulated sequence through *Level 4* includes student-center themes, performance-based language tasks, differentiated resources, and engaging technology.



**A Correlation of Auténtico Level 3, © 2018 to the
Tennessee Standards for Modern Language, Intermediate Mid**

Tennessee Standards for Modern Language	Auténtico Level 3 © 2018
CORNERSTONE: Communication (C1) Interpersonal Communication	
C1.1 Performance Level: Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.	
(IM) Intermediate Mid Learners create and begin to connect sentences to:	
ML.C1.1.IM.a start, maintain, and end a conversation on a variety of familiar topics.	SE/TE: 3, 41, 80, 129, 172, 220, 275, 316, 377, 417
ML.C1.1.IM.b discuss daily activities and personal preferences.	SE/TE: 11, 34, 89, 143, 191, 239, 267, 321, 333, 430
ML.C1.1.IM.c handle tasks related to personal needs.	SE/TE: 74, 93, 111, 115, 123, 129, 135, 137, 140, 159
ML.C1.1.IM.d exchange information about subjects of special interest.	SE/TE: 51, 147, 195, 291, 339, 435, 483
ML.C1.1.IM.e indicate various time frames with occasional success.	SE/TE: 51, 99, 147, 195, 243, 291, 339, 387, 435, 483
CORNERSTONE: Communication (C1) Interpretive Communication — Listening	
C1.2 Performance Level: Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.	
(IM) Intermediate Mid Learners begin to recognize connected sentences to:	
ML.C1.2.IM.a determine some details of texts and interactions related to everyday life.	SE/TE: 25, 121, 169, 207, 217, 242, 278, 399, 409, 434
ML.C1.2.IM.b recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.	SE/TE: 50, 63, 84-85, 111, 118-119, 146, 242, 255, 399, 447

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CORNERSTONE: Communication (C1) Interpretive Communication — Reading	
C1.3 Performance Level: Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.	
(IM) Intermediate Mid Learners begin to recognize connected sentences to:	
ML.C1.3.IM.a articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts.	SE/TE: 10, 35, 63, 94, 143, 194, 235, 268, 364, 410
ML.C1.3.IM.b understand simple written exchanges between other people.	SE/TE: 10, 13, 43, 122, 139, 174, 358-359, 469
CORNERSTONE: Communication (C) Presentational — Speaking	
C1.4 Performance Level: Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.	
(IM) Intermediate Mid Learners create and begin to connect sentences to:	
ML.C1.4.IM.a discuss one’s personal and social experiences.	SE/TE: 43, 51, 63, 89, 140, 172, 187, 207, 221, 303
ML.C1.4.IM.b present information about something learned or researched.	SE/TE: 99, 147, 195, 291, 339, 387, 435, 483
ML.C1.4.IM.c express a viewpoint about common interests and issues.	SE/TE: 67, 76, 89, 99, 140, 171, 194
ML.C1.4.IM.d indicate various time frames with occasional success.	SE/TE: 51, 89, 142, 178, 219, 255, 287, 303, 335, 399
CORNERSTONE: Communication (C1) Presentational - Writing	
C1.5 Performance Level: Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.	
(IM) Intermediate Mid Learners create and begin to connect sentences to:	
ML.C1.5.IM.a write messages, announcements, and invitations.	SE/TE: 9, 34, 90, 111, 127, 159, 221, 368, 410, 431
ML.C1.5.IM.b compose a simple paragraph about a learned or researched topic.	SE/TE: 292-293, 340-341, 388-389, 436-437, 484-485
ML.C1.5.IM.c create communications for an authentic audience.	SE/TE: 15, 29, 77, 148-149, 188, 196-197, 223, 244-245, 303, 340-341

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ML.C1.5.IM.d indicate various time frames with occasional success.	SE/TE: 34, 77, 111, 221, 292-293, 340-341, 368, 410, 436-437, 484-485
CORNERSTONE: Culture (C2) Relating Cultural Practices to Perspectives	
C2.1 Performance Level: Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture.	SE/TE: 40, 93, 124, 146, 153, 184, 194, 242, 290, 434
ML.C2.1.IR.b identify and begin to use both formal and informal methods to interact with peers and adults.	SE/TE: 127, 128, 129, 147, 244-245, 436-437, 484-485
ML.C2.1.IR.c observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).	SE/TE: 46, 86-87, 89, 93, 95, 133, 142, 369
ML.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.	SE/TE: 54-57, 96-97, 144-145, 192-193, 240-241, 288-289, 336-337, 384-385, 432-433, 480-481
In addition to the above, Intermediate Range Learners in high school	
ML.C2.1.IR.e identify and analyze cultural practices using authentic materials.	SE/TE: 35, 83, 133, 187, 268, 279, 290, 314, 383, 410
ML.C2.1.IR.f simulate culturally appropriate community interactions.	SE/TE: 100-101, 147, 195, 244-245, 339, 388-389, 435, 436-437, 483, 484-485
ML.C2.1.IR.g interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.	SE/TE: 190, 436-437 TE Only: 13, 90, 147, 204, 291
ML.C2.1.IR.h begin to adjust language and message to acknowledge audiences with different cultural backgrounds.	SE/TE: 147, 195, 244-245, 291, 387, 435, 436-437, 483

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Tennessee Standards for Modern Language	Auténtico Level 3 © 2018
CORNERSTONE: Culture (C2) Relating Cultural Products to Perspectives	
C2.2 Performance Level: Investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C2.2.IR.a identify and investigate the function of products of the target culture.	SE/TE: 54-57, 76, 86-87, 106-107, 124, 346-347, 372-373, 376, 394-395
ML.C2.2.IR.b explore (e.g., read, listen to, observe, perform products of the target culture and explain the origin and importance of these products today.	SE/TE: 54-57, 102-105, 198-201, 246-249, 294-297, 342-345, 438-441
In addition to the above, Intermediate Range Learners in high school	
ML.C2.2.IR.c identify and analyze cultural products found in literature, news stories, and films from the target culture.	SE/TE: 54-57, 102-105, 198-201, 246-249, 342-345, 422, 423, 426, 438-441, 480-481
CORNERSTONE: Connections (C3) Making Connections	
C3.1 Performance Level: Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C3.1.IR.a identify and locate the target countries and their geographic features on a map.	SE/TE: 322, 356, 358-359, 375
In addition to the above, Intermediate Range Learners in high school	
ML.C3.1.IR.b relate topics from other content areas to the target culture.	SE/TE: 29, 34, 77, 128, 172, 185, 227, 287, 323, 364
ML.C3.1.IR.c explain and sequence the significant events that shaped the identity of the target countries.	SE/TE: 80, 358-360, 363, 370-372, 471, 480-481
ML.C3.1.IR.d compare attitudes and reactions regarding current events of global importance.	SE/TE: 409, 419, 422, 423, 426, 435, 436-437, 438-441, 442-443
ML.C3.1.IR.e contrast examples of contemporary culture (e.g., sports, music, art, architecture from the target countries to one's own.	SE/TE: 40, 93, 95, 135, 173, 184, 224, 239, 322, 376

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CORNERSTONE: Connections (C3) Acquiring Information and Diverse Perspectives	
C3.2 Performance Level: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C3.2.IR.a use age-appropriate authentic sources to prepare presentations on familiar topics.	SE/TE: 147, 148-149, 244-245, 292-293, 339, 388-389, 435, 436-437, 484-485
In addition to the above, Intermediate Range Learners in high school	
ML.C3.2.IR.b describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.	SE/TE: 416, 419, 422, 423, 480-481
ML.C3.2.IR.c explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.	SE/TE: 77, 227, 240-241, 345, 480-481
ML.C3.2.IR.d compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).	SE/TE: 40, 93, 95, 135, 173, 184, 224, 239, 322, 376
ML.C3.2.IR.e compare the perspective of local advertisements with advertisements of the target culture.	SE/TE: 35, 83, 133, 187, 242, 268, 279, 290, 314, 365
CORNERSTONE: Comparisons (C4) Language Comparisons	
C4.1 Performance Level: Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C4.1.IR.a identify expressions that communicate respect and status in one's own and the target language.	SE/TE: 60, 108-109, 147, 156-157, 204-205, 252-253, 300-301, 348-349, 396-397, 444-445, 492-493
ML.C4.1.IR.b determine words in one's own and target language that have no direct translation.	SE/TE: 60, 108-109, 147, 156-157, 204-205, 252-253, 348-349, 396-397, 444-445, 492-493

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ML.C4.1.IR.c recognize on how different time frames are expressed in the target language and one's own.	SE/TE: 51, 99, 147, 195, 243, 291, 339, 387, 435, 483
In addition to the above, Intermediate Range Learners in high school	
ML.C4.1.IR.d predict language origins based on awareness of cognates and linguistic similarities.	SE/TE: 123, 171, 317, 363, 415
ML.C4.1.IR.e investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.	SE/TE: 123, 171, 317, 363, 415 TE: Only: 312
CORNERSTONE: Comparisons (C4) Cultural Comparisons	
C4.2 Performance Level: Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and the target culture.	SE/TE: 80, 93, 95, 124, 173, 184, 281, 369, 376, 425
ML.C4.2.IR.b explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits by comparing practices in one's own and the target culture.	SE/TE: 142, 166-167, 173, 372, 480-481
ML.C4.2.IR.c compare and contrast the role and importance of family in one's own and the target culture.	SE/TE: 4, 8, 228-229, 267 TE: Only: 183
In addition to the above, Intermediate Range Learners in high school	
ML.C4.2.IR.d juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture.	SE/TE: 137, 191, 281, 291
ML.C4.2.IR.e compare and contrast career choices and preparation in one's own and the target culture.	SE/TE: 236, 244-245, 267, 269, 275, 278-279 TE: Only: 265

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ML.C4.2.IR.f explore entertainment and leisure options in one's own and the target culture.	SE/TE: 86-87, 89, 93, 142
CORNERSTONE: Communities (C5) School and Global Communities	
C5.1 Performance Level: Use language to interact both within and beyond the classroom.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C5.1.IR.a interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).	SE/TE: 190, 437 TE: Only: 13, 90, 147, 204, 291
In addition to the above, Intermediate Range Learners in high school	
ML.C5.1.IR.b research the use of the target language in various fields of work in today's world.	SE/TE: 45, 137, 334, 379, 431
ML.C5.1.IR.c explore real-world opportunities to connect with the target language community.	SE/TE: 436-437, 484-485 TE: Only: 232
CORNERSTONE: Communities (C5) Lifelong Learning	
C5.2 Performance Level: Use the target language for enrichment and advancement.	
(IR) Intermediate Range Learners in elementary and middle school	
ML.C5.2.IR.a consult various sources in the target language to obtain information on topics of personal interest.	TE: Only: 57, 129, 177, 239, 241, 275, 317, 369, 413, 467
In addition to the above, Intermediate Range Learners in high school	
ML.C5.2.IR.b reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.	SE/TE: 20, 68, 116, 164, 212, 260, 308, 356, 404, 452