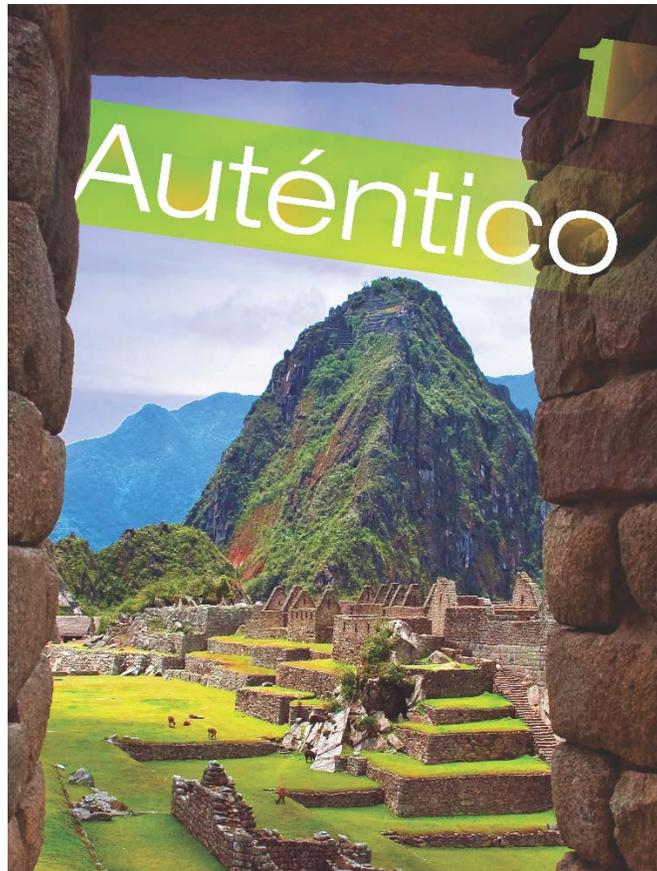


# A Correlation and Narrative Summary of



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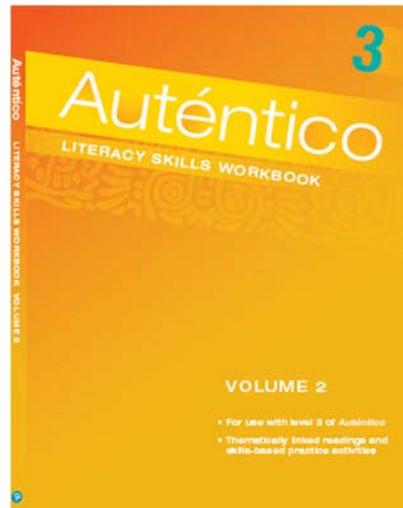
To the  
**Tennessee Standards  
for Modern Language  
Novice High**

A Correlation and  
Summary of  
Savvas

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

To the Tennessee  
Standards

For World Languages



Narrative

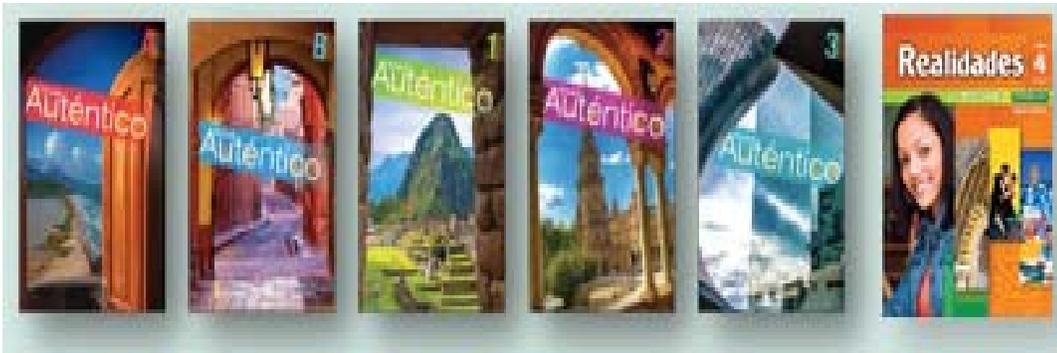
2, 3 and

Academic



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## *Auténtico*

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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.

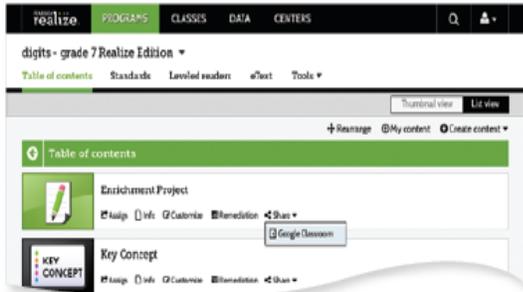
To learn more about this program please visit  
[www.Savvas.com/TryAutentico](http://www.Savvas.com/TryAutentico)

- **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.



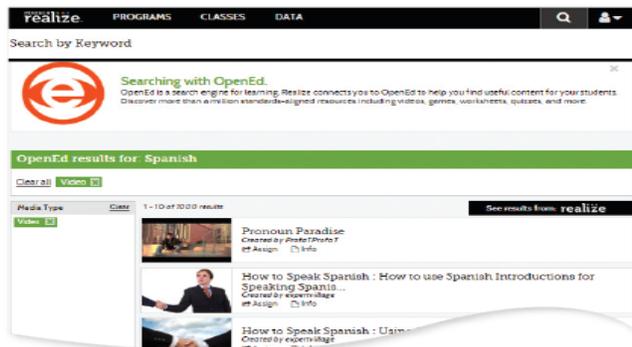
### Google Drive

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

To learn more about this program please visit [www.Savvas.com/TryAutentico](http://www.Savvas.com/TryAutentico)

## 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.

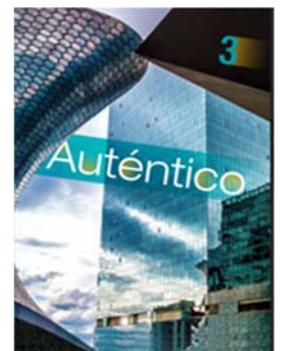
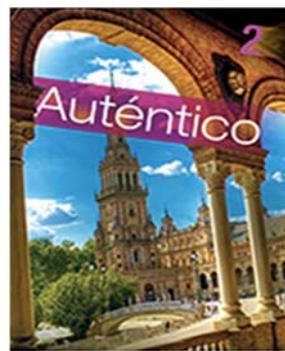
### Upper Elementary/Middle School Spanish

*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 1, ©2018 to the  
Tennessee Standards for Modern Languages, Novice High**

<b>Tennessee Standards for Modern Language</b>	<b>Auténtico Level 1 ©2018</b>
<b>CORNERSTONE: Communication (C1)</b> Interpersonal Communication	
C1.1 Performance Level: Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinion.	
<b>(NH)</b> Novice High Learners begin to use simple sentences to:	
<b>ML.C1.1.NH.a</b> exchange some personal information	<b>SE/TE:</b> 3, 5, 13, 30, 37, 43, 47, 58, 63, 67
<b>ML.C1.1.NH.b</b> exchange information based on texts, graphs, or pictures	<b>SE/TE:</b> 54, 63, 107, 129, 133, 153, 159, 203, 204, 228
<b>ML.C1.1.NH.c</b> ask for and give simple directions	<b>SE/TE:</b> 319
<b>ML.C1.1.NH.d</b> make plans with others	<b>SE/TE:</b> 182, 186, 195, 204, 207, 219, 257, 269
<b>ML.C1.1.NH.e</b> interact with others in everyday situations.	<b>SE/TE:</b> 12, 16, 37, 58, 80, 85, 97, 106, 109, 129
<b>CORNERSTONE: Communication (C1)</b> Interpretive Communicative - Listening	
C1.2 Performance Level: Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.	
<b>(NH)</b> Novice High Learners begin to recognize simple sentences to:	
<b>ML.C1.2.NH.a</b> comprehend basic questions or statements on familiar topics	<b>SE/TE:</b> 37, 56, 61, 112, 129, 153, 159, 181, 205
<b>ML.C1.2.NH.b</b> understand simple information when presented with pictures, graphs, and other visual supports	<b>SE/TE:</b> 21, 35, 64-65, 137, 138-139, 157, 179, 211, 235, 260
<b>ML.C1.2.NH.c</b> indicate the main idea of a simple conversation on familiar topics	<b>SE/TE:</b> 29, 77, 103, 151, 201, 235, 275, 325, 403, 453
<b>ML.C1.2.NH.d</b> follow the narrative of a simple story being read aloud	<b>SE/TE:</b> 312-313 <b>TE Only:</b> 220-b

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<b>Tennessee Standards for Modern Language</b>	<b>Auténtico Level 1 ©2018</b>
<b>CORNERSTONE: Communication (C1)</b> Interpretive Communicative - Reading	
C1.3 Performance Level: Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.	
<b>(NH)</b> Novice High Learners begin to recognize simple sentences to:	
<b>ML.C1.3.NH.a</b> understand short, simple texts on familiar topics	<b>SE/TE:</b> 40-41, 64-65, 90-91, 115-116, 136, 137, 138-139, 182-183, 185, 209
<b>ML.C1.3.NH.b</b> understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs).	<b>SE/TE:</b> 64-65, 136, 155, 161, 185, 209, 211, 238-239, 286, 310
<b>ML.C1.3.NH.c</b> comprehend simple descriptions with visual support	<b>SE/TE:</b> 40-41, 64-65, 137, 161, 187, 209, 310, 364, 381, 409
<b>CORNERSTONE: Communication (C1)</b> Presentational - Speaking	
C1.4 Performance Level: Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.	
<b>(NH)</b> Novice High Learners begin to use simple sentences to:	
<b>ML.C1.4.NH.a</b> describe a familiar event, experience, or topic	<b>SE/TE:</b> 43, 67, 93, 241, 265, 291, 367, 393
<b>ML.C1.4.NH.b</b> present basic information about a familiar person, place, or thing	<b>SE/TE:</b> 43, 93, 141, 191, 244, 265
<b>ML.C1.4.NH.c</b> give basic instructions	<b>SE/TE:</b> 234, 290, 443
<b>CORNERSTONE: Communication (C1)</b> Presentational - Writing	
C1.5 Performance Level: Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.	
<b>(NH)</b> Novice High Learners begin to use simple sentences to:	
<b>ML.C1.5.NH.a</b> Describe daily life in a letter, email, blog, or discussion board	<b>SE/TE:</b> 66, 121, 215, 219, 269, 315, 367, 437 <b>TE Only:</b> 165
<b>ML.C1.5.NH.b</b> describe a familiar experience or event using practiced material	<b>SE/TE:</b> 215, 265, 467
<b>ML.C1.5.NH.c</b> ask for basic information	<b>SE/TE:</b> 67, 367, 419

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<b>Tennessee Standards for Modern Language</b>	<b>Auténtico Level 1 ©2018</b>
<b>CORNERSTONE: Culture (C2) Relating Cultural Practices to Perspectives</b>	
C2.1 Proficiency Level: Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.	
<b>(NR)</b> Novice Range Learners in elementary and middle school:	
<b>NR.ML.C2.1.NR.a</b> use appropriate gestures and oral expressions in social interactions.	<b>SE/TE:</b> 3, 47, 106, 333, 442 <b>TE Only:</b> 37
<b>NR.ML.C2.1.NR.b</b> identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations)	<b>SE/TE:</b> 42, 92, 140, 163, 190, 238-239, 240, 290, 338
<b>NR.ML.C2.1.NR.c</b> use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues).	<b>SE/TE:</b> 231, 327
<b>NR.ML.C2.1.NR.d</b> list practices and ask simple questions after viewing media about everyday life.	<b>SE/TE:</b> 44-45, 142-143, 166-167, 192-193, 242-243, 266-267, 368-369, 394-395, 468-469
<b>NR.ML.C2.1.NR.e</b> identify characteristics of culturally specific events.	<b>SE/TE:</b> 16, 156, 205, 225, 238-239, 286, 337
<b>CORNERSTONE: Culture (C2) Relating Cultural Products to Perspectives</b>	
C2.2 Performance Level Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.	
<b>(NR)</b> Novice Range Learners in elementary and middle school	
<b>NR.ML.C2.2.NR.a</b> identify tangible and intangible products of the target culture and their purpose.	<b>SE/TE:</b> 24, 34, 35, 44-45, 65, 189-190, 231, 240, 337, 344
<b>NR.ML.C2.2.NR.b</b> determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.	<b>SE/TE:</b> 65, 189, 231, 337, 392

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<b>CORNERSTONE: Connections (C3) Making Connections</b>	
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	
<b>(NR)</b> Novice Range Learners in elementary and middle school	
<b>NR.ML.C.3.1.NR.a</b> identify the target countries on a map	<b>SE/TE:</b> 187, 211, 336-337, 390-391, 407
<b>NR.ML.C.3.1.NR.b</b> identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations)	<b>SE/TE:</b> 20, 35, 88, 109, 131, 157, 179, 211, 283, 358-359
<b>NR.ML.C.3.1.NR.c</b> read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends)	<b>SE/TE:</b> 312-313
<b>NR.ML.C.3.1.NR.d</b> use technology and resources introduced in other content areas to explore authentic resources in the target language	<b>SE/TE:</b> 16, 41, 111, 178, 255, 310, 353, 431, 467
<b>CORNERSTONE: Connections (C3) Acquiring Information and Diverse Perspectives</b>	
C3.2 Performance Level: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.	
<b>(NR)</b> Novice Range Learners in elementary and middle school	
<b>NR.ML.C.3.2NR.a</b> identify the content areas and expand on vocabulary for each	<b>SE/TE:</b> 20-21, 35, 59, 88, 109, 211, 259, 283, 311, 358-359
<b>CORNERSTONE: Comparisons (C4) Language Comparisons</b>	
C4.1 Performance Level Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.	
<b>(NR)</b> Novice Range Learners in elementary and middle school	
<b>NR.ML.C.4.1.NR.a</b> recognize and use words that are similar in the target language and their one's own language, and predict the reasons for borrowing such words.	<b>SE/TE:</b> 34, 35, 57, 81, 178, 205 <b>TE Only:</b> 452

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<b>NR.ML.C4.1.NR.b</b> identify idioms and their functions in one’s own language and target language.	<b>SE/TE:</b> 46, 96, 120, 168, 318, 342, 370, 396, 422, 470
<b>NR.ML.C4.1.NR.c</b> compare formal and informal speech in one’s own and target language.	<b>SE/TE:</b> 4, 5, 82, 83, 339
<b>NR.ML.C4.1.NR.d</b> compare and contrast the sounds and writing systems of one’s own language with the target language.	<b>SE/TE:</b> 39, 89, 113, 183, 210, 257, 380
<b>CORNERSTONE: Comparisons (C4) Cultural Comparisons</b>	
C4.2 Performance Level Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.	
(NR) Novice Range Learners in elementary and middle school	
<b>NR.ML.C4.2.NR.a</b> contrast tangible and intangible products of the target culture to one’s own.	<b>SE/TE:</b> 24, 34, 35, 44-45, 65, 189-190, 231, 240, 337, 344
<b>NR.ML.C4.2.NR.b</b> compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).	<b>SE/TE:</b> 78, 80, 106, 113, 118-119, 181, 264 <b>TE Only:</b> 85
<b>NR.ML.C4.2.NR.c</b> compare appropriate gestures to greet friends, family, or new acquaintances in one’s own and the target culture.	<b>SE/TE:</b> 3, 47, 106, 333, 442 <b>TE Only:</b> 37
<b>CORNERSTONE: Communities (C5) School and Global Communities</b>	
<b>C5.1 Performance Level</b> Use language to interact both within and beyond the classroom.	
(NR) Novice Range Learners in elementary school and middle school	
<b>NR.ML.C5.1.NR.a</b> identify places in the community where the target language is spoken	<b>SE/TE:</b> 39, 89, 137, 182, 236, 287, 335, 389, 439
<b>NR.ML.C5.1.NR.b</b> research opportunities for participation in school, community, or language competitions	<b>SE/TE:</b> 236, 287, 335, 389, 439 <b>TE Only:</b> 407

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<b>NR.ML.C5.1.NR.c</b> access speakers of the language either in person or using technology.	<b>SE/TE:</b> 67 <b>TE Only:</b> 57, 66, 165, 265, 323, 367, 443
<b>CORNERSTONE: Communities (C5)</b> Lifelong Learning	
<b>C5.2</b> Use the target language for enrichment and advancement	
<b>(NR)</b> Novice Range Learners in elementary and middle school	
<b>NR.ML.C5.2.NR.a</b> interpret materials and/or media from the target language and culture.	<b>SE/TE:</b> 44-45, 94-95, 166-167, 192-193, 255, 286, 305, 310, 335, 381
<b>NR.ML.C5.2.NR.b</b> exchange information about topics of personal interest	<b>SE/TE:</b> 67, 234, 260, 279, 331, 367, 384, 409, 431 <b>TE Only:</b> 57, 66, 165
<b>NR.ML.C5.2.NR.c</b> identify music or songs in the target language.	<b>SE/TE:</b> 35, 42, 44-45, 183, 188-189, 253