

A Correlation of



©2018

To the

**World Languages Standards for
California Public Schools, 2019**

A Correlation of *Auténtico*, Level 1, ©2018 to the World Languages Standards for California Public Schools, 2019

Introduction

This document demonstrates how *Auténtico*, Level 1, ©2018 meets World Languages Standards for California Public Schools, 2019 . 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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**A Correlation of Auténtico, Level 1, ©2018 to the
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World Languages Standards for California Public Schools, 2019	Auténtico Level 1, ©2018
Communication Standard 1: Interpretive Communication	
(Equivalent to Interpretive Communication, CA ELD Standards)	
Goals	
Students demonstrate understanding, interpret, and analyze what is heard, read or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.	
Novice	
WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics by recognizing memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed (ASL).	SE/TE: 26-27, 40-41, 68-69, 90-91, 127, 138-139, 162-163, 175, 192-193, 201, 225, 238-239, 242-243, 259, 266-267, 275, 301, 312-131, 349, 377, 394-395, 403, 432
Communication Standard 2: Interpersonal Communication	
(Equivalent to Collaborative Communication, CA ELD Standards)	
Goal	
<ul style="list-style-type: none"> • Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions. 	
Novice	
WL.CM2.N Participate in real-world, spoken, written, or signed (ASL) conversations on very familiar topics, using memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.	SE/TE: 21, 67, 71, 97, 141, 161, 169, 191, 207, 219, 254, 261, 319, 328, 334, 363, 367, 393, 469 TE Only: 57, 87, 126, 204, 267, 288, 324, 428

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Communication Standard 3: Presentational Communication	
(Equivalent to Productive Communication, CA ELD Standards)	
Goal	
<ul style="list-style-type: none"> Students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish. 	
Novice	
WL.CM3.N Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed (ASL) language using the most suitable media and technologies to present and publish.	SE/TE: 43, 67, 93, 117, 141, 164, 191, 212, 241, 265, 315, 334, 339, 367, 393, 419, 443, 469 TE Only: 34, 72-b, 112, 135, 164, 242, 270-b, 338, 394
Communication Standard 4: Settings for Communication	
Goals	
<ul style="list-style-type: none"> Students use language in highly predictable common daily settings (NOVICE), transactional and some informal settings (INTERMEDIATE), most informal and formal settings (ADVANCED), informal, formal and professional settings, and unfamiliar and problem situations, (SUPERIOR), in their communities and in the globalized world. 	
<ul style="list-style-type: none"> Students recognize (NOVICE), participate in (INTERMEDIATE), initiate (ADVANCED), or sustain (SUPERIOR), language use opportunities outside the classroom and set goals, reflecting on progress, and using language for enjoyment, enrichment and advancement. 	
Novice	
WL.CM4.N Recognize age-appropriate, culturally-authentic, real-world and academic language-use opportunities in highly predictable common daily settings in target-language communities within the United States and around the globe.	SE/TE: 29, 44-45, 77, 127, 151, 175, 201, 261, 311, 328, 335, 334, 339, 367, 389, 415, 463 TE Only: 51, 57, 93, 111, 116, 165, 265, 270-b, 323, 443

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Communication Standard 5: Receptive Structures in Service of Communication	
Goals	
<ul style="list-style-type: none"> Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic word and sentence formation (INTERMEDIATE), structures for major time frames, text structures for paragraph-level discourse, (ADVANCED), all structures (SUPERIOR), text structures for extended discourse, in order to communicate. Students use language text-types: learned words, signs and fingerspelling (ASL), and phrases (NOVICE), sentences and strings of sentences (INTERMEDIATE), paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive multi-paragraph texts (SUPERIOR) in order to communicate. 	
Novice	
WL.CM5.N Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics using orthography, phonology, ASL parameters and very basic sentence-level elements (morphology and/or syntax).	SE/TE: 13, 40-41, 68-69, 94-95, 119-120, 162-163, 201, 212-213, 238-239, 259, 316-317, 364-365, 367, 390-391, 403, 420-421, 432
Communication Standard 6: Productive Structures in Service of Communication	
Goals	
<ul style="list-style-type: none"> Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic word and sentence formation (INTERMEDIATE), structures for major time frames, text structures for paragraph-level discourse, (ADVANCED), all structures (SUPERIOR), text structures for extended discourse, in order to communicate. Students use language text-types: learned words, signs and fingerspelling (ASL), and phrases (NOVICE), sentences and strings of sentences (INTERMEDIATE), paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive multi-paragraph texts (SUPERIOR) in order to communicate. 	
Novice	
WL.CM6.N Communicate on very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences using orthography, phonology or ASL parameters and very basic sentence-level elements (morphology and/or syntax).	SE/TE: 13, 21, 33, 47, 67, 97, 117, 141, 161, 191, 207, 219, 241, 254, 265, 314, 339, 367, 393, 443, 467 TE Only: 57, 87, 126, 204, 267, 288, 324, 420, 428

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Communication Standard 7: Language Comparisons in Service of Communication	
Goal	
<ul style="list-style-type: none"> Students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and those they know in order to interact with communicative competence. 	
Novice	
WL.CM7.N Identify similarities and differences in the orthography, phonology, ASL parameters and very basic sentence-level elements (morphology and/or syntax) of the languages known.	SE/TE: 13, 32, 34, 36, 39, 57, 89, 136, 155, 183, 206, 210, 236, 285, 307, 310, 357, 380, 389, 406, 462 TE Only: 312
The Cultures Standards	
Cultures Standard 1: Culturally Appropriate Interaction	
Goal	
<ul style="list-style-type: none"> Students interact with cultural competence and understanding. 	
Novice	
WL.CL1.N Use age-appropriate gestures and expressions in very familiar, common daily settings.	SE/TE: 5, 47, 97, 106, 141, 191, 254, 269, 333, 339, 442
Cultures Standard 2: Cultural Products, Practices and Perspectives	
Goal	
<ul style="list-style-type: none"> Students demonstrate understanding and use the target language to investigate, explain and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence. 	
Novice	
WL.CL2.N Experience, recognize and explore the relationships among typical age-appropriate target- cultures' products, practices and perspectives in culturally-appropriate ways in very familiar common daily settings.	SE/TE: 34, 44-45, 66, 68-69, 94-95, 103, 116, 127, 142-143, 175, 225, 242-243, 264, 266-267, 290, 349, 366, 418 TE Only: 261, 270-b, 338, 424-b

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Cultures Standard 3: Cultural Comparisons	
Goal	
<ul style="list-style-type: none"> Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence. 	
Novice	
WL.CL3.N Identify some similarities and differences among very familiar, common daily products, practices and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.	SE/TE: 40-41, 44-45, 58, 66, 68-69, 94-95, 103, 127, 142-143, 156, 175, 193, 225, 239, 242-243, 265, 267, 275, 290, 313, 349, 367, 418 TE Only: xxxiii-b, 261, 270-b, 338, 424-b
Cultures Standard 4: Intercultural Influences	
Goal	
<ul style="list-style-type: none"> Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence. 	
Novice	
WL.CL4.N Identify cultural borrowings.	SE/TE: 35, 39, 81, 160, 178, 205, 389, 435, 464-465
The Connections Standards	
Connections Standard 1: Connections to Other Disciplines	
Goal	
<ul style="list-style-type: none"> Students build, reinforce, and expand their knowledge of other disciplines using the target-language to develop critical thinking and solve problems in order to function in real-world situations, academic and career-related settings. 	
Novice	
WL.CN1.N Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.	SE/TE: 13, 20, 35, 66, 68-69, 117, 131, 157, 165, 187, 241, 265, 283, 291, 314, 367, 388, 393, 407, 467 TE Only: 41, 66, 94, 119, 164, 270, 338, 390, 418, 442

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Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints	
Goal	
<ul style="list-style-type: none"> Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world situations, academic and career-related settings. 	
Novice	
WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics primarily in the target language from age-appropriate authentic materials from the target cultures.	SE/TE: 35, 44-45, 59, 68-69, 103, 118-119, 127, 161, 225, 238-239, 266-267, 292-293, 314, 316-317, 394-395 TE Only: 41, 51, 154, 261, 270-b, 340, 391