

A Correlation of



**to the
Department of Defense
Education Activity
College and Career Ready Standards
for English Language Arts
Grade 11**

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

Table of Contents

Grade 11 Reading Standards for Literature	3
Grade 11 Reading Standards for Informational Text.....	4
Grade 11 Writing Standards.....	6
Grade 11 Speaking and Listening Standards.....	10
Grade 11 Language Standards	11

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
Grade 11 Reading Standards for Literature	
Key Ideas and Details	
RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	SE/TE: Lectura (Interacción con la lectura): El Iztacchihuatl y el Popocatepetl (legend), 54–57; Fragmento de <i>Cuando era puertorriqueña</i> , 102–105; La poesía expresión de amor y amistad, 198–201; El ñanduti (legend), 246–249; Rosa (short story), 294–297; Fragmento de <i>Don Quijote de la Mancha</i> , 342–345; El último sol (historical fiction), 390–393; Se mi permiten hablar... (autobiographical account), 486–489
RL.11.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	SE/TE: Lectura: Interacción con la lectura (paraphrase main idea), 57; Monitoring your reading, 102–105; Characters and actions, 342–345; Skipping and guessing, 390–393; Investigate the author’s reasons, 486–489
RL.11.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	SE/TE: Lectura: Characters and actions, 342–345; Skipping and guessing, 390–393; also see: (Interacción con la lectura, 57, 105, 201, 249, 297, 489
Craft and Structure	
RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	SE/TE: Lectura: Identifying and understanding figurative language, 198–201; Using Context Clues, 246–249; Coping with unknown words, 294–297 Also see: Vocabulario en contexto, 22–24, 36–39, 70–72, 84–87, 118–120, 130–133, 166–168, 180–183, 214–216, 228–231, 262–264, 276–279, 310–312, 324–327, 358–360, 370–373, 406–408, 420–423, 454–456, 466–469 Repaso del capítulo: Vocabulario, 60, 108, 156, 204, 252, 300, 348, 396, 444, 492
RL.11.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	SE/TE: Lectura: Making predictions, 54–57; Characters and actions, 342–345; Skipping and guessing, 390–393; also see: (Interacción con la lectura, 105, 201, 249, 297, 489
RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	SE/TE: For supporting content please see: Lectura: Monitoring your reading, 102–105; Identifying and understanding figurative language, 198–201; Using Context Clues, 246–249; Coping with unknown words, 294–297

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
Integration of Knowledge and Ideas	
RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	SE/TE: See the paintings and other illustrations that accompany the fiction, poetry, and narrative readings: 55, 56, 200, 346, 347, Students can also explore the connection between art, expression, and meaning using the following references: Arte y cultura, 20, 68, 116, 164, 212, 260, 308, 356, 404, 452
RL.11.8. (Not applicable to literature)	
RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	SE/TE: For supporting content please see: Lectura: El Iztacchihuatl y el Popocatépetl (legend), 54–57; La poesía expresión de amor y amistad, 198–201; El ñanduti (legend), 246–249; Fragmento de <i>Don Quijote de la Mancha</i> , 342–345
Range of Reading and Level of Text Complexity	
RL.11.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: Lectura (Interacción con la lectura): El Iztacchihuatl y el Popocatépetl (legend), 54–57; Fragmento de <i>Cuando era puertorriqueña</i> , 102–105; La poesía expresión de amor y amistad, 198–201; El ñanduti (legend), 246–249; Rosa (short story), 294–297; Fragmento de <i>Don Quijote de la Mancha</i> , 342–345; El último sol (historical fiction), 390–393; Se mi permiten hablar... (autobiographical account), 486–489
Grade 11 Reading Standards for Informational Text	
Key Ideas and Details	
RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	SE/TE: Lectura (Interacción con la lectura): Fragmento de <i>Cuando era puertorriqueña</i> , 102–105; ¡Cambia tus hábitos!, 150–153; La mariposa monarca, 438–441; Se mi permiten hablar... (autobiographical account), 486–489 Puente a la cultura, 48–49, 96–97, 144–145, 192–193, 240–241, 288–289, 336–337, 384–385, 432–433, 480–481 Pre-AP integración, 50, 98, 146, 194, 242, 290, 338, 386, 434, 482
RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	SE/TE: Lectura: Cause and effect, 150–153; Investigate the author’s reasons, 486–489 Puente a la cultura: Compare and contrast, 192–193; Reading for comprehension, 240–241; Fact and opinion, 384–385; Using topic sentences to orient you, 432–433

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	SE/TE: Puente a la cultura, 48–49, 96–97, 144–145, 192–193, 240–241, 288–289, 336–337, 384–385, 432–433, 480–481 Pre-AP integración, 50, 98, 146, 194, 242, 290, 338, 386, 434, 482 Lectura: Cause and effect, 150–153; Investigate the author’s reasons, 486–489
Craft and Structure	
RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	SE/TE: Lectura: Using Context Clues, 246–249, 438–441 Auténtico: Lee el vocabulario clave, 58, 106, 154, 202, 250, 298, 346, 394, 442, 490 Repaso del capítulo: Vocabulario, 60, 108, 156, 204, 252, 300, 348, 396, 444, 492
RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	SE/TE: Lectura: Cause and effect, 150–153; Investigate the author’s reasons, 486–489 Puente a la cultura: Compare and contrast, 192–193; Reading for comprehension, 240–241; Fact and opinion, 384–385; Using topic sentences to orient you, 432–433
RI.11.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	SE/TE: Puente a la cultura: Fact and opinion, 384–385; Using topic sentences to orient you, 432–433 Lectura: Investigate the author’s reasons, 486–489
Integration of Knowledge and Ideas	
RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	SE/TE: Videohistoria, 25, 73, 121, 169, 217, 265, 313, 361, 409, 457 Auténtico: Integración, 59, 107, 155, 203, 251, 299, 347, 395, 443, 491
RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	SE/TE: Puente a la cultura: Fact and opinion, 384–385; Using topic sentences to orient you, 432–433 Lectura: Investigate the author’s reasons, 486–489

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	The building of social, historical, and cultural context for all language activities and readings is woven throughout the <i>Auténtico</i> program. Examples of features and activities include the following: SE/TE: Puente a la cultura, 48–49, 96–97, 144–145, 192–193, 240–241, 288–289, 336–337, 384–385, 432–433, 480–481
Range of Reading and Level of Text Complexity	
RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: Lectura (Interacción con la lectura): Fragmento de <i>Cuando era puertorriqueña</i> , 102–105; ¡Cambia tus hábitos!, 150–153; La mariposa monarca, 438–441; Se mi permiten hablar... (autobiographical account), 486–489
Grade 11 Writing Standards	
Text Types and Purposes	
W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	SE/TE: Presentación escrita: Persuasive writing, 148–149; Writing to persuade, 244–245; Petition to an oil company, 436–437; Write an editorial, 484–485 Puente a la cultura: Escribe tu opinión, 97, 241
W.11.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	SE/TE: Presentación escrita: Model: main idea, examples, conclusion, 148; Revisión, 149; Model: topic, introduction, details, 244; Model: details, development, conclusion, 245; Good conclusions, 436–437; Model: topic sentence, details, conclusion, 436; Write an editorial, 484–485; Snappy introductions, 484; Revisión, 485 Puente a la cultura: Escribe tu opinión, 97, 241
W.11.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: Presentación escrita: Model: main idea, examples, conclusion, 148; Revisión, 149; Model: topic, introduction, details, 244; Model: details, development, conclusion, 245; Good conclusions, 436–437; Model: topic sentence, details, conclusion, 436; Revisión, 485 Puente a la cultura: Escribe tu opinión, 97, 241
W.11.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Presentación escrita: Persuasive writing, 148–149; Writing to persuade, 244–245; Petition to an oil company, 436–437; Write an editorial, 484–485 Puente a la cultura: Escribe tu opinión, 97, 241

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
W.11.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: Presentación escrita: Model: main idea, examples, conclusion, 148; Model: details, development, conclusion, 245; Model: topic sentence, details, conclusion, 436; Model: snappy introduction, examples, conclusion, 484 Puente a la cultura: Escribe tu opinión, 97, 241
W.11.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.11.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SE/TE: Presentación escrita: Comparison of past and present, 292–293; Petition to an oil company, 436–437 Puente a la cultura: Investiga, 337; Escribe un artículo, 434
W.11.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	SE/TE: Presentación escrita: Model: introduction, details, conclusion, 292; Revisión, 293 Puente a la cultura: Investiga, 337; Escribe un artículo, 434
W.11.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: Presentación escrita: Comparison of past and present, 292–293 Puente a la cultura: Investiga, 337; Escribe un artículo, 434
W.11.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SE/TE: Presentación escrita: Model: introduction, details, conclusion, 292; Revisión, 293 Puente a la cultura: Investiga, 337; Escribe un artículo, 434
W.11.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Presentación escrita: Comparison of past and present, 292–293; Petition to an oil company, 436–437 Puente a la cultura: Investiga, 337; Escribe un artículo, 434
W.11.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE/TE: Presentación escrita: Model: introduction, details, conclusion, 292; Revisión, 293 Puente a la cultura: Investiga, 337; Escribe un artículo, 434

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.11.3.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Presentación escrita: Narrate a special experience, 53–53; Write a legend: Model: topic sentence, description of character, 340; development, conclusion, 341; Narrate a personal experience, 388–389; Chronological ordering, 388
W.11.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: Presentación escrita: Adding details, 52–53 Write a legend: Model: topic sentence, description of character, development, conclusion, 340–341 Chronological ordering, 388; Revisión, 389
W.11.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	SE/TE: Presentación escrita: Adding details, 52–53 Write a legend: Model: topic sentence, description of character, development, conclusion, 340–341 Chronological ordering, 388; Revisión, 389
W.11.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: Presentación escrita: Adding details, 52–53; Model: topic sentence, description of character, 340; Revisión, 341; Narrate a personal experience: Model: details, conclusion, 388; Revisión, 389
W.11.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Presentación escrita: Model: conclusion, 52, 341, 388
Production and Distribution of Writing	
W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/TE: Presentación escrita (prewrite, draft, revise, publish, evaluate), 52–53, 100–101, 148–149, 196–197, 244–245, 292–293, 340–341, 388–389, 436–437, 484–485 Puente a la cultura: Escribe tu opinión, 97, 241; Investiga, 337; Escribe un artículo, 434; Complete timeline of events, 481
W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 94.)	SE/TE: Presentación escrita (prewrite, draft, revise, publish, evaluate), 52–53, 100–101, 148–149, 196–197, 244–245, 292–293, 340–341, 388–389, 436–437, 484–485

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
Production and Distribution of Writing	
W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	SE/TE: Presentación escrita: Create a web page, 15 Presentación oral: Using visual aids, 243; Guided tour presentation, 387; Campaign to keep community clean, 435 TE Only: Project–Based Learning, 16–b, 64–b, 112–b, 160–b, 208–b, 256–b, 304–b, 352–b, 400–b, 448–b
Research to Build and Present Knowledge	
W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE/TE: Auténtico: Expansión, 59, 107, 155, 203, 251, 299, 347, 395, 443, 491 Puente a la cultura: Investiga, 337; Escribe un artículo, 434
W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	SE/TE: Auténtico: Expansión, 59, 107, 155, 203, 251, 299, 347, 395, 443, 491 Puente a la cultura: Investiga, 337; Escribe un artículo, 434
W.11.9. Draw evidence from literary or informational	texts to support analysis, reflection, and research.
W.11.9.a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	SE/TE: Lectura (Interacción con la lectura), 57, 201, 249, 297, 345, 393, 489
W.11.9.b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	SE/TE: Lectura (Interacción con la lectura), 105, 153, 441, 489

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
Range of Writing	
W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SE/TE: Presentación escrita (prewrite, draft, revise, publish, evaluate), 52–53, 100–101, 148–149, 196–197, 244–245, 292–293, 340–341, 388–389, 436–437, 484–485
Grade 11 Speaking and Listening Standards	
Comprehension and Collaboration	
SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	
SL.11.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE/TE: Hablar en grupo (examples), 28, 47, 127, 140, 236, 286, 315, 335, 427, 476 Hablar en pareja (examples), 34, 67, 123, 170, 189, 219, 267, 329, 425 Entrevista, 324, 353, 458
SL.11.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE/TE: Juego (examples), 28, 128, 186, 223, 315 Hablar en grupo (examples), 28, 47, 127, 140, 236, 286, 315, 335, 427, 476 TE Only: Game, 16–a, 64–a, 112–a, 160–a, 208–a, 256–a, 304–a, 352–a, 400–a, 448–a
SL.11.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SE/TE: Entrevista, 324, 353, 458 Juego (examples), 28, 128, 186, 223, 315 TE Only: Game, 16–a, 64–a, 112–a, 160–a, 208–a, 256–a, 304–a, 352–a, 400–a, 448–a
SL.11.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	SE/TE: Hablar en grupo (examples), 28, 47, 127, 140, 236, 286, 315, 335, 427, 476 Hablar en pareja (examples), 34, 67, 123, 170, 189, 219, 267, 329, 425 Entrevista, 324, 353, 458
SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SE/TE: Auténtico: Integración, 59, 107, 155, 203, 251, 299, 347, 395, 443, 491

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
SL.11.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SE/TE: Videohistoria: Después de ver, 25, 73, 121, 169, 217, 265, 313, 361, 409, 457 Auténtico: Después de ver, 59, 107, 155, 203, 251, 299, 347, 395, 443, 491
Presentation of Knowledge and Ideas	
SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SE/TE: Presentación oral, 51, 99, 147, 195, 243, 243, 291, 291, 339, 387, 435, 483 TE Only: Project–Based Learning, 16–b, 64–b, 112–b, 160–b, 208–b, 256–b, 304–b, 352–b, 400–b, 448–b
SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: Presentación escrita: Create a web page, 15 Presentación oral: Using visual aids, 243; Guided tour presentation, 387; Campaign to keep community clean, 435 TE Only: Project–Based Learning, 16–b, 64–b, 112–b, 160–b, 208–b, 256–b, 304–b, 352–b, 400–b, 448–b
SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 94 for specific expectations.)	SE/TE: Presentación oral, 51, 99, 147, 195, 243, 243, 291, 291, 339, 387, 435, 483 Hablar en grupo (examples), 28, 47, 127, 140, 236, 286, 315, 335, 427, 476 Hablar en pareja (examples), 34, 67, 123, 170, 189, 219, 267, 329, 425 TE Only: Project–Based Learning, 16–b, 64–b, 112–b, 160–b, 208–b, 256–b, 304–b, 352–b, 400–b, 448–b
Grade 11 Language Standards	
Conventions of Standard English	
L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.11.1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	SE/TE: Vocabulario en uso (examples), 40–41, 88–89, 134–135, 232–234, 424–427 Presentación escrita: Revisión, 53, 101, 149, 197, 245, 293, 341, 389, 437, 485 Auténtico: Lee el vocabulario clave, 58, 106, 154, 202, 250, 298, 346, 394, 442, 490 Lectura: Identifying and understanding figurative language, 198–201 Using Context Clues, 246–249, 438–441 Coping with unknown words, 294–297

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
L.11.1.b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	SE/TE: Spanish–English Glossary, 516–540 English–Spanish Glossary, 541–566 Repaso del capítulo: Vocabulario, 60, 108, 156, 204, 252, 300, 348, 396, 444, 492; Gramática, 61, 109, 157, 205, 253, 301, 349, 397, 445, 493
L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.11.2.a. Observe hyphenation conventions.	TE: Enrich Your Teaching: Culture Note, 79
L.11.2.b. Spell correctly.	SE/TE: Repaso del capítulo: Vocabulario, 60, 108, 156, 204, 252, 300, 348, 396, 444, 492 Suffixes, 74, 269, 460 Familias de palabras, 123, 171, 317, 415
Knowledge of Language	
L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.11.3.a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	SE/TE: Presentación escrita (prewrite, draft, revise, publish, evaluate), 52–53, 100–101, 148–149, 196–197, 244–245, 292–293, 340–341, 388–389, 436–437, 484–485 Puente a la cultura: Escribe tu opinión, 97, 241; Investiga, 337; Escribe un artículo, 434; Complete timeline of events, 481
Vocabulary Acquisition and Use	
L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
L.11.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Lectura: Using Context Clues, 246–249, 438–441 Vocabulario en contexto, 22–24, 36–39, 70–72, 84–87, 118–120, 130–133, 166–168, 180–183, 214–216, 228–231, 262–264, 276–279, 310–312, 324–327, 358–360, 370–373, 406–408, 420–423, 454–456, 466–469
L.11.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	SE/TE: For supporting content please see: Suffixes, 74, 269, 460; Familias de palabras, 123, 171, 317, 415; Nouns formed from adjectives, 307

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
L.11.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	<p>The <i>Auténtico</i> program provides vocabulary in context and vocabulary in use features with illustrations for every unit, word banks throughout, and a review of all vocabulary in preparation for assessment. The book also provides Spanish–English and English–Spanish glossaries at the end of the program.</p> <p>SE/TE: Vocabulario en contexto (examples), 22–24, 36–39, 70–72, 166–168, 180–183, 214–216, 228–231, 262–264, 276–279, 370–373, 406–408, 420–423, 454–456, 466–469 Vocabulario en uso (examples), 40–41, 88–89, 134–135, 232–234, 424–427 Repaso del capítulo: Vocabulario, 60, 108, 156, 204, 252, 300, 348, 396, 444, 492 Auténtico: Lee el vocabulario clave, 58, 106, 154, 202, 250, 298, 346, 394, 442, 490 Spanish–English Glossary, 516–540 English–Spanish Glossary, 541–566</p>
L.11.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>SE/TE: Spanish–English Glossary, 516–540 English–Spanish Glossary, 541–566 Vocabulario en contexto, 22–24, 36–39, 70–72, 84–87, 118–120, 130–133, 166–168, 180–183, 214–216, 228–231, 262–264, 276–279, 310–312, 324–327, 358–360, 370–373, 406–408, 420–423, 454–456, 466–469 Repaso del capítulo: Vocabulario, 60, 108, 156, 204, 252, 300, 348, 396, 444, 492</p>
L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<p>SE/TE: Lectura: Identifying and understanding figurative language, 198–201; Coping with unknown words, 294–297 Vocabulario: Obras de arte, 64 Also see: Making Comparisons, 65</p>
L.11.5.b. Analyze nuances in the meaning of words with similar denotations.	<p>SE/TE: For supporting content please see: Making Comparisons, 65 Ser and estar, 90–91 Los uso de por y para, 177–179 Conocer vs. saber, 257 Pero y sino, 331</p>

**A Correlation of Auténtico, Level 3 to the
DoDEA College and Career Ready Standards for English Language Arts, Grade 11**

DoDEA College and Career Ready Standards for English Language Arts	Auténtico Level 3
L.11.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: Auténtico: Lee el vocabulario clave, 58, 106, 154, 202, 250, 298, 346, 394, 442, 490 Vocabulario en contexto, 22–24, 36–39, 70–72, 84–87, 118–120, 130–133, 166–168, 180–183, 214–216, 228–231, 262–264, 276–279, 310–312, 324–327, 358–360, 370–373, 406–408, 420–423, 454–456, 466–469 Pre-AP integración, 50, 98, 146, 194, 242, 290, 338, 386, 434, 482

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