

A Correlation of



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

Grade 9

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DoDEA College and Career Ready Standards for Literacy, Grade 9**

| DoDEA College and Career Ready Standards for English Language Arts | Auténtico Level 1 |
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| Reading Standards for Literature 6–12 [RL] | |
| The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. | |
| Grade 9-10 students: | |
| Key Ideas and Details | |
| RL.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SE/TE: Poema, 59 La cultura en vivo (rimas infantiles), 190 Lectura: Fictional posts from e-pals, 40–41; <i>Cantaclara</i> , 312–313 |
| RL.9.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | SE/TE: La cultura en vivo (rimas infantiles), 190 Lectura: Strategy (identify key details), 312–313 |
| RL.9.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | SE/TE: Lectura: Fictional posts from e-pals, 40–41; <i>Cantaclara</i> (characters and dialogue), 312–313 |
| Craft and Structure | |
| RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | SE/TE: For supporting content please see: Comparative Adjectives, 75, 272–273 Superlative Adjectives, 272, 280, 294 Adjectives, 50–51, 55, 70, 156, 168, 252, 278, 294 Making Comparisons, 278–279 |
| RL.9.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | SE/TE: Poema, 59 La cultura en vivo (rimas infantiles), 190 Lectura, 312–313 |
| RL.9.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | SE/TE: Poema, 59 La cultura en vivo (rimas infantiles), 190 Lectura, 312–313 Also see: Proverbs, rhymes, songs, and tongue twisters, 39, 89, 92, 136, 155, 183, 210, 236, 257, 277, 285, 310, 329, 357, 380, 387 |

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| Integration of Knowledge and Ideas | |
| RL.9.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). | <i>Students can explore the connection between art, expression, and meaning using the following references:</i> SE/TE: Salvador Dalí painting, 8 Cultura (artifacts, symbols, movies, and art), 13, 17, 58, 65, 185, 226, 236, 327, 362 Frida Kahlo painting, 48 Arte y Cultura, 98, 170, 296, 372, 448 El español en la comunidad, 182 Conexiones: El arte, 231 |
| RL.9.8. (Not applicable to literature) | |
| RL.9.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | SE/TE: For supporting content please see: La cultura en vivo (rimas infantiles), 190; Lectura, 312–313 Also see: Proverbs, rhymes, songs, and tongue twisters, 39, 89, 92, 136, 155, 183, 210, 236, 257, 277, 285, 310, 329, 357, 380, 387 |
| Range of Reading and Level of Text Complexity | |
| RL.9.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SE/TE: Poema, 59 La cultura en vivo (rimas infantiles), 190 Lectura, 312–313 |
| Reading Standards for Informational Text 6–12 [RI] | |
| The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. | |
| Key Ideas and Details | |
| RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SE/TE: Lectura, 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213, 238–239, 262–263, 288–289, 336–337, 364–365, 390–391, 416–417, 440–441, 464–465 La cultura en vivo, 42, 92, 140, 240, 290, 338, 392 Perspectivas del mundo hispano, 66, 116, 164, 214, 264, 366, 418, 442, 466 |
| RI.9.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | SE/TE: Lectura (strategies): Using visual clues to get meaning, 64–65; Predicting outcomes, 114–115; Using prior experience/knowledge, 188–189, 364–365, 464–465; Scanning, 238–239; Reading for comprehension, 440–441 |

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| RI.9.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | SE/TE: Lectura: ¿Comprendes? 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213, 238–239, 262–263, 288–289, 336–337, 364–365, 390–391, 416–417, 440–441, 464–465 |
| Craft and Structure | |
| RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | SE/TE: Auténtico: Read This Key Vocabulary, 44, 68, 94, 118, 142, 166, 192, 216, 242, 266, 292, 316, 340, 368, 394, 420, 444, 468; Vocabulario en contexto, 26–28, 50–52, 74–76, 100–102, 124–126, 148–150, 172–174, 198–200, 222–224, 248–250, 272–274, 298–300, 322–324, 346–348, 374–376, 400–402, 426–428, 450–452 |
| RI.9.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | SE/TE: Lectura: ¿Comprendes? 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213, 238–239, 262–263, 288–289, 336–337, 364–365, 390–391, 416–417, 440–441, 464–465 |
| RI.9.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | SE/TE: Lectura (strategies): Article, 114–115, 212–213; Personal blog (problem/solution), 288–289; Persuasive Article, 440–441, 464–465 |
| Integration of Knowledge and Ideas | |
| RI.9.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | SE/TE: Lectura (strategies): Using visual clues to get meaning, 64–65; Using photos, 90–91; Read commentary/life description in personal blog, 288–289 Videohistoria, 29, 53, 77, 103, 127, 151, 175, 201, 225, 251, 275, 301, 325, 349, 377, 403, 429, 453, Auténtico: Integration, 45, 69, 95, 119, 143, 167, 193, 217, 243, 267, 293, 316, 341, 369, 395, 421, 445, 469 |
| RI.9.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | SE/TE: Lectura (strategies): Article, 114–115, 212–213; Personal blog (problem/solution), 288–289; Persuasive Article, 440–441, 464–465 |

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| <p>RI.9.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> | <p>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:</p> <p>SE/TE: Spanish Catholic missions in the Americas, 359 Americans of Spanish or Hispanic descent, 39, 182, 208, 213, 220, 236, 238–239 Indigenous cultures, 65, 88, 236, 337–338, 344, 362, 391, 392, 414 Conexiones: La historia, 131, 358 Conexiones: La geografía, 20 Conexiones: Las ciencias sociales, 283</p> |
| Range of Reading and Level of Text Complexity | |
| <p>RI.9.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>SE/TE: Lectura, 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213, 238–239, 262–263, 288–289, 288–289, 336–337, 364–365, 390–391, 416–417, 440–441, 464–465</p> |
| Writing Standards 6–12 [W] | |
| <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p> | |
| Text Types and Purposes | |
| <p>W.9.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | |
| <p>W.9.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> | <p>SE/TE: Presentación escrita: Researched opinion paper, 165; Review, 26; Promotional flyer, 315; Position paper, 467 Also see: Escribir/Escribir en pareja: Write email about activities you like, agree and disagree, 30; Write your opinion to another student, 279</p> |
| <p>W.9.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> | <p>SE/TE: Presentación escrita: Researched opinion paper, 165; Review, 26; Promotional flyer, 315; Position paper, 467 Also see: Escribir/Escribir en pareja: Write email about activities you like, agree and disagree, 30; Write your opinion to another student, 279</p> |

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| W.9.1.c. Use words, phrases, and clauses 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: Linking words, 438 Presentación escrita: Researched opinion paper, 165; Review, 265; Promotional flyer, 315; Position paper, 467 Also see: Escribir/Escribir en pareja: Write email about activities you like, agree and disagree, 30; Write your opinion to another student, 279 |
| W.9.1.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: Write email of introduction using proper register and style, 67 Also see: Presentación escrita: Researched opinion paper, 165; Review, 265; Promotional flyer, 315; Position paper, 467 |
| W.9.1.e. Provide a concluding statement or section that follows from and supports the argument presented. | SE/TE: Presentación escrita (draft, revise), 165, 265, 315, 467 |
| W.9.2. 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.9.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | SE/TE: Presentación escrita: Email, 67; Description, 117; Invitation, 215; Flyer, 315; Letter, 367; Informative Poster, 419 Escribir/Escribir en pareja: El español en el mundo del trabajo, 63; Write a report of your interview, 229 Investigar, 116, 214, 264, 366, 418 |
| W.9.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | SE/TE: Investigar, 116, 214, 264, 366, 418 Presentación escrita: Email, 67; Description, 117; Invitation, 215; Flyer, 315; Letter, 367; Informative Poster, 419 |
| W.9.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | SE/TE: Linking words, 438 Presentación escrita: Email, 67; Description, 117; Invitation, 215; Flyer, 315; Letter, 367; Informative Poster, 419 |
| W.9.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. | SE/TE: Presentación escrita: Email, 67; Description, 117; Invitation, 215; Flyer, 315; Letter, 367; Informative Poster, 419 |
| W.9.2.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: Write email of introduction using proper register and style, 67 Write an invitation to a friend, 215 Restaurant Review, 265 |

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| W.9.2.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 (draft, revise), 67, 117, 315, 367, 419 |
| W.9.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | |
| W.9.3.a. Engage and orient the reader by setting out a problem, situation, or observation, 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: For supporting content please see: Presentación escrita: Write a descriptive letter, 367 Escribir/Escribir en pareja: Escribir (write a poem about yourself), 59; Ask and answer questions about everyday life, 229; Describe your activities, 355 |
| W.9.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | SE/TE: For supporting content please see: Presentación escrita: Write a descriptive letter, 367 Escribir/Escribir en pareja: Escribir (write a poem about yourself), 59; Ask and answer questions about everyday life, 229; Describe your activities, 355 |
| W.9.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | SE/TE: For supporting content please see: Presentación escrita: Write a descriptive letter, 367 Escribir/Escribir en pareja: Escribir (write a poem about yourself), 59; Ask and answer questions about everyday life, 229; Describe your activities, 355 |
| W.9.3.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: For supporting content please see: Presentación escrita: Write a descriptive letter, 367 Escribir/Escribir en pareja: Escribir (write a poem about yourself), 59; Ask and answer questions about everyday life, 229; Describe your activities, 355 |
| W.9.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | SE/TE: For supporting content please see: Presentación escrita: Write a descriptive letter, 367 Escribir/Escribir en pareja: Escribir (write a poem about yourself), 59; Ask and answer questions about everyday life, 229; Describe your activities, 355 |

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| Production and Distribution of Writing | |
| W.9.4. 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), 67, 117, 165, 215, 265, 315, 367, 419, 467 Escribir/Escribir en pareja (examples), 30, 59, 63, 87, 229, 279, 355 |
| W.9.5. 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 9–10 on page 94.) | SE/TE: Presentación escrita (prewrite, draft, revise, publish, evaluate), 67, 117, 165, 215, 265, 315, 367, 419, 467 |
| Production and Distribution of Writing | |
| W.9.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | SE/TE: Presentación oral: Creating visuals, 43; Present photos, 241; Using charts, 443 Presentación escrita: Sketch a map, 117; Promotional flyer, 315 (key questions); Informative poster, 419 TE Only: Project-Based Learning: Video script weather forecast, xxxii–b; Digital photo album, 24–b; Create school web page, 72–b; Create web page for health resort, 122–b; Weekend guide, 170–b; Digital three–generation family tree, 220–b; Create a plan for your dream house, 270–b; Online clothing catalogue, 320–b; Illustrated journal or blog about a vacation, 372–b |
| Research to Build and Present Knowledge | |
| W.9.7. 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: Perspectivas del mundo hispano: Investigar, 116, 214, 264, 366, 418 Presentación escrita: Research, state opinion about leading healthier life, 165 (gathering information) |
| W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | SE/TE: Presentación escrita: Research (gathering information), 165 Presentación escrita: Research, state opinion about leading healthier life, 165 (gathering information) |

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| W.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | SE/TE: Lectura: ¿Comprendes? 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213, 238–239, 262–263, 288–289, 336–337, 364–365, 390–391, 416–417, 440–441, 464–465 La cultura en vivo (rimas infantiles), 190 Lectura, 312–313 |
| W.9.7.a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). | SE/TE: La cultura en vivo (rimas infantiles), 190 Lectura, 312–313 |
| W.9.7.b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | SE/TE: Lectura: ¿Comprendes? 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213, 238–239, 262–263, 288–289, 336–337, 364–365, 390–391, 416–417, 440–441, 464–465 |
| Range of Writing | |
| W.9.10. 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, 67, 117, 165, 215, 265, 315, 367, 419, 467 |
| Speaking and Listening Standards 6–12 [SL] | |
| The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. | |
| Comprehension and Collaboration | |
| SL.9.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. | |
| SL.9.1.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), 111, 182, 277, 333, 335, 355, 362, 409, 439 Hablar en pareja (examples), 3, 21, 30, 105, 154, 227, 257, 261, 282, 304, 227, 350, 382 |
| SL.9.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. | SE/TE: Juego, 9, 13, 85, 105, 109, 209, 234, 254, 287, 355, 386, 388, 411, 414, 438 TE Only: Game, xxxii–a, 24–a, 72–a, 122–a, 170–a, 220–a, 270–a, 320–a, 372–a, 424–b |

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| SL.9.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | SE/TE: Hablar en pareja (interview), 87 Presentación oral: Role play telephone conversation, 141 Present role play about new student at school, 191 Role play dialogue in clothing store, 339 Tell a friend about a vacation you took, 393 Escribir/Escribir en pareja: Compare activities with a partner, 87; Ask and answer questions about everyday life, 229; Write a report of your interview, 229 |
| SL.9.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | SE/TE: Escuchar (listen for what people like and don't like), 27 Presentación oral: Share opinion, 93 Describe a room/express an opinion, 291 Role play dialogue in clothing store, 339 Hablar en grupo (examples), 111, 182, 277, 333, 335, 355, 362, 409, 439 Hablar en pareja (examples), 3, 21, 30, 105, 154, 227, 257, 261, 282, 304, 227, 350, 382 |
| SL.9.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | SE/TE: Videohistoria, 29, 53, 77, 103, 127, 151, 175, 201, 225, 251, 275, 301, 325, 349, 377, 403, 429, 453, Auténtico: Integration, 45, 69, 95, 119, 143, 167, 193, 217, 243, 267, 293, 316, 341, 369, 395, 421, 445, 469 |
| SL.9.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | SE/TE: Auténtico: Después de ler, 45, 69, 95, 119, 143, 167, 193, 217, 243, 267, 293, 316, 341, 369, 395, 421, 445, 469 Presentación oral: Evaluation, 43, 93, 291, 443 |
| Presentation of Knowledge and Ideas | |
| SL.9.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | SE/TE: Presentación oral, 43, 93, 141, 191, 241, 291, 339, 393, 443 TE Only: Project-Based Learning, xxvii-b, 24-b, 48-b, 72-b, 98-b, 122-b, 146-b, 170-b, 196-b, 220-b, 246-b, 270-b, 296-b, 320-b, 344-b, 372-b, 398-b, 424-b, 448-b |
| SL.9.5. 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 oral: Creating visuals, 43; Present photos, 241; Using charts, 443 Presentación escrita: Sketch a map, 117; Promotional flyer, 315 (key questions); Informative poster, 419 TE Only: Project-Based Learning, xxviii-a-b, 24a-b, 48a-b, 72a-b, 98a-b, 122a-b, 146a-b, 170a-b, 196a-b, 220a-b, 246a-b, 270a-b, 296a-b, 320a-b, 344a-b, 372a-b, 398a-b, 424a-b, 448a-b |

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| SL.9.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 94 for specific expectations.) | SE/TE: Presentación oral, 43, 93, 141, 191, 241, 291, 339, 393, 443 Hablar en pareja (examples), 3, 21, 30, 105, 154, 227, 257, 261, 282, 304, 227, 350, 382 Hablar en grupo (examples), 111, 182, 277, 333, 335, 355, 362, 409, 439 TE Only: Project-Based Learning, xxviii-a-b, 24a-b, 48a-b, 72a-b, 98a-b, 122a-b, 146a-b, 170a-b, 196a-b, 220a-b, 246a-b, 270a-b, 296a-b, 320a-b, 344a-b, 372a-b, 398a-b, 424a-b, 448a-b |
| Language Standards 6–12 [L] | |
| The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. | |
| Conventions of Standard English | |
| L.9.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.9.1.a. Use parallel structure. | SE/TE: For supporting content please see: Making comparisons, 278–279; Comparative adjectives, 75, 272–273, 278, 294 |
| L.9.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | SE/TE: Using infinitives to form phrases with verbs, 172, 199, 206, 284, 330, 360, 428, 434, 436 Expressions with tener, 149, 150, 222, 228, 251, 323, 400 |
| L.9.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.9.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | SE/TE: For supporting content please see: Compound subject, 82; Linking words, 438; Forming adverbs, 457 |
| L.9.2.b. Use a colon to introduce a list or quotation. | SE/TE: For supporting content please see: Presentación oral: Role play telephone conversation, 141 La cultura en vivo: Rimas infantiles, 190 Write a letter describing a gift, 367 |
| L.9.2.c. Spell correctly. | SE/TE: Repaso del capítulo: Vocabulario, 46, 70, 96, 120, 144, 168, 194, 218, 244, 268, 294, 318, 342, 370, 396, 422, 446, 470 Presentación escrita, 67, 117, 165, 215, 265, 315, 367, 419, 467 Escribir/Escribir en pareja (examples), 30, 59, 63, 87, 229, 279, 355 |

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|---|--|
| Knowledge of Language | |
| L.9.3. 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.9.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. | SE/TE: Presentación escrita (prewrite, draft, revise, publish, evaluate), 67, 117, 165, 215, 265, 315, 367, 419, 467 Gramática, 32–39, 55–63, 82–89, 107–113, 132–137, 156–161, 180–187, 206–213, 228–237, 256–261, 278–287, 305–311, 330–335, 354–363, 383–389, 408–415, 434–439, 458–463 |
| Vocabulary Acquisition and Use | |
| L.9.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. | |
| L.9.4.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: Vocabulario en contexto, 26–28, 50–52, 74–76, 100–102, 124–126, 148–150, 172–174, 198–200, 222–224, 248–250, 272–274, 298–300, 322–324, 346–348, 374–376, 400–402, 426–428, 450–452 Lectura (strategies): Using visual clues to get meaning, 64–65; Using context clues, 390–391 |
| L.9.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | SE/TE: Exploración del lenguaje: Root forms from Latin, English, and Spanish, 81; Adjectives endings, 255; Using root words, 287; Word endings, 307, 353, 389, 406; Forming adverbs, 457 |
| L.9.4.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, or its etymology. | 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. SE/TE: Vocabulario en contexto (examples), 26–28, 50–52, 148–150, 172–174, 198–200, 322–324, 346–348, 374–376, 400–402, 426–428, 450–452 Vocabulario en uso (examples), 30–31, 54, 176–179, 226–227, 252–255, 350–353, 454–455 Repaso del capítulo: Vocabulario, 46, 70, 96, 120, 144, 168, 194, 218, 244, 268, 294, 318, 342, 370, 396, 422, 446, 470 Auténtico: Read This Key Vocabulary, 44, 68, 94, 118, 142, 166, 192, 216, 242, 266, 292, 316, 340, 368, 394, 420, 444, 468 Spanish-English Glossary, 484–495 English-Spanish Glossary, 496–507 |

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|---|---|
| L.9.4.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). | SE/TE: Spanish-English Glossary, 484–495 English-Spanish Glossary, 496–507 Vocabulario en contexto, 26–28, 50–52, 74–76, 100–102, 124–126, 148–150, 172–174, 198–200, 222–224, 248–250, 272–274, 298–300, 322–324, 346–348, 374–376, 400–402, 426–428, 450–452 |
| L.9.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| L.9.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | SE/TE: For supporting content please see: Greetings and conversational phrases, 1, 2–4, 49, 50, 483 Weather expressions, 18 Proverbs, rhymes, songs, and tongue twisters, 39, 89, 92, 136, 155, 183, 190, 210, 236, 257, 277, 285, 310, 329, 357, 380, 387 Expressions, 66 Spanish words borrowed from English, 205 |
| L.9.5.b. Analyze nuances in the meaning of words with similar denotations. | SE/TE: Me gustan, me encantan, 135–137 Making Comparisons, 278–279 Gustar and similar verbs, 436–439 Saber and conocer, 460–463 |
| L.9.6. 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: Read This Key Vocabulary, 44, 68, 94, 118, 142, 166, 192, 216, 242, 266, 292, 316, 340, 368, 394, 420, 444, 468 Vocabulario en contexto, 26–28, 50–52, 74–76, 100–102, 124–126, 148–150, 172–174, 198–200, 222–224, 248–250, 272–274, 298–300, 322–324, 346–348, 374–376, 400–402, 426–428, 450–452 Conexiones: La geografía, 20 Conexiones: La música, 35 Conexiones: Las matemáticas, 88, 109, 157, 179, 211, 311, 334, 407, 433 Conexiones: La historia, 131, 358 Conexiones: El arte, 231 Conexiones: Las ciencia sociales, 283 |

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