

A Correlation of



©2018

To the

**New Jersey World Language Indicators
Intermediate-Low, Intermediate-Mid**



A Correlation of *Auténtico* Level 3, ©2018 to the New Jersey World Languages Indicators, Intermediate Low, Intermediate Mid

Introduction

This document demonstrates how *Auténtico, Level 3*, ©2018 meets New Jersey's World Languages Indicators. 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.

**A Correlation of Auténtico Level 3, ©2018 to the
New Jersey World Languages Indicators, Intermediate Low, Intermediate Mid**

New Jersey World Languages Indicators, Intermediate Low	Auténtico Level 3 ©2018
<p>World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>	
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>SE/TE: 54-57, 102-105, 150-153, 198-201, 246-249, 294-297, 342-345, 390-393, 438-441, 486-489</p>
<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p>SE/TE: 150-153 TE Only: 256-a, 448-a</p>
<p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p>	<p>SE/TE: 14, 51, 99, 147, 243, 291, 339, 387, 483 TE Only: 177</p>
<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p>	<p>SE/TE: 48, 98, 146, 147, 194, 241, 242, 337, 422, 434</p>
<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p>SE/TE: 29, 75, 127, 176, 223, 275, 322, 329, 351, 425</p>
<p>7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p>	

**A Correlation of Auténtico Level 3, ©2018 to the
New Jersey World Languages Indicators, Intermediate Low, Intermediate Mid**

New Jersey World Languages Indicators, Intermediate Low	Auténtico Level 3 ©2018
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.	SE/TE: 198-201, 246-249, 294-297, 390-393, 438-441
7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.	SE/TE: 7, 93, 142, 189, 329, 353, 377
Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).	
7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.	SE/TE: 190, 242, 436-437 TE Only: 13, 90, 147, 204, 291
7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	SE/TE: 147 TE Only: 125, 127
7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	SE/TE: 14, 51, 99, 147, 243, 291, 339, 387, 435, 483
7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	SE/TE: 2, 29, 143, 159, 171, 176, 221, 412, 447, 460
7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	SE/TE: 29, 34, 75, 77, 128, 172, 176, 364, 369, 375
Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.	
7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	TE Only: xxxiv-b, 16-b, 112-b, 160-b, 208-b, 256-b, 352-b, 400-b, 448-b

**A Correlation of Auténtico Level 3, ©2018 to the
New Jersey World Languages Indicators, Intermediate Low, Intermediate Mid**

New Jersey World Languages Indicators, Intermediate Low	Auténtico Level 3 ©2018
7.1.I.L.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	SE/TE: 91 TE Only: 25, 84, 108, 130, 184, 244, 285, 296, 342
7.1.I.L.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.	SE/TE: 52-53, 91, 100-101, 146, 148-149, 193, 197-198, 292-293, 388-389, 481
7.1.I.L.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	SE/TE: 57, 192-193, 351, 441, 481
7.1.I.L.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.	SE/TE: 48-49, 75, 86-87, 93, 144-145, 323, 330, 376, 384-385, 432-433
7.1.I.L.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.	SE/TE: 45, 137, 241, 244-245, 255, 334, 379, 431 TE Only: 220

**A Correlation of Auténtico Level 3, © 2018 to the
New Jersey World Languages Indicators, Intermediate Mid**

New Jersey World Languages Indicators, Intermediate Mid	Auténtico Level 3 ©2018
<p>World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>	
<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p>	<p>SE/TE: 49, 102-105, 144-145, 242, 246-249, 288-289, 336-337, 338, 386, 441</p>
<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>	<p>SE/TE: 150-153 TE Only: 256-a, 448-a</p>
<p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>	<p>SE/TE: 14, 51, 99, 147, 243, 291, 339, 387, 483 TE Only: 177</p>
<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<p>SE/TE: 54-57, 102-105, 150-153, 198-201, 294-297, 342-345, 486-489</p>
<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	<p>SE/TE: 11, 75, 127, 179, 224, 272, 364, 412, 465</p>
<p>7.1.IM.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p>	

**A Correlation of Auténtico Level 3, © 2018 to the
New Jersey World Languages Indicators, Intermediate Mid**

New Jersey World Languages Indicators, Intermediate Mid	Auténtico Level 3 ©2018
7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.	SE/TE: 198-201, 246-249, 294-297, 438-441
7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	SE/TE: 74, 123, 171, 221, 269, 317, 363, 415
Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).	
7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.	SE/TE: 190, 242, 436-437 TE Only: 13, 90, 147, 204, 291
7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.	SE/TE: 147 TE Only: 125, 127
7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	SE/TE: 14, 51, 99, 147, 243, 291, 339, 387, 435, 483
7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.	SE/TE: 2, 29, 143, 159, 171, 176, 221, 412, 447, 460
7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	SE/TE: 29, 34, 75, 77, 128, 172, 176, 364, 369, 375

**A Correlation of Auténtico Level 3, © 2018 to the
New Jersey World Languages Indicators, Intermediate Mid**

New Jersey World Languages Indicators, Intermediate Mid	Auténtico Level 3 ©2018
Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.	
7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	TE Only: 16-b, 112-b, 160-b, 208-b, 256-b, 353-b, 400-b, 448-b
7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	SE/TE: 91 TE Only: 25, 84, 170, 244, 296, 300, 342, 386, 396
7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	SE/TE: 52-53, 100-101, 146, 148-149, 193, 197-198, 241, 292-293, 388-389, 481
7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.	SE/TE: 48-49, 54-57, 96-97, 98, 144-145, 192-193, 198-201, 336-337, 342-345, 480-481
7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.	SE/TE: 48-49, 96-97, 144-145, 192-193, 242, 290, 336-337, 386, 438-441, 480-481