

A Correlation of  
**Auténtico, Level A**  
©2018



to the  
**World Language Standards of Learning  
for Virginia Public Schools 2021  
Level 1**

# A Correlation of *Auténtico*, Level A, to the World Language Standards of Learning for Virginia Public Schools 2021, Level 1

## Introduction

This document demonstrates how *Auténtico Level A*, ©2018 meets the World Language Standards of Learning for Virginia Public Schools 2021, Level 1. 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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World Language Standards of Learning for Virginia Public Schools 2021 Level 1	Auténtico Level A
<b>Intercultural Communication</b>	
<b>Benchmarks</b>	
<ul style="list-style-type: none"> <li>● Identify typical products and practices to help make connections to and understand perspectives in native and other cultures using the target language.</li> <li>● Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.</li> </ul>	
<b>Standards</b>	
The standards for Intercultural Communication are interwoven with the Interpretive, Interpersonal, and Presentational Communication Standards.	
<b>Interpretive Communication</b>	
<b>Benchmarks</b>	
<ul style="list-style-type: none"> <li>● Comprehend spoken, written, or signed information in very familiar, everyday contexts from authentic texts presented through a variety of media and based on familiar topics.</li> <li>● Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations.</li> </ul>	
<b>Goals</b>	
<b>Novice Low:</b> Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	
<b>Standard 1:</b> Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)	
1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures	<b>SE/TE:</b> 34, 35, 42, 44–45, 65, 109, 134, 140, 142–143, 156, 193
Standard 1 Progress Indicators for Modern World Languages	
1.1.NL Identify a few very familiar products and practices in native and other cultures, such as greetings and how people greet others; clothing and how people dress; holidays and celebrations; school supplies and school schedules	
<b>Standard 2:</b> Compare Intercultural Behaviors	
2.NL Recognize a few very simple behaviors in other cultures.	<b>SE/TE:</b> 2, 3, 5, 47, 52, 106, 141 <b>TE Only:</b> 37

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<b>Standard 3:</b> Comprehend Authentic Texts that are Spoken, Written, or Signed	
3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations	<b>SE/TE:</b> 6, 8, 9, 10, 12, 14, 18, 19, 23, 27, 40–41, 42, 59, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213
Standard 3 Progress Indicators for Modern World Languages	
<b>3.1 Comprehend Informational Media or Content</b>	
3.1.NL.a Recognize a few individual words in a recorded media or public announcement.	
3.1.NL.b Recognize a few individual words in texts such as school schedules, menus, or headlines.	
<b>3.2 Comprehend Fictional Media or Content</b>	
3.2.NL.a Recognize common opening and closing words in oral or video storytelling.	
3.2.NL.b Recognize characters' names or a few words in texts such as a fairy tale or movie poster.	
<b>3.3 Follow Instructions</b>	
3.3NL.a Follow simple directions for classroom tasks or routines.	
3.3NL.b Follow familiar instructions for routines such as posted directions in the classroom.	
<b>3.4 Comprehend Conversations that are Overheard, Observed, or Written</b>	
3.4.NL.a Recognize very basic information or questions from overheard or observed conversations, such as greetings, introductions, name, title, or age.	
3.4.NL.b Recognize question words in texts such as a text message or email.	
<b>Interpersonal Communication</b>	
<b>Benchmarks</b>	
<ul style="list-style-type: none"> <li>● Communicate in spontaneous spoken, written, or signed conversations on very familiar, everyday topics.</li> <li>● Request and provide information using a variety of practiced or familiar words, phrases, simple sentences, and questions.</li> </ul>	
<b>Goals</b>	
<ul style="list-style-type: none"> <li>• <b>Novice Low:</b> Communicate with others by answering a few practiced questions using words and phrases and with the help of visuals or gestures.</li> </ul>	
<b>Standard 4:</b> Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)	
4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	<b>SE/TE:</b> 34, 35, 42, 44–45, 65, 109, 134, 140, 142–143, 156, 193
Standard 4 Progress Indicators for Modern World Languages	
4.1.NL Answer a few simple oral or signed questions about very familiar products and practices in native and other cultures, such as flags and flag design; days of the week and telling the date.	
4.2.NL Answer a few simple written questions about very familiar products and practices in native and other cultures, such as months and calendars; types of pets and popular pet names.	

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<b>World Language Standards of Learning for Virginia Public Schools 2021 Level 1</b>	<b>Auténtico Level A</b>
<b>Standard 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)</b>	
5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.	<b>SE/TE:</b> 2, 3, 4, 5, 7, 13, 43, 30, 33, 37, 47, 57, 58, 80, 87, 131
Standard 5 Progress Indicators for Modern World Languages	
5.1.NL Imitate culturally appropriate behavior at a festival or holiday celebration.	
5.2.NL Use culturally appropriate greetings or abbreviations in brief written communications, such as a text message.	
<b>Standard 6: Exchange Information and Ideas</b>	
6.NL Provide basic oral or signed information on very familiar topics.	<b>SE/TE:</b> 30, 31, 33, 37, 43, 47, 73, 93, 141, 191, 195
Standard 6 Progress Indicators for Modern World Languages	
6.1.NL Respond when asked the price of a lunch item.	
6.2.NL Exchange simple personal or very familiar written information, such as telling what time lunch is in response to a new student’s text; responding to personal questions such as name, age, or birthdate in an online forum; filling out a form to provide a class schedule.	
<b>Standard 7: Meet Personal Needs or Address Situations</b>	
7.NL Express a few basic personal needs in very familiar situations.	<b>SE/TE:</b> 6, 105, 106, 109, 111
Standard 7 Progress Indicators for Modern World Languages	
7.1.NL Volunteer when the teacher asks for help in the classroom.	
7.2.NL Introduce self on an online site.	
<b>Standard 8: Express, React to and Support Preferences, Opinions, or Viewpoints</b>	
8.NL Express a few basic preferences or feelings.	<b>SE/TE:</b> 30, 31, 43, 67, 93, 136, 141, 153 <b>TE Only:</b> 66, 164
Standard 8 Progress Indicators for Modern World Languages	
8.1.NL Tell a favorite type of animal or pet.	
8.2.NL Choose preference for clothing brands on an online survey.	

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World Language Standards of Learning for Virginia Public Schools 2021 Level 1	Auténtico Level A
<b>Presentational Communication</b>	
<b>Benchmarks</b>	
<ul style="list-style-type: none"> <li>● Present prepared or spontaneous information on very familiar, everyday topics through written, spoken, or signed language.</li> <li>● Inform, narrate, and express preferences and opinions using a variety of practiced or familiar words, phrases, simple sentences, and questions.</li> </ul>	
<b>Goals</b>	
Present information using practiced or familiar words and phrases with the help of gestures or visuals.	
<b>Standard 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)</b>	
9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	<b>SE/TE:</b> 34, 35, 42, 44–45, 65, 109, 134, 140, 142–143, 156, 193
Standard 9 Progress Indicators for Modern World Languages	
9.1.NL Name very familiar products and practices in native and other cultures, such as foods and portion size; sports and pastimes; titles of address and formal vs informal contexts.	
9.2.NL List very familiar products and practices in native and other cultures, such as formal and informal titles; school supplies; and back-to-school events.	
<b>Standard 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)</b>	
10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.	<b>SE/TE:</b> 16, 35, 156, 190, 205 <b>TE Only:</b> 24a, 48a, 72a, 98a, 122a, 146a, 170a, 196 <sup>a</sup>
Standard 10 Progress Indicators for Modern World Languages	
10.1.NL Approximate culturally appropriate language and rehearsed or imitated behavior.	
10.2.NL Use culturally appropriate punctuation when writing time, date, address, phone number, or price in an online questionnaire.	
<b>Standard 11: Inform, Describe, Explain, or Provide Instructions</b>	
11.NL Name very familiar people, places, and objects.	<b>SE/TE:</b> 5, 29, 53, 77, 124–125, 151
Standard 11 Progress Indicators for Modern World Languages	
11.1.NL Give simple information in list form, such as people in the family, items needed for school, or favorite foods.	
11.2.NL Write a simple shopping list for school supplies, food, or clothes.	

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<b>Standard 12: Narrate About Life, Events, or Experiences</b>	
12.NL Provide very basic details about self.	<b>SE/TE:</b> 3, 5, 30, 33, 43, 63, 67, 117, 141, 191, 215
Standard 12 Progress Indicators for Modern World Languages	
12.1.NL Introduce oneself and share basic personal information, such as age, phone number, and email address.	
12.2.NL Complete an emergency contact form to include personal information such as name, email address, and list of emergency contacts.	
<b>Standard 13: Support Preferences, Opinions, or Viewpoints</b>	
13.NL Express likes and dislikes about very familiar topics from native and other cultures.	<b>SE/TE:</b> 30, 31, 43, 67, 93, 141
Standard 13 Progress Indicators for Modern World Languages	
13.1.NL Tell likes and dislikes such as clothing colors, music, or menu items.	
13.2.NL List favorite technology devices and personal items in a classroom survey.	
<b>COMMUNICATIVE LITERACY</b>	
<b>BENCHMARKS</b>	
<ul style="list-style-type: none"> <li>● Use literacy skills to comprehend authentic texts that are spoken, written, or signed.</li> <li>● Use interpersonal skills to interact, negotiate meaning, and communicate effectively.</li> <li>● Use presentational skills to communicate effectively.</li> </ul>	
<b>GOALS</b>	
<ul style="list-style-type: none"> <li>● Use literacy skills to make meaning from authentic texts that are spoken, written, or signed.</li> <li>● Use interpersonal skills to interact, negotiate meaning, and communicate effectively.</li> <li>● Use presentational skills to communicate effectively.</li> </ul>	
<b>Standard 14: Develop Interpretive Literacy</b>	
<b>14.1 Infer Meaning and Nuances of Texts</b>	
14.1.NL Recognize cognates and familiar or practiced words, as well as non-alphabetic characters, accents or tone marks.	<b>SE/TE:</b> 13, 34, 35, 39, 57, 61, 89, 113, 160, 166, 183, 205, 210, 212, 216, 236, 257, 286, 380, 416, 462; also see: 26–28, 50–52, 74–76, 100–102, 124–126, 148–150, 172–174, 198–200
<b>14.2 Recognize and Use Organizational Features of Texts</b>	
14.2.NL Recognize visual, aural, and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines, or titles.	<b>SE/TE:</b> 43, 55, 187, 211 <b>TE Only:</b> 24–b

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<b>14.3 Apply Self-Questioning Skills</b>	
14.3.NL Use literal or factual self-questioning before, during, and after engaging with texts, such as “Who, where, when, what, or how many?”	<b>SE/TE:</b> 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213
<b>14.4 Make Text Connections</b>	
14.4.NL Make personal connections to a text using prior knowledge or experiences.	<b>SE/TE:</b> 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213
<b>14.5 Select, Use and Cite Resources</b>	
14.5.NL Use digital and cultural resources appropriately.	<b>SE/TE:</b> 116, 214 <b>TE Only:</b> xxxii a–b, 19, 20, 24 a–b, 72 a–b, 122 a–b, 170 a–b
<b>Standard 15: Develop Interpersonal Literacy</b>	
<b>15.1 Communicate, React, and Show Interest</b>	
15.1.NL Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react, and show interest.	<b>SE/TE:</b> 32–39, 55–63, 82–89, 107–113, 132–137, 156–161, 180–187, 206–213
<b>15.2 Continue and Extend Conversations</b>	
15.2.NL Use a few very simple verbal or nonverbal interjections, rejoinders, or requests for clarification.	<b>SE/TE:</b> 57, 79, 106, 141, 153, 186 <b>TE Only:</b> 87
<b>15.3 Increase Comprehensibility and Clarity of Expression</b>	
15.3.NL Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, or awareness of pronunciation.	<b>SE/TE:</b> 2, 5, 10, 47, 52, 75, 106, 141, 149, 173, 223, 229, 245, 333, 442, 447, 467
<b>15.4 Infer Meaning of Unfamiliar Language</b>	
15.4.NL Infer meaning of unfamiliar language from gestures, facial and body expressions, or context clues during simple interactions.	<b>SE/TE:</b> 8, 12, 14, 15, 18, 20, 23, 35, 38, 41, 59, 64–65, 78, 109, 114–115, 121
<b>15.5 Select, Use and Cite Resources</b>	
15.5.NL Use digital and cultural resources appropriately.	<b>SE/TE:</b> 116, 214 <b>TE Only:</b> xxxii a–b, 19, 20, 24 a–b, 72 a–b, 122 a–b, 170 a–b

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<b>Standard 16:</b> Develop Presentational Literacy	
<b>16.1</b> Choose Relevant, Authentic Content and Concepts	
16.1.NL Use authentic resources and familiar vocabulary and structures that are relevant to the topic.	<b>SE/TE:</b> 16, 41, 111, 178 <b>TE Only:</b> xxxii a–b, 19, 20, 24 a–b, 72 a–b, 122 a–b, 170 a–b
<b>16.2</b> Organize Information	
16.2.NL Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience.	<b>SE/TE:</b> 43, 67, 93, 117, 141, 215 <b>TE Only:</b> xxxii b, 19, 20, 24b, 72b, 122b, 170b
<b>16.3</b> Increase Comprehensibility and Clarity of Expression	
16.3.NL Communicate with emerging awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, hand shapes, non-manual markers, or signing parameters to increase comprehensibility.	<b>SE/TE:</b> 5, 13, 39, 47, 61, 67, 82, 85, 89, 106, 113, 141, 183, 210
<b>16.4</b> Maintain and Increase Audience Interest	
16.4.NL Maintain audience interest via gestures, creativity, emotion, technology, or visuals.	<b>SE/TE:</b> 116, 214 <b>TE Only:</b> xxxii a–b, 19, 20, 24 a–b, 72 a–b, 122 a–b, 170 a–b
<b>16.5</b> Select, Use and Cite Resources	
16.5.NL Use digital and cultural resources appropriately.	<b>SE/TE:</b> 90–91, 114–115, 116, 138–139, 162–163, 166–167, 212–213, 214, 216–217 <b>TE Only:</b> xxxii a–b, 19, 20, 24 a–b, 72 a–b, 122 a–b, 170 a–b

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