

A Correlation of
Auténtico, Level B
©2018



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

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Introduction

This document demonstrates how *Auténtico Level B*, ©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 B
INTERCULTURAL COMMUNICATION	
Benchmarks	
<ul style="list-style-type: none"> ● Identify typical products and practices to help make connections to and understand perspectives in native and other cultures using the target language. ● Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors. 	
Standards	
The standards for Intercultural Communication are interwoven with the Interpretive, Interpersonal, and Presentational Communication Standards.	
INTERPRETIVE COMMUNICATION	
Benchmarks	
<ul style="list-style-type: none"> ● 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. ● Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations. 	
Goals	
Novice Mid: Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	
Standard 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)	
1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives	SE/TE: 231, 240, 246, 270, 292–293, 312, 338, 350, 369
Progress Indicators for Modern World Languages	
1.1.NM Identify similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as decorations, how people celebrate, and reasons for celebrations; types of houses, dining habits and size of rooms; food, mealtimes, and the importance of dining together; clothing, leisure activities, and appropriate dress	
Standard 2: Compare Intercultural Behaviors	
2.NM Identify familiar or everyday behaviors in other cultures.	SE/TE: 229, 245, 333, 442, 447, 467

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Standard 3: Comprehend Authentic Texts that are Spoken, Written, or Signed	
3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.	SE/TE: 238–239, 262–263, 288–289, 312–313, 336–337, 364–365, 390–391, 416–417, 440–441, 464–465
Standard 3 Progress Indicators for Modern World Languages	
3.1 Comprehend Informational Media or Content	
3.1.NM.a Recognize repeated words, tagline, or short quotes from sources such as commercials, travel ad, or movie trailers.	
3.1.NM.b Recognize items in texts such as a shopping list, food label categories, or information from a weather forecast with symbols.	
3.2 Comprehend Fictional Media or Content	
3.2.NM.a Identify simple phrases describing physical or personality traits such as of a cartoon or movie character.	
3.2.NM.b Recognize simple facts or phrases from captions in texts such as an illustrated book or a character description.	
3.3 Follow Instructions	
3.3NM.a Follow two-step directions such as to pack a suitcase or fill in a graphic organizer.	
3.3NM.b Follow simple, familiar guides such as a printed schedule or simple website recipe.	
3.4 Comprehend Conversations that are Overheard, Observed, or Written	
3.4.NM.a Recognize basic information and questions from overheard or observed conversations, such as phone number, residence, family members, and occupation.	
3.4.NM.b Recognize common abbreviations in texts such as a social media thread.	
INTERPERSONAL COMMUNICATION	
Benchmarks	
<ul style="list-style-type: none"> ● Communicate in spontaneous spoken, written, or signed conversations on very familiar, everyday topics. ● Request and provide information using a variety of practiced or familiar words, phrases, simple sentences, and questions. 	
GOALS	
<ul style="list-style-type: none"> • Novice Mid: Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences. 	

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Standard 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)	
4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.	SE/TE: 231, 240, 246, 270, 292–293, 312, 338, 350, 369
Standard 4 Progress Indicators for Modern World Languages	
4.1.NM Ask and answer a few simple oral or signed questions about typical products and practices to help understand perspectives in native and other cultures, such as invitations, special occasions, and reasons for celebrations; rooms in a house, house design, and what makes a house a home.	
4.2.NM Ask and answer a few simple written questions about typical products and practices to help understand perspectives in native and other cultures, such as artists, art styles, and art appreciation; school subjects, required tests, and teen attitudes toward testing.	
Standard 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)	
5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	SE/TE: 228, 234, 237, 254, 260, 285, 304, 327, 351, 386, 432
Standard 5 Progress Indicators for Modern World Languages	
5.1.NM Use rehearsed culturally appropriate behavior when purchasing an item.	
5.2.NM Use culturally appropriate word order and punctuation when exchanging written information, such as time, date, phone number or price.	
Standard 6: Exchange Information and Ideas	
6.NM Request and share simple oral or signed information on familiar or everyday topics.	SE/TE: 241, 291, 339, 393, 443
Standard 6 Progress Indicators for Modern World Languages	
6.1.NM Ask and answer simple questions about the weather when deciding what to wear to an outdoor event.	
6.2.NM Ask and answer written questions about familiar topics, such as giving information about school, food, or hobbies in an online conversation; texting questions and answers about the type of restaurant a group will visit; responding to an e-invitation to ask questions about an event.	

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Standard 7: Meet Personal Needs or Address Situations	
7.NM Express basic needs in familiar or everyday situations.	SE/TE: 305, 306 TE Only: 270–a
Standard 7 Progress Indicators for Modern World Languages 7.1.NM Interact with the waiter to ask for food at a café or restaurant. 7.2.NM Participate in an online exchange to get ready for an upcoming trip.	
Standard 8: Express, React to and Support Preferences, Opinions, or Viewpoints	
8.NM Express basic preferences or feelings and react to those of others.	SE/TE: 241, 339 TE Only: 290
Standard 8 Progress Indicators for Modern World Languages 8.1.NM Ask and answer simple questions with a peer about favorite singers or movies. 8.2.NM Post clothing photos on a social media site and ask advice about which to buy.	
PRESENTATIONAL COMMUNICATION	
BENCHMARKS	
<ul style="list-style-type: none"> • Present prepared or spontaneous information on very familiar, everyday topics through written, spoken, or signed language. • Inform, narrate, and express preferences and opinions using a variety of practiced or familiar words, phrases, simple sentences, and questions. 	
GOALS	
<ul style="list-style-type: none"> • Novice Mid: Present information using a mixture of practiced and familiar words, phrases and simple sentences. 	
Standard 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)	
9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.	SE/TE: 231, 240, 246, 270, 292–293, 312, 338, 350, 369
Standard 9 Progress Indicators for Modern World Languages 9.1.NM Identify typical products and practices to help understand perspectives in native and other cultures, such as invitations, special occasions, and rites of passage; typical games, clothing, and popular accessories. 9.2.NM Identify typical products and practices to help understand perspectives in native and other cultures, such as musical genres, instruments, and popular types of performers; school subjects, telling time, and the importance of grades.	
Standard 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)	

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10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.	SE/TE: 238–239, 290, 337, 362 TE Only: 220a, 246a, 270a, 296a, 320a, 344a, 372a, 398a, 424a, 448a
Standard 10 Progress Indicators for Modern World Languages	
10.1.NM Replicate culturally appropriate language and rehearsed or imitated behavior.	
10.2.NM Use culturally appropriate basic word order and capitalization in a report on personal preferences.	
Standard 11: Inform, Describe, Explain, or Provide Instructions	
11.NM Give simple information about very familiar topics.	SE/TE: 266–267, 292–293, 301, 349, 368–369, 374–375, 403
Standard 11 Progress Indicators for Modern World Languages	
11.1.NM Give simple information about classes or teachers when presenting a schedule.	
11.2.NM Create a meme with a simple caption to describe oneself.	
Standard 12: Narrate About Life, Events, or Experiences	
12.NM Provide simple details about self, interests, and activities.	SE/TE: 241, 393, 467 TE Only: 372–b
Standard 12 Progress Indicators for Modern World Languages	
12.1.NM Give simple information about self and surroundings, such as likes and dislikes, personality and physical traits of self and other family members, or current weather.	
12.2.NM Create a Venn diagram comparing physical and personality traits of two friends, family members, or fictional characters.	
Standard 13: Support Preferences, Opinions, or Viewpoints	
13.NM Express likes and dislikes about familiar topics from native and other cultures.	SE/TE: 241, 339
Standard 13 Progress Indicators for Modern World Languages	
13.1.NM Articulate degree of personal preferences such as holidays, foods, or free-time activities.	
13.2.NM Rank favorite and least favorite entertainment options for an online survey.	
COMMUNICATIVE LITERACY	
BENCHMARKS	
<ul style="list-style-type: none"> ● Use literacy skills to comprehend authentic texts that are spoken, written, or signed. ● Use interpersonal skills to interact, negotiate meaning, and communicate effectively. ● Use presentational skills to communicate effectively. 	

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GOALS	
<ul style="list-style-type: none"> ● Use literacy skills to make meaning from authentic texts that are spoken, written, or signed. ● Use interpersonal skills to interact, negotiate meaning, and communicate effectively. ● Use presentational skills to communicate effectively. 	
Standard 14: Develop Interpretive Literacy	
14.1 Infer Meaning and Nuances of Texts	
14.1.NM Recognize cognates and words from context, as well as non-alphabetic characters, accents or tone marks.	SE/TE: 236, 257, 286, 380, 416, 462; also see: 222–224, 248–250, 272–274, 298–300, 322–324, 346–348, 374–376, 400–402, 426–428, 450–452
14.2 Recognize and Use Organizational Features of Texts	
14.2.NM Recognize visual, aural, and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems, or schedules.	SE/TE: 237, 265, 311, 336, 358–359, 390, 407, 416, 463 TE Only: 220–b
14.3 Apply Self-Questioning Skills	
14.3.NM Use literal or factual self-questioning before, during, and after engaging with texts, such as “What time, who is, why, or how?”	SE/TE: 40–41, 64–65, 90–91, 114–115, 138–139, 162–163, 188–189, 212–213, 238–239, 262–263, 288–289, 312–313, 336–337, 364–365, 390–391, 416–417, 440–441, 464–46
14.4 Make Text Connections	
14.4.NM Make personal connections to a text using prior knowledge or experiences.	SE/TE: 238–239, 262–263, 288–289, 312–313, 336–337, 364–365, 390–391, 416–417, 440–441, 464–46
14.5 Select, Use and Cite Resources	
14.5.NM Use digital and cultural resources appropriately.	SE/TE: 236, 287, 335, 389, 439 TE Only: 220 a–b, 270 a–b, 320 a–b, 372 a–b, 424 a–b
Standard 15: Develop Interpersonal Literacy	
15.1 Communicate, React, and Show Interest	
15.1.NM Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react, and show interest.	SE/TE: 228–237, 256–261, 278–287, 305–311, 330–335, 354–363, 383–389, 408–415, 434–439, 458–463

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15.2 Continue and Extend Conversations	
15.2.NM Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives, or transition words.	SE/TE: 234, 254,260, 328, 333, 334, 386, 435, 442 TE Only: 418
15.3 Increase Comprehensibility and Clarity of Expression	
15.3.NM Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution, or awareness of pronunciation, tone, or pitch.	SE/TE: 223, 229, 245, 333, 442, 447, 467
15.4 Infer Meaning of Unfamiliar Language	
15.4.NM Infer meaning of unfamiliar language from gestures, facial and body expressions, or context clues during simple interactions.	SE/TE: 222, 248, 272, 303, 322, 325, 326, 343, 350, 371
15.5 Select, Use and Cite Resources	
15.5.NM Use digital and cultural resources appropriately.	SE/TE: 236, 287, 335, 389, 439 TE Only: 220 a–b, 270 a–b, 320 a–b, 372 a–b, 424 a–b
Standard 16: Develop Presentational Literacy	
16.1 Choose Relevant, Authentic Content and Concepts	
16.1.NM Use authentic resources, and familiar vocabulary and structures that are relevant to the topic.	SE/TE: 255, 310, 353, 431, 467 TE Only: 220 a–b, 270 a–b, 320 a–b, 372 a–b, 424 a–b
16.2 Organize Information	
16.2.NM Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals, or words as needed by the audience.	SE/TE: 241, 291, 315, 367, 393, 419, 443, 467 TE Only: 220b, 270b, 320b, 372b, 424b
16.3 Increase Comprehensibility and Clarity of Expression	
16.3.NM Communicate with awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, non-manual markers, hand shapes, or signing parameters to increase comprehensibility.	SE/TE: 229, 236, 245, 257, 315, 333, 339, 380, 442, 447, 462, 467

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16.4 Maintain and Increase Audience Interest	
16.4.NM Maintain audience interest via content, creativity, emotion, humor, technology, or visuals.	SE/TE: 236, 287, 335, 389, 439 TE Only: 220 a–b, 270 a–b, 320 a–b, 372 a–b, 424 a–b
16.5 Select, Use and Cite Resources	
16.5.NM Use digital and cultural resources appropriately.	SE/TE: 236, 287, 335, 336–337, 389, 416–417, 439, 444–445 TE Only: 220 a–b, 270 a–b, 320 a–b, 372 a–b, 424 a–b

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