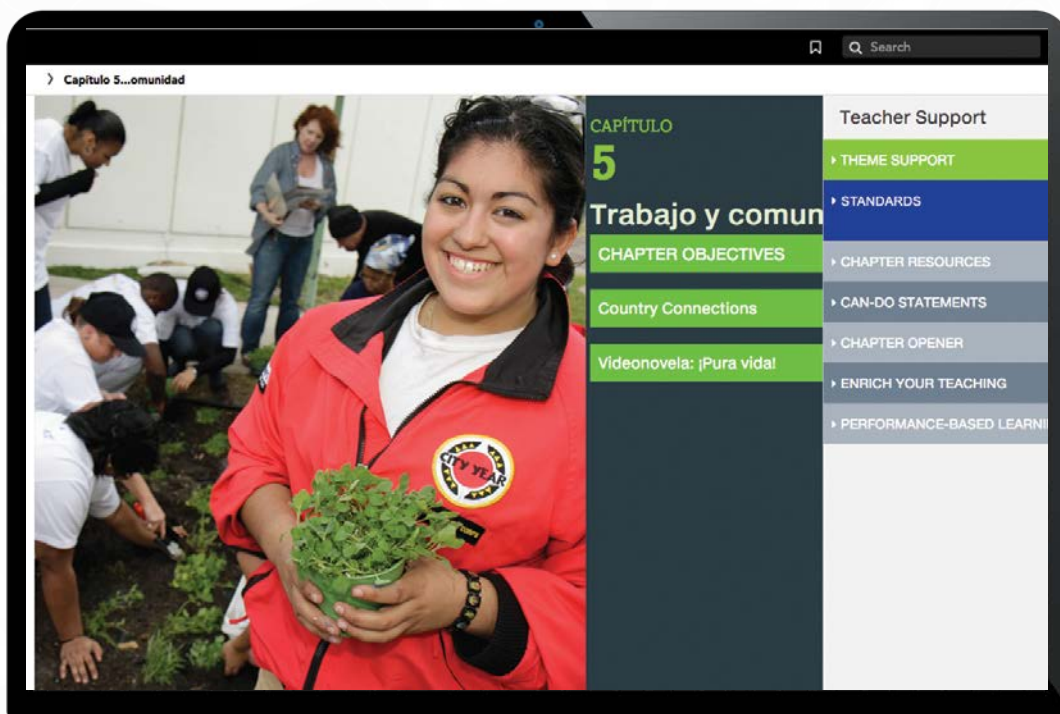


Auténtico

Your path, your world, your way



SAVVAS
realize®

DESIGNED WITH
YOU IN MIND

Meet

SAVVAS realize®

Designed with you in mind.

As a teacher, you have a lot on your plate. You don't need a cumbersome LMS tying up your time and frustrating your students. Enter Savvas Realize®: the most versatile LMS on the market, designed with you in mind, and now made even easier to use. With one login, you can access everything you need — from standards-aligned content and customizable assignments to rich student data and powerful class planning tools. Shared learning playlists make collaborating with other educators a breeze. And a new streamlined dashboard — with quick links and visual displays inspired by our teacher users — provides students, teachers, and district administrators alike, an easy-to-navigate, game-changing platform so that learning can happen anytime, anywhere.



Realize key features:

- Scores travel with students if they transfer to a new class within the school or district, making it easier to pick up where they left off.
- Interactive digital content, videos, animations, games, and adaptive resources make learning experiences engaging and personalized.
- Seamless integrations with more than two dozen major edtech applications offer plug-and-play interoperability with top classroom tools.


Follow these steps to get started:

1. Go to SavvasRealize.com select **Try a free demo**.
2. Enter your information and select your state from the drop-down menu. **Click Create my demo account.**
3. Check your email. Follow the instructions in the email to sign in and complete your registration.
4. Need help? Go to mySavvasTraining.com for additional support.
5. Personalize your experience by selecting grades you teach, courses you want to review, profile icon, and wallpaper.

You now have full access to all digital *Auténtico* content—get ready to be amazed!



Note: If your district has directed you to a central login portal or third-party LMS, please follow those instructions for access.



It Starts with You

A world of engaging educational content and activities awaits.

Sign in

Register today

Try a free demo

Welcome guide

System requirements

Contact Support

Call our support team: 800-848-9500
Training Materials: [MySavvasTraining](#)
Support Articles:
[K12 Curriculum and Assessment Support](#)
[Platform Status Center](#)

To learn more about our products and services visit Savvas.com.

TABLE OF CONTENTS

<p>4 Navigating Realize</p> <p>6 Accessing and Assigning Content</p> <p>8 Teacher Resources</p> <p>10 Introducción</p> <p>12 Vocabulario</p> <p>14 Gramática</p>	<p>16 Aplicación</p> <p>18 Authentic Resources</p> <p>20 Repaso del capítulo</p> <p>22 Assessment</p> <p>24 Mobile App</p> <p>26 Integrations and Support</p>
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TEACHER HOME PAGE

Think of the Realize home page as your control center, where you can access assignments, assessments, and interactive student and teacher editions for one or all of your programs.

Getting Started with Realize




[Watch video >](#)

Navigate Anywhere

From any page, you can use the top menu to return to this **Home** screen; **Browse** all of your programs; access assignments, rosters, and data for your **Classes**; and create custom content in **My Library**.

At-a-Glance Info

Once you have at least one class, a class card will show you key details about recent **assignments**, as well as direct access to that class's **Data** and other important information.

 If you have three or fewer Realize classes, your class cards will be rectangles; if you have four or more, your class cards will be squares.

Google Classroom

An icon clearly identifies classes that have been imported from Google Classroom.

The screenshot shows the Realize Teacher Home Page. At the top, the 'savvas realize' logo is on the left, and a navigation menu with 'Home', 'Browse', 'Classes', and 'My Library' is on the right. The 'Home' menu item is highlighted with a pink box. Below the menu, there are two class cards. The first card, 'Spanish 1: Period 1', has a green header and lists three assignments: 'Vocabulario en contexto: Capítulo 3A' (9/10 Turned In, New Comment, Due Sep), 'Actividad 1: ¿Beber o comer?' (8/10 Turned In, Due Sep), and 'Core Activity: Tus comidas favoritas' (4/10 Turned In, New Comment, Due Sep). The second card, 'Spanish 1: Period 2', has a blue header and lists three assignments: 'Videohistoria: El almuerzo' (7/10 Turned In, New Comment, Due Sep), 'Communication Activity: Actividad 5' (6/10 Turned In, Due Sep), and 'Prueba: Capítulo 3A: Vocabulary Recognition' (2/10 Turned In, New Comment, Due Sep). A pink box highlights the 'Spanish 1: Period 2' card header, and a red box highlights the person icon in the header. A pink line connects the 'Navigate Anywhere' text to the top menu, and another pink line connects the 'At-a-Glance Info' text to the class cards. A red line connects the 'Google Classroom' text to the person icon in the second class card header. At the bottom of the screenshot, the copyright notice reads: 'Copyright © 2022 Savvas Learning Company LLC. or its affiliates. All Rights Reserved. User Ag'.

Important Alerts

Look for notifications, like when custom content has been shared with you by an administrator or fellow teacher.

Find Content

Search for curricular content by keyword.

Get Help

Search for help navigating Realize; find on-demand and live learning opportunities; connect with our Customer Care Center for technical support; and contact a program specialist for curricular support.

The screenshot shows the Realize user interface. At the top, there is a search bar, a notification bell, a help icon, and a user profile for Jennifer. Below this is a 'My Programs' section with a list of 'World Languages Auténtico' levels (Level 1, Level 2, Level 3, Level A, Level B) and a 'View All Programs' link. On the left, there are two navigation panels: one with 'Assignments', 'Students', 'Data', and 'Programs' (highlighted with a pink box), and another with 'Assignments', 'Students', 'Data', and 'Programs'. At the bottom right, there is a chat icon with a red notification bubble (highlighted with a pink box). The SAVVAS logo is at the bottom center.

Access Content

Click on any title in **My Programs** to see the Table of Contents and access resources for that program.

Stay Up-to-Date

Be sure to read any message you see – it's how we share updates on new features, tips for using Realize, and other helpful information.

PROGRAM DASHBOARD

Once you've selected the program you want to explore, you can find award-winning Savvas content in several ways.

Browse Content

The **Table of Contents** aligns directly with your Savvas textbook. You can also view helpful "Getting Started" documents and videos.

Flexible Learning

Switch the "Distance Learning Resources" toggle to view resources curated for use in either a full distance or hybrid learning model.

The screenshot shows the Savvas Realize interface for the 'Auténtico Level 1' program. The navigation bar includes 'Home', 'Browse' (selected), 'Classes', and 'My Library'. The main content area is titled 'Auténtico Level 1' and features a 'Table of Contents' section with a three-dot menu icon. Below this is a toggle for 'Show Distance Learning Resources' set to 'Off'. A list of resources follows, including 'Teacher Resources', 'Bienvenidos al curso', 'Para empezar', and several chapters (Capítulo 1A through 4B). On the right side, there is a search bar labeled 'Search resources' and a 'Browse by Category' section with buttons for 'Activities' and 'Program Resources'. Red callout lines connect the text on the left to the 'Table of Contents' menu, the 'Show Distance Learning Resources' toggle, and the 'Program Resources' button.

Find What You Want

Dynamic **search** allows you to find and filter standards-aligned content.

Instructional Categories

View available resources by content type and choose an **instructional category** that aligns with your lesson.

Explore a Chapter

Choose **Capítulo 3A ¿Desayuno o almuerzo?** from the **Table of Contents** and continue to the next page.

Auténtico Level 1

Table of Contents

Teacher Resources

Bienvenidos al curso >

Para empezar >

Capítulo 1A ¿Qué te gusta hacer? >

Capítulo 1B Y tú, ¿cómo eres? >

Capítulo 2A Tu día en la escuela >

Capítulo 2B Tu sala de clases >

Capítulo 3A ¿Desayuno o almuerzo? >

Capítulo 3B Para mantener la salud >

Capítulo 4A A ¿Adónde vas? >

Capítulo 4B ¿Quieres ir conmigo? >

Cumulative Assessment >

Ancillaries >

Multimedia >

21st Century Skills >

Authentic Resources >

Placement Package for Heritage Learners >

TEACHER RESOURCES

Resources available in every chapter of *Auténtico* help you meet the needs of a diverse group of learners in your classroom.

Each chapter includes:

Chapter Checklist and Self-Assessment Worksheet

Nombre _____ Here _____
 Fecha _____ ASSESSMENT

Chapter Checklist and Self-Assessment Worksheet

I. Self-Evaluation

A. This is how I did in meeting the objectives of this chapter.
 Review the chapter objectives at the beginning of the chapter. Copy each objective and place a check next to those you have achieved.

I can _____
 I can _____
 I can _____
 I can _____

B. This is how I participated in the classroom activities.
 Evaluate how well you worked during this chapter.

	Great	OK	Not so well	Comments
Class participation				
Partner/group work				
Homework				

II. Connections

I can connect what I learned in this chapter to other classes in these ways.

III. Learning Strategies

I used the following strategy to help me with a task in this chapter.
 Activity: _____
 Strategy: _____

T56

IV. Reflection

The activity I liked most in this chapter was _____
 The activity I liked least in this chapter was _____

V. My Best Work

I have included these two examples of my best work in this chapter.

1. _____
 2. _____

This is why I chose them.

VI. Cultural Observations

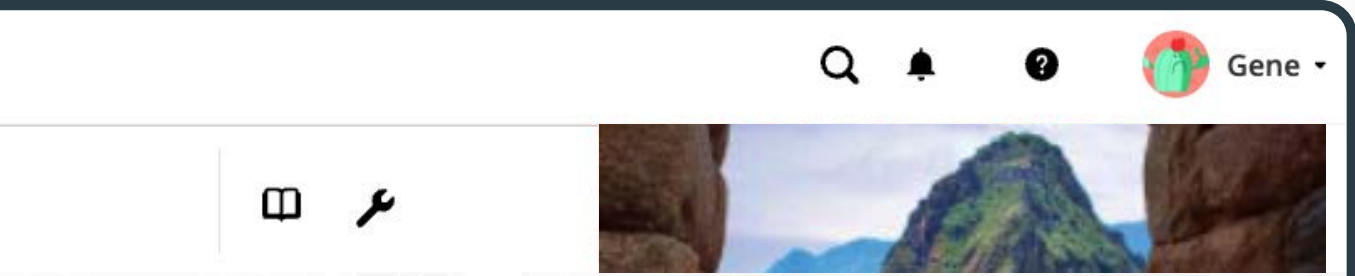
I've observed or participated in aspects of this chapter's cultural theme outside of school in these ways.

My comments, reactions, comparisons, and reflections are _____

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T57

Chapter Checklist and Self-Assessment Worksheet, so students can perform a self-evaluation of what they've learned in the chapter as well as how they've participated.



Editable Rubrics

- [Additional Rubrics](#)
- [Additional Rubrics: PH](#)
- [Communication Activities: IPA Rubrics](#)
- [Examen del capítulo Rubrics](#)
- [Examen del capítulo Rubrics: PH](#)
- [Placement Examen Cumulative Rubrics](#)
- [Placement Examen Cumulative Rubrics: PH](#)
- [Presentación Rubrics](#)
- [Presentación Rubrics: PH](#)
- [Pre-AP Resource Materials Rubrics](#)
- [LSW Rubrics](#)
- [Theme Project Rubrics](#)
- [Theme Project Rubrics: PH](#)



1A Actividades y preferencias

Deportes	Artes	Tecnología
esquiar	escribir cuentos	usar la computadora
escuchar música	dibujar	jugar videojuegos
correr	ver la tele	cantar

Rubrics let students know how they will be evaluated, fostering greater preparation for tasks and supporting better outcomes.

Interactive Whiteboard Activities with over 200 practice activities for vocabulary and grammar, plus an image gallery with over 6,000 images.

Nombre _____ Fecha _____

¿Qué sabes ya?
(Nivel 1/A, págs. 122–123)

- Haz una lista de la comida que comes en el almuerzo. Marca con un asterisco tu comida favorita. Intenta incluir algunos platos de origen hispano.
 - _____
 - _____
 - _____
 - _____
 - _____
- Escribe tres oraciones con *Me gusta(n)* o *Me encanta(n)* para hablar de tus platos favoritos.

Para hispanohablante Resources help develop language skills and draw on experiences of heritage speakers.

Capítulo 3A **Videocultura Script**

El maíz: comida esencial

Spanish version:
En América Latina, muchas recetas de la comida criolla tienen un ingrediente que a todos les gusta: El maíz. Millones de personas, desde México hasta Chile, cocinan con maíz.
En México, preparan las tortillas de maíz y las usan en platos como los tacos y las enchiladas. También preparan tortillas fritas que se llaman "totopos" y se comen con guacamole o frijoles.
En Venezuela, las arepas son una comida muy popular. Se comen con queso, jamón o carne.
El *lucro de maíz Mamco* es una sopa que hacen en Bolivia. Hoy en día, el maíz es un ingrediente esencial de la cocina latinoamericana.

English version:
Can you name a food that has been a staple in the diets of people living on the American continent for at least five thousand years?

Teacher's Resource Materials include video scripts, audio scripts, and additional activities and resources for the chapter.

Auténtico Level 1

< Capítulo 3A ¿Desayuno o almuerzo?

Teacher Resources

Introducción >

Vocabulario en contexto >

Vocabulario en uso >

Gramática: Present tense of -er
and -ir verbs >Gramática: Me gustan, me
encantan >

Aplicación >

Auténtico >

Repaso del capítulo >

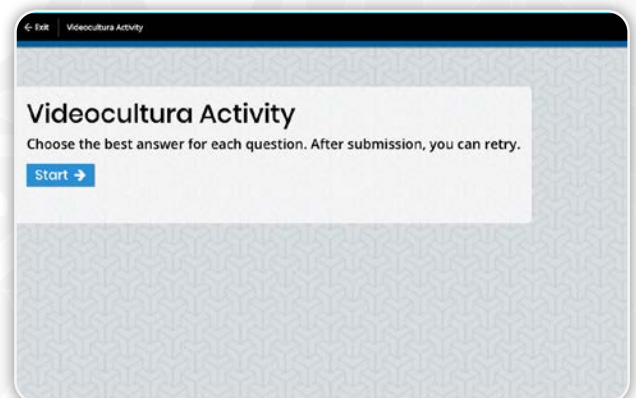
Assessment >

INTRODUCCIÓN

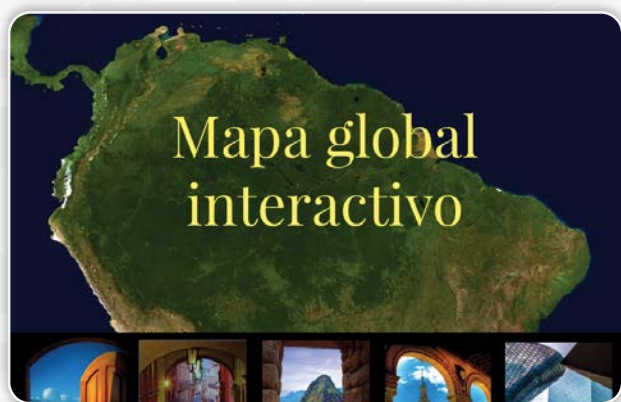
Sets the scene for what students will learn in the chapter ahead.



Videocultura provides authentic insights into Spanish-speaking culture. Students can view the video in Spanish or English, and slow it down to understand the spoken language more clearly.



Videocultura Activities encourage students to think critically about the Videocultura video.



Arte y cultura provides students the opportunity to view a piece of art and begin to use Spanish to describe what they see.

Mapa global interactivo combines global positioning technology with activities to connect students to locations across the Spanish-speaking world.

Auténtico Level 1

Capítulo 3A ¿Desayuno o almuerzo?

Teacher Resources

Introducción >

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Gramática: Present tense of -er and -ir verbs >

Gramática: Me gustan, me encantan >

Aplicación >

Auténtico >

Repaso del capítulo >

Assessment >

VOCABULARIO

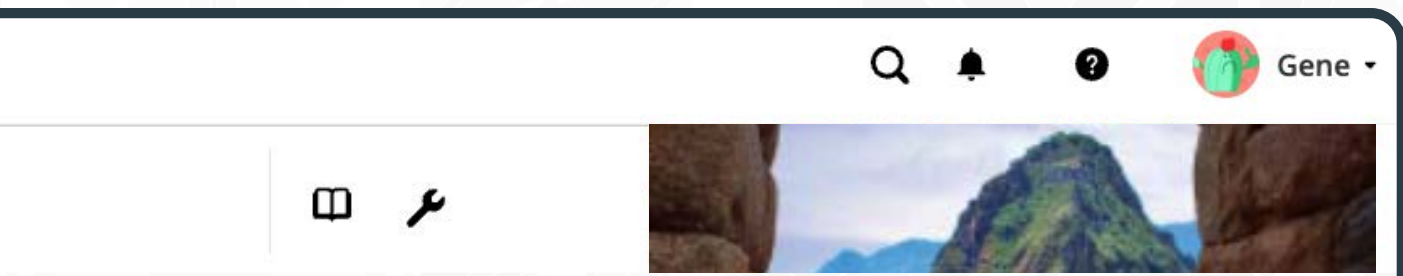
Students use language in real-life context and practice new words.



Vocabulario en contexto models language using strong visuals and vocabulary in a meaningful context.



Videohistorias provide real-life scenarios that model language usage and check for understanding.



Vocabulario en contexto

Listen to vocabulary support

01:53

María / Carlos

María y Carlos mandan mensajes para hablar de las bebidas y comidas. María es de México pero está en San Antonio.

Instant Check: Capitulo 3A: vocabulario en contexto

Instant Check

Identify the food items in the pictures.

1)

A. el café

B. el té

2)

A. el sándwich

B. el pan tostado

3)

Blogs and other language models give students a familiar context for acquiring new language.

Instant Checks quickly provide feedback to students and teachers regarding vocabulary and grammar knowledge through auto-graded exercises.

Flashcards

Speak and Record Activity 1: ¿Qué comes?

¿Qué comes?

Work with a partner to complete this speaking activity. Review the task, directions, and Modelo with your partner. Then view the Videomodelo. Decide who will be Estudiante A and Estudiante B. When you are ready, click the Record button and begin recording. You have up to ten minutes for the conversation.

Trabaja con (o)tro(a) estudiante y habla de lo que comes.

Modelo:

A: ¿Comes cereal?
 B: Sí, como cereal salvado sin azúcar.
 A: ¿No, no comes cereal con azúcar?

Estudiante A

Review progress Question 1 of 1 Back Next

Flashcards – An enhanced online version of the classic study tool helps students master Spanish vocabulary.

The **Speak and Record** tool lets students practice interpersonal and presentational communication skills, and enables teachers to model conversations and provide feedback.

Auténtico Level 1

Capítulo 3A ¿Desayuno o almuerzo?

Teacher Resources

Introducción >

Vocabulario en contexto >

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Aplicación >

Auténtico >

Repaso del capítulo >

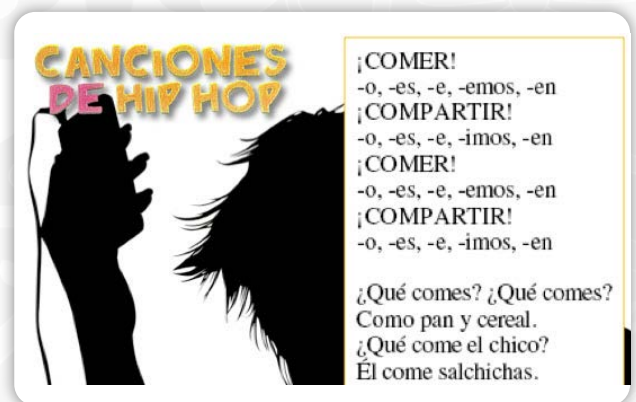
Assessment >

GRAMÁTICA

Makes grammar engaging with videos, songs, and cultural comparisons.



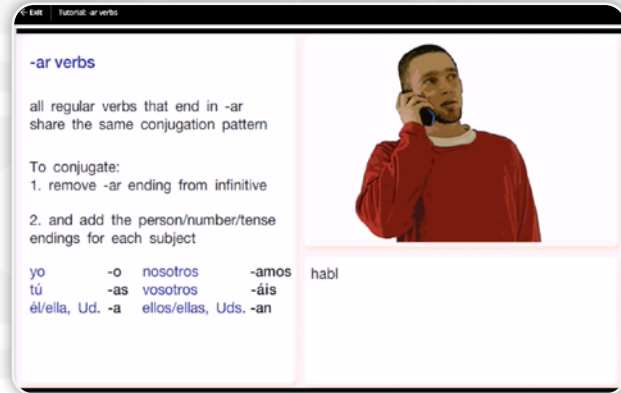
Cultura notes ask students to make comparisons and contrasts. These discussions are critical for Pre-AP® integration.



Canciones de Hip Hop – Students can listen to songs with and without lyrics to practice vocabulary and grammar. Can be downloaded for offline use.

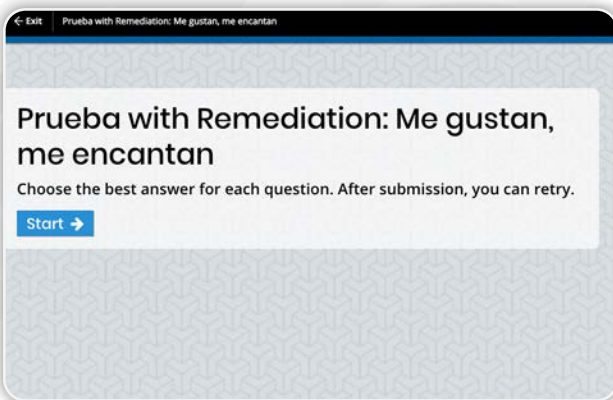


Gene ▾



GramActiva – Fun grammar videos for each chapter provide additional vocabulary modeling for students.

Tutorials – Clear grammar explanations, helpful charts, and realistic examples explain Spanish grammar with a focus on comparisons to English.



Prueba with Remediation – Remediation provides additional opportunities to engage with the content for students needing further assistance. Remediation can also be auto assigned to students.

Auténtico Level 1

< Capítulo 3A ¿Desayuno o almuerzo?

Teacher Resources

Introducción >

Vocabulario en contexto >

Vocabulario en uso >

Gramática: Present tense of -er and -ir verbs >

Gramática: Me gustan, me encantan >

Aplicación >

Auténtico >

Repaso del capítulo >

Assessment >

APLICACIÓN

Students complete activities to demonstrate their understanding of the topics by emphasizing all three modes of communication.

Churros

1 cup water	1/2 cup unsalted butter (= 1 stick)
1/4 teaspoon salt	1 cup all-purpose flour
4 large eggs	oil for deep frying
1 cup sugar	

In a heavy saucepan, bring water, butter, and salt to a full boil. Remove from heat. Add the flour all at once, stirring briskly. Stir until the mixture pulls away from the side of the pan and forms a ball. Put the mixture in a bowl. With an electric mixer on medium speed, add one egg at a time. After adding the last egg, beat the mixture for one more minute.

With adult supervision, heat 2–3 inches of oil to 375° F in a deep, heavy pan. Fit a pastry bag or cookie press with a 1/2 inch star tip. Pipe out 6 inch-long tubes of dough into the oil. **Be extremely cautious adding dough to the oil, because the oil may spatter and burn you!** Fry, turning a few times, for 3–5 minutes or until golden brown. Place the sugar on a plate. Drain the *churros* well on paper towels and then roll them in the sugar.

Chocolate caliente

To make hot chocolate in Mexico, cacao beans are ground to a powder. Cinnamon, powdered almonds, and sugar are then added, and hot milk is poured in. The mixture is whipped with a wooden whisk called *un molinillo* or *un batidor*. You can find Mexican-style chocolate for making *chocolate caliente* in many supermarkets.



Comparación cultural ¿Qué combinaciones de comida o bebida les gustan a ti y a tus amigos? ¿Comen algo parecido (*like*) a los churros y chocolate?

Notebook



Presentación oral

¿Y qué te gusta comer?

Objectives

- Role-play an interview about classes, favorite activities, and favorite foods
- Use a list of questions to get the information you want

Speak and Record: Go to **Practice and Communicate** to speak and record your answers.

Strategy Making lists Making lists of questions can help you in conversations where you need to find out specific information.

TASK You and a partner will role-play a telephone conversation between an exchange student from the United States and a member of his or her host family in Uruguay.

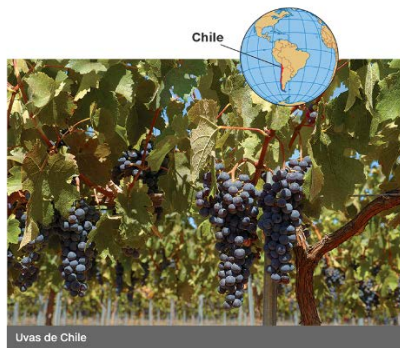
Every chapter builds toward presentational tasks called **Presentación oral** and **escrita**, in which students speak and write with purpose. Each task includes a step by step process and rubrics; speaking tasks use **Speak & Record**.

Evaluation The following rubric will be used to grade your presentation.

Rubric	Score 1	Score 3	Score 5
Amount of information you provide	You respond to only two questions.	You respond to only three questions.	You respond to all five questions.
Your accuracy in describing events in the past	You use three verbs in the past with grammatical errors.	You use four verbs in the past with some grammatical errors.	You use five or more verbs in the past with very few grammatical errors.
Your use of vocabulary and grammar	You use very little variation of vocabulary and have frequent usage errors.	You use limited vocabulary and have some usage errors.	You use an extended variety of vocabulary and have very few usage errors.

Cultura: Chile

Frutas y verduras Los Estados Unidos importan una variedad de frutas. Durante el invierno importan manzanas, duraznos y uvas de Chile. Todo el año importan frutas tropicales, como¹ la papaya o el mango, de México, la República Dominicana y otros países de Centro y Sudamérica.



Uvas de Chile

Pre-AP Integration: Los temas económicos ¿Es importante el clima de un país en la importación de las frutas y verduras? ¿Por qué?

Notebook

Cultura notes ask students to make comparisons and contrasts. These discussions are critical for Pre-AP® integration.

Auténtico Level 1

Capítulo 3A ¿Desayuno o almuerzo?

Teacher Resources

Introducción >

Vocabulario en contexto >

Vocabulario en uso >

Gramática: Present tense of -er and -ir verbs >

Gramática: Me gustan, me encantan >

Aplicación >

Auténtico >

Repaso del capítulo >

Assessment >

AUTHENTIC RESOURCES

Build students' language skills and increase their confidence as they watch, listen, and read carefully selected authentic resources.



In the online **Auténtico** folder, find additional videos and activities that match and support the themes and content of *Auténtico*.

Authentic Resources Workbook, Lesson Plan, Capítulo 3A

Quesadillas en las calles de México

Video Spotlight from *Univision Trends*

Summary

Raúl de Molina, a well-known television personality, enjoys several Mexican **antojitos** (snack foods) from a vendor in the Zona Rosa, a popular tourist area in Mexico City. He samples **quesadillas de chicharrón** and **nopales** and chats with the other clients and the owner of the quesadilla stand. Explain to students that **quesadillas** are made with corn or flour tortillas, filled with almost any ingredient, folded in half, cooked on a flat griddle, and served with salsa.

Theme: *La comida*

AP Theme: *La vida contemporánea: Los estilos de vida*
How does culture influence meal choices?

Before Viewing

different dishes such as **huevos con nopal**, **tacos de nopal**, or **ensalada de nopal**.

Pre-viewing Strategy

Assign the activity **Activate Background**

While Viewing

Lesson Plans offer guidance and differentiation strategies for using authentic resources in the classroom.



Gene ▾



Auténtico

Partnered with Univision

Quesadillas en las calles de México

Before You Watch

Use the Strategy: Visuals

Use the visuals to increase your understanding of the key ideas in the video. Watch for details of the foods, how people are eating them, and their reaction as they eat.

Read this Key Vocabulary

- al gusto = to taste
- un poquito de hambre = a little hungry
- ¿está rico? = Is it tasty?
- nopal = prickly pear cactus, a common ingredient in Mexican cuisine
- uno de los mejores que he comido = one of the best that I have eaten
- chicharrón = crispy pork rind



Watch the Video

What kinds of foods do you think would be in a *quesadilla* served on the streets of Mexico City?

Go to [PearsonSchool.com/AutenticoTX](https://www.pearsonschool.com/AutenticoTX) and watch the video **Raúl de Molina se dio gusto comiendo quesadillas en las calles de México** to see how eating street food can be a cultural experience for the senses.

Complete the Activities

Mientras ves As you watch the video, indicate the ingredients from the list below that you see or hear in the different food items.

- queso
- carne
- torquilla
- chicharrón
- café
- chile
- nopal
- croquetas
- cereal
- arroz

Integration

Los estilos de vida y las tradiciones sociales

Expansión Find other authentic resources in *Auténtico* online, then answer the question.

3A Auténtico

Integración de ideas En los dos recursos auténticos, ¿cuáles son los ingredientes que las comidas tienen en común? Explica la importancia de un ingrediente en la comida mexicana.

Comparación cultural Compara la comida típica en tu casa con la comida mexicana.

For more activities, go to the *Authentic Resources Workbook*.

Capítulo 3A • ciento cuarenta y tres 143



Capítulo 3A Nombre Fecha

Video Spotlight from Univision Trends

Quesadillas en las calles de México

Learn about where the locals go to eat in Mexico City, and get a glimpse of the delicious street food offered in the Zona Rosa.

To view the video, go to:
 > *Auténtico* digital course
 > Authentic Resources folder
 > Capítulo 3A

THEME La comida
AP THEME La vida contemporánea: Los estilos de vida
 How does culture influence meal choices?

Antes de ver el video

Activate Background Knowledge When you are not home or at school, what do you eat for lunch? Where do you go for "fast food"? Have you ever eaten at a food truck or from a street vendor? List the foods you typically eat for lunch.
 En el almuerzo, me gusta comer...

Vocabulario clave

- un poquito de hambre a little hungry
- ¿está rico? is it tasty?
- nopal a prickly pear cactus, a common ingredient in Mexican cuisine
- uno de los mejores que he comido one of the best that I have eaten
- chicharrón crispy pork rind

Mientras ves el video

Viewing Strategy: Use Visual Clues Even though you might not understand every word that is being said in the video, you can get the gist of the meaning of unknown words or phrases by paying attention to people's actions, body language, and facial expressions.



Raúl de Molina está en la Ciudad de México.

Level 1 • Capítulo 3A

Authentic Resources Workbook

The **Authentic Resources Workbook**

offers two pages of activities for every resource in the Authentic Resources Library on Realize.

Auténtico Level 1

< **Capítulo 3A ¿Desayuno o almuerzo?**

Teacher Resources

Introducción >

Vocabulario en contexto >

Vocabulario en uso >

Gramática: Present tense of -er and -ir verbs >

Gramática: Me gustan, me encantan >

Aplicación >

Auténtico >

Repaso del capítulo > 

Assessment >

REPASO DEL CAPÍTULO

Review vocabulary and grammar as students demonstrate understanding in preparation for the chapter test.

Repaso del capítulo

Objectives

- Review the vocabulary and grammar
- Demonstrate you can perform the tasks in Preparación para el examen.

Vocabulario

to talk about breakfast

en el desayuno for breakfast

el cereal cereal

el desayuno breakfast

los huevos eggs

el pan bread

el pan tostado toast

el plátano banana

la salchicha sausage

el tocino bacon

el yogur yogurt

to talk about beverages

el agua f. water

el café coffee

el jugo de manzana apple juice

el jugo de naranja orange juice

la leche milk

la limonada lemonade

el refresco soft drink

el té tea

el té helado iced tea



En el desayuno
Concentración

		el plátano	
	el café		

¿Qué te gusta comer?
Sopa de letras

- ~~Nosotros _____ el almuerzo a las 12.~~
- ~~Los cuatro amigos _____ la pizza grande.~~
- A ti te gusta el té, ¿_____?
- Todos los días, Enrique come un sándwich de jamón y _____.
- Me gustan las hamburguesas y los perritos _____.
- La ensalada de _____ tiene fresas, naranjas y plátanos.
- ¿Te gustan las papas fritas?
—¡Sí, por _____!
- Yo nunca como salchichas o tocino. ¡Qué _____!
- Me gusta _____ agua con la comida.

s	a	b	f	g	e	e	f	k	o	s	v	h	x	a
i	y	l	t	o	n	r	b	u	e	e	q	x	c	s
n	a	n	c	u	x	d	t	r	l	y	o	n	c	
n	x	e	a	t	h	t	n	d	d	c	m	b	d	o
w	m	n	a	p	v	e	a	o	f	e	d	k	x	l
d	t	s	z	h	i	d	q	p	m	s	v	i	b	y
a	f	t	l	l	m	o	e	o	o	u	n	k	i	c
a	s	u	a	r	i	e	s	f	d	v	g	c	o	o
l	j	c	h	t	u	o	n	o	v	c	r	m	t	g
a	e	n	q	l	g	z	s	o	l	u	p	s	s	u
b	z	n	a	w	a	e	l	c	s	a	e	x	o	s
w	e	l	w	r	u	l	v	s	r	u	h	u	x	t
a	r	b	b	a	a	f	c	t	p	w	k	o	x	a

Games – A variety of games helps students review and monitor their learning while having fun.

Auténtico Level 1

Capítulo 3A ¿Desayuno o almuerzo?

Teacher Resources

Introducción >

Vocabulario en contexto >

Vocabulario en uso >

Gramática: Present tense of -er and -ir verbs >

Gramática: Me gustan, me encantan >

Aplicación >

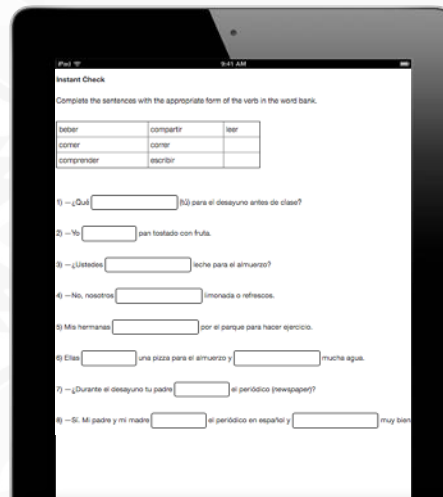
Auténtico >


Repaso del capítulo >

Assessment >

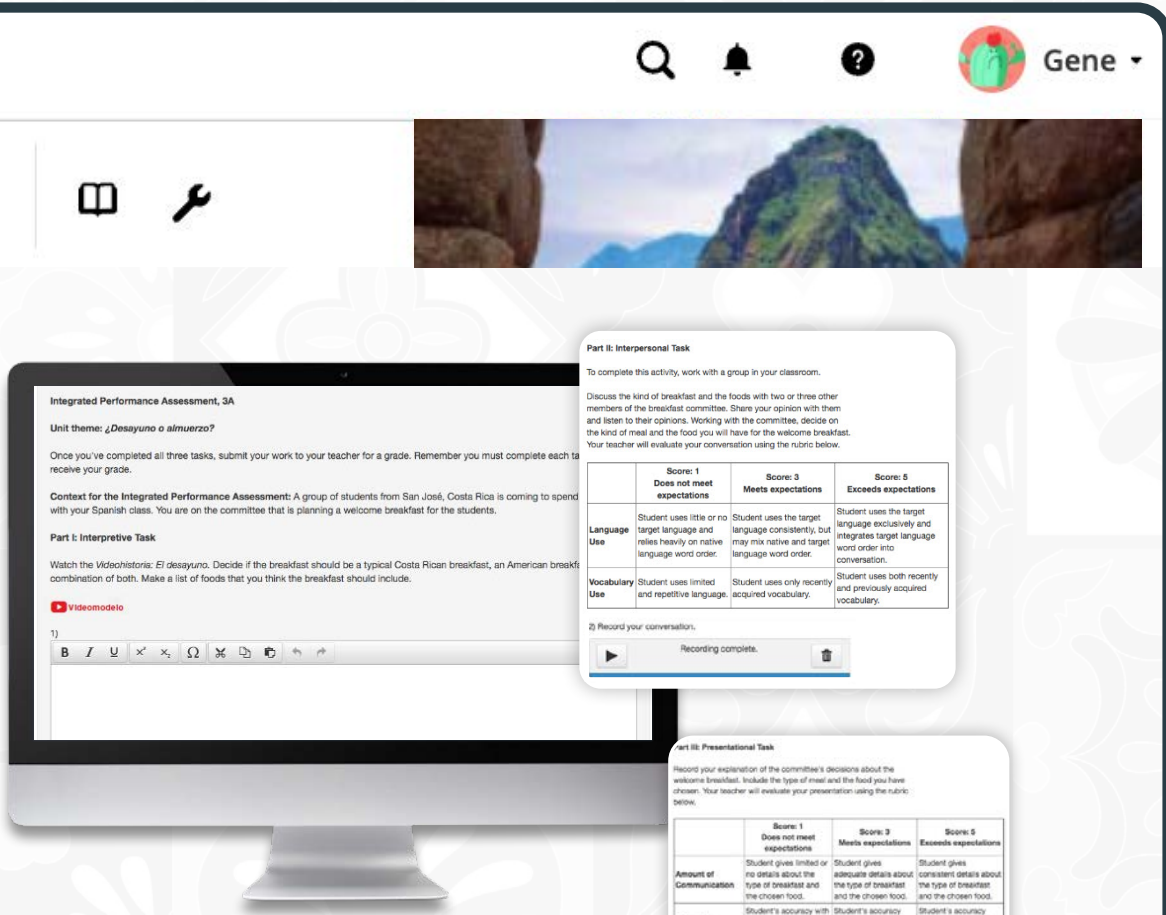
ASSESSMENT

From formative to summative to performance-based assessments, *Auténtico* provides digital and print resources that enable you and your students to see if they are on the right path to language proficiency. Print, digital, or blended assessment takes personalized learning to a new level.



 Ch 3A Instant Check: Present Tense of -er and -ir verbs
 Assign Customize

Instant Checks quickly provide feedback to students and teachers regarding vocabulary and grammar knowledge using autograded exercises.



Integrated Performance Assessments provide real-world tasks that include all three modes of communication with integrated audio and video sources.



The **ExamView® Assessment Suite** lets you easily create and modify test items to customize your assessments.

AUTÉNTICO MOBILE APP

This powerful app enables students to quickly learn the key Spanish words and phrases of the *Auténtico* program.

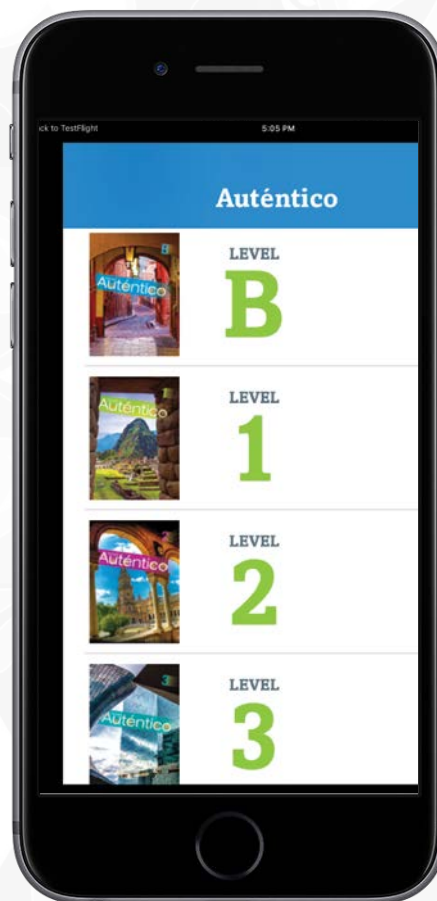
FEATURES

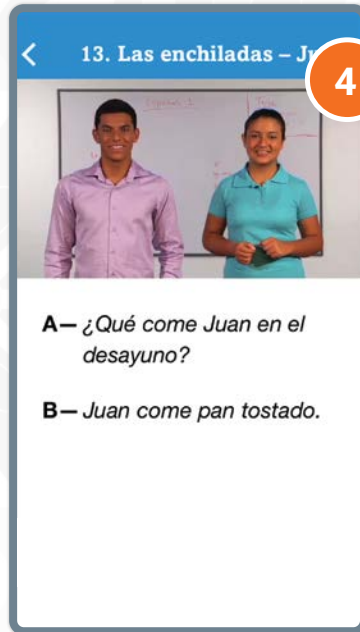
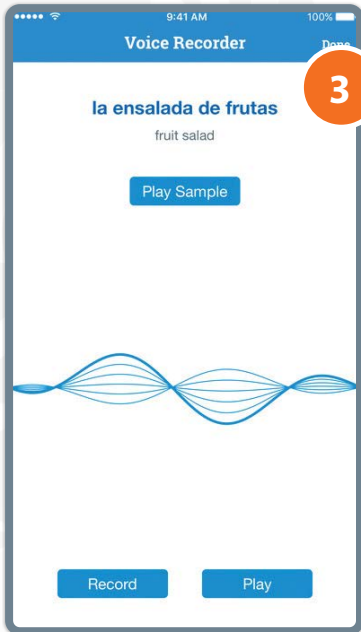
1. English translations are available for Spanish words and phrases.
2. Flashcards challenge students to recall either Spanish or English for a given phrase or picture.
3. Built-in Voice Recorder lets students record their pronunciation and play back for review.
4. Videos model conversations between native Spanish speakers.
5. Engaging Spanish hip-hop songs set keywords and phrases to music.



Go to itunes.apple.com


You and your students can download the app today.












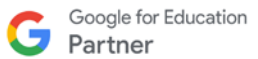


CONNECT TO WHAT MATTERS

No matter what technologies you use, we have an integration for you. Savvas Realize® is designed around how you, the teacher, work and manage class on a daily basis. To support teacher-centered design, Realize integrates with a number of the digital tools you may already use. Because every district has a different policy and process for integrating these tools, check with your school or district IT staff to get a better idea of what is possible and approved for integration.



Rostering Tools	Student Information System	Learning Management System	Productivity Tools
 	  PowerSchool	  Schoology	 Google Drive  OneDrive

			And Many More!
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