

Auténtico © 2018 Program Overview

Disclaimer

SAVVAS
LEARNING COMPANY

Please Note: your program screens may look different from the images in these training materials due to our rebrand to Savvas Learning Company.

Introduction



The header features a collage of images including a beach, a street scene, a mountain, a church, and a modern building. Below the collage is a row of colorful squares with geometric patterns. The main content area has a light background with a faint geometric pattern. A blue box on the right contains a list of program components. The title 'Auténtico Program Overview' is written in a large, bold, black font, slanted upwards.

- Program components
- Planning resources
- Differentiated instruction
- Assessment options

Auténtico ***Program Overview***

In this tutorial, we will provide an overview of the Auténtico Spanish-language program.

We will explore the program components, planning resources, support for differentiated instruction, and assessment options to help you get started with this powerful language program.

Program Overview

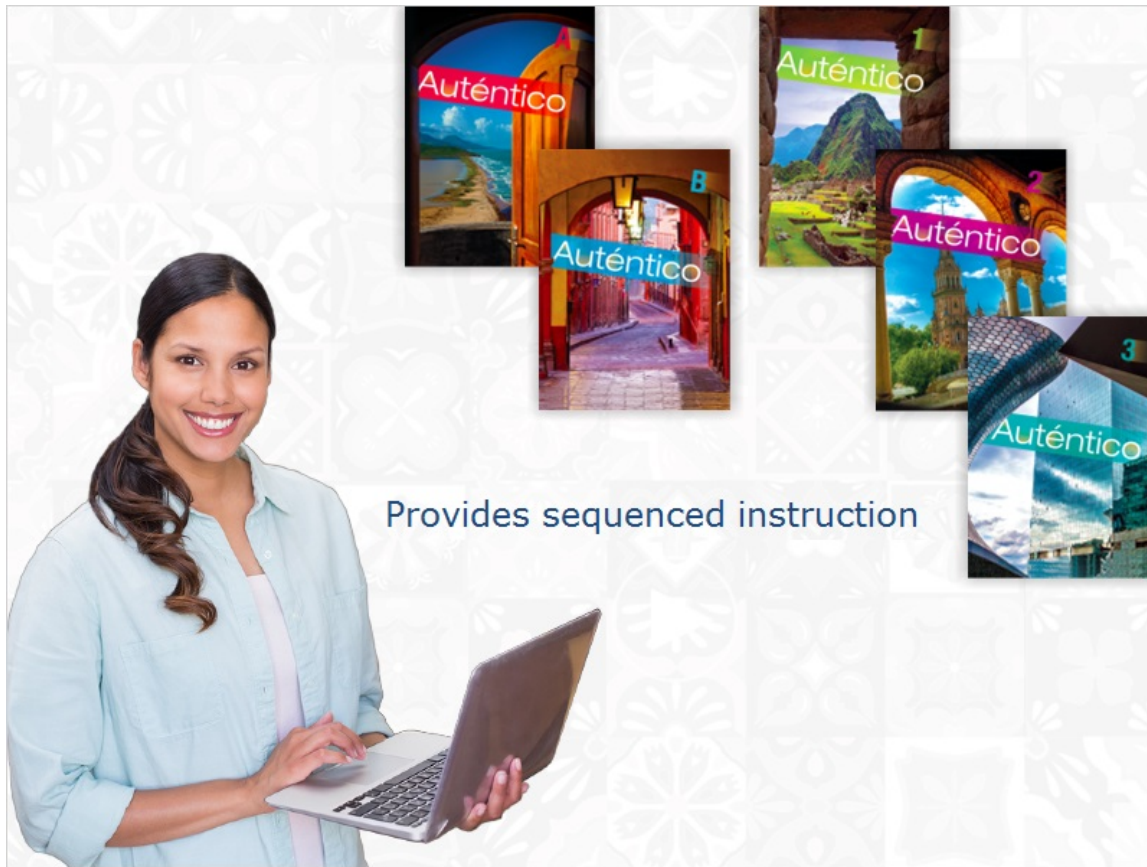


Developed for middle and high school students, Auténtico provides connections to the Spanish-speaking world through dynamic, culturally authentic resources.

These resources utilize text, video, audio, mobile apps, and digital components to increase student engagement and enhance Spanish-language development.

Auténtico also provides 100 percent coverage of the World-Readiness Standards for Learning Languages by providing meaningful links between communication and language, so students are able to apply their learning outside the classroom.

Program Components



Auténtico curriculum contains Levels A and B for upper middle school students and Levels 1, 2, and 3 for high school students, allowing for an articulated sequence of instruction.

Auténtico blends both print and digital resources to help students develop Spanish-language proficiency and cultural understanding.

The scaffolded instructional approach uses a *Leveled Vocabulary and Grammar Workbook* to provide differentiated practice.

The *Literacy Skills Workbook* focuses on the communication skills of speaking, reading, and writing, while utilizing informational and authentic readings. You can also use the workbook activities as performance-based assessments.

The *Authentic Resources Workbook* contains resources and activities that develop language skills and foster cultural understanding. We will take a closer look at these resources later on.

Savvas Realize Resources

PEARSON
realize™

PEARSON
realize

Sign In Sign Up

Realize Your Potential.

With rich and engaging content, embedded assessment with instant data, and flexible classroom management tools. Realize gives you the power to raise interest and achievement for every student.

Try a free demo today

Getting Started
Use the [welcome guide](#) to learn more about helpful tips, handy resources, and available tools. Download the [registration guide](#) to help set up your account.

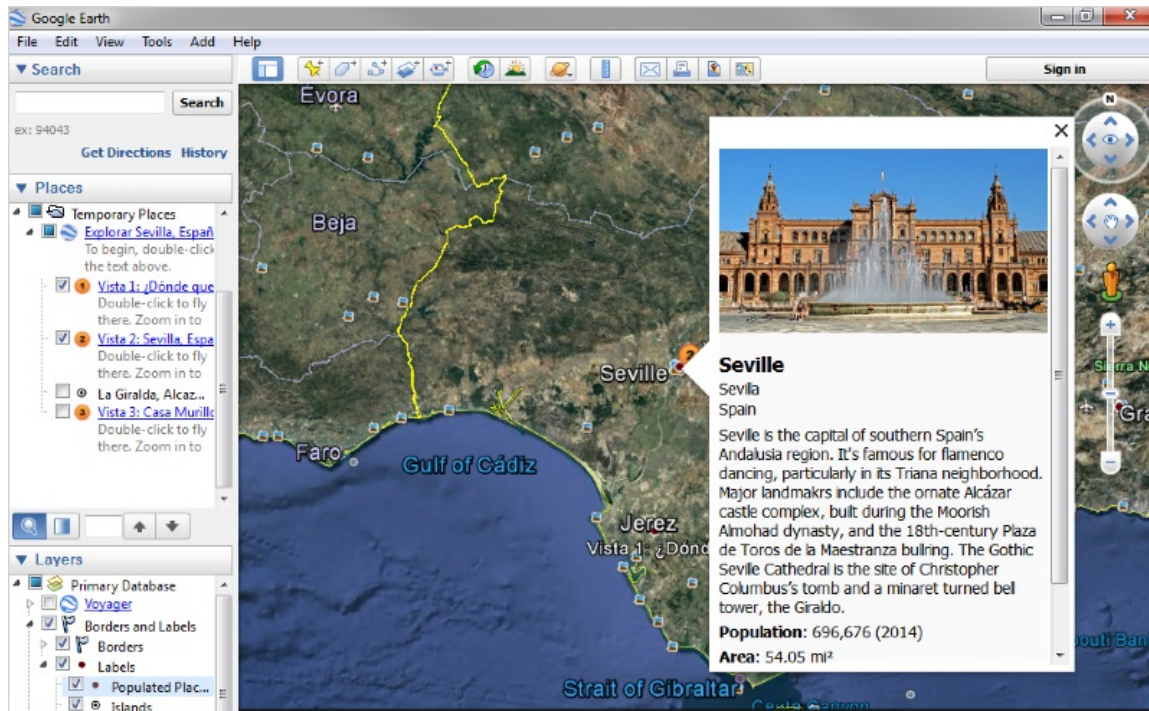
System Requirements
View the system requirements necessary to ensure your work environment is set up to take advantage of all the features of Realize.

Contact Support
Call our support team: 800-234-5832
Training Materials: [MyPearsonTraining](#)
Support Articles: [Community Connection](#)

Personalized learning with Pearson Realize™

Auténtico also provides a personalized, online learning management system through Savvas Realize™. Students have access to a wide range of digital tools to help them learn Spanish at their own pace. Let's explore some of these tools.

Mapa global interactivo



Mapa global interactivo provides interactive geography tasks that enable students to zoom to locations across the Spanish-speaking world using the power of global positioning technology. Maps, cultural videos, and activities help students connect to Spanish cultures across the world.

Speak and Record

¿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 otro(a) estudiante y habla de lo que comes.



Modelo

A —¿Comes cereal?
B —Sí, como cereal todos los días.
o: —No, nunca como cereal.



Speak and Record activities allow students to improve their Spanish-language proficiency and submit audio clips of their best work. Teachers can then listen to these recordings and provide typed or spoken feedback.

Many of these activities include Videomodelos. These videos feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks.

The Speak and Record options may also include paired speaking activities to allow students to practice vocabulary and grammar with their classmates.

Videohistoria

realize**reader**
🔍 Search
☰ Menu


Videohistoria El almuerzo

Before You Watch

Using visuals to infer meaning Use the images to help you infer the meaning of unknown words in the descriptions of traditional foods. Have you ever had foods similar to those in the photos?



Complete the Activity

Tu comida favorita Escribe una lista de las comidas que te gusta comer y las bebidas que te gusta beber en el almuerzo.






Watch the Video


What foods will Valentina present as typical lunches in Spanish-speaking countries?

Valentina / Sebastián

Valeria
Guadalajara, México



Agua de frutas

After You Watch

¿COMPRENDES? Complete the following sentences based on what you infer from the video.

- Valentina estudia la comida de otros países en la clase de .
- El ajiaco y el loco son tradicionales en los países de Colombia y Ecuador.
- En España, un bocadillo es un tipo de .

Videohistoria activities provide visual support via videos to help students infer meaning. The videos use real-life student scenarios that students can relate to—such as using Skype™, FaceTime®, and so on—to model the Spanish they will use. Each chapter offers these videos along with comprehension activities and an online notebook to capture students’ reflections.

Interactive Whiteboard Activities

File Edit View Insert Draw Help SMART Notebook Express

3B Más comidas y actividades saludables Categorías

Me gustan las carnes. Me gustan las verduras.

el pollo

el tomate

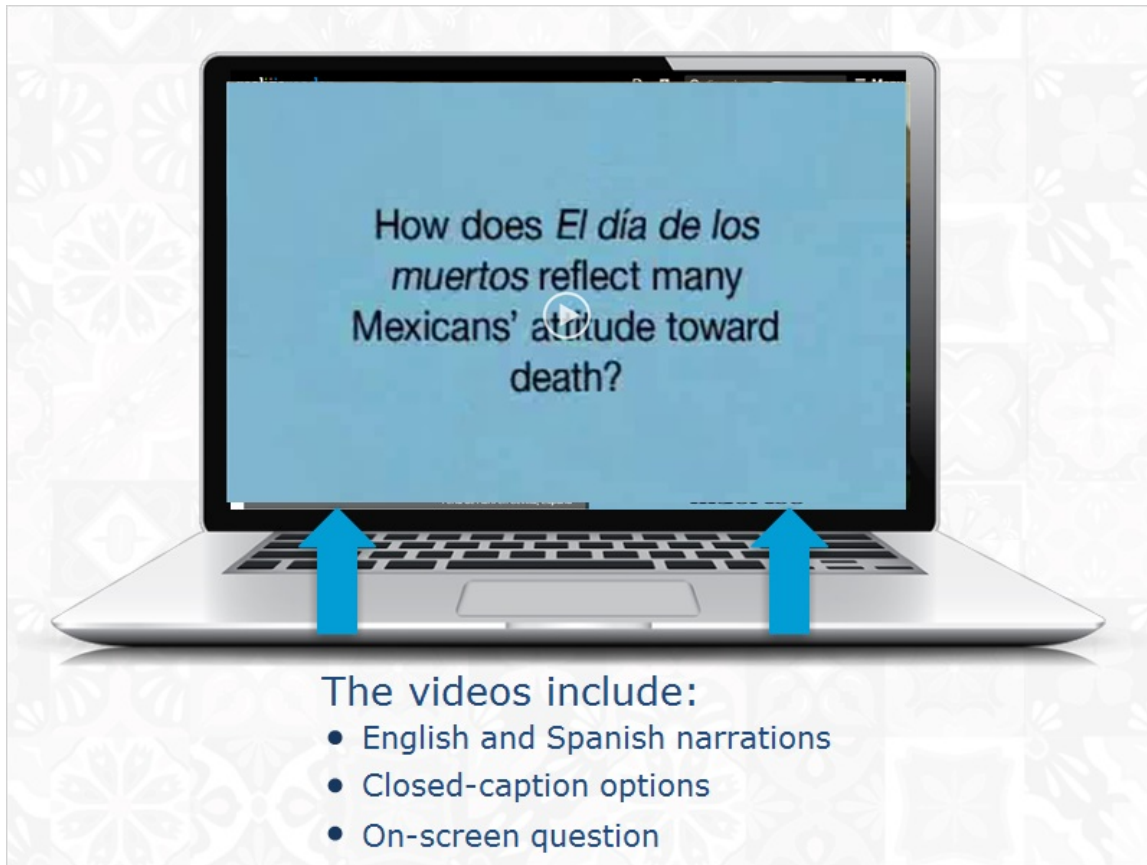
la papa

la cebolla el jamón el tocino

la lechuga el pescado los guisantes

Interactive Whiteboard Activities provide various topics, and include vocabulary and grammar to support instructional goals. There are approximately 200 leveled practice activities that utilize SMART Notebook™ and SMART Notebook Express™ software. You can use these leveled practice activities with or without a smartboard.

Videocultura Videos



How does *El día de los muertos* reflect many Mexicans' attitude toward death?

The videos include:

- English and Spanish narrations
- Closed-caption options
- On-screen question

Savvas Realize also contains Videocultura videos that help students connect to the chapter themes. The videos include English and Spanish narrations, closed-caption options, and an on-screen question to encourage critical thinking.

Teacher Support on Savvas Realize



In addition, Savvas Realize provides access to a variety of features to help you

- plan and customize your lessons;
- reorder the curriculum;
- locate and utilize resources; and
- organize your students into learning groups.

Planning Resources

Lesson Plans 3A				
ALTERNATE LESSON PLAN (90 MINUTES)				
DAY	Warm-up / Assess	Preview / Present / Practice / Communicate	Wrap-up / Homework Options	
1	Warm-up (10 min.) <ul style="list-style-type: none"> Return examen del capítulo 2B 	Chapter Opener (5 min.) <ul style="list-style-type: none"> Objetivos Arte y cultura Vocabulario en contexto (55 min.) <ul style="list-style-type: none"> Presentation: Vocabulario en contexto Actividades 1, 2 Presentation: Videohistoria <i>El almuerzo</i> View: Videohistoria 	<ul style="list-style-type: none"> Video Activities 1, 2, 3 Actividad 3 Vocabulario en uso (15 min.) <ul style="list-style-type: none"> Interactive Whiteboard Vocabulary Activities Actividades 5, 6, 7 	Wrap-up and Homework Options (5 min.) <ul style="list-style-type: none"> Core Practice 3A-1, 3A-2, 3A-3, 3A-4 Prueba 3A-1: Vocabulary recognition
2	Warm-up (10 min.) <ul style="list-style-type: none"> Actividad 4 Homework check Formative Assessment (10 min.) <ul style="list-style-type: none"> Prueba 3A-1: Vocabulary recognition 	Gramática y vocabulario en uso (65 min.) <ul style="list-style-type: none"> Actividades 8, 9, 11 Exploración del lenguaje Audio Activities 5, 6 Writing Activity 10 Communicative Pair Activity Presentation: Present tense of -er and -ir verbs. 	<ul style="list-style-type: none"> View: GramActiva video Interactive Whiteboard Grammar Activities Actividades 12, 13 Audio Activity 7 	Wrap-up and Homework Options (5 min.) <ul style="list-style-type: none"> Actividad 10 Core Practice 3A-5 Prueba 3A-2 with Remediation: Vocabulary production
3	Warm-up (5 min.) <ul style="list-style-type: none"> Homework check Formative Assessment (10 min.) <ul style="list-style-type: none"> Prueba 3A-2 with Remediation: Vocabulary production 	Gramática y vocabulario en uso (70 min.) <ul style="list-style-type: none"> Actividades 14, 15, 16 Cultura Communicative Pair Activity Writing Activity 11 Presentation: Me gustan, me encantan 		Wrap-up and Homework Options (5 min.) <ul style="list-style-type: none"> Core Practice 3A-6, 3A-7 Actividad 20 Pruebas 3A-3, 3A-4 with Remediation: Present tense of -er and -ir verbs, Me gustan, me encantan
4	Warm-up (10 min.) <ul style="list-style-type: none"> Homework check Formative Assessment (15 min.) <ul style="list-style-type: none"> Pruebas 3A-3, 3A-4 with Remediation: Present tense of -er and -ir verbs, Me gustan, me encantan 	Gramática y vocabulario en uso (20 min.) <ul style="list-style-type: none"> Pronunciación El español en la comunidad Audio Activities 8, 9 Aplicación (40 min.) <ul style="list-style-type: none"> Lectura ¿Comprendes? Cultura 	<ul style="list-style-type: none"> La cultura en vivo: Churros y chocolate Presentation oral: Step 1 	Wrap-up and Homework Options (5 min.) <ul style="list-style-type: none"> Presentación oral: Step 2 La cultura en vivo: Make recipe Lectura
5	Warm-up (5 min.) <ul style="list-style-type: none"> Homework check 	Aplicación (50 min.) <ul style="list-style-type: none"> Auténtico Presentación oral: Step 3 Repaso del capítulo (30 min.) <ul style="list-style-type: none"> Vocabulario y gramática Preparación para el examen 1, 2, 3, 4, 5 		Wrap-up and Homework Options (5 min.) <ul style="list-style-type: none"> Core Practice 3A-8, 3A-9 Instant Check Examen del capítulo 3A

Lesson plans:

- Day-to-day guidance
- Pacing suggestions: 50- and 90-minute lessons

Let's look at some of the resources available to help you plan for instruction.

The Scope and Sequence chart, available in the Teacher's Edition front matter, provides a fully articulated sequence of instruction for all levels, along with a chapter outline to help you plan out your short- and long-term instructional strategy.

In addition, lesson plans are available to provide day-to-day guidance on which resources to use. You will also find pacing suggestions for 90-minute lessons.

Chapter Resources

3A ¿Desayuno o almuerzo?

Objectives

- Listen to and read descriptions of meals and menus
- Talk and write about foods you and others like and dislike
- Exchange information about food preferences
- Identify cultural practices viewed in an authentic video about food
- Trace the history of some foods originally native to the Americas and Europe

Vocabulary

- Foods and beverages for breakfast and lunch
- Expressions of frequency

Grammar

- Present tense of *-er* and *-ir* verbs
- Me gustan, me encantan*

Culture

- Bartolomé Murillo, p. 123
- Fruits and vegetables from the Americas, p. 131
- Typical breakfasts in Spanish-speaking countries, p. 134
- Fruits imported from Chile, p. 139
- Popular snacks in Spanish-speaking countries, p. 140.


Recycle

- Present tense of *-ar* verbs
- Expressions of agreement and disagreement

Authentic Resources

- Video about the rich variety of street foods in Mexico City pp. 142-143

Provides a preview of all of the resources and support materials for each chapter



RESOURCES	FOR THE STUDENT		DIGITAL	FOR THE TEACHER		DIGITAL
			PRINT			PRINT
Plan				Teacher's Edition, pp. 122a-122f		*
				Teacher's Resource Materials		*
				Pre-AP® Resource Materials		*
				Lesson Plans, pp. 122-e, 122-f		*
				Mapa global interactivo		*
Introducción pp. 122-123						
Present	Student Edition, pp. 122-123		*	Teacher's Edition, pp. 122-123		*
	DK Reference Atlas		*	Teacher's Resource Materials		*
	Videocultura		*	Mapa global interactivo		*
	Para hispanohablantes		*			*
Vocabulario en contexto pp. 124-127						
Present & Practice	Student Edition, pp. 124-127		*	Teacher's Edition, pp. 124-127		*
	Audio		*	Teacher's Resources		*
	Videohistoria		*	Vocabulary Clip Art		*
	Flansecaros		*	Technology: Audio		*
	Instant Check		*	Video Program: Videohistoria		*
	Guided WB, pp. 63-92		*			*
	Core WB, pp. 49-52		*			*
	Communication Activities		*			*
	Para hispanohablantes		*			*
Assess and Remediate				Prueba 3A-1: Assessment Program, pp. 67-68		*
				Assessment Program para hispanohablantes, pp. 67-68		*

The Chapter Resources section, located in both the print Teacher's Edition and online in the RealizeReader eText, provides a preview of all of the resources and support materials for each chapter. It also points out whether the resources are available in print, digitally, or in both formats.

Planning with Performance Standards

realize**reader**

Capítulo 3A...¿muerzo?

Un almuerzo con toda la familia

Teacher Support

- THEME SUPPORT
- STANDARDS FOR CAPÍTULO 3A
- CHAPTER RESOURCES
- CAN-DO STATEMENTS**

Read the can-do statements in the chapter objectives with students. Then have students read Preparación para el examen on page 145 to preview what they will be able to do at the end of the chapter.
- PROJECT-BASED LEARNING

Explain exactly what students are expected to do

← Back → Next

It is also important to look at the performance standards in the Preparación para el examen section when planning out instruction. Student expectations are broken down into four categories: Interpretive, Interpersonal, Presentational, and Culture.

Can-Do Statements explain exactly what students are expected to do. Knowing what you want your students to be able to demonstrate will help guide your planning efforts.

Authentic Resources

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/Autentico and watch the video *Raul 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	chile
carne	nopal
tortilla	croquetas
chicharrón	cereal
café	arroz

Después de ver Review the video as needed to answer the following questions.

- En el video, ¿a los clientes les gusta (do they like) la comida? ¿Qué palabras o expresiones usan?
- Escribe los ingredientes que tienen las quesadillas.
- At the end of the video, Raul says that eating at this food stand is "mejor que comer en un restaurante de cinco estrellas." What words and visual clues from the video help you to understand what he means?

For more activities, go to the [Authentic Resources Workbook](#).

Integration

Los estilos de vida y las tradiciones sociales

Expansión Find other authentic resources in *Autentico* 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.

Authentic Resources help your students connect to the world through dynamic videos. These videos support each chapter theme as part of the *Authentic Resources Workbook* activities. The Teacher's Edition provides strategies for all three parts of the video lesson:

- Before You Watch
- Watch the Video, and
- Complete the Activities

Authentic Resources Workbook

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

Pre-viewing Strategy

Assign the activity **Activate Background Knowledge** as homework the night before or discuss together in class before viewing. Have students discuss the foods they commonly eat for lunch when they are not at school or home and invite volunteers to provide the names in Spanish. Point out the title of the video and ask students if they have ever eaten *quesadillas* and to name the ingredients in Spanish if possible: *¿Qué te gusta comer en el almuerzo? ¿Comen quesadillas? ¿Qué ingredientes tienen?* Some of the common *quesadilla* ingredients are *verduras, queso, carne, huevos*, and so on. Then encourage students to share any experience they may have had with food from a fast food vendor, ice cream truck, street vendor, or food truck.

Key Vocabulary

The **Vocabulario clave** may be unfamiliar to your students. You may want to review the list with the class.

Culture

The prickly pear cactus is called a *nopal* and its fleshy pads (or leaves) are a staple in Mexican cooking. *Nopales* can be found in many

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

While Viewing

Viewing Strategy: Use Visual Cues

Discuss some common visual cues that often use, such as shaking their head for a negative response, or nodding to indicate pleasure or agreement. Encourage students to look for these cues to help them get a general understanding of what people are saying. Then ask students what visual cues they expect to see about food.

Viewing Suggestions

Before starting the video, explain that they might not comprehend everything being said, but they should apply the strategy as they do the **Use Visual Cues** activity. Play the video once with students listening for green common expressions (*Hola, ¿cómo estás?, ¿Qué tal?, ¿Cómo va?, ¿Qué tal?, señora, or comer*). Then replay the video and pay particular attention to Raúl's facial and body language. Stop the video for students to complete the **Use Visual Cues** activity.

Answers:

caliente Meaning: hot; **Clue:** He blows on his food.
rico Meaning: tasty; **Clue:** He nods his head as he eats the quesadilla.
perrito Meaning: dog; **Clue:** He points to the dog as he says "perrito".
muerde Meaning: chew, bite into; **Clue:** He opens and closes his fingers in a chewing gesture as he describes biting into the quesadilla.

Answers:

I. 1. b 2. c 3. a 4. a. II. 1. falso 2. verdadero 3. verdadero 4. falso; III. Answers will vary.

Cultural Perspectives

Encourage students to discuss the social scene surrounding the quesadilla stand. Help students compare the types of food and social interaction occurring in Mexico City with similar situations where they live. *¿Comes quesadillas en tu ciudad? ¿Qué comida es popular? ¿Dónde te gusta comer?* Ask whether or not they think it is common to see street vendors in Mexico City. Is it common in their town or city? How does the region where they live affect the food they eat?

Heritage Speakers

Ask students to share the names and ingredients of popular foods from their heritage country, especially street food. Then have them write a short paragraph describing a favorite dish that a friend or family member makes.

Differentiated Instruction

Pair students who may need help with more advanced learners. Have them view the video together, stopping to summarize each section. Then tell each pair to work together to answer the comprehension questions.

Detailed lesson plans guide your instruction

To expand upon these videos, the *Authentic Resources Workbook* also includes two pages of level-appropriate student activities.

Detailed lesson plans are also included to help guide your instruction through each step of the lesson.

Differentiated Instruction Support



Differentiated support for a variety of student needs

- Students with learning difficulties
- Students with special needs
- Logical/mathematical learners
- Bodily/kinesthetic learners

Auténtico provides differentiated support for a variety of student needs in the print Teacher's Edition and online in the RealizeReader eText, including support for

- students with learning difficulties;
- logical/mathematical learners;
- students with special needs; and
- bodily/kinesthetic learners.

Vocabulario and Gramática

The screenshot displays the Pearson Realize interface for 'Auténtico Level 1 Ch 3A Sampler'. The interface is divided into two main sections: 'More Practice' and 'Más recursos'. The 'More Practice' section lists several activities with 'Assign' and 'Customize' options:

- Instant Check: Present Tense
- GramActiva Activity: Present Tense
- Core Activity: El verbo c...
- Communication Activity: Present Tense
- Communication Activity: Present Tense
- Communicative Pair Act...

The 'Más recursos' section lists additional resources with 'Assign' options:

- Canción de hip hop: ¿Qué comes?
- GramActiva Video: Present Tense of -er and -ir verbs
- Tutorial: -er verbs
- Tutorial: -ir verbs

A callout box on the right side of the interface reads: 'More Practice and Más recursos for differentiated resources'.

In the Vocabulario and Gramática sections, under More Practice and Más recursos, there are a variety of resources to support differentiated instruction.

More Practice

Guided Grammar Activity: Present tense of -er and -ir verbs

Present tense of -er and -ir verbs

- Like the -ar verbs you learned previously, regular -er and -ir verbs follow a similar pattern in the present tense.
- For -er and -ir verbs, drop the -er or -ir from the infinitive (**comer, escribir, etc.**) and add the ending that is the same for -er and -ir verbs except for in the **nosotros** and **vosotros** forms.

Present tense of -er verbs: <i>comer</i>	
yo: add -o: como	nosotros/nosotras: add -emos: comemos
tú: add -es: comes	vosotros/vosotras: add -éis: coméis
usted/él/ella: add -e: come	ustedes/ellos/ellas: add -en: comen

Present tense of -ir verbs: <i>escribir</i>	
yo: add -o: escribo	nosotros/nosotras: add -imos: escribimos
tú: add -es: escribes	vosotros/vosotras: add -is: escribis
usted/él/ella: add -e: escribe	ustedes/ellos/ellas: add -en: escriben

A. Write the ending for each verb form below.

1) escribimos

2) comparten

3) bebes

Review progress Question 1 of 2 Go ← Back Next →

- Instant Checks
- GramActiva Activities
- Core Activities
- Communication Activities
- Communicative Pair Activities
- Guided Grammar Activities

Under More Practice, you will find

- Instant Checks,
- GramActiva Activities,
- Core Activities,
- Communication Activities,
- Communicative Pair Activities, and
- Guided Grammar Activities.

Gramática Más recursos



In the Gramática Más recursos section, you will find resources that incorporate songs, music, videos, and audio clips to engage learners.

Additional Differentiated Support



There are additional resources available on Savvas Realize that will help you differentiate your instruction. Let's look at some of them.

Games/Juegos

The screenshot shows a game window titled "Juego: Partido de fútbol" with an "Exit" button. The main content area features a soccer field with a goalkeeper in a yellow jersey. A speech bubble above the goalkeeper says "Quiere decir 'siempre.'" Below the field is a keyboard with letters A through M. A red callout box in the top right corner contains the text: "Games/Juegos encourage students to practice skills in an engaging and motivating platform." The interface also includes a "Verb" button, a printer icon, a checkmark icon, and a close button (X) for the callout. At the bottom right, there are navigation arrows and a "1 of 1" indicator.


Flashcards

Flashcards provide opportunities for students to quiz themselves and each other while they practice vocabulary.

Exit Flashcards: Capítulo 3A

Word
las papas fritas

Picture



Study ★ ★ ★ Know

23 of 27
Cards

1 of 1

Situation Cards

Capítulo 3A

1A

Talking about your favorite meal
You and a friend are talking about breakfast.

- Greet your friend.
- Ask your friend what breakfast she likes.
- Respond to your friend's question about breakfast.
- Answer your friend's question.
- Say good-bye.

Capítulo 3A

1B

Talking about your favorite meal
You and a friend are talking about the meals you like.

- Greet your friend.
- Answer your friend's question, and then ask what he or she eats and drinks for lunch.
- Answer your friend's question and ask which of the two meals is his or her favorite.
- Say good-bye.

© Pearson Education, Inc. All rights reserved.

Situation Cards present standards-based communication activities for students to demonstrate authentic use of new vocabulary and grammar skills. ✕

Pre-AP® Resource Chart

A/B/I

Capítulo 3A

Pre-AP® Resource Chart

	Page #	Teacher's Edition	Ancillaries
Vocabulary	p. 126	Pre-AP® Integración	
Listening	p. 128 p. 138	Differentiated Instruction/Challenge/Pre-AP® Integración	
Reading	p. 137	Act. 20	
Speaking	p. 126 p. 128 p. 137 p. 141	Pre-AP® Integración Differentiated Instruction/Challenge/Pre-AP® Integración Act. 20 Presentación oral	
Writing	p. 132 p. 137	Pre-AP® Integración Act. 20	
Integrated Skills	p. 134 p. 136	Act. 15, 16 Act. 19	

Student Activity 1
Interpersonal Speaking

Work with a partner to write complete-sentence answers to the following questions. Be sure to verify the correctness of your answers. Then, use the questions (and answers) to play *Preguntas rápidas* (see p. 41) or to prepare for *One minute of questions* (For Levels 1 and 2) (see p. 42).

1. ¿Cómo es tu dieta?
2. ¿Qué frutas te gustan más?
3. Describe tu sándwich favorito.
4. ¿Prefieres el desayuno o el almuerzo? ¿Por qué?
5. ¿Qué almuerzas los sábados?
6. ¿Qué bebida tomas con la pizza?
7. ¿Qué postre le gusta más a tu familia?
8. ¿Qué hay de almorzar en la cafetería?
9. ¿A tus amigos les gusta comer en restaurantes?
10. ¿Qué tipo de sopa prefieres?

Pre-AP® Resource Chart provides you with a list of available resources and ancillaries for your Pre-AP® students. Student Activity Sheets are also included.

Para Hispanohablantes

Nombre _____ Fecha _____

¿Qué sabes ya?

(Nivel 1/A, págs. 122–123)

1 Haz una lista de la comida que comes en el almuerzo. Marca con un asterisco la comida favorita. Intenta incluir algunos platos de origen hispano.

1. _____
2. _____
3. _____
4. _____
5. _____

2 Escribe tres oraciones con *Me gusta(n)* o *Me encanta(n)* para hablar de tus platos favoritos.

Arte y cultura

(Nivel 1/A, pág. 123)

Bartolomé Murillo (1617–1682) fue uno de los primeros pintores españoles que alcanzó fama en Europa. Algunas de sus primeras pinturas representan niños en Sevilla, su ciudad natal. Murillo usó el color, la luz y el retrato natural de sus modelos para crear obras maestras memorables.

Observa el cuadro de Murillo en tu libro de texto. Estudia la pintura y piensa en tres adjetivos para describirla. ¿Crees que la imagen que Murillo da de los chicos es positiva o negativa? ¿Por qué? Contesta en español o en inglés.

© Savvas Learning, LLC. All Rights Reserved.

Nombre _____ Fecha _____

Capítulo
3A

¿Desayuno o almuerzo?

Objetivos del capítulo


- Hablar de las comidas y bebidas del desayuno y el almuerzo
- Hablar de lo que nos gusta y no nos gusta
- Expresar con qué frecuencia hacemos algo
- Entender las perspectivas culturales con respecto a la comida

Conexión geográfica

(Nivel 1/A, pág. 122)

El ecuador es la línea imaginaria que pasa por el centro de la Tierra y que la divide en hemisferios. Observa los mapas de las páginas xxvii y 122. ¿Puedes ver los países y/o continentes por los que pasa el ecuador? Escríbelos.

1. _____
2. _____
3. _____



© Savvas Learning, LLC. All Rights Reserved.

Para Hispanohablantes provides support for Spanish heritage speakers and includes the following features:

- Vocabulary guidance
- Cultural readings
- Grammar support
- Oral and written presentations
- Reading and writing integration
- Chapter review
- Focus on connections and comparisons
- Exam preparation

Assessment Support



Auténtico provides numerous opportunities for formative, summative, and performance-based assessments, in both print and online formats. These assessments allow you to monitor your students' progress in all three modes of communication—speaking, reading, and writing.

Assessment Resources Chart

Assessment Resources	Self-Evaluation	Formative	Summative: Achievement	Summative: Performance
Student Edition				
Actividades (various)		✗		✗
Presentación oral				✗
Presentación escrita				✗
Preparación para el examen				✗
Print and Digital Resources				
Literacy Skills Workbook (two to three thematically linked readings per Tema)				✗
Examview® Computer Test Generator Test Banks			✗	
PEARSON realize				
Placement Tests				✗
Actividades with Speak and Record	✗	✗		✗
Presentación oral				✗
Communicative Pair Activities		✗		
Instant Checks	✗	✗		
Situation Cards				✗
Interactive Whiteboard Activities		✗		✗
Chapter Quizzes	✗	✗		
Practice Tests				✗
Chapter Tests with Speak and Record			✗	✗
Integrated Performance Assessments with Speak and Record				✗
Cumulative Tests			✗	✗
Rubrics				✗
Chapter Checklist and Self-Assessment worksheet	✗			
Pre-AP® Activities				✗
Mobile Apps				
Auténtico eText		✗		✗
Vocabulary App	✗	✗		



Provides overview of available assessment resources

The Assessment Resources chart provides an overview of available assessment resources and indicates whether they are located in the print Student Edition or on Savvas Realize. Assessment resources available in both print and digital formats as well as via mobile apps are also shown.

Performance-based Assessments

realizereader. 🖨️ 🔖 🔍 Search ☰ Menu

TASK You are on an exchange program in Chile and your family wants to know about your family back home. Show photographs and describe three family members.

Presentación oral and Presentación escrita integrate communication skills

1 Prepare Bring in three family photos or “create” a family using magazine pictures. Use a chart to plan what to say about each person.

Nombre	Es mi ...	Edad	Actividad favorita
Isabel	hermana menor	13 años	le gusta cantar



2 Practice Go through your presentation several times. You can use notes to practice, but not to present. Try to:

- provide all the information for each family member
- use complete sentences
- speak clearly

Modelo

Se llama Isabel. Es mi hermana menor y tiene 13 años. A ella le gusta cantar. Es artística.

3 Present Show the photos and give information about each person.

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

Rubric	Score 1	Score 3	Score 5
How complete your preparation	Your information is written down but without use of a chart.	You used the chart, but it is only partially completed.	You used the chart and provided all the information.

Integrated Performance Assessments (IPAs)-available on Savvas Realize-provide real-world tasks that assess what students can do in all three modes of communication, using integrated audio and video sources. Print versions are available, too.

Additionally, Presentación oral and Presentación escrita activities provide presentational tasks that integrate speaking, reading, and writing.

Additional Assessment Tool

The screenshot shows the Pearson Realize interface for the 'Auténtico Level 1' program. At the top, there are navigation tabs for 'PROGRAMS', 'CLASSES', and 'DATA'. A dark blue banner on the right says 'Download the ExamView Test Generator from Pearson Realize'. Below the navigation, there are links for 'Table of contents', 'Resources', 'Standards', 'eText', and 'Tools'. The 'Tools' dropdown menu is open, showing 'Online Atlas' and 'ExamView' (which is highlighted with a blue arrow). Other options in the dropdown include 'Thumbnail view', 'List view', 'Show teacher resources', and 'Create content'. Below the dropdown, a green 'Table of Contents' header is visible, followed by a list of course sections: 'Bienvenidos al curso', 'Para empezar', 'Capítulo 1A ¿Qué te gusta hacer?', 'Capítulo 1B Y tú, ¿cómo eres?', and 'Capítulo 2A Tu día en la escuela'.

ExamView® Assessment Suite is an assessment tool that allows you to create and print custom tests in minutes.

You can download the ExamView Test Generator from the Tools drop-down menu on Savvas Realize.

Closing



Thank You!

- Program components
- Planning resources
- Differentiated instruction
- Assessment options

For additional tutorials, visit my **SAVVAS** Training

In this tutorial, we explored the *Auténtico* program. We reviewed program components, planning resources, support for differentiated instruction, and assessment options that help students learn to communicate in Spanish.