Priority Standard:	Communicate effectively in order to function in a variety of situations and for multiple purposes using interpersonal, interpretive, and presentational modes.
Overarching Skills:	Pronounce lesson vocabulary. Decode or interpret lesson vocabulary aurally, and in text. Use context clues to understand new vocabulary. Construct simple sentences using lesson vocabulary and grammar. Ask basic questions orally and in writing. Answer basic questions orally and in writing.
WALT:	We are learning to use food and drink vocabulary.
Success Criteria:	I can…imitate pronunciation of food/drink vocabulary. I can...pronounce food/drink vocabulary.
WALT:	We are learning to use food and drink vocabulary.
Success Criteria:	I can...explain orally what I and someone else eats/drinks. I can...explain in writing what I and someone else eats/drinks. I can...ask a question orally about what someone eats/drinks. I can...ask a question in writing about what someone eats/drinks. I can...answer a question orally about what I and someone else eats/drinks. I can...answer a question in writing about what I and someone eats/drinks. I can...comprehend food and restaurant vocabulary when written in text. I can...comprehend food and restaurant vocabulary when spoken aloud.
WALT:	We are learning to order food/drinks in a café or restaurant.
Success Criteria:	I can…imitate pronunciation of restaurant vocabulary. I can...pronounce restaurant vocabulary.

WALT:	We are learning to order food/drinks in a café or restaurant.
Success Criteria:	I can...explain orally what I order in a restaurant. I can...explain in writing what I order in a restaurant. I can...ask a question orally about what someone else orders in a restaurant. I can...ask a question in writing about what someone else orders in a restaurant. I can...answer a question orally about what I or someone else orders in a restaurant. I can...answer a question in writing about what I or someone else orders in a restaurant. I can...comprehend food and restaurant vocabulary when written in text. I can...comprehend food and restaurant vocabulary when spoken aloud.
WALT:	We are learning to communicate as a server in a restaurant.
Success Criteria:	I can...use server vocabulary orally. I can...use server vocabulary in writing. I can...ask questions orally about what someone wants to order in a restaurant. I can...ask questions in writing about what someone wants to order in a restaurant. I can...answer questions customers ask orally. I can...answer questions customers ask in writing. I can...comprehend food and restaurant vocabulary when written in text. I can...comprehend food and restaurant vocabulary when spoken aloud.
WALT:	We are learning to use -er/-ir verbs in the present tense.
Success Criteria:	I can...orally use singular forms. I can...use singular forms in writing. I can...orally use plural forms. I can...use plural forms in writing. I can...comprehend singular forms when written in text. I can...comprehend plural forms when written in text. I can...comprehend singular forms when spoken aloud. I can...comprehend plural forms when spoken aloud.

WALT:	We are learning to use irregular verbs (e-->i) in the present tense.
Success Criteria:	I can...orally use singular forms. I can...use singular forms in writing. I can...orally use plural forms. I can...use plural forms in writing. I can...comprehend singular forms when written in text. I can...comprehend plural forms when written in text. I can...comprehend singular forms when spoken aloud. I can...comprehend plural forms when spoken aloud.
WALT:	We are learning to use situational vocabulary (ir+a/tener+que/acabar+de).
Success Criteria:	I can...explain what I am going to do orally. I can...explain what I have to do orally. I can...explain what I just did orally. I can...explain what I am going to do in writing. I can...explain what I have to do in writing. I can...explain what I just did in writing.
WALT:	We are learning to use situational vocabulary(ir+a) .
Success Criteria:	I can...orally ask a question about what someone else is going to do. I can...ask a question in writing about what someone else is going to do. I can...orally answer a question about what someone else is going to do. I can...answer a question in writing about what I or someone else is going to do. I can...comprehend what I or someone else is going to do when written in text. I can...comprehend what I or someone else is going to do when spoken.

WALT:	We are learning to use situational vocabulary (tener+que).
Success Criteria:	I can...orally ask a question about what someone else has to do. I can...ask a question in writing about what someone else has to do. I can...orally answer a question about what I or someone else has to do. I can...answer a question in writing about what I or someone else has to do. I can...comprehend what I or someone else has to do when written in text.

	I can...comprehend what I or someone else has to do when spoken.
WALT:	We are learning to use situational vocabulary (acabar+de).
Success Criteria:	I can...orally ask a question about what someone else just did. I can...ask a question in writing about what someone else just did. I can...orally answer a question about what I or someone else just did. I can...answer a question in writing about what I or someone else just did. I can...comprehend what I or someone else just did when written in text. I can...comprehend what I or someone else just did when spoken.
WALT:	We are learning to communicate within a restaurant setting. RWE
Success Criteria:	I can...interpret lesson vocabulary and grammar when spoken to. I can...construct simple sentences using lesson vocabulary and grammar orally. I can...create questions using lesson vocabulary and grammar orally. I can...respond to questions using lesson vocabulary and grammar when spoken to. I can...continue to add to the conversation using lesson vocabulary and grammar orally.