--*Unidad 1: Saludos*--

I can identify characters' emotions. (Interpretive Reading)

I can understand a story about an axolotl. (Interpretive Reading)

I can understand a story about Carlota's emotions (Extensión). (Interpretive Reading)

I can understand a story about Carlota's emotions. (Interpretive Reading)

I can understand the greetings in a story about Aliz. (Interpretive Reading)

I can understand vocabulary about greetings and emotions (Extensión). (Interpretive Reading)

I can draw one of Aliz's friends. (Interpretive Reading)

I can draw what Xolo was doing when he ran away. (Interpretive Reading)

I can match pictures of Aliz to their descriptions. (Interpretive Reading)

I can match pictures of Carlota to their descriptions. (Interpretive Reading)

I can put the events of Carlota's story in order (Extensión). (Interpretive Reading)

I can put the greetings of Aliz's friends in order (Extensión). (Interpretive Reading)

I can understand a story about an axolotl (Extensión). (Interpretive Reading)

I can understand vocabulary about greetings and emotions. (Interpretive Reading)

I can match details of a story about an axolotl (Extensión). (Interpretive Reading)

I can understand a paragraph about greeting the sun in Mexico. (Interpretive Reading)

I can understand a paragraph about Paca the alpaca. (Interpretive Reading)

I can understand a story about asking how someone is. (Interpretive Reading)

I can understand a story about the jaguar. (Interpretive Reading)

I can understand a paragraph about a plaza in Mexico. (Interpretive Listening)

I can speak about names and emotions (Extensión). (Presentational Speaking)

I can speak about what is in the plaza in Mexico (Extensión). (Presentational Speaking)

I can say hello to the sun (Extensión). (Presentational Speaking)

I can speak about Aliz's story (Extensión). (Presentational Speaking)

I can speak about Carlota's story (Extensión). (Presentational Speaking)

I can speak about the axolotl's story (Extensión). (Presentational Speaking)

I can draw the axolotl and his friend. (Interpretive)

--*Unidad 2: Escuela*--

I can put the events of Don's game of Simón dice in order (Extensión). (Interpretive Reading)

I can put the events of Ignacia's story in order (Extensión). (Interpretive Reading)

I can understand a story about Camilo and his class materials. (Interpretive Reading)

I can understand a story about class materials (Extensión). (Interpretive Reading)

I can understand a story about classroom materials. (Interpretive Reading)

I can understand a story that takes place in a school (Extensión). (Interpretive Reading)

I can understand vocabulary about school and the classroom (Extensión). (Interpretive Reading)

I can draw Don and his friends playing Simón dice. (Interpretive Reading)

I can identify classroom materials. (Interpretive Reading)

I can match details from a story about Camilo (Extensión). (Interpretive Reading)

I can match Ignacia's items to the bag they should be in. (Interpretive Reading)

I can match pictures of Don to their descriptions. (Interpretive Reading)

I can understand a story that takes place in a school. (Interpretive Reading)

I can understand vocabulary about school and the classroom. (Interpretive Reading)

I can understand a paragraph about a karate class in the Dominican Republic. (Interpretive Reading)

I can understand a paragraph about tourists in the Dominican Republic. (Interpretive Reading)

I can understand a paragraph about volcanoes in Ecuador. (Interpretive Reading)

I can understand a reading about an organization in Ecuador. (Interpretive Reading)

I can understand a reading about a school in Spain. (Interpretive Reading)

I can understand a reading about music in the Dominican Republic. (Interpretive Reading)

I can describe a picture of tourist boats in the Dominican Republic (Extensión). (Presentational Speaking)

I can speak about a karate class in the Dominican Republic (Extensión). (Presentational Speaking)

I can speak about Camilo's story (Extensión). (Presentational Speaking)

I can speak about Don's game of Simón dice (Extensión). (Presentational Speaking)

I can speak about Ignacia's story (Extensión). (Presentational Speaking)

I can speak about my classroom (Extensión). (Presentational Speaking)

I can draw and label classroom materials. (Presentational Writing)

I can draw the main ideas from a story about Camilo and his class materials. (Presentational Writing)

--*Unidad 3: Números y formas*--

I can match pictures of Augustina and her classmates to their descriptions. (Interpretive Reading)

I can match sentences from Pedro's story to who said it. (Interpretive Reading)

I can put the events of Augustina's story in order (Extensión). (Interpretive Reading)

I can put the events of Javier's story in order (Extensión). (Interpretive Reading)

I can understand a story about Augustina and her classmates eating croissants (Extensión). (Interpretive Reading)

I can understand a story about Augustina and her classmates eating croissants. (Interpretive Reading)

I can understand a story about shapes in Javier's art class (Extensión). (Interpretive Reading)

I can understand a story about shapes in Javier's art class. (Interpretive Reading)

I can understand Pedro's story about finding and counting shapes (Extensión). (Interpretive Reading)

I can understand Pedro's story about finding and counting shapes. (Interpretive Reading)

I can understand vocabulary about numbers and shapes (Extensión). (Interpretive Reading)

I can understand vocabulary about numbers and shapes. (Interpretive Reading)

I can match characters from Javier’s story to what they said or did. (Interpretive Reading)

I can match statements to their responses (Extensión). (Interpretive Reading)

I can understand a paragraph about Caminito. (Interpretive Reading)

I can understand a paragraph about a panorama in Argentina. (Interpretive Reading)

I can understand a paragraph about the islands of Honduras. (Interpretive Reading)

I can understand a reading about Honduras. (Interpretive Reading)

I can understand a reading about sports in Argentina. (Interpretive Reading)

I can speak about Pedro's story in the mountains (Extensión). (Presentational Speaking)

I can speak about the shapes in Javier's story (Extensión). (Presentational Speaking)

I can talk about a panorama in Argentina (Extensión). (Presentational Speaking)

I can talk about Augustina's story (Extensión). (Presentational Speaking)

I can talk about Caminito (Extensión). (Presentational Speaking)

I can talk about the islands of Honduras (Extensión). (Presentational Speaking)

I can draw a scene from Pedro's story. (Presentational Writing)

I can draw a scene from Augustina’s story. (Presentational Writing)

I can draw an animal or monster using shapes from Javier's story. (Presentational Writing)

--*Unidad 4: Colores y ropa*--

I can match clothes to the friends of el coquí. (Interpretive Reading)

I can match details from Luis's story (Extensión). (Interpretive Reading)

I can put the events of Marcel's story in order. (Interpretive Reading)

I can talk about Luis and his clothing (Extensión). (Interpretive Reading)

I can understand a story about a frog and his clothes (Extensión). (Interpretive Reading)

I can understand a story about a frog and his clothes. (Interpretive Reading)

I can understand a story about Luis and his dance. (Interpretive Reading)

I can understand a story about Marcel the bat (Extensión). (Interpretive Reading)

I can understand a story about Marcel the bat. (Interpretive Reading)

I can understand vocabulary about colors and clothes (Extensión). (Interpretive Reading)

I can match the clothing to their colors. (Interpretive Reading)

I can understand a paragraph about mate. (Interpretive Reading)

I can understand a paragraph about San Juan. (Interpretive Reading)

I can understand vocabulary about colors and clothes. (Interpretive Reading)

I can understand a paragraph about a fire station in Puerto Rico. (Interpretive Reading)

I can understand a story about La Borinqueña. (Interpretive Reading)

I can understand a story about Petrona Viera. (Interpretive Reading)

I can describe the colors in a photo of Puerto Rico (Extensión). (Presentational Speaking)

I can speak about a fire station (Extensión). (Presentational Speaking)

I can speak about mate (Extensión). (Presentational Speaking)

I can speak about painting (Extensión). (Presentational Speaking)

I can speak about the clothes from el coquí's story (Extensión). (Presentational Speaking)

I can talk about the colorful fruit Marcel eats (Extensión). (Presentational Speaking)

I can speak about my favorite superhero (Extensión). (Presentational Speaking)

I can draw a picture of Luis and Marisol. (Presentational Writing)

I can draw the colorful fruit Marcel eats. (Presentational Writing)

I can draw a character from el coquí's story. (Presentational Writing)

--*Unidad 5: Tiempo y clima*--

I can identify the weather in Gabriel's story (Extensión). (Interpretive Reading)

I can match Chita's activities to the day of the week. (Interpretive Reading)

I can match Mariela's activities to the day of the week. (Interpretive Reading)

I can match the weather to the locations Chita visits (Extensión). (Interpretive Reading)

I can put the events of Gabriel's story in order. (Interpretive Reading)

I can talk about my musical preferences (Extensión). (Interpretive Reading)

I can talk about the events of Mariela's story (Extensión). (Interpretive Reading)

I can talk about the weather (Extensión). (Interpretive Reading)

I can understand a story about Chita the chinchilla. (Interpretive Reading)

I can understand Gabriel's story about the weather (Extensión). (Interpretive Reading)

I can understand Gabriel's story about the weather. (Interpretive Reading)

I can understand Mariela's story about the days of the week (Extensión). (Interpretive Reading)

I can understand Mariela's story about the days of the week. (Interpretive Reading)

I can understand vocabulary about the days of the week and weather (Extensión). (Interpretive Reading)

I can draw an invitation for Octavio's party. (Interpretive Reading)

I can understand vocabulary about the days of the week and weather. (Interpretive Reading)

I can understand a paragraph about Panama City. (Interpretive Reading)

I can understand a paragraph about Toledo. (Interpretive Reading)

I can understand a paragraph about Valparaíso, Chile. (Interpretive Reading)

I can understand a paragraph about "La Plaza de España." (Interpretive Reading)

I can understand a story about the weather in Panama. (Interpretive Reading)

I can understand a story about Sancho's routine. (Interpretive Reading)

I can talk about my favorite color in the rainbow (Extensión). (Presentational Speaking)

I can talk about Panama City (Extensión). (Presentational Speaking)

I can talk about the weather (Extensión). (Presentational Speaking)

I can talk about the weather Chita experiences (Extensión). (Presentational Speaking)

I can draw Gabriel and the weather. (Presentational Writing)

I can draw the weather Chita experiences. (Presentational Writing)

I can put the days of the week in order (Extensión). (Interpretive)

--*Unidad 6: Cuerpo y comida*--

I can match images from Brad's story to their description (Extensión). (Interpretive Reading)

I can match images from Brad's story to their description. (Interpretive Reading)

I can match images from Nicolás’ story to their description. (Interpretive Reading)

I can match the bandages to where they are on Tito's body. (Interpretive Reading)

I can put the events of Nicolás' story in order (Extensión). (Interpretive Reading)

I can put the events of Tito's story in order (Extensión). (Interpretive Reading)

I can understand Brad's story about zapotes. (Interpretive Reading)

I can understand Nicolás’ story about food in Costa Rica. (Interpretive Reading)

I can understand Tito's story about body parts. (Interpretive Reading)

I can understand vocabulary about body parts and food (Extensión). (Interpretive Reading)

I can understand vocabulary about body parts and food. (Interpretive Reading)

I can understand Tito's story about body parts (Extensión). (Interpretive Reading)

I can draw a scene based on a description. (Interpretive Reading)

I can understand a paragraph about Concepción. (Interpretive Reading)

I can understand a paragraph about the waters of Costa Rica. (Interpretive Reading)

I can understand a paragraph about Carrillo Beach, Costa Rica. (Interpretive Reading)

I can understand a story about hammocks. (Interpretive Reading)

I can understand a story about sloths in Costa Rica. (Interpretive Reading)

I can talk about Brad's story about food and body parts (Extensión). (Presentational Speaking)

I can talk about hammocks (Extensión). (Presentational Speaking)

I can talk about my favorite animal from Costa Rica (Extensión). (Presentational Speaking)

I can talk about my preferences of transportation (Extensión). (Presentational Speaking)

I can talk about pain in my body parts (Extensión). (Presentational Speaking)

I can talk about the food I like at a soda in Costa Rica (Extensión). (Presentational Speaking)

I can talk about what food I want to eat at the beach (Extensión). (Presentational Speaking)

I can draw myself eating in a soda in Costa Rica. (Presentational Writing)

I can draw Tito's bandages and label his body parts. (Presentational Writing)

--*Unidad 7: Familia y amigos*--

I can identify Manolo's family members. (Interpretive Reading)

I can match details from Alba's story to their descriptions. (Interpretive Reading)

I can match details of Alba's story (Extensión). (Interpretive Reading)

I can understand a story about a class election (Extensión). (Interpretive Reading)

I can understand a story about a class election. (Interpretive Reading)

I can understand Alba's story about her family. (Interpretive Reading)

I can understand Óscar's story about family (Extensión). (Interpretive Reading)

I can understand Óscar's story about family. (Interpretive Reading)

I can understand vocabulary about family and descriptions (Extensión). (Interpretive Reading)

I can match characters to the award they won. (Interpretive Reading)

I can understand vocabulary about family and descriptions. (Interpretive Reading)

I can understand a paragraph about Granada, Nicaragua. (Interpretive Reading)

I can understand a paragraph about quetzals in Guatemala. (Interpretive Reading)

I can understand a paragraph about a store in El Salvador. (Interpretive Reading)

I can understand a paragraph about Tikal. (Interpretive Reading)

I can understand a story about Nuria and her grandmother. (Interpretive Reading)

I can understand a story about Pepe's family. (Interpretive Reading)

I can describe a family member (Extensión). (Presentational Speaking)

I can describe myself (Extensión). (Presentational Speaking)

I can introduce Manolo's family members (Extensión). (Presentational Speaking)

I can speak about Tikal (Extensión). (Presentational Speaking)

I can talk about Pepe's family (Extensión). (Presentational Speaking)

I can talk about quetzals (Extensión). (Presentational Speaking)

I can draw a family tree. (Presentational Writing)

I can draw pictures of character descriptions. (Presentational Writing)

I can draw Alba's family members. (Presentational Writing)

--*Unidad 8: En la casa*--

I can identify the rooms of Fabiana's house. (Interpretive Reading)

I can identify the rooms of Oswaldo's house. (Interpretive Reading)

I can identify the rooms Tito imagines. (Interpretive Reading)

I can put the events of Fabiana's story in order (Extensión). (Interpretive Reading)

I can put the events of Oswaldo's story in order. (Interpretive Reading)

I can put the events of Tito's story in order (Extensión). (Interpretive Reading)

I can understand a story about Tito going to Machu Picchu (Extensión). (Interpretive Reading)

I can understand a story about Tito going to Machu Picchu. (Interpretive Reading)

I can understand Fabiana's story about pets. (Interpretive Reading)

I can understand home vocabulary (Extensión). (Interpretive Reading)

I can understand Oswaldo's story about hide-and-seek (Extensión). (Interpretive Reading)

I can understand Oswaldo's story about hide-and-seek. (Interpretive Reading)

I can understand a paragraph about a home in Peru. (Interpretive Reading)

I can understand home vocabulary. (Interpretive Reading)

I can understand a paragraph about the streets of Colombia. (Interpretive Reading)

I can understand a paragraph about a zoo in Colombia. (Interpretive Reading)

I can understand a story about el mono ardilla. (Interpretive Reading)

I can understand a story about Santalaia. (Interpretive Reading)

I can talk about my home preferences (Extensión). (Presentational Speaking)

I can talk about my pet doing activities around the house (Extensión). (Presentational Speaking)

I can talk about my pet. (Presentational Speaking)

I can talk about plant buildings (Extensión). (Presentational Speaking)

I can talk about the rooms of the house (Extensión). (Presentational Speaking)

I can talk about Tito's home (Extensión). (Presentational Speaking)

I can talk about zoos (Extensión). (Presentational Speaking)

I can draw a room in Oswaldo's house. (Presentational Writing)

I can draw my pet in my house. (Presentational Writing)

I can draw Tito's home. (Presentational Writing)

--*Unidad 9: Pasatiempos y deportes*--

I can identify the pastimes characters from Gabi's story like. (Interpretive Reading)

I can match characters from Ponce's story to the sport they play. (Interpretive Reading)

I can match scenes from Liliana’s story to the sport or pastime. (Interpretive Reading)

I can put the events of Gabi's story in order (Extensión). (Interpretive Reading)

I can understand Gabi's story about pastimes (Extensión). (Interpretive Reading)

I can understand Gabi's story about pastimes. (Interpretive Reading)

I can understand Liliana's story about sports and pastimes. (Interpretive Reading)

I can understand Ponce's story about sports (Extensión). (Interpretive Reading)

I can understand Ponce's story about sports. (Interpretive Reading)

I can understand sports and pastime vocabulary (Extensión). (Interpretive Reading)

I can understand sports and pastime vocabulary. (Interpretive Reading)

I can understand a paragraph about basketball in Equatorial Guinea. (Interpretive Reading)

I can understand a paragraph about cooking arepas. (Interpretive Reading)

I can understand a paragraph about playing soccer with family. (Interpretive Reading)

I can understand a paragraph about a room for students. (Interpretive Reading)

I can understand a story about extreme sports. (Interpretive Reading)

I can understand a story about salsa. (Interpretive Reading)

I can talk about arepas (Extensión). (Presentational Speaking)

I can talk about extreme sports (Extensión). (Presentational Speaking)

I can talk about pastimes (Extensión). (Presentational Speaking)

I can talk about salsa (Extensión). (Presentational Speaking)

I can talk about sports (Extensión). (Presentational Speaking)

I can talk about sports (Extensión). (Presentational Speaking)

I can talk about sports and pastimes (Extensión). (Presentational Speaking)

I can draw a sports trophy. (Presentational Writing)

I can draw Liliana and her friends doing sports and pastimes. (Presentational Writing)

I can draw my favorite hobby. (Presentational Writing)