

# Level 4

## Disney Kids Readers Scope and Sequence



Level	GSE Level	CEFR
4	27-38	A1-A2+

Title	Lexile Score	Vocabulary	Grammar	Phonics	Values	Find Out	Key GSE Learning Objectives
<b>Toy Story 3</b>	460	<b>Glossary:</b> attic, basket, box, chute, classroom, college, cowgirl, daycare center, dumpster, kite, prison, roof, sheriff, space ranger, switch, trash <b>Phonics:</b> hello, Lotso, home, nose, window, yellow <b>Values:</b> fantastic, feel sad, How about you? <b>Find Out:</b> character, computer, famous, model, sketch	<b>Focus:</b> <i>going to</i> for prediction and intention <b>Function:</b> Saying what's going to happen	Long vowel sound: o /ō/ <b>o</b> <b>o_e</b> <b>ow</b>	<b>Positivity</b> Change can be good.	<b>Subject area:</b> Design and Technology <b>Topic:</b> CGI Animation <b>Big Question:</b> How did the filmmakers make the <i>Toy Story</i> movies?	<b>Reading:</b> Can recognize the use of "because" to signal the relationship between an action and a reason or explanation. <b>Listening:</b> Can identify key information about future plans in short, simple dialogs. <b>Speaking:</b> Can talk about plans for the near future in a simple way. <b>Writing:</b> Can use basic punctuation including capital letters, end punctuation, speech marks, and commas correctly.
<b>Moana</b>	460	<b>Glossary:</b> attack, cave, darkness, fix, heart, hook, island, pirate, pretend, reef, rock, sail, stone, teach, treasure, wave <b>Phonics:</b> flew, new, food, moon, blue, true <b>Values:</b> dark, drum, past <b>Find Out:</b> cool, erupt, lava, million, mountain, volcano	<b>Focus:</b> <i>Can</i> for possibility, <i>Could</i> for possibility <b>Function:</b> Saying what's possible	Long vowel sound: u /ū/ <b>ew</b> <b>oo</b> <b>ue</b>	<b>Respect</b> Know your family history.	<b>Subject area:</b> Geography <b>Topic:</b> Volcanoes <b>Big Question:</b> Where did the islands of Hawaii come from?	<b>Reading:</b> Can identify specific information related to a familiar topic in a short, simple text. <b>Listening:</b> Can recognize words or phrases that are repeated in a short dialog or poem. <b>Speaking:</b> Can make suggestions about doing common everyday activities, using a basic fixed expression. <b>Writing:</b> Can describe choices using and/or.
<b>The Lion King</b>	490	<b>Glossary:</b> bone, dead, desert, hyena, jungle, kill, lioness, meerkat, paw, safe, secret, stampede, valley, voice, warthog, wildebeest <b>Phonics:</b> cried, die, hide, smile, fight, night, fly, sky <b>Values:</b> lie, must, plan, secret, sorry <b>Find Out:</b> grass, group, meat, protect, hunt, cub	<b>Focus:</b> Verbs: Irregular past simple <b>Function:</b> Describing past events	Long vowel sound: i /ī/ <b>ie</b> <b>i_e</b> <b>igh</b> <b>y</b>	<b>Honesty</b> Tell the truth.	<b>Subject area:</b> Science <b>Topic:</b> Lions <b>Big Question:</b> How do lions live in Africa?	<b>Reading:</b> Can understand the main ideas in short, simple stories on familiar topics. <b>Listening:</b> Can identify activities occurring in the past in short, simple dialogs. <b>Speaking:</b> Can talk about an event in the past using fixed expressions, given a model. <b>Writing:</b> Can write simple factual descriptions of animals, given prompts or a model.

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<b>Brave</b>	510	<b>Glossary:</b> apart, archery, brave, competition, choose, fight, free, future, kingdom, marry, mend, perfect, stone, spell, sword, win <b>Phonics:</b> brave, cake, afraid, paint, day, say <b>Values:</b> change, learn, teach, tapestry <b>Find Out:</b> battle, cloth, history, stitch, thread	<b>Focus:</b> Verb + to-infinitive, gerunds <b>Function:</b> Talking about activities and pastimes	Long vowel sound: a /ā/ <b>a_e</b> <b>ai</b> <b>ay</b>	<b>Humility</b> Learn from others.	<b>Subject area:</b> History <b>Topic:</b> Tapestries <b>Big Question:</b> What does a tapestry tell us?	<b>Reading:</b> Can identify the context of a short, simple text related to familiar situations. <b>Listening:</b> Can understand the main information in short, simple dialogs about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. <b>Speaking:</b> Can talk about their hobbies and interests, using simple language. <b>Writing:</b> Can spell a range of irregular common words.
<b>Inside Out</b>	520	<b>Glossary:</b> appear, control, core, disgusted, dolphin, emotion, hurt, mad, memory, mind, panic, save, together, tube, unhappy, worried <b>Phonics:</b> eat, beach, green, sleep, carry, happy <b>Values:</b> dangerous, feel, go back, hate, have to, horrible, run away, sad, sorry, stop, tell <b>Find Out:</b> amygdala, brain, breathe, danger, frontal lobe, think	<b>Focus:</b> Superlative adjectives: <i>the -est, best, worst, most</i> <b>Function:</b> Showing your feelings/ expressing personality	Long vowel sound: e /ē/ <b>ea</b> <b>ee</b> <b>y</b>	<b>Sincerity</b> Talk about your feelings.	<b>Subject area:</b> Health Education <b>Topic:</b> Your Emotions <b>Big Question:</b> Emotions—what is happening inside your brain?	<b>Reading:</b> Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. <b>Listening:</b> Can understand simple comparisons between objects or people, if spoken slowly and clearly. <b>Speaking:</b> Can describe someone's personality in a basic way, if guided by prompts. <b>Writing:</b> Can use basic punctuation including capital letters, end punctuation, speech marks, and commas correctly.
<b>The Incredibles 2</b>	520	<b>Glossary:</b> camera, catch, chase, control, crash, destroy, fight, helicopter, hypnotize, illegal, message, parachute, race, safe, screen, stretch <b>Phonics:</b> screen, describe, stretch, strong <b>Values:</b> help, ready, watch the children, work hard <b>Find Out:</b> driverless, engineer, future, information, map, sensor, test	<b>Focus:</b> Adverbs of manner <b>Function:</b> Describing how something happened	3-consonant clusters: initial + medial <b>scr</b> <b>str</b>	<b>Teamwork</b> Work hard.	<b>Subject area:</b> Technology <b>Topic:</b> Driverless Cars <b>Big Question:</b> Are driverless cars the future?	<b>Reading:</b> Can identify words and phrases from different places in a simple text to support their answers. <b>Listening:</b> Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. <b>Speaking:</b> Can talk about everyday activities using simple language. <b>Writing:</b> Can write correctly structured questions with question marks.