

# Level 6

## Disney Kids Readers Scope and Sequence



| Level | GSE Level | CEFR   |
|-------|-----------|--------|
| 6     | 36–48     | A2+–B1 |

| Title                            | Lexile Score | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grammar                                                                                                                                    | Phonics                                                             | Play + Global Citizenship                                                                                                                      | Find Out                                                                                                                           | Key GSE Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Atlantis: The Lost Empire</b> | 550          | <b>Glossary:</b> adventure, attack, crawl, crew, crystal, emperor, empire, enemy, entrance, fly, gift, grateful, gun, imagine, journey, like, mask, scream, submarine, truth<br><b>Phonics:</b> empire, fire, adventure, treasure<br><b>Play:</b> culture, doorway, secret, understand<br><b>Global Citizenship:</b> communication, culture, danger, die, history, idea, pass on, remember, share<br><b>Find Out:</b> contour, east, grid, height, north, reference, south, steep, symbol, west | <b>Focus:</b> First conditional<br><b>Function:</b> Talking about likely consequences in the future                                        | Word endings with similar letters<br><b>ire</b><br><b>ure</b>       | <b>Theme:</b> Living a happy, healthy life<br><b>Play:</b> Language Is Important<br><b>Profile:</b> Saving Languages Builds Understanding      | <b>Subject area:</b> Geography<br><b>Topic:</b> Map-reading<br><b>Big Question:</b> What skills do you need to become an explorer? | <b>Reading:</b> Can understand basic opinions related to familiar topics, expressed in simple language.<br><b>Listening:</b> Can identify key information about future plans in short, simple dialogs.<br><b>Speaking:</b> Can talk about plans for the near future in a simple way.<br><b>Writing:</b> Can illustrate a general statement by giving specific examples.                                                                                                  |
| <b>Maleficent</b>                | 570          | <b>Glossary:</b> chain, creature, curse, dragon, evil, fairy, human, iron, kiss, lift, like, magic, needle, net, peace, protect, safe, spindle, thorn, whisper<br><b>Phonics:</b> important, pleasant, parent, present<br><b>Play:</b> attack, gift, nature, real, trouble<br><b>Global Citizenship:</b> conservationist, deforestation, disappear, environment, illegal, peace, recycled<br><b>Find Out:</b> believe, fake, folk, photograph, secret                                           | <b>Focus:</b> Present perfect simple<br><b>Function:</b> Talking about past experiences; things that happened at some time in the past     | Unstressed word endings with same sound<br><b>ant</b><br><b>ent</b> | <b>Themes:</b> Our amazing world, Looking after each other<br><b>Play:</b> Protectors of Nature<br><b>Profile Title:</b> Protect the Forests   | <b>Subject area:</b> History<br><b>Topic:</b> Fairies in Folklore<br><b>Big Question:</b> What do you know about fairies?          | <b>Reading:</b> Can identify some common features of traditional stories.<br><b>Listening:</b> Can understand simple conversations about things that have happened in the past.<br><b>Speaking:</b> Can talk about past events or experiences, using simple language.<br><b>Writing:</b> Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.                                                                                |
| <b>Zootopia</b>                  | 580          | <b>Glossary:</b> badge, blueberry, cage, carrot, dart, equal, farmer, fierce, fox, howl, like, Popsicle, predator, prey, protect, ram, record, serum, wild, wolf<br><b>Phonics:</b> jungle, purple, capital, criminal<br><b>Play:</b> bully, ticket<br><b>Global Citizenship:</b> around, charity, equal, Internet, message, teach<br><b>Find Out:</b> consumers, continue, food chain, happily, own, producers, real, sunlight, survive                                                        | <b>Focus:</b> <i>Might</i> for possibility; <i>should</i> for advice<br><b>Function:</b> Saying what is possible; giving and taking advice | Unstressed word endings with same sound<br><b>le</b><br><b>al</b>   | <b>Themes:</b> Living a happy, healthy life, Looking after each other<br><b>Play:</b> Stand Up to Bullies<br><b>Profile:</b> Bullying, No Way! | <b>Subject area:</b> Science<br><b>Topic:</b> Food Chains<br><b>Big Question:</b> What is a food chain?                            | <b>Reading:</b> Can scan a simple text to find specific information.<br><b>Listening:</b> Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.<br><b>Speaking:</b> Can give informal advice on everyday matters, using a range of fixed expressions.<br><b>Writing:</b> Can use linking words such as “when”, “if”, “that”, and “because” to join clauses and sentences together. |

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|----------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ralph Breaks the Internet</b> | 580          | <b>Glossary:</b> character, click, comment, connect, crash, crazy, dawn, delete, fix, friendship, log on, plug in/unplug, pop-up, software, steering wheel, track, video, virus, viral, website<br><b>Phonics:</b> small, talk, astronaut, caught, dawn, paw<br><b>Play:</b> amazing, be careful, community, Internet, password, true<br><b>Global Citizenship:</b> forum, global, million, organization, project, world<br><b>Find Out:</b> antivirus, click, imagine, infect, information, link, message, personal, phishing, share, software | <b>Focus:</b> Indefinite pronouns: <i>some-, any-, every-, no one</i><br><b>Function:</b> Describing people without saying exactly who they are | Vowel digraphs with same sound: initial, final + medial<br><b>al</b><br><b>au</b><br><b>aw</b> | <b>Theme:</b> Learning for our future<br><b>Play:</b> Connect with the World!<br><b>Profile:</b> Online School Communities     | <b>Subject area:</b> Technology<br><b>Topic:</b> Protecting Personal Data<br><b>Big Question:</b> What is a computer virus?       | <b>Reading:</b> Can understand the humor in a simple story.<br><b>Listening:</b> Can identify key information in a short passage or description, if supported by prompts or questions.<br><b>Speaking:</b> Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs.<br><b>Writing:</b> Can state the intended purpose of an action, if guided by questions or prompts.                                   |
| <b>UP</b>                        | 590          | <b>Glossary:</b> adventure, badge, ceremony, cross your, heart, disappear, the elderly, explorer, float, goggles, grab, helmet, hose, net, porch, prisoner, rope, safe, skeleton, tie, track<br><b>Phonics:</b> clear, year, cheer, steer<br><b>Play:</b> knife, lock, look like, net, save, trouble<br><b>Global Citizenship:</b> endangered, extinct, million, perfect, protect, sense, wild<br><b>Find Out:</b> falls, idea, kilometer, meter, mist, powerful, reach                                                                         | <b>Focus:</b> Past Progressive<br><b>Function:</b> Describing a continuous action in the past                                                   | Diphthong word endings with same sound<br><b>ear</b><br><b>eer</b>                             | <b>Theme:</b> Our amazing world<br><b>Play:</b> Protect Wildlife<br><b>Profile:</b> Save the Kiwi                              | <b>Subject area:</b> Geography<br><b>Topic:</b> Waterfalls<br><b>Big Question:</b> Which are the world's most amazing waterfalls? | <b>Reading:</b> Can identify the problem or dilemma in a story.<br><b>Listening:</b> Can understand simple conversations about things that have happened in the past.<br><b>Speaking:</b> Can talk about an event in the past using fixed expressions, given a model.<br><b>Writing:</b> Can add one or two interesting details to a simple text.                                                                                                                      |
| <b>Onward</b>                    | 600          | <b>Glossary:</b> confident, curious, curse, disguise, dragon, expressway, fantasy, fountain, gas, hug, like (prep.), magic, quest, rope, shake, spell, staff, sword, tap, wizard<br><b>Phonics:</b> dangerous, nervous, curious, mysterious<br><b>Play:</b> crazy, destroy<br><b>Global Citizenship:</b> earn, equality, professional, public<br><b>Find Out:</b> angle, concave, convex, distract, magician, reflect                                                                                                                           | <b>Focus:</b> Past progressive and past simple<br><b>Function:</b> Describing a series of events in the past                                    | Unstressed word endings with similar letters<br><b>ous</b><br><b>ious</b>                      | <b>Theme:</b> Learning for our future<br><b>Play:</b> The Past Is Important<br><b>Profile:</b> Don't pull it down, restore it! | <b>Subject area:</b> Math<br><b>Topic:</b> Creating Illusions<br><b>Big Question:</b> Can people really do magic?                 | <b>Reading:</b> Can make simple inferences about a character's motives and feelings in short narratives.<br><b>Listening:</b> Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts.<br><b>Speaking:</b> Can describe past events or experiences, using simple descriptive language to add interest.<br><b>Writing:</b> Can rewrite a short text following feedback. |