

# Level 1

## Disney Kids Readers Scope and Sequence

Level	GSE Level	CEFR
1	16-27	<A1-A1

Title	Lexile Score	Vocabulary	Grammar	Phonics	Values	Find Out	Key GSE Learning Objectives
<b>Nemo in School</b>	170	<p><b>Picture Dictionary:</b> class, dad, friends, have fun, mom, ocean, school, teacher</p> <p><b>Phonics:</b> Marlin, mom, name, Nemo</p> <p><b>Values:</b> hello, new</p> <p><b>Find Out:</b> beautiful, color, coral, fish, live, reef</p>	<p><b>Focus:</b> Verbs: <i>to be</i>; Positive and question forms</p> <p><b>Function:</b> Greetings and introductions</p>	<p>Consonants with similar sounds: initial + final</p> <p><b>M m</b></p> <p><b>N n</b></p>	<p><b>Friendship</b></p> <p>Make new friends in school.</p>	<p><b>Subject area:</b> Science</p> <p><b>Topic:</b> Coral Reef Habitat</p> <p><b>Big Question:</b> What lives on the coral reef?</p>	<p><b>Reading:</b> Can understand basic sentences introducing someone (e.g. name, age).</p> <p><b>Listening:</b> Can understand the main information when people introduce themselves (e.g. name, age, where they are from).</p> <p><b>Speaking:</b> Can introduce themselves using a basic phrase (e.g. "My name's ...").</p> <p><b>Writing:</b> Can write the letters of the alphabet in upper case.</p>
<b>The Story of Dante</b>	210	<p><b>Picture Dictionary:</b> bread, food, friends, guitar, meat, people, smell, town, water</p> <p><b>Phonics:</b> cake, cat, garden, girl</p> <p><b>Values:</b> bad, good, no</p> <p><b>Find Out:</b> bread, butter, chocolate, cheese, dinner, fish, for, french fries, fruit, healthy, party, treat, vegetables</p>	<p><b>Focus:</b> <i>Here's a/an/ some</i> + countable/ uncountable nouns</p> <p><b>Function:</b> Talking about what food there is</p>	<p>Consonants with similar sounds: initial + final</p> <p><b>C c</b></p> <p><b>G g</b></p>	<p><b>Positivity</b></p> <p>Stay positive.</p>	<p><b>Subject area:</b> PSHE</p> <p><b>Topic:</b> Healthy Food Choices</p> <p><b>Big Question:</b> What foods are healthy?</p>	<p><b>Reading:</b> Can recognize simple words and phrases related to familiar topics if supported by pictures.</p> <p><b>Listening:</b> Can recognize the letters of the alphabet by their sounds.</p> <p><b>Speaking:</b> Can express immediate needs using simple language.</p> <p><b>Writing:</b> Can signal the end of a sentence using a full stop.</p>
<b>Olaf Loves Summer</b>	240	<p><b>Picture Dictionary:</b> beach, boat, cold, garden, hot, sand, sand castle, summer, water</p> <p><b>Phonics:</b> lemon, lunch, rice, run</p> <p><b>Values:</b> bee, beautiful, flower, here, there, tree</p> <p><b>Find Out:</b> bird, eat, lunch, make, play, see</p>	<p><b>Focus:</b> Interrogative: <i>Where?</i>; Simple adverbs: <i>here/there</i></p> <p><b>Function:</b> Asking and saying where things/people are</p>	<p>Consonants with similar sounds: initial + final</p> <p><b>L l</b></p> <p><b>R r</b></p>	<p><b>Curiosity</b></p> <p>Appreciate nature.</p>	<p><b>Subject area:</b> Social science</p> <p><b>Topic:</b> Beach Activities</p> <p><b>Big Question:</b> What do you do at the beach?</p>	<p><b>Reading:</b> Can understand short, simple descriptions of familiar places, if supported by pictures.</p> <p><b>Listening:</b> Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.</p> <p><b>Speaking:</b> Can describe the position of objects or people in a basic way, using pictures or gestures.</p> <p><b>Writing:</b> Can use a question mark to indicate a question.</p>

# Level 1

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Level	GSE Level	CEFR
1	16–27	<A1–A1

Title	Lexile Score	Vocabulary	Grammar	Phonics	Values	Find Out	Key GSE Learning Objectives
<b>Dumbo</b>	250	<p><b>Picture Dictionary:</b> big, circus, ears, elephant, eyes, feather, fly, friends, jump, small</p> <p><b>Phonics:</b> dog, Dumbo, toy, train</p> <p><b>Values:</b> beautiful, magic, okay</p> <p><b>Find Out:</b> animals, clothes, clowns, exciting, funny, people</p>	<p><b>Focus:</b> Verbs: <i>have</i>; Nouns: plural forms with <i>s</i></p> <p><b>Function:</b> Describing one, and more than one; Describing appearance</p>	<p>Consonants with similar sounds: initial + final</p> <p><b>D d</b></p> <p><b>T t</b></p>	<p><b>Confidence</b></p> <p>Believe in yourself.</p>	<p><b>Subject area:</b> Performing Arts</p> <p><b>Topic:</b> Contemporary Circus Acts</p> <p><b>Big Question:</b> What happens at this circus?</p>	<p><b>Reading:</b> Can understand basic sentences describing someone's physical appearance, if supported by pictures.</p> <p><b>Listening:</b> Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people, or animals), if spoken slowly and clearly.</p> <p><b>Speaking:</b> Can describe someone's physical appearance using one or two words.</p> <p><b>Writing:</b> Can write simple phrases with appropriate spacing between words.</p>
<b>Cinderella</b>	260	<p><b>Picture Dictionary:</b> bad, beautiful, dance, house, kind, man, run, sad</p> <p><b>Phonics:</b> horse, husband, walk, wife</p> <p><b>Values:</b> breakfast, kind, T-shirt, Thank you</p> <p><b>Find Out:</b> costume, pants, party, shorts, wear</p>	<p><b>Focus:</b> Adjectives</p> <p><b>Function:</b> Describing people/objects</p>	<p>Consonants with similar sounds: initial + final</p> <p><b>H h</b></p> <p><b>W w</b></p>	<p><b>Kindness</b></p> <p>Be kind to others.</p>	<p><b>Subject area:</b> Social Science</p> <p><b>Topic:</b> Clothes</p> <p><b>Big Question:</b> What clothes do we wear?</p>	<p><b>Reading:</b> Can recognize key words and basic phrases in short, simple cartoon stories.</p> <p><b>Listening:</b> Can understand simple language related to naming and describing people's clothes.</p> <p><b>Speaking:</b> Can describe objects in a basic way (e.g. color, size).</p> <p><b>Writing:</b> Can link groups of words in a sentence with "and".</p>
<b>Peter Pan</b>	270	<p><b>Picture Dictionary:</b> bedroom, boy, children, city, fly, happy, house, magical</p> <p><b>Phonics:</b> bed, Big Ben, pen, Peter Pan</p> <p><b>Values:</b> favorite, like, please, thing, yes</p> <p><b>Find Out:</b> beautiful, building, garden, important, lights, monument, old, tall</p>	<p><b>Focus:</b> Present simple verbs; Positive and question forms; Subject pronouns</p> <p><b>Function:</b> Asking and saying where you live</p>	<p>Consonants with similar sounds: initial + final</p> <p><b>B b</b></p> <p><b>P p</b></p>	<p><b>Open-mindedness</b></p> <p>Try something new.</p>	<p><b>Subject area:</b> Geography</p> <p><b>Topic:</b> Famous Monuments</p> <p><b>Big Question:</b> What is a monument?</p>	<p><b>Reading:</b> Can understand basic sentences about where things, animals, or people are.</p> <p><b>Listening:</b> Can understand simple phrases about likes and dislikes.</p> <p><b>Speaking:</b> Can talk about familiar people and places using single words.</p> <p><b>Writing:</b> Can use capital letters for names and titles (e.g. of people, places).</p>

# Level 2

## Disney Kids Readers Scope and Sequence

Level	GSE Level	CEFR
2	22-32	A1-A2

Title	Lexile Score	Vocabulary	Grammar	Phonics	Values	Find Out	Key GSE Learning Objectives
<b>Ariel and the Prince</b>	310	<b>Picture Dictionary:</b> beach, cloud, fall, fork, human, love, mermaid, ship, swim, storm <b>Phonics:</b> leg, red, big, sit <b>Values:</b> dream, look, walk <b>Find Out:</b> cloud, dark, heavy, house, lightning, loud, rain, strong, thunder, tree, wind, window,	<b>Focus:</b> Demonstrative: <i>this, these</i> ; Interrogative: <i>Whose?</i> ; Possessive form: 's; Possessive adjectives <b>Function:</b> Identifying your things	Short vowels: medial + initial <b>E e</b> <b>I i</b>	<b>Courage</b> Follow your dreams.	<b>Subject area:</b> Geography <b>Topic:</b> Storms <b>Big Question:</b> How do you know it's a storm?	<b>Reading:</b> Can understand a simple text if supported by pictures. <b>Listening:</b> Can understand basic phrases or sentences about things people have if supported by pictures. <b>Speaking:</b> Can talk about personal possessions (e.g. toys, pets), using simple language. <b>Writing:</b> Can use capital letters and end punctuation correctly in simple sentences.
<b>Finding Dory</b>	370	<b>Picture Dictionary:</b> far, forget, path, reef, remember, shell, stingray, tank, turtle, whale <b>Phonics:</b> Jenny, jump, whale, white <b>Values:</b> way <b>Find Out:</b> nose, squirt, ink, hide, size	<b>Focus:</b> Present progressive <b>Function:</b> Describing what's happening now	Consonant + consonant digraph with similar sounds: initial <b>J j</b> <b>wh</b>	<b>Determination</b> Keep trying.	<b>Subject area:</b> Science <b>Topic:</b> Octopuses <b>Big Question:</b> How do octopuses live?	<b>Reading:</b> Can get the gist of a very simple illustrated story. <b>Listening:</b> Can understand simple contractions (e.g. "I'm", "he's", "we're"). <b>Speaking:</b> Can say what people are doing at the time of speaking, if supported by pictures or gestures. <b>Writing:</b> Can use an apostrophe when writing contractions (e.g. "I'm", "We're").
<b>Mowgli Meets Baloo</b>	440	<b>Picture Dictionary:</b> dangerous, elephant, friendly, have fun, jungle, monkey, panther, river, snake, together <b>Phonics:</b> cat, sad, dog, hot, fun, run <b>Values:</b> be, come, do, friend, help, now, stop, what <b>Find Out:</b> coconut, mango, plant	<b>Focus:</b> Verbs: Present simple: positive, question, negative forms <b>Function:</b> Having fun together	Short vowels: medial + initial <b>A a</b> <b>O o</b> <b>U u</b>	<b>Friendship</b> Help your friends.	<b>Subject area:</b> Geography <b>Topic:</b> Rainforest Habitat <b>Big Question:</b> What do you know about the rainforest?	<b>Reading:</b> Can understand basic factual statements relating to pictures or simple texts. <b>Listening:</b> Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. <b>Speaking:</b> Can describe their daily routines in a simple way. <b>Writing:</b> Can link two simple sentences using "and" given prompts and a model.

# Level 2

## Disney Kids Readers Scope and Sequence

Level	GSE Level	CEFR
2	22-32	A1-A2

Title	Lexile Score	Vocabulary	Grammar	Phonics	Values	Find Out	Key GSE Learning Objectives
<b>Toy Story</b>	450	<p><b>Picture Dictionary:</b> badge, birthday party, fast, fly, high, laugh, plane, presents, smart, wing</p> <p><b>Phonics:</b> face, funny, think, teeth</p> <p><b>Values:</b> look, leaving</p> <p><b>Find Out:</b> blocks, marbles, teddy bear, virtual reality</p>	<p><b>Focus:</b> Present simple: positive, negative, question forms</p> <p><b>Function:</b> Talking about your toys</p>	<p>Consonant + consonant digraph with similar sounds: initial, final + medial</p> <p><b>F f</b> <b>th</b></p>	<p><b>Self-belief</b></p> <p>Believe in your own abilities.</p>	<p><b>Subject area:</b> History</p> <p><b>Topic:</b> Toys Then and Now</p> <p><b>Big Question:</b> Do you play with new toys or old toys?</p>	<p><b>Reading:</b> Can follow the sequence of events in short, simple cartoon stories that use familiar key words.</p> <p><b>Listening:</b> Can understand simple questions and answers about peoples likes and dislikes.</p> <p><b>Speaking:</b> Can express likes and dislikes in relation to familiar topics in a basic way.</p> <p><b>Writing:</b> Can write simple sentences about their likes or dislikes in relation to familiar topics, given prompts or a model.</p>
<b>Frozen</b>	450	<p><b>Picture Dictionary:</b> angry, dangerous, freeze, hold, ice, magic, melt, mountain, scared, warm, weak</p> <p><b>Phonics:</b> sister, snow, blizzard, frozen</p> <p><b>Values:</b> cake, Happy Birthday, love, lunch, okay, sorry, Thank you</p> <p><b>Find Out:</b> after, animals, arrive, before, big, buildings, famous, festival, fun, Japan, make, people, sculpture, take away, trucks, visit</p>	<p><b>Focus:</b> Positive imperative form</p> <p><b>Function:</b> Giving instructions and orders</p>	<p>Consonants with similar sounds: initial + medial</p> <p><b>S s</b> <b>Z z</b></p>	<p><b>Responsibility</b></p> <p>Say sorry.</p>	<p><b>Subject area:</b> Social Science</p> <p><b>Topic:</b> Snow Festivals</p> <p><b>Big Question:</b> What can you see at the Snow Festival in Japan?</p>	<p><b>Reading:</b> Can identify key information in a text to answer simple yes/no questions.</p> <p><b>Listening:</b> Can understand straightforward instructions, if spoken slowly and clearly.</p> <p><b>Speaking:</b> Can make simple requests to have or do something in relation to common everyday activities.</p> <p><b>Writing:</b> Can write basic, single-clause sentences, given a model.</p>
<b>Monsters University</b>	480	<p><b>Picture Dictionary:</b> break, fight, lose, monsters, scare, scary, team, together, university, win</p> <p><b>Phonics:</b> arrive, leave, this, that</p> <p><b>Values:</b> games, great</p> <p><b>Find Out:</b> baseball, basketball, kick, soccer, team, together</p>	<p><b>Focus:</b> Can for ability</p> <p><b>Function:</b> Saying what you can and can't do</p>	<p>Consonant + consonant digraph with similar sounds: initial, final + medial</p> <p><b>V v</b> <b>th</b></p>	<p><b>Teamwork</b></p> <p>Work together.</p>	<p><b>Subject area:</b> P.E.</p> <p><b>Topic:</b> Team Games</p> <p><b>Big Question:</b> How do you play these team games?</p>	<p><b>Reading:</b> Can understand the main idea in a short, simple picture story.</p> <p><b>Listening:</b> Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.</p> <p><b>Speaking:</b> Can express ability or lack of ability in relation to basic everyday actions.</p> <p><b>Writing:</b> Can write simple sentences about what they or other people can or can't do.</p>

# Level 3

## Disney Kids Readers Scope and Sequence

Level	GSE Level	CEFR
3	25–35	A1–A2

Title	Lexile Score	Vocabulary	Grammar	Phonics	Values	Find Out	Key GSE Learning Objectives
<b>Toy Story 2</b>	460	<b>Picture Dictionary:</b> address, air vent, apartment, camp, case, climb, conveyor belt, museum, rip, famous, TV show, yard sale <b>Phonics:</b> box, Rex, yard, yes <b>Values:</b> friend, home, live, meet, thanks <b>Find Out:</b> cowboy, cowgirl, gold, ground, ranch, wagon	<b>Focus:</b> Past simple: <i>There was/were</i> <b>Function:</b> Describing location	Consonants: initial, final + medial <b>X x</b> <b>Y y</b>	<b>Friendship</b> Be a good friend.	<b>Subject area:</b> History <b>Topic:</b> The American West <b>Big Question:</b> Why did people move to the American West?	<b>Reading:</b> Can identify key information in a text to answer simple yes/no questions. <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. <b>Speaking:</b> Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. <b>Writing:</b> Can describe the position of things in a picture using simple fixed expressions, e.g. "in the front", "at the back", given a model.
<b>101 Dalmatians</b>	500	<b>Picture Dictionary:</b> bark, classmate, crash, fall in love, fur, hide, inside, outside, puppy, snow, spot, village <b>Phonics:</b> car, park, bird, dirty, bored, horse, fur, hurt <b>Values:</b> friend, help, look for, puppies, thanks <b>Find Out:</b> chocolate, hear, see, sick, size, smell	<b>Focus:</b> Quantifiers: <i>much, many, more, a little, a lot</i> <b>Function:</b> Describing amounts: <i>How much? How many?</i>	r-controlled vowels <b>ar</b> <b>ir</b> <b>or</b> <b>ur</b>	<b>Courage</b> Protect your friends.	<b>Subject area:</b> Science <b>Topic:</b> Dogs <b>Big Question:</b> How much do you know about dogs?	<b>Reading:</b> Can identify key information in texts. <b>Listening:</b> Can identify key information such as prices, times, and dates in a short description, if supported by prompts or questions. <b>Speaking:</b> Can ask simple questions about numbers of objects using a basic phrase (e.g. "how many?"). <b>Writing:</b> Can write cardinal numbers up to twenty as words.
<b>Tangled</b>	500	<b>Picture Dictionary:</b> city, crown, cut, forest, golden, guard, lantern, sky, street, tear, tie, tower <b>Phonics:</b> long, king, drink, think <b>Values:</b> bored, can/can't, clean, dance, make, paint, use time <b>Find Out:</b> around, because, brave, electricity, festival, have to, many, paper, spring, use, world	<b>Focus:</b> Adverbs of frequency: <i>never, sometimes, often, usually, always</i> <b>Function:</b> Daily routines	Consonant digraph + consonant cluster with similar sounds/letters: medial + final <b>ng</b> <b>nk</b>	<b>Positivity</b> Stay busy.	<b>Subject area:</b> Social Science <b>Topic:</b> Lantern Festivals <b>Big Question:</b> Why do people use lanterns?	<b>Reading:</b> Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. <b>Listening:</b> Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures. <b>Speaking:</b> Can ask simple questions about habits and routines. <b>Writing:</b> Can answer simple questions in writing about people or things using basic words or phrases.

# Level 3

## Disney Kids Readers Scope and Sequence



Level	GSE Level	CEFR
3	25–35	A1–A2

Title	Lexile Score	Vocabulary	Grammar	Phonics	Values	Find Out	Key GSE Learning Objectives
<b>A Bug's Life</b>	510	<b>Picture Dictionary:</b> afraid, ant, circus, fight, grasshopper, mistake, perform a play, real, scare, stick, together <b>Phonics:</b> kick, Flik, Queen, quick <b>Values:</b> bigger, gang, hurt, run, stronger <b>Find Out:</b> bug, cool, surprised, rub, weight, wings, world	<b>Focus:</b> Comparative adjectives: <i>er/more</i> + adj + <i>than</i> <b>Function:</b> Comparing things	Consonants with similar sounds: initial + final <b>K k</b> <b>Qu qu</b>	<b>Teamwork</b> We are stronger together.	<b>Subject area:</b> Science <b>Topic:</b> Insects <b>Big Question:</b> How do you feel about these bugs?	<b>Reading:</b> Can get the gist of short, simple texts on familiar topics, if supported by pictures. <b>Listening:</b> Can understand simple comparisons between objects or people, if spoken slowly and clearly. <b>Speaking:</b> Can describe the appearance of a person or animal using simple language. <b>Writing:</b> Can write simple sentences to describe an animal's appearance.
<b>Coco</b>	510	<b>Picture Dictionary:</b> bridge, face paint, forget, guitar, musician, photograph, singer, skeleton, skull, smash, stage, tomb <b>Phonics:</b> skull, smile, flower, play, bread, dress <b>Values:</b> afraid, loud, show, shut, time <b>Find Out:</b> candy, celebrate, costume, parade, pattern, shrine	<b>Focus:</b> Past simple of regular verbs <b>Function:</b> Describing events	2-consonant clusters: initial <b>s-blends</b> sk sm <b>l-blends</b> fl pl <b>r-blends</b> br dr	<b>Self-belief</b> Believe in your abilities.	<b>Subject area:</b> Social Science <b>Topic:</b> The Day of the Dead <b>Big Question:</b> What happens on Día de los Muertos?	<b>Reading:</b> Can identify specific information in a simple story, if guided by questions. <b>Listening:</b> Can identify activities occurring in the past in short, simple dialogs. <b>Speaking:</b> Can talk about a past event or activity in a very basic way (e.g. I went ...). <b>Writing:</b> Can write dates using numbers and words.
<b>Frozen 2</b>	520	<b>Picture Dictionary:</b> dam, earth, fire, glacier, ice, map, mist, nature, river, scarf, snow, spirits <b>Phonics:</b> chair, touch, shape, brush <b>Values:</b> bad, can't, do, grandfather, look, man, right, strong, thing, without <b>Find Out:</b> centimeter, iceberg, kilometer, meter, percent, thousand	<b>Focus:</b> <i>Can</i> for permission; <i>Have to</i> for obligation <b>Function:</b> Asking for and giving permission; Stating obligation	Consonant digraphs with similar sounds: initial, final + medial <b>ch</b> <b>sh</b>	<b>Resilience</b> Keep going.	<b>Subject area:</b> Geography <b>Topic:</b> Glaciers <b>Big Question:</b> What do you know about glaciers?	<b>Reading:</b> Can understand the main ideas in simple informational texts, if supported by pictures. <b>Listening:</b> Can understand basic expressions or questions related to immediate personal needs, if delivered slowly and clearly. <b>Speaking:</b> Can make simple requests to have or do something in relation to common everyday activities. <b>Writing:</b> Can link two simple sentences using "but" to express basic contrast, given prompts or a model.

# 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.

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



# Level 5

## Disney Kids Readers Scope and Sequence

Level	GSE Level	CEFR
5	30-40	A2-A2+

Title	Lexile Score	Vocabulary	Grammar	Phonics	Play + Global Citizenship	Find Out	Key GSE Learning Objectives
<b>Toy Story 4</b>	500	<p><b>Glossary:</b> antique, backpack, carnival, carousel, crash, crayon, figure, glue, GPS, kid, kindergarten, lamp, lost, motorbike, RV (recreational, vehicle), string, trash, voice, work, worried</p> <p><b>Phonics:</b> coin, voice, boy, toy</p> <p><b>Play:</b> change, prize, win</p> <p><b>Global Citizenship:</b> organization, owner</p> <p><b>Find Out:</b> decompose, jar, microplastics, million, trash, waste, zero</p>	<p><b>Focus:</b> Present progressive with future meaning</p> <p><b>Function:</b> Talking about definite plans</p>	<p>Diphthongs with same sound</p> <p><b>oi</b></p> <p><b>oy</b></p>	<p><b>Theme:</b> Looking after each other</p> <p><b>Play:</b> Helping Others</p> <p><b>Profile:</b> Helping Homeless Pets</p>	<p><b>Subject area:</b> Science</p> <p><b>Topic:</b> Single-use Plastic</p> <p><b>Big Question:</b> Why is plastic a problem for the world?</p>	<p><b>Reading:</b> Can understand the main ideas in short, simple stories on familiar topics.</p> <p><b>Listening:</b> Can identify key information about future plans in short, simple dialogs.</p> <p><b>Speaking:</b> Can talk about plans for the near future in a simple way.</p> <p><b>Writing:</b> Can signal the sequence of actions or events using a limited range of linking words (e.g. "first", "then", "next"), given prompts or a model.</p>
<b>Alice in Wonderland</b>	510	<p><b>Glossary:</b> appear, armor, attack, battle, caterpillar, champion, court, creature, dead, disappear, down with, hole, huge, look like, pin, real, recognize, soldier, sword, whisper</p> <p><b>Phonics:</b> house, mouth, brown, down</p> <p><b>Play:</b> at last, brave, cut off, destroy, frightened, Hooray for, queen</p> <p><b>Global Citizenship:</b> camp, class, exercise, healthy, organization, program, sick, vegan, whole</p> <p><b>Find Out:</b> character, create, eyebrow, forehead, huge, look, makeup, wig</p>	<p><b>Focus:</b> Verbs; <i>Could</i> for requests and suggestions</p> <p><b>Function:</b> Making suggestions and requests</p>	<p>Diphthongs with same sound</p> <p><b>ou</b></p> <p><b>ow</b></p>	<p><b>Themes:</b> Living a happy, healthy life, Looking after each other</p> <p><b>Play:</b> Fight for What's Right</p> <p><b>Profile:</b> Healthy and HAPPY</p>	<p><b>Subject area:</b> Visual Arts</p> <p><b>Topic:</b> Costume and Makeup Design</p> <p><b>Big Question:</b> How did the filmmakers create the Red Queen's "look"?</p>	<p><b>Reading:</b> Can find appropriate words or phrases to describe a picture.</p> <p><b>Listening:</b> Can identify specific information in short, simple dialogs in which speakers make arrangements to do something, if spoken slowly and clearly.</p> <p><b>Speaking:</b> Can make suggestions about doing common everyday activities, using a basic fixed expression.</p> <p><b>Writing:</b> Can write basic instructions (e.g. how to draw or color something).</p>
<b>WALL-E</b>	510	<p><b>Glossary:</b> alarm, appear, brave, broken, button, chute, deck, detector, escape, explode, fire extinguisher, land, like, scan, screen, secret, shy, squash, take off, trash</p> <p><b>Phonics:</b> bridge, fridge, change, large</p> <p><b>Play:</b> dead, grow, mistake, return, soil</p> <p><b>Global Citizenship:</b> lake, need, oil, promise, teenager</p> <p><b>Find Out:</b> astronaut, billion, million, moon, spaceship, star, sun</p>	<p><b>Focus:</b> Indefinite pronouns (something, etc.); indefinite adverbs (somewhere, etc.)</p> <p><b>Function:</b> Describing things and places without saying exactly what or where they are</p>	<p>Soft g: initial, final + medial</p> <p><b>dge</b></p> <p><b>ge</b></p>	<p><b>Themes:</b> Our amazing world, Looking after each other</p> <p><b>Play:</b> Life on Earth</p> <p><b>Profile:</b> Protect the Planet to Help People</p>	<p><b>Subject area:</b> Science</p> <p><b>Topic:</b> The Solar System</p> <p><b>Big Question:</b> What's in our solar system?</p>	<p><b>Reading:</b> Can make basic inferences from simple information in a short text.</p> <p><b>Listening:</b> Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.</p> <p><b>Speaking:</b> Can talk about everyday things (e.g. people, places) in a basic way.</p> <p><b>Writing:</b> Can select key words and phrases from a short simple text and use them in their own writing.</p>

# Level 5

# Disney Kids Readers Scope and Sequence



Level	GSE Level	CEFR
5	30-40	A2-A2+

Title	Lexile Score	Vocabulary	Grammar	Phonics	Play + Global Citizenship	Find Out	Key GSE Learning Objectives
<b>Beauty and the Beast</b>	510	<p><b>Glossary:</b> beast, candlestick, crazy, enchantress, escape, frighten, kiss, live happily ever after, lock, magic, once upon a time, petal, roar, rose, spell, staff, tavern, teapot, tie, wolf</p> <p><b>Phonics:</b> tower, winter, color, mirror</p> <p><b>Play:</b> read, teach, book, library</p> <p><b>Global Citizenship:</b> attack, grow up, hospital, law, million, survive, take power</p> <p><b>Find Out:</b> century, factory, fairy tale, inspire, lesson, popular, writer</p>	<p><b>Focus:</b> Zero conditional</p> <p><b>Function:</b> Describing things that are always true, or habits</p>	<p>Unstressed word endings with same sound</p> <p><b>er</b></p> <p><b>or</b></p>	<p><b>Themes:</b> Living a happy, healthy life, Looking after each other</p> <p><b>Play:</b> Books Are for Everyone!</p> <p><b>Profile:</b> Fighter for Girls at School</p>	<p><b>Subject area:</b> Language Arts</p> <p><b>Topic:</b> Fairy Tales</p> <p><b>Big Question:</b> Why do we read fairy tales?</p>	<p><b>Reading:</b> Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.</p> <p><b>Listening:</b> Can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly.</p> <p><b>Speaking:</b> Can talk about habits or daily routines in a simple way, given prompts or a model.</p> <p><b>Writing:</b> Can use common adjectives to add detail to simple phrases or sentences.</p>
<b>Big Hero 6</b>	520	<p><b>Glossary:</b> armor, attack, chip, control, crash, destroy, disk, empty, explosion, lab, machine, mask, mind, portal, program, safe, screen, smoke, space pod, video</p> <p><b>Phonics:</b> knee, knife, phone, photo</p> <p><b>Play:</b> electricity, wind turbines</p> <p><b>Global Citizenship:</b> fresh, green space, grow, nature, rooftop</p> <p><b>Find Out:</b> camera, classmate, hospital, microphone, miss, robot, speaker, telepresence, wheel</p>	<p><b>Focus:</b> Will for future events and decisions</p> <p><b>Function:</b> Making predictions about the future</p>	<p>Consonant digraphs: initial, final + medial</p> <p><b>kn</b></p> <p><b>ph</b></p>	<p><b>Themes:</b> Learning for our future, Our amazing world</p> <p><b>Play:</b> Flying over San Fransokyo</p> <p><b>Profile:</b> Rooftop Gardens Bring Green to the City</p>	<p><b>Subject area:</b> Design Technology</p> <p><b>Topic:</b> Robotics</p> <p><b>Big Question:</b> How can robots help sick children?</p>	<p><b>Reading:</b> Can extract specific information in short texts on familiar topics.</p> <p><b>Listening:</b> Can identify key information about future plans in short, simple dialogs.</p> <p><b>Speaking:</b> Can make simple predictions about the future, given a model.</p> <p><b>Writing:</b> Can link two simple sentences using "but" to express basic contrast, given prompts or a model.</p>
<b>Ratatouille</b>	530	<p><b>Glossary:</b> alive, control, delicious, fired, full, garbage, human, ingredient, key, meal, news, recipe, return, review, salt, sewer, sign, stew, talent</p> <p><b>Phonics:</b> office, spice, city, recipe, bicycle</p> <p><b>Play:</b> mushroom, forest, cheese</p> <p><b>Global Citizenship:</b> waste, energy, leftovers, store</p> <p><b>Find Out:</b> bell pepper, chop, eggplant, garlic, herb, oil, onion, pan, tomato, zucchini</p>	<p><b>Focus:</b> Adjectives: <i>as + adj + as; too + adj; the most + adj</i></p> <p><b>Function:</b> Expressing your feelings about things</p>	<p>Soft c: initial, final + medial</p> <p><b>ce</b></p> <p><b>ci</b></p> <p><b>cy</b></p>	<p><b>Themes:</b> Living a happy, healthy life, Learning for our future</p> <p><b>Play:</b> Good Food Is Important</p> <p><b>Profile:</b> Food Waste Is Bad for People and the Planet</p>	<p><b>Subject area:</b> Food Technology</p> <p><b>Topic:</b> Ratatouille Recipe</p> <p><b>Big Question:</b> How do you cook ratatouille?</p>	<p><b>Reading:</b> Can make simple inferences about a character's feelings in a familiar story, if supported by questions or prompts.</p> <p><b>Listening:</b> Can understand simple comparisons between objects or people, if spoken slowly and clearly.</p> <p><b>Speaking:</b> Can make simple, direct comparisons between two people or things using common adjectives, given a model.</p> <p><b>Writing:</b> Can link two simple sentences using "or" to indicate a choice between two alternatives, given prompts or a model.</p>

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

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