

Welcome to COMPASS

BE

English 1-6



Academic Configuration

Compass BE is a dynamic English Language Arts program that guides students to become informed global citizens by navigating the bilingual world.

Aligned to Puerto Rico's English Content Standards (2022) and the U.S. Common Core Standards, the program integrates **vocabulary, reading, writing, language conventions, listening and speaking skills**, and more to build literacy.



Multimedia Learning

- **Compass BE** provides continuous language exposure and diverse skill practice through **audios, videos, voice recognition** and **automatically graded activities**.



Inquiry-Based Learning

- Active engagement through **questions**
- Continuous **analysis** and **reflection**
- Enhanced **metacognitive development**



Oracy Development

- Focus on **advancing speaking skills** through video-based activities to achieve higher levels of spoken proficiency and make them more effective communicators in any situation.





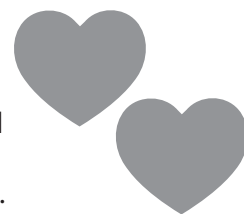
Multidisciplinary Integration

- Innovative **projects** and readings focused on Science, Technology, Engineering, Arts, and Mathematics to provide students with a dynamic way to apply their English skills.

STEAM

Social-Emotional Learning

- Incorporation of **SEL** into the program to ensure students are more **empathetic, confident,** and **equipped** for success both in and out of the classroom.



Life Skills Development



- Promotion of essential life competencies through the strategic integration of **Global Skills** tasks at key moments throughout each unit.

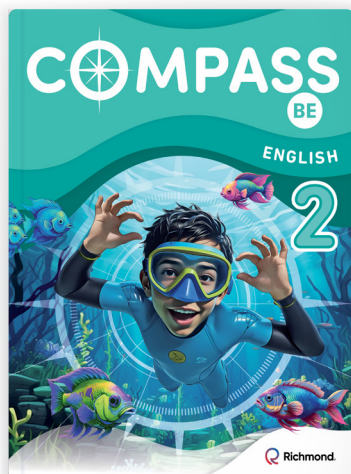
Global Curiosity

- Integration of the **United Nations Sustainable Development Goals** into activities to expose students to topics such as good health, sustainable communities, and protecting life on land.



Materials & Resources

Print Components

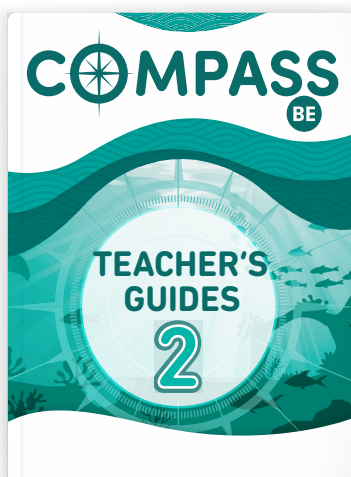
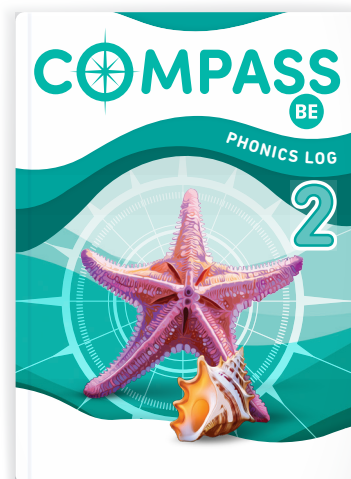


ENGLISH BOOK

The Student Book offers nine engaging units plus a glossary, and access to all digital components in Richmond Studio. Explore pages 6–11 for a clear overview of each unit's **pedagogical structure** and rich content. Scan the QR code on page 14 to instantly access the **Scope and Sequence** for each level.

PHONICS LOG

The Phonics Log guides students through a balanced progression of **phoneme recognition**, spelling, and **foundational skills**. Levels 1–3 cover the 44 phonemes of American English and their common spellings, while Levels 4–6 explore complex phonemes, less common spellings, and syllable stress. Scan the QR code on page 14 to explore the **Scope and Sequences** of all levels.



TEACHER'S GUIDES

The Teacher's Guide supports every lesson with clear **curricular alignment** and **specific learning objectives**. It offers practical teaching tips and adaptable activities to meet the needs of diverse classrooms. Seamless integration with digital resources enriches instruction and makes the learning experience more engaging.

Digital Components

STUDENT

- English eBook
- Phonics eLog
- **STEAM** Projects

Additional Resources

- Audios (activities and readings)
- Videos (animated, oracy, and grammar)
- Extra Practice Activities
- Voice Recognition Activities
- Grammar Challenges
- iFlashcards
- Bonding Booklet for parents

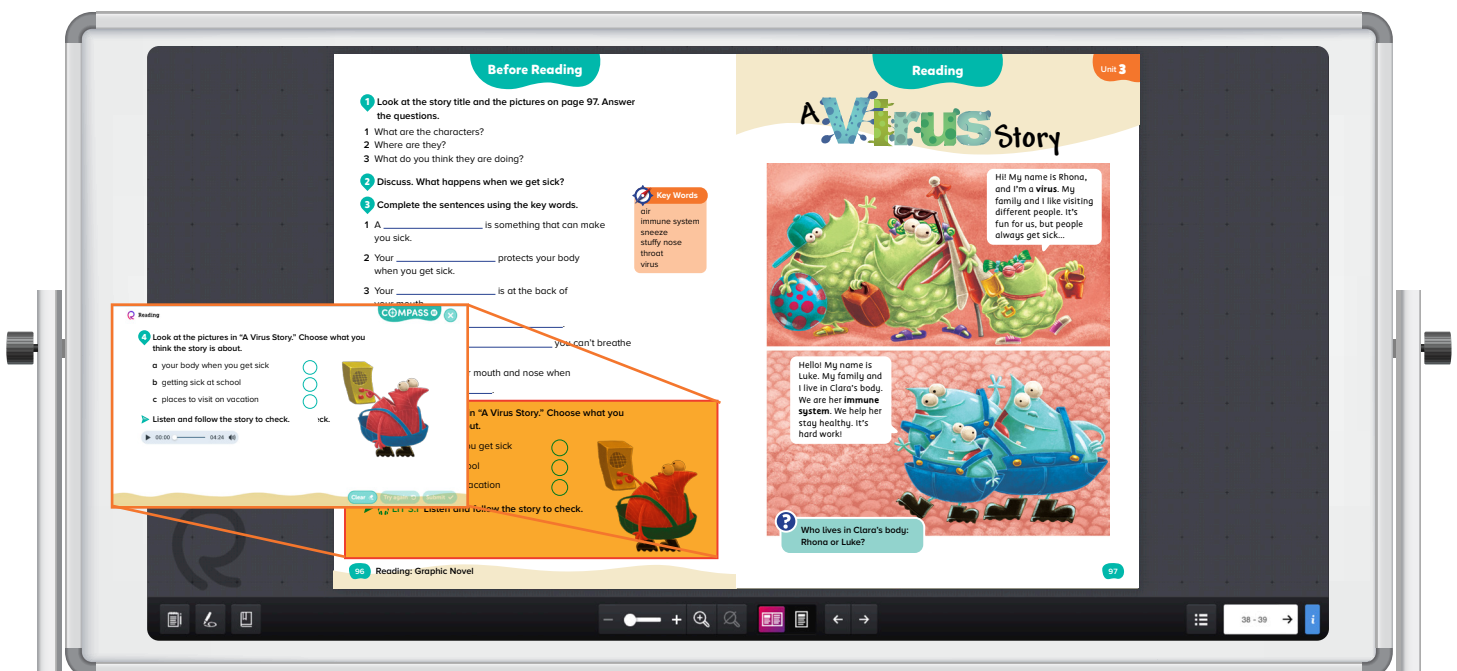
TEACHER

- Teacher's Guide iSolutions
- Phonics Log Teacher's Guide
- **STEAM** Projects Teacher's Guide

Additional Resources


- All the digital components that are available in the student version
- Test Manager with customizable, downloadable, and printable PDFs
- Diagnostic entry and exit tests
- Progress tests for each unit
- Markbook
- Reports and analytics
- Digital Content Bank


All our digital resources are fully trackable and available **online** and **offline**.
For details, see pages 12-13.




Pedagogical Structure

Each book in the **Compass BE** series contains nine units, consisting of the following sections:







Why do we get sick?

1 Look at the picture and answer the questions.


- 1 Where is the girl?
- 2 What's the matter?
- 3 How can she feel better?

▶ **LL 3.1** Watch the video. What does the doctor say?


2 Do you do the actions to get better?



go to the doctor



use a tissue




take medicine



take your temperature



put on a bandage



STEAM Project 3

The Sneez Machine


How can we stop germs from spreading in our class?


Unit opener

Each unit begins with an animated video featuring the Compass BE characters, introducing the topic through a **big question**. As students progress through the lessons, they develop their answer and gain the tools to communicate it.

The also preview the unit's **STEAM project**.

The **Compass characters** are a team of friends that accompany the students in their learning process through the English language world.






Alex



Ben



Coco



Eva



Kim

STEAM Project 3

The Sneez Machine

How can we stop germs from spreading in our class?

6



Vocabulary Health Problems

1. Look at the body parts and label the health problems.

have a fever / have a sore throat / have a stomachache / have a toothache / have an earache / my leg hurts

2. Listen and choose the correct action.

cover your mouth / drink water / go to the dentist / go to the doctor / put on a bandage / take medicine / take your temperature / use a tissue

3. Act out a health problem. Your classmate guesses the problem and says an action.

Your head hurts. Go to the school nurse.

4. Listen and choose the correct word.

1 My tooth hurts when I eat! a I have a fever.
2 My temperature is 38 degrees! b My knee hurts.
3 It hurts when I drink water. c I have a toothache.
4 I have a cut on my knee. d I have a sore throat.

Vocabulary

Two sets of vocabulary are presented in every unit, each supported with digital flashcards and audio activities. In Levels 1–4, one lesson features a **song**, while in Levels 5–6 it features a **podcast**. The vocabulary lessons also provide **spelling** practice and **word challenges** to reinforce learning.

Vocabulary Hygiene Habits

1. Look and choose the correct word.

brush / wash my teeth / comb / take my hair / brush / wipe my mouth / take / use a shower / brush / wash my hands / wash / use hand gel / comb / cut my nails / comb / wash my face

2. Listen and number in order.

cut my nails / take a shower / brush my teeth / comb my hair

3. Listen and check.

Word Challenge: Countdown! Write: 1 hygiene habit to keep your body clean. 2 things you do after meals. 3 hand hygiene habits.

Fiction: Before Reading

The first reading lesson of each unit introduces young readers to a world of creativity and imagination through fiction. Before reading, students learn a set of **key words** (also available as digital flashcards) to support comprehension. They then **predict** the text content and read while listening and following along to check their predictions.

Before Reading

1. Look at the story title and the pictures on page 97. Answer the questions.

1 What are the characters?
2 Where are they?
3 What do you think they are doing?

2. Discuss. What happens when we get sick?

3. Complete the sentences using the key words.

1 A _____ is something that can make you sick.
2 Your _____ protects your body when you get sick.
3 Your _____ is at the back of your mouth.
4 We need to breathe _____.
5 When you have a _____ you can't breathe easily.
6 You should cover your mouth and nose when you _____.

4. Look at the pictures in "A Virus Story." Choose what you think the story is about.

a your body when you get sick
b getting sick at school
c places to visit on vacation

5. Listen and follow the story to check.

Key Words: air, immune system, sneeze, stuffy nose, throat, virus

Reading

A Virus Story

1. Who lives in Clara's body: Rhonda or Luke?

2. What happens to the viruses?

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A Virus Story

1. Who lives in Clara's body: Rhonda or Luke?

2. What happens to the viruses?

Reading

Students read texts from a variety of literary **genres** in English. While reading, **comprehension questions** guide their understanding and help them stay engaged with the stories.

Reading Comprehension

Unit 3

1 LIT 3.1 Listen and follow the story again. Choose the answers.

- Who are the main characters in the story?
 - Tommy and Rhona
 - Rhona and Luke
 - Clara and her mom
- How does Clara get sick?
 - She eats unhealthy food.
 - She goes to bed early.
 - Tommy sneezes on her.
- Where do the viruses visit?
 - the nose
 - the heart
 - the muscles
- What do Luke and his family do?
 - They visit Clara's nose.
 - They make Clara sick.
 - They make the viruses leave.

2 Read and number the sentences in order.

- Luke asks Rhona to leave.
- Clara feels sick.
- Tommy sneezes.
- Rhona and Lucy leave.
- Clara rests and eats healthy food.



Sequencing Events
A story happens in an order. As you read, think about the order of events:
• What happens first?
• What happens next?
• What happens after that?
• What happens last?

3 Write two sentences. What can Clara do to help her immune system?

A Virus Story 103

Reading Analysis

1 Find the sentences in the story. Choose *N* (narrator) or *C* (character).

- Uh oh! What's that noise? *N / C*
- Tommy and Clara are in art class. *N / C*
- You should cover your mouth and nose when you sneeze. *N / C*
- Two days later... *N / C*
- Mom, I feel sick! *N / C*
- AHH-CHOO! *N / C*

▶ LIT 3.1 Listen and follow the story again to check.

2 Complete the sentences using *Rhona*, *Luke* or *Clara*.



Identifying Characters' Points of View
When you read, think about what the character and how the Try reading it different voice

- _____ is unhappy in Tommy's nose.
- _____ doesn't like Tommy sneezing.
- _____ is happy in Clara's nose.
- _____ wants the viruses to leave.
- _____ doesn't understand why she is sick.
- _____ is happy Clara has a stuffy nose.

3 In groups, read the story aloud. Decide who reads each character's part.

- Narrator
- The immune system
- Tommy
- The viruses
- Clara
- Clara's mom

▶ Listen to another group. Do they express the characters' point of view well?

104 A Virus Story

Over to you!

Unit 3

1 Look at the pictures of Clara. Label them using the words.

fever healthy food resting in bed stuffy nose



2 Think about the questions. Draw yourself and label your picture.

- What do you do when you get sick?
- How do you feel?
- What helps you feel better?



▶ Share your picture with your classmates.

A Virus Story 105

Reading Comprehension and Analysis

Two **reading skills** are introduced and practiced in each unit, to help students better understand any text.

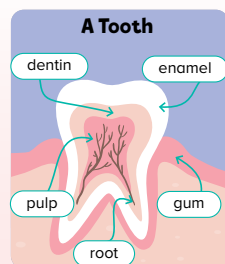
Reading

Unit 3

1 Look at the pictures. What is the text about?

▶ G 3.16 Listen and follow to check.

Healthy Habits for Healthy Teeth



A Tooth
The hard part outside of each tooth protects the soft parts on the inside. But foods and drinks with sugar stick to the teeth. Over time, they can make small holes in the enamel. Then the soft parts inside your tooth hurt a lot. You get a toothache!

How can you take care of your teeth? You should brush your teeth twice a day. You should floss, too. And you shouldn't eat foods or drinks with sugar!



2 Look at the diagram and answer the questions.

- What is the part outside of your tooth called?
- What are the soft parts inside called?
- What part of the tooth is under the gum?

3 Look at the photo. Complete the sentences about how to floss your teeth.

between move water

Slide the floss ¹ _____ two teeth. ² _____ the floss up and down. Then rinse your mouth with ³ _____.

4 Did you know? We get adult teeth when we are 6–12 years old. How many teeth do you have now?

I have thirty teeth.



Using Visuals

Visuals help us understand a text better:
• Maps show where things happen.
• Diagrams show information in a simple picture.
• Photos show real people and places.

SDG 3 Reading: Nonfiction 107

Overt to you!

Students **connect** the reading to their own lives. They then create something based on what they have learned to share with their classmates.

Nonfiction with STEAM Focus

The last reading in the section is a nonfiction text with a STEAM focus. A third **reading skill** is introduced and practiced, strengthening the students' understanding of this type of text.

STEAM Focus
science



Listening

1 Look at the picture. Where are the children?

2 Listen and label the children in the picture.

3 Listen and choose what the talk is about.

4 What does the nurse say about germs?

5 Listen again and check.

6 Listen and complete with the adverbs of frequency.

7 Listen and complete with the adverbs of frequency.

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Listening and Speaking

Listening and speaking skills are central to every unit. The listening section introduces **two skills** and is followed by **functional language** and **oracy** practice, including a **video**. These components build students' confidence and effectiveness as English communicators.

Functional Language

1 Doctor, I feel...

2 My... hurts.

3 I have a sore...

4 That's too bad. I do...

5 You should take this...

6 I'm sorry. That's terrible!

7 What... I do?

8 You should take this...

9 Listen and complete what the doctor and patient say.

10 Listen and choose the phrases the doctor uses.

11 What's the matter?

12 What's wrong?

13 I'm sorry.

14 That's too bad.

15 Act out a conversation between a doctor and a patient.

16 Patient: Say how you feel.

17 Doctor: Ask about the problem.

18 Patient: Say what hurts.

19 Doctor: Show sympathy and ask more questions.

20 Patient: Answer.

21 Doctor: Name the problem.

22 Patient: Ask for advice.

23 Doctor: Give advice.

24 Act out a different type of problem, ask questions and show sympathy.

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200 Act out a different type of problem, ask questions and show sympathy.

Grammar

Two grammar topics are covered in each unit. The lessons include comic strips, audio activities, and charts supported with **grammar videos**. A special entry called "Say It" helps students learn the **pronunciation** of difficult sounds and words. The section ends with a comprehensive **Grammar Review**.

Grammar: Should / Shouldn't

1 I got some flowers for you. I'm allergic to flowers.

2 I should take medicine.

3 I shouldn't go to school with a fever.

4 I should rest my leg.

5 I shouldn't eat hard candy.

6 I should go home.

7 I shouldn't be in class today.

8 I should drink hot tea.

9 I shouldn't talk very much.

10 Listen and follow. Why does Ben sneeze?

11 Read the comic. Are the actions good ideas (✓) or bad ideas (X) for Ben?

12 Use a tissue. 13 Smell the flowers. 14 Go home.

15 Which words does Kim use to give advice? Underline them in the comic.

16 Should / Shouldn't

17 Read and write should or shouldn't.

18 You should cover your mouth when you cough.

19 You should take medicine before you ask an adult.

20 You should go to school when you're sick.

21 Say a health problem. Your classmate gives you advice.

22 Read the table and complete the examples.

23 We use should and shouldn't to give advice.

24 Affirmative: I should take medicine. Negative: I shouldn't go to school with a fever.

25 Watch the video and check.

26 Unscramble the sentences.

27 1 should / Her parents / take her temperature.

28 medicine / They / should / give her

29 go to school / shouldn't / Sadie / today

30 and drink water / She / rest / should

31 Read and choose the correct word.

32 1 We should / shouldn't share food when we're sick.

33 2 If you have a stomachache, you should / shouldn't lie down and rest.

34 3 They should / shouldn't sneeze or cough on other people.

35 4 His foot hurts, so he should / shouldn't run.

36 5 I have a cold, so I should / shouldn't stay home today.

Grammar: Should / Shouldn't

1 Listen and repeat.

2 1 good 2 should not 3 should 4 shouldn't

3 Look at the pictures and write should or shouldn't.

4 1 I have an earache, so I should go to the doctor.

5 2 Eric should talk much. He shouldn't drink hot tea with lemon.

6 3 Paul should leave his used tissues around. He shouldn't throw them away.

7 4 I have a stomachache. I should eat any candy today.

8 Listen and repeat.

9 Listen and choose T (true) or F (false).

10 1 You should stay home if you have a fever. T / F

11 2 You should cover your mouth when you cough. T / F

12 3 You shouldn't sneeze into a tissue. T / F

13 4 You should throw the tissue away. T / F

14 5 You shouldn't wash your hands. T / F

15 Write two sentences about yourself.

16 one thing you should do when you're sick

17 one thing you shouldn't do when you're sick

18 I should take medicine.

Grammar Review

1 When you have a sore throat, you should drink hot tea.

2 If your leg hurts, you shouldn't walk or run on it.

3 You shouldn't sneeze on other people.

4 Use a thermometer to find out if you have a fever.

5 If you have an earache, a doctor can treat your ear.

6 Always take a shower to clean your body after you exercise.

7 They should forget to wash their hands before they eat.

8 How often do you wash your face?

9 He gets sick in the winter.

10 I like my nails. I always cut them.

11 You can use hand sanitizer to clean your hands without water.

12 Complete the words in the puzzle.

13 cough earache fever gel hurts never shower sometimes throat usually wash

14 Complete the message using the red letters.

15 G...t we...! s...n!

16 Read and write should or shouldn't.

17 1 You should brush your teeth.

18 2 You should eat much junk food.

19 3 You should always sneeze into a tissue.

20 Answer in complete sentences. How often do you...

21 comb your hair in the morning? wipe your mouth after you eat?

22 cough or sneeze on others? throw away tissues after you use them?

23 I usually wipe my mouth after I eat.

Video-Based Comprehension

This section uses the unit's animated video to practice **listening, viewing, critical thinking** and **comprehension skills** by focusing on both what students hear and what they see. Students are guided to understand explicit and implicit information conveyed not only through spoken language but also through visual cues, tone, facial expressions, and narrative structure. These activities help them analyze and evaluate digital content.



*Scan to watch video

Writing

Before the students begin writing, they read and analyze a **model text**. It provides them with a good sample that they will both imitate and transform. A specific **writing skill** is also introduced and practiced.

Then, students are guided over several activities to **plan their own texts**. They write a **first draft** and then exchange it with a classmate for **review** and **feedback**. They **correct** and **edit** the draft, and then write a **final text** to share with the class. Two extra practice activities of the writing skill are included.

Video-Based Comprehension
 Why do we get sick?


Unit 3



1 ▶ **LL 3.1** Watch the video and answer the questions.

- Where is Patty?
- What's the matter with her?

2 ▶ **LL 3.1** Watch the video again and sort.

drink water
put on a bandage
stay home
take medicine



Treatments or Advice

▶ Which child has the same problem as Patty?

3 Complete the sentences about Patty.

3 Patty should go to the _____.

4 Patty should take _____ and drink _____.

She shouldn't go to _____.

▶ **LL 3.1** Watch the video again and check.

119

Writing A Letter

1 Look at the pictures and read the letter on page 121. Choose the answers.

- Who is the letter from?

a. Lisa
b. Max
- Who is the letter to?

a. Lisa
b. Max
- What is the letter about?

a. saying thank you
b. sharing news
c. an invitation

2 Write the punctuation (, ? , !).

- Are you having fun at your new school _____?
- Max says I should stay home and rest _____.
- I'm eating a lot of ice cream _____.

▶ Read the letter again to check.

3 Look at parts 1-6 of the letter and write the words.

address	body	closing	date	greeting	signature
1 _____	4 _____				
2 _____	5 _____				
3 _____	6 _____				

4 Match the phrases with the parts of a letter.

1 BB New Road, Chicago	a. date
2 July 14, 2025	b. signature
3 Hi, Jake,	c. greeting
4 See you soon, from,	d. closing
5 Seline	e. address

Writing My Letter



1 Hi Max,

I hope you're well. Are you having fun at your new school? I'm not at school today. I'm sick. I have a fever and a sore throat. Mom says I should stay home and rest. I'm watching TV in bed and eating a lot of ice cream. I can't wait to see you when you come back.

2 Seline

Planning My Letter

1 Read and answer the questions.

- Who is your letter to? _____
- What is their address? _____
- What is the date today? _____

2 Write three ideas for the body of your letter.

Idea 1	Idea 2	Idea 3

▶ Which idea do you want to include in your letter?
 Idea 1 ☐ Idea 2 ☐ Idea 3 ☐

3 Complete the structure of your letter.

Greeting	Date
Body	
Closing	Signature

Writing My Letter

My Draft

1 Use your plan to write your letter.

2 Exchange your letter with a classmate. Choose Yes or No about your classmate's letter.

1 The letter is about sharing news.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2 The letter has a date and a greeting.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3 The letter has a closing and a signature.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4 The end punctuation is correct.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

3 Write about your classmate's letter:

- One thing you think is great about the letter. _____
- One thing you think can make the letter better. _____

My Edit

4 Look at your classmate's answers in activities 2 and 3. Correct your draft.

5 Read your draft again. Answer the questions.

- Did you check spelling? ☐
- Do you have capital letters in the correct places? ☐
- Did you use the correct end punctuation? ☐

My Final Text

6 Rewrite your letter.

▶ Put your letter in an envelope and write the address. Share it with a classmate.

Test-Taking Strategies

This section provides students with **smart ways** and skills to answer **different types of questions** they may encounter in both standardized and classroom tests. These strategies help them understand instructions better and feel more confident when taking tests.

Test-Taking Strategies

1 Writing about a Picture
First, look at the picture. What does it show? What are the people doing? Next, read the questions carefully. Do you write one word? Do you answer with two or three words? Do you write a sentence? Then write. Make your writing clear and simple.

1 Read the sentences. What do you need to write?
1 The boy in the red shirt has a _____.
2 The girl in the blue dress has a _____.

2 Look at the picture and complete the sentences.

2 Read the questions. Then look at the picture again and answer.
1 What is the boy in the yellow shirt doing?
He's _____.
2 What is the girl in the black skirt doing?
She's _____.

3 Write two sentences about the picture.
The school nurse is washing her hands.
1 _____
2 _____

Unit 3

4 Look at the picture and complete the sentences.
1 The doctor is giving _____ to the boy in the blue shirt.
2 The boy in the red shirt is _____.

5 Look again and answer the questions.
1 What should the girl in the yellow shirt do?

2 What's wrong with the girl in the purple shirt?

3 Look again. Write two sentences about the picture.
4 Check your sentences. Did you write about two different things in the picture?

Social-Emotional Learning

In this lesson, students explore areas such as self-awareness, emotional regulation, self-management, personal values and ethics, responsible decision-making, social awareness, relationship skills, and conflict resolution. They learn tips and strategies that can be applied across **different aspects of their lives**.

Reflection

1 Read and choose the boxes for you.

	Great!	Good	OK
I listen to problems and show sympathy.			
I think about my ideas before I speak, and I stay on topic.			
I can sequence events.			

2 Talk about this unit.

1 Say two health problems. What actions should you do? What actions shouldn't you do?

2 Say four hygiene habits.

3 Ask and answer. How often do you get sick? Use an adverb of frequency.

4 Name an action that stops germs from spreading.

3 Discuss the questions.
1 What health problems can we have?
2 What should we do when we are sick?
3 What hygiene habits can we do to stay well?
4 How can we stop germs from making us sick?

4 Answer the big question.
Why do we get sick?

Social-Emotional Learning

1 Listen to the conversation about values. Choose T (true) or F (false).

1 Values help us decide how to react to a situation. T / F

2 Helping someone is showing kindness. T / F

3 Telling the truth is being honest. T / F

4 When Diego is honest, the teacher gets angry. T / F

2 Using Your Values
Your values tell you how to act and make decisions. They are things that are important to you. Some values are gratefulness, honesty, kindness and responsibility. When I ..., I am being grateful/honest/kind/responsible.

2 Read the situations and write the values.
gratefulness honesty responsibility

1 You really want to play in the soccer game today, but you feel sick. You tell your mom. _____

2 You fall off your bike. Your friend helps you up. You smile and say, "Thank you!" _____

3 You forget to wash the dishes after lunch. You tell your dad and say, "I'm sorry!" _____

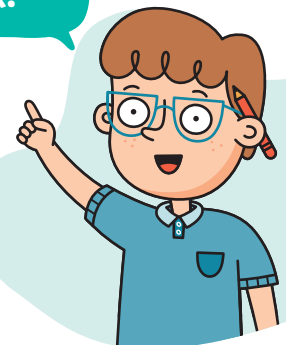
3 Discuss. How do you show kindness?
When I make a get-well card for my sick friend, I am being kind.

What values are most important in your family? What values are most important in your country?

Reflection

The final lesson of the unit encourages **self-evaluation** and reflection on the content and skills covered. Students review vocabulary and grammar through **challenging tasks**, **discuss** key issues from the unit, and **answer the big question** using the tools they have learned.

Why do we get sick?





Richmond Studio

Learning Platform

Richmond Studio provides an **all-in-one teaching hub** for seamless class management and resource access.

- **Track** student progress with **real-time data insights**.
- Most tasks are **automatically graded**, allowing for easy progress tracking and real-time feedback in the **Markbook**.
- Effortlessly **create, assign, and evaluate** assessments with clear, detailed progress tracking.
- Manage **assignments** and **monitor** student **performance** with intuitive tools.

Fully Trackable eBook to Enhance Student Success

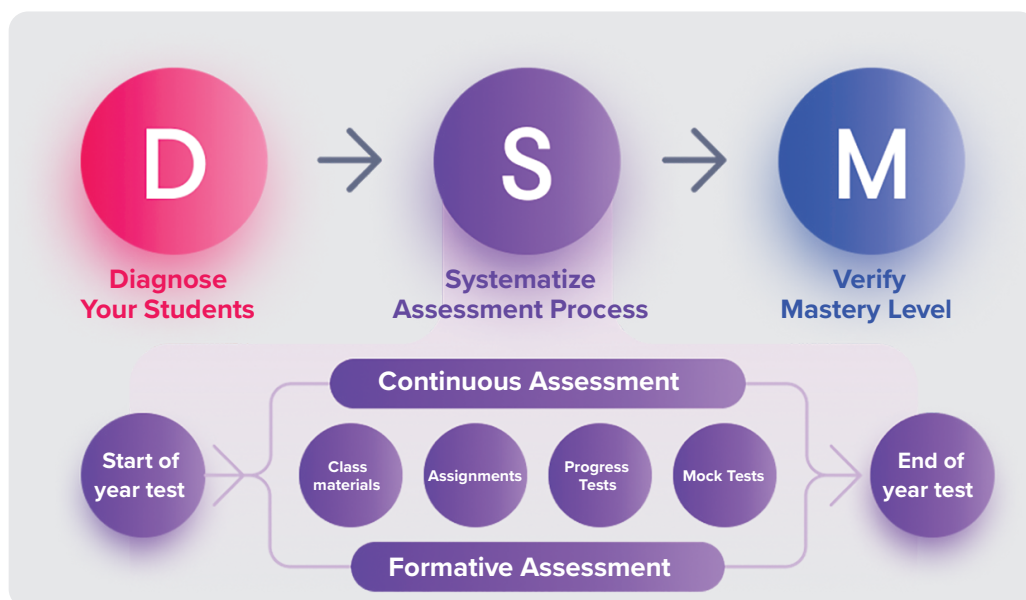
- The student benefits from **instant feedback** on activities, with options for more **detailed teacher feedback** on productive skills when needed.
- **Voice recognition** technology enhances **pronunciation practice** and **speaking skills**, fostering student engagement in a supportive environment.
- **Extra Practice Activities** help deepen vocabulary knowledge and develop reading, writing, listening and speaking skills.
- **Adaptive Learning Activities** provide personalized grammar support, using adaptive pathway to identify and target areas of improvement.

Access to
Richmond
Studio is
included with
the printed
book.



Assessment

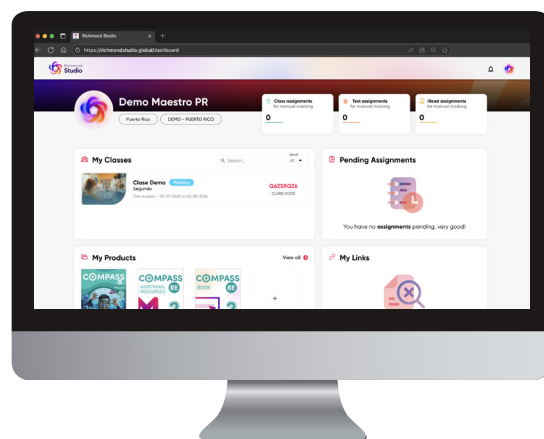
The assessment framework in Compass BE follows the **DSM Strategy**—Diagnose, Systematize, Master—and includes diagnostic, formative, summative, and benchmark (interim) assessments. The approach is comprehensive and continuous.



Test Manager

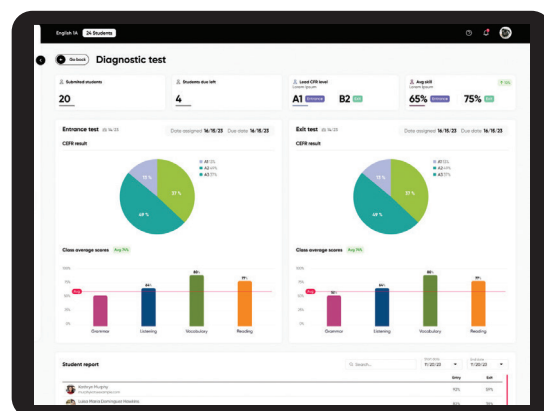
In the Test Manager area within Richmond Studio, you can find the different Compass BE tests in the format you choose. You can **download and print the PDFs** for traditional paper-and-pen tests in class, or you can **assign ready-made digital** tests. The Test Manager includes:

- Diagnostic entry and exit tests
- Progress, mid-point and end-point tests for each unit
- Tools for creating your own customized tests



Markbook and Reports

- In the Markbook area you can see each class displayed as in a conventional markbook, but with the advantage of being able to sort by student name, date, assignment, etc., and to drill down into the detail of an **individual student, activity, assignment or test**.
- The Reports area gives access to the Markbook data **displayed graphically**. You can see at a glance which students need more support, which are excelling, and where the class as a whole is struggling or needs more practice. The graphs compare progress over time, and differences between students and classes.



COMPASS

BE

Scopes & Sequences All Levels

Unit	Topic	Language	Reading	Writing	Listening & Speaking	Thinking & Problem Solving	Mathematics	Science	History & Geography	Art & Design	Music	Physical Education	Personal, Social & Health Education
1	What are the four seasons?	Seasons	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter	Spring, Summer, Autumn, Winter
2	Why do we play sports?	Sports	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming	Football, Basketball, Tennis, Swimming
3	Why do we go to school?	School	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects	Classroom, Teacher, Students, Subjects
4	What are the four main parts of a story?	Story	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme	Plot, Characters, Setting, Theme
5	Why do we have a world?	World	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages	Continents, Oceans, Countries, Languages

English Book
Scopes & Sequences
Levels 1 to 6



Phonics Log
Scopes & Sequences
Levels 1 to 6



Unit	Phonics Skill and Target Words
1-6	Initials - the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
7-12	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
13-18	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
19-24	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
25-30	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
31-36	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
37-42	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
43-48	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
49-54	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what
55-60	Long and Short Vowel Sounds Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what Explore: the, with, when, what

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COMPASS BE PR Book 5	979-8-88580-275-8
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