APPENDIX D

ENGLISH LEARNER (EL) INFORMATION

This appendix includes the following:

- Planning Instruction and Services for EL Students
- Pennsylvania Home Language Survey
- WIDA Prime Correlation – Cornerstone, Grades K-5
- WIDA Prime Correlation – Pearson Longman Keystone, Grades 6-12
- Mondly
- NorthStar Curriculum

Planning Instruction and Services for EL Students

	Level 1	Level 2	Level 3	Level 4	Level 5	Monitoring
WIDA Levels	Entering	Beginning	Developing	Expanding	Bridging	
Gen Ed LL Attendance	ELs must attend all English Language Arts LiveLesson® sessions					Consultation with student, family, and teachers four times per year (consult Post-Exit Monitoring Forms from PA DOE – see links)
EL Services	2x 60 minutes daily	2 x 60 minutes daily	Intervention to address target area(s) 1 or 2 x 60 minutes daily	Intervention to Target Area(s) 1x 60 minutes daily	Intervention to Target Area(s) up to 1 x 60 minutes daily depending on student need	
	*** If additional intervention is assigned as well, coordinate to total 5 days per week (i.e., if Raz-Kids 2x per week, assign SuccessMaker 3x week).*					
SISP Enrollment for ELA reading, writing, speaking listening	Interventions if appropriate (consider age and grade level): 1.) Reading Eggs 2.) Study Island			<u>Reading</u> (consider age and grade level): 1.) Reading Eggs 2.) Study Island 3.) ESL ReadingMate/Smart		https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/default.aspx

Recommended Minimum EL Service Plan aligned with the Pearson English Learning System {PELS}.

https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards.pdf

pennsylvania
DEPARTMENT OF EDUCATION

HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____

(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) _____

2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language) _____

3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided ☐ No ☐ Yes

[1] The local education agency (LEA) has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELs). As part of the responsibility to locate and identify ELs, the LEA may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the LEA in the future.

WIDA™

PRIME™

Protocol for Review of Instructional Materials for ELs

WIDA PRIME Correlation

Introduction

The Protocol for Review of Instructional Materials for ELs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELs (PRIME) is twofold:

- To assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- To aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELs (PRIME) inventory:

STEP 1: Complete information about materials being reviewed.
STEP 2: Respond to the "Yes/No" questions about the presence of the criteria in the materials.
STEP 3: Provide justification to support your "Yes" responses. (Note: If additional explanation for "No" answers is relevant to readers' understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

III. Levels of English Language Proficiency
(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
  - **Attached to Context**
  - **Higher Order Thinking**
- IVB. *Content Stem*
  - **Coverage and Specificity of Example Topics**
  - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
  - **Sensory Support**
  - **Graphic Support**
  - **Interactive Support**

Part 1: Information About Materials

Publication Title(s): Cornerstone

Publisher: Longman Pearson

Materials/ Program to be Reviewed: Cornerstone (multi-level program for English learners); specific examples in this correlation are drawn from Cornerstone A

Tools of Instruction included in this review: SE, TE, Practice Book, Assessment Book, Technology Suite

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades K-5

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: www.longmankeystone.com

In the space below explain the focus or intended use of the materials.

Longman Cornerstone is a six-level program designed for elementary English learners and struggling readers whose academic achievement is two or more years below grade level. Levels K, 1, and 2 are designed for the lower elementary grades, and levels A–C for the upper elementary grades. Through explicit, intensive, and focused instruction accelerates students' language acquisition, reading comprehension, vocabulary and oral and written communication skills. Cornerstone blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories. In addition, this series incorporates the focused and purposeful instructional principles of Understanding by Design, which allow
students to demonstrate their understanding and mastery of skills through multiple formal and informal assessment opportunities. Through this process, students will be equipped with the key transferable academic skills necessary for lifelong success.

Cornerstone level K, for Kindergarten, builds fundamental literacy skills such as sight vocabulary and is rich in oral language use. Levels 1 and 2 are for lower elementary grades, and present material which bridge language and literacy development. Levels A, B, and C, designed for upper elementary grades, provide a flexible program which accelerates students' academic achievement.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES	NO	
☑	☐	A. Do the instructional materials take into account linguistic complexity for language learners?
☑	☐	B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
☑		C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?
☐		

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Longman Cornerstone is a six-level program intended for grades K-5 English language learners and other struggling readers. It is designed to accelerate language acquisition, reading comprehension, increase vocabulary, and strengthen both oral and written communication skills. Linguistic complexity is represented in all lessons and practice activities, through the use of a consistent and growing vocabulary, and using expressive language. Six units are included in each level, and are thematically organized, beginning with 'The Big Question.' This allows students to start a discussion about the unit theme and guides them through the readings and lessons that follow. Background information and students' prior knowledge are explored through discussion and writing activities, such as 'Quick Write,' and 'What about you?' Vocabulary is practiced and applied with strategies, such as class discussion, partner activities, and individual writing assignments. Three readings in each unit include content-area reading and literary genres. Each reading concludes with a review and practice, which includes oral and written lessons found in such sections as: 'Word Analysis/Phonics, and Fluency,' 'Comprehension,' and 'Grammar and Writing.' Summative assessment allows students to respond using written and oral approaches and concludes with a reflective oral or written assessment. The TE includes multiple oral and written extension activities such as 'Sharing Language and Culture.' In addition, all lessons are supported by Practice Book activities, and a DVD and CD's are provided for multi-sensory understanding of material.

B. Cornerstone addresses linguistic complexity at all proficiency levels. Supported by multiple images and graphic illustrations, course content is accessible and consistent. Writing lessons are supported with 'Writing Check Lists,' and 'Spelling Tips,' to help students become more proficient in their writing skills. Language frames are used to allow students to practice and apply new content in complex sentences. On most right-hand pages of the TE, a sidebar, 'Differentiated Instruction,' provides creative strategies for customizing lessons to meet a variety of student needs. Potential problem areas of language development are addressed in 'Accelerate Language Development,' and 'Linguistic Note,' sidebars, which provide remediation strategies. Linguistic Complexity is noted in the TE by the icon, "CRI" to indicate a teaching strategy which is culturally and linguistically responsive to students' background and cultural experiences (See level A, TE pp. T33, T55, T59.)

C. Linguistic complexity is systematically addressed in all lessons, readings, and units in the Cornerstone materials. See Cornerstone A, Unit 1 for representative examples of linguistic complexity:

- 'Quick Write' p. 3: Visual literacy and theme related writing.
- 'What about you'? p. 7: Oral and written personal response questions.
- 'Make connections' p. 9: Writing fluency exercises using key words.
- 'Think it over' p. 13: Flexible, grouping, comprehension questions.
- 'Grammar and Writing' pp. 18-19: 'Nouns and Write a Description.'
- 'Unit 1 Wrap Up' pp. 52-53: Multi-level assessment and 'Self-Evaluation Questions.'
- 'Accelerate Language Development' and 'Linguistic Notes' TE pp. T45, T47: Built in remediation.

IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES	NO		
☑	☐	A.	Is vocabulary usage represented as words, phrases, and expressions in context?
☐	☐	B.	Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
☑	☐	C.	Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Vocabulary usage is presented as words, phrases, and expressions in context with visual support. At the beginning of each unit, vocabulary related to the theme is visually presented and practiced in context. Students are provided with graphic prompts in the form of language frames, as a means of applying vocabulary by using expressions and sentences, either with a partner and in whole class discussion, or through writing exercises. Both sight (high frequency) and story words are presented in simple sentences. Vocabulary is then modeled using multiple strategies, such as 'Your Turn,' practice exercises. 'Words in Context' teaches content related key words linked with real world examples. The same key words are used again in the next reading to build vocabulary through practice. 'Make Connections,' concludes these pre-reading vocabulary lessons with a writing activity. Students are asked to use key words in a personal response related to the subject matter. Academic words are explicitly taught with multiple opportunities available for practice. These are the words that travel across the content areas (ex. theorize, create, process,) and are critical for student understanding of content area readings. Words and phrases are highlighted and defined throughout the readings. Teacher instruction is included to pre-teach highlighted words and phrases in context. The Practice Book provides further support for all vocabulary lessons.

B. Vocabulary usage is addressed at all targeted levels of proficiency. Vocabulary is supported with colorful illustrations and photos. 'Visual Literacy,' lessons expand vocabulary instruction to other academic subject

areas using real world connections. Four proficiency levels of differentiated instruction for each vocabulary lesson are noted in the TE. Additional support included in the Cornerstone program includes audio recordings, picture cards, CD-ROM and Practice Book activities.

C. General, content specific, academic and technical language are systematically presented throughout the materials. To view vocabulary presented in levels 1-C, see the 'Scope and Sequence,' located in the TE on pages 16-19.

Representative examples of vocabulary instruction: Level A, Unit 1:

- 'What Do You Know About Communities?' pp. 4-5: Unit terms introduced using language frames to help structure communication.
- 'Vocabulary' pp. 8-9: Words in Context and Academic Words taught in context with expressive use.
- 'A Closer Look at...' pp. 42-43: This lesson is found in each unit. It builds additional background knowledge and vocabulary, as well as including extension activities.
- 'Vocabulary Definitions' TE p. T51: Specific and technical vocabulary related to reading is pre-taught.

IC. Language Control/Conventions (comprehensibility of language)

YES	NO		
☑	☐	A.	Are opportunities to demonstrate language control presented in the materials?
☐	☐	B.	Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
☑	☐	C.	Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Opportunities to demonstrate language control are varied and frequent in the Cornerstone series. Skills are introduced, taught, practiced and applied using a variety of instructional strategies, which encourage language development, such as: partner and whole class discussions, social conversation, and collaborative assignments. Fluency, phonics, grammar and semantic choice are practiced in each unit, to develop language control. At higher levels, each reading is followed by a fluency lesson. Students choose from 3 leveled reading excerpts to practice pacing, intonation, and expression. Phonics is taught at all levels. The TE integrates phonics throughout the lessons and clearly identified phonics lessons appear in the SE. Grammar is connected directly to writing, and follows each reading lesson with the section, 'Grammar and Writing,' which supports retention of material and accelerates language control. Additional activities are included in the Practice Book, Assessment Book, and on the CD ROM.

B. Opportunities to demonstrate language are appropriate to targeted language proficiency levels. Differentiated instruction for language control activities is included in the TE. As stated above in A, leveled fluency practice and assessments are found after each reading for higher levels. Opportunities to practice reading fluency and language development activities are abundant at all levels. These include teacher modeling, choral and partner reading, and direct reading by the teacher.

C. Opportunities to demonstrate language control are carefully structured in each lesson and unit. See the 'Scope and Sequence,' on pages 16-19 to view 'Listening/Speaking,' 'Grammar,' 'Phonics,' and 'Writing,' activities.

Level A, Unit 2:

- 'What about you?' p. 59: Discussion connected to theme.
- 'Think it Over' pp. 67, 79: After reading questions there are opportunities for group or individual response.
- 'Fluency' p. 31, 45, 69: Multi-level fluency practice.
- 'Comprehension' pp. 46-47, 70-71: Retell, Practice, and Extension exercises practice oral and written skills.
- 'Grammar and Writing' pp. 72-73: 'The Verb Have,' and 'Write a Problem and Solution Story.'

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES	NO		
☑	☐	A.	Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
☑	☐	B.	Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. All WIDA English Language Proficiency Standards (Social and Instructional language, the language of Language Arts, Mathematics, Science, and Social Studies) are present in the Cornerstone series. Each level has a balance of literary and subject based texts and includes a variety of genres. Genre and subject area are clearly marked in the Table of Contents, Scope and Sequence, and again within the text. Academic vocabulary, such as context, method, or identify are taught at the beginning of each reading and appear across all content areas. In the TE, lessons connect content to subject areas and are noted by a 'Link to...' lesson, wherever appropriate (See level A pp. T58, T78, T86.) These lesson extensions develop student understanding of subject matter, and build learning skills, activities include using timelines, researching science terms, and dramatically acting out literature (level A TE pp. T78, T83, T86.) Social and instructional language is used in the practice and application of skills such as identifying classroom routines, reading strategies, information gathering, and personal information or experience responses. In addition, personal communication is addressed in writing activities like 'Formal Letter' p. 273 or 'Write Directions' p. 287 in level A. The Practice Book, Assessment book, and CD ROM provide further practice in the five ELP standards. See the 'Scope and Sequence,' on pages 16-19 to view content related to the ELP standards.

B. Cornerstone systematically integrates Social and Instructional Language with the Languages of Math, Language Arts, Social Studies, and Science. Pre-reading and post-reading lessons are structured in the same manner for all content, whether literary or subject-area based. These lessons include practice exercises using social and instructional language related to writing, reading, speaking, and listening.

The following examples found in Cornerstone A, Unit 3 shows how a science reading is integrated with Social Instructional Language:

- 'Unit 3 Planner' TE pp. T106A-T107A: View the 'Reading 1' column to see all lessons cross referenced with the science area reading.
- 'Your Stories about Animals at Home' pp. 110-111: Short readings to connect theme and create background knowledge though reading, discussion, and writing.
- 'Vocabulary' pp. 112-113: Words in context and academic words taught prior to reading.
- 'Reading Strategy' pp. 114, 117, 120: An exercise which leads learners through the reading; students also summarize text in the 'Comprehension,' section.
- 'Think it over' p. 117: Asks students to compare and contrast, and then make conclusions.

IIB. Representation of Language Domains

YES	NO	
☑	☐	A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
☐	☐	B. Are the targeted language domains presented within the context of language proficiency levels?
☑	☐	C. Are the targeted language domains systematically integrated throughout the materials?
☐	☐	
☑	☐	
☐	☐	

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Each unit in the Cornerstone series is built around the language domains of listening, speaking, reading, and writing to accelerate language development. In higher levels, units typically include three readings, a literary or informational text, a 'Picture Walk' and a third 'Bonus Reading.' Additional, level appropriate books related to the theme are listed at the end of each unit in 'Further Reading.' Each reading is preceded by the exploration of background knowledge and vocabulary using reading, listening/ speaking and writing activities. Strategies for comprehension include questions for discussion and writing exercises. Listening and speaking are taught as interdependent processes with partners, in small group cooperative activities and through discussion. After completing the reading for the higher levels, lessons follow in 'Phonics and Fluency,' 'Comprehension,' and 'Grammar and Writing.' Writing lessons build in complexity through the units and vary in genre and structure (examples in level A include: 'Write a Paragraph,' p. 49, 'Write a Family Story,' p. 199, or 'Write a Report,' p. 223.) All lessons are supported in the Practice Book with written skills practice. See the 'Unit Planners,' found before each unit in the TE (level A, Unit 2 example pp. T54-T55) to view language domains connected to the unit readings.

B. The Cornerstone series presents many opportunities for students to practice and apply skills appropriate to their language proficiency level through listening, speaking, reading, and writing lessons and activities. Higher levels are designed for flexible use; a placement test guarantees that students are working at their correct level. 'Unit Wrap Up,' provides differentiated assessment opportunities of the unit objectives using written, oral or visual

projects. This allows teachers to match students with a suitable assessment to their proficiency level. Levels of differentiated instruction are noted in the TE; this provides strategies for customizing instruction for a variety learner needs in all subject area domains.

C. As referenced above in A, Cornerstone integrates all language domains into each lesson and unit in the series. The following examples are typical of the types of activities found throughout the series:

See Cornerstone A, Unit 2:

- 'Unit 2: Meeting Challenges' pp. 54-55: Introduces reading, listening and speaking, and writing lessons in the unit plus an additional 'Quick Write' exercise.
- 'What about you?' p. 59: Comprehension and connection oral response activity.
- 'Make Connections' p. 61: Discussion and written response.
- "Birds in the Garden" pp. 62-67: Short Story.
- 'Phonics and Fluency' pp. 68-69: Read aloud and partner practice.
- 'Grammar and Writing' pp. 72-73: 'The Verb Have,' and 'Write a Problem and Solution Story.'
- 'Unit 2 Wrap Up' p. 104: Written, oral, or visual unit assessment 'Further Reading' TE p. T151: Optional reading extension assignment which lists level appropriate books related to theme.

III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES	NO		
☑	☐	A.	Do the materials differentiate between the language proficiency levels?
☐	☐	B.	Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
☑	☐	C.	Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. The Cornerstone program is a six level, grade K-5 program. Content within each level is appropriate for the targeted proficiency and grade levels. Scaffolding exercises and lesson extensions are included throughout the text to ensure access to all learners working above or below level. A brief placement test locates students at the correct program level. Standards-based assessments are available for every reading selection, unit, midterm, and at the conclusion of each level. These assessments measure progress throughout the year and ensure students are mastering standards and learning transferable skills. An exit exam determines whether a student is either ready for mainstream coursework or should continue to the next level of the program.

B. Differentiation of language proficiency is linguistically and developmentally appropriate at each Cornerstone level. A variety of linguistic supports are incorporated into each level including teacher modeling, repeated reading, discussions, and student presentations. Fluency lessons in higher levels practice pacing, intonation, and expression. These lessons give students a choice of 3 leveled reading passages: 1-easy, 2-intermediate, 3-more difficult. Differentiated assessment for the unit objectives is found at the end of each unit, and is built into the TE, providing strategies for customizing instruction for a variety of learner needs. Further support in the Teacher's Resource book includes summaries of all readings in six common first languages. An 'Introduction to Linguistics,' located on pages 26-41 in the TE supplies background linguistic knowledge and comparisons of English sounds to other

languages.

C. Cornerstone is a carefully structured program that provides a complete instructional plan across various proficiency levels. As stated in A and B above, differentiation is systematically addressed in skills taught in the lessons, across the units, and specifically noted in sidebars included in the TE.

See Cornerstone A, Unit 3 for examples typical for the series:

- 'Differentiated Language' TE pp. T107, T109, T113, T115, T117: Strategies and techniques for leveled instruction.
- 'Linguistic Note' pp. T119, T133 and 'Accelerate Language Development' pp. T121, T133: Highlighting linguistic and cultural nuances in content appropriate language.
- 'Extension' pp. 121, 133, 145: Multi-sensory extension activities located included after every reading.
- 'Fluency' pp. 119, 131, 143: Leveled oral reading options.
- 'Unit 3 Wrap Up' p. 150: End of unit assessment provides an end of unit evaluation which allows teachers to evaluate student grade level progress.

IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES	NO	
☑	☐	A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
☐	☐	B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
☑	☐	C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. The Cornerstone series offers a guided transition by providing scaffolding supports for students to advance within each proficiency level. Texts have built in scaffolding, and the TE includes more scaffolding activities which can be used as needed. Thematic units and 'The Big Question,' introduce and connect the student to reading in the content areas. Each reading begins with an exploration of content background and students' prior knowledge. Other scaffolding support found in lessons and throughout the units include examples of teacher modeling, visual and graphic support, cooperative learning, hands on learning, reading strategies, and comprehension checks. In higher levels, writing activities contain a 'Writing Checklist,' and 'Spelling Tips,' for immediate writing guidance, as well as a model for students to use as an example of language control. Academic vocabulary is vital to the progression of the EL learner; thus, academic vocabulary is introduced and practiced with every reading. The 'Skills Handbook,' found at the end of levels, features easy to use student supports, which are critical to academic skills like grammar, writing, and study skills. In addition, the Teacher's Resource Book contains summaries for all readings in six languages to help simplify language and create a bridge to understanding.

B. Skills built throughout the readings and units assist students as they advance from one proficiency level to the next with scaffolded assistance described above in part A. The TE provides step-by step lesson plans, which are supported with instructional cues, to help teachers introduce concepts, teach, and assess effectively. Assessment resources monitor student progress and evaluate student progression through each level. See the 'Scope and Sequence,' located on pages

16-19 of the TE for an overview of skill advancement through each level.

C. As stated above in A and B, Cornerstone systematically builds upon prior knowledge and explicitly scaffolds learning, as a means to progressing students from one level to the next. Examples from Cornerstone A, Unit 3 are representative of the types of scaffolding found throughout the series:

- 'Words to Know' pp. 108-109: Introduction to unit terms with the use of graphic supports.
- 'Your Stories about Animals at Home' pp. 110-11: Uses short readings to connect students to theme and readings in the unit.
- 'More About the Big Question' TE pp. T114, T126, T18: TE features easy to use step-by- step instruction. The Big Question introduces readings, and a graphic organizer is used to scaffold understanding of the reading strategy.
- 'Reading Strategy' pp. 114, 126, 138: Guides reading.
- 'Fluency' pp. 119, 131, 143: Partner work and leveled oral reading lessons.
- 'Writing' pp. 123, 135, 147: Includes student model of the writing activity.
- 'Spelling Tip' and 'Writing Checklist' pp. 123, 135, 147: A scaffolding activity found in each writing activity.
- 'Think it Over' pp. 117, 127: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
- 'Unit 3 Wrap Up' p. 150: Written, oral, or visual/active end of unit assessment.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES	NO	Context
☑	☐	A. Do the materials include a range of language functions?
☐	☐	B. Do the language functions attach to a context (i.e., are they incorporated into a communicative goal or activity)?
☑	☐	C. Are language functions presented comprehensively to support the progression of language development?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. A range of language functions are used in the instructional language of Cornerstone, both within lessons and in practice activities. After students are taught a new skill, they practice and apply the skill using a variety of language functions. For example, as students respond to comprehension questions, or use reading strategies, they compare, identify, answer, find, describe, and retell. Academic words taught in higher levels include language functions such as: theorize respond, or conclude, to expand students' knowledge of such universal terms found in multiple content areas. See Level A 'Scope and Sequence,' located on pages 16-19 of the TE to view the multiple uses of language functions in the curriculum.

B. The language functions are attached to the practice activities, and all activities are connected to expanding student understanding of lessons, readings, and thematic units. In addition, the TE uses language functions in the step-by-step instructions of each lesson (ex. 'Step 2: Practice' or 'Step 3: Expand'.)

C. The progression of language development is supported by the comprehensive use of language functions throughout Cornerstone. As student skills progress in each unit, language functions are used to support the communicative needs of the developing learner. Examples found in level A, Unit 4 show the comprehensive use of language functions in the curriculum:

- 'Quick Write' p. 153: Describe and create. 'Academic Vocabulary' pp. 175, 189: Conclude, theory, respond.

- ‘Reading Strategy’ pp. 165, 176: Students identify important concepts within the text to build understanding.
- ‘Use a T-Chart’ p. 171: List, solve, present.
- ‘Phonics and Fluency: Practice’ p. 182: Sort words.
- ‘Step 2: Practice’ TE p. T185: Language function in the step-by-step instructions of each lesson.
- ‘Unit 4 Wrap Up’ p. 202: Each end of unit assessment uses language functions in each category.

YES NO **Higher Order Thinking**

☑ D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☐ E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

☑

☐

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Opportunities for students to engage in higher order thinking are present at all ELP levels in each unit and across all levels of the Cornerstone series. 'The Big Question,' begins each unit, and ties together all readings. This creates an opportunity for students to discuss content relative to the universal and reflective questions. Every unit includes 'Think it Over,' questions that involve complex judgment skills and require students to analyze the reading and come to conclusions. Extension lessons are included throughout the TE and in comprehension sections of the SE. These lessons promote creative thinking while applying previously taught skills. Student research activities are used to evaluate the theme and cultivate connections between subject areas. In higher levels, extension lessons often include a 'Share with Partner,' exercise where students react to a partners work by asking questions. 'Self-Evaluation Questions,' found at the end of the unit encourage students to reflect on what they have learned in the subject unit as well as recognize what they have accomplished.

B. Opportunities to engage in higher order thinking are systematically presented in Cornerstone. See the following examples found in Level A, Unit 4:

- 'The Big Question' pp. 153, 160, 176, 202: Thematic questions guide readers through unit and require students to speculate and evaluate content.
- 'Self-Evaluation Questions' p. 203: Reflection on the unit. Students reflect on what they have learned in the unit, as well as recognize they have accomplished.
- 'Extension' pp. 171, 185, 197: Projects which use creative thinking and require student presentations and feedback.
- 'Think it Over' pp. 165, 181, 193: Comprehension questions that promote an analysis of the reading.
- 'Technology' TE p. T157: Research and share activity.

IVB. Content Stem

YES	NO	**Coverage and Specificity of Example Content Topics**
☑		**A.** Do examples cover a wide range of topics typically found in state and local academic content standards?
☑	☐	B Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
☑	☐	C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Cornerstone is a curriculum aligned to state and national academic content standards, covers a wide range of subject matter topics, and is grade level appropriate. In the TE, TESOL standards are referenced on even pages of each two-page spread for every assignment. The curriculum emphasizes language arts, as well as including significant content area readings and lessons in social studies, math, and science. Examples in level A include "Earth and Beyond," p. 212 or "Scientists and Crows," p. 176. Each unit contains lessons aligned to the standards in vocabulary, grammar, phonics, word analysis, fluency, and writing. The 'Learning Checklist,' concludes each unit and lists all skills taught in unit.
WIDA ELP standards and example topics are abundantly incorporated in lessons such as, level A p. 242, "The Phases of the Moon" (WIDA Language of Science, ELP Standard 5, Grades 3-5, Example Topic: Nature.) In addition, the student assessment book provides questions which are aligned to standards and introduce students to question types found on state exams. See www.pearsonlongman.com for a list of correlations to state and national standards.

B. All topics covered in the Cornerstone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated instruction and is further supported by a wide variety of teaching resources and technology for comprehensive reinforcement of instruction.

C. Standard aligned content and topics are systematically presented throughout the Cornerstone series. See the Table of Contents, in the introductory pages of each level to view unit structure and the variety of subject area content. See examples found in Level A, Unit 5:

- ‘TESOL Standards’ TE pp. T204, T206, T208, T210: TESOL standards listed on even pages throughout TE, these correlate to lessons found on representative pages.
- ‘Learning Checklist’ p. 255: End of unit list of skills and standards met.
- ‘Reading 1: Informational Text/Science’, ‘Reading 2: Informational Text/Biography’, ‘Reading 3: Literature/Myths’, and ‘Bonus Reading: Informational Text/Science’ pp. 212, 226, 242, 252: Readings cover a variety of content areas and genres.

YES	NO	**Accessibility to Grade Level Content**
☑	☐	D. Is linguistically and developmentally appropriate grade level content present in the materials?
☐		E. Is grade level content accessible for the targeted levels of language proficiency?
☑	☐	F. Is the grade level content systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Linguistically and developmentally appropriate content are present in the materials, which address state standards for the targeted grade levels and include WIDA example topics and standards. The first three levels, K, 1, and 2, are grade specific. Levels A–C are a flexible program with grade level content suitable for grades 3-5. Unit themes and 'The Big Question,' guide students through lessons anchored by subject area content. Curriculum is designed around high-interest readings, which are supported by grade appropriate images and graphics. Cornerstone curriculum provides rigorous instruction in vocabulary, grammar, phonics, fluency, and writing with the goal of improving academic performance and developing transferable skills.
Within the Cornerstone program a wide variety of linguistic supports are incorporated, and include teacher modeling, listening to CD's, repeated readings, discussions, presentations, and dramatic reading. See the 'Scope and Sequence,' located on pages 16-19 of the TE to view grade level content at each level.

B. Cornerstone uses a curriculum design approach called 'Understanding by Design' and differentiated instruction is built into each lesson. These multiple approaches make content accessible for each language proficiency level. Students advance through levels of Cornerstone curriculum and eventually progress to mastering mainstream coursework.

C. As stated above in A through D, Cornerstone content was selected based on grade level appropriate state and national standards. This content is systematically presented throughout the material. See 'Scope and Sequence,' in the introductory
pages of all levels to corroborate this well-articulated structuring of the program. See Level A, Unit 5 for representative examples of Cornerstone content:

- Reading 1: "Earth and Beyond" p. 212: Science/Informational Text.

- Reading 2: "Franklin's Dream" p. 226: Biography/Informational Text.
- Reading 3: "One Moon, Many Myths" p. 242: Myths/Literature.
- Bonus Reading: "The Phases of the Moon" p. 252: Science/Informational Text.
- Writing: 'Write a Report' p. 223, 'Write an Autobiography' p. 239, 'Write a Myth' p. 251.
- Grammar: 'Present Tense Verbs' p. 222, 'Past Tense Verbs' p. 238, 'Future Tense Verbs' p. 250.
- 'Learning Checklist' p. 255: Lists skills taught in Unit 5.

IVC. INSTRUCTIONAL SUPPORTS

YES	NO	Sensory Support
☑	☐	A. Are sensory supports, which may include visual supports, present and varied in the materials?
☐	☐	B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
☑	☐	C. Are sensory supports systematically presented throughout the materials?
☐	☐	
☑	☐	
☐	☐	

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Sensory supports are present and varied throughout the Cornerstone program. All units are strongly supported with a range of dynamic visual supports, including computer graphics, artist's illustrations, and photographs to enhance student understanding
of content. Visual literacy is explicitly taught in the unit opener, allowing students to investigate images related to the theme, and discussion prompts are noted throughout the TE (level A pp. 256-258, 275, 279.) Included in each unit is a photo essay labeled 'Picture Walk,' which builds visual literacy and background knowledge. Content area lessons include supporting graphics, like diagrams, which illustrate cause and effect (Level A pp. 112, 115-117, photos of artifacts pp. 191-193, and models pp. 211, 216
.) Multi-sensory lessons activities specific to the targeted proficiency level are also included. For example, students sing songs related to vocabulary, teachers use puppets in instruction, students play physical learning games, or draw pictures. 'Unit Wrap-Up,' which includes assessments is found at the end of each unit, and gives students and teachers choices of oral, written, or visual/active activities, as well as acknowledging
a diversity in learning styles. A video DVD available with this curriculum features background information on the unit themes, and audio CD's are included to model oral reading fluency. A list of available teaching resources is included with every lesson in the TE.

B. Sensory supports relevant to concept attainment are presented in a manner that reinforces communication goals for each targeted level. Vocabulary and practice activities are supported throughout the levels with illustrations and photographs, furthering the understanding of instruction and teaching background knowledge of subject. As stated above in A, the 'Unit Wrap Up,' is an oral, written, or visual/active assessments enabling teachers to match students with an appropriate activity based on proficiency level. Extension activities also offer hands-on projects and include creating collages, writing captions, and drawing.

C. Sensory supports are systematically presented throughout all units and levels in the Cornerstone series. See examples found in level A, Unit 6:

- 'Unit 6: Arts Festivals' pp. 256-257: Unit opener visually introduces theme, Big Question, readings and unit objectives.
- 'Visual Literacy' TE p. T256: Students study the photographs and make inferences.
- 'What Do You Know about Arts Festivals?' pp. 258-259 and 'Vocabulary' pp. 262- 263: Vocabulary instruction is supported visually.
- "How to Make Puppets" p. 278: Informational text supported by appropriate visuals.
- 'Picture Walk' pp. 280-281: Photo essay develops background info and visual literacy.
- 'Extension' p. 297: Students create and perform a dance.
- 'Unit 6 Wrap Up' p. 302: Written, oral, visual/active unit assessments.

YES	NO	**Graphic Support**
☑	☐	D. Are graphic supports present and varied in the materials?
☐	☐	E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑	☐	F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. All lessons, at every level of Cornerstone are comprehensively supported with a variety of graphic material appropriate to the proficiency level. At the very beginning of each unit, graphics introduce a theme and bridge student comprehension with activities that build background knowledge. Visual supports are used in vocabulary, phonics, reading, and writing lessons. Images like sequence illustrations are used in informational texts to bridge understanding of content (ex. visual science sequence of a tadpole developing into a frog.) In addition, graphic organizers are used in practice activities to organize information for writing lessons. In each reading, graphic organizers like main idea or cause and effect charts are used to teach reading strategy. 'Comprehension,' lessons found after each reading, feature a graphic organizer specific to the reading strategy. The same graphic organizer is then typically used in the accompanying pre-writing activity. Practice Books that accompanies materials use similar vocabulary, phonics, and comprehension graphic supports as the textbook.

B. Graphic supports used in Cornerstone are always relevant to concept attainment and presented in a manner, which reinforce communicative goals for the proficiency level. Specific graphic supports such as language starters are used to create sentences and visual vocabulary scaffolds language development. Throughout the TE, 'Visual Literacy,' expands the meaning of graphics to promote further understanding content. 'Differentiated Instruction,' often uses content graphics and graphic organizers to scaffold and extend lessons.

C. As stated in A and B above, graphics supports are systematically presented throughout the materials. Examples found in Cornerstone level A, Unit 6 are characteristic of supports found throughout all levels:

- 'Words to Know' pp. 258-259: Uses visual language frames to scaffold sentence creation.
- 'Introduce' TE: pp. T264, T276, T290: 5W Chart, Sequence Chart, Venn Diagrams.
- 'Comprehension' pp. 271, 285, 297: T-Chart, Sequence Chart, 5 W Charts.

- ‘Author’s Purpose’ p. 270: Uses cause and effect chart in instruction.
- ‘Fluency’ pp. 269, 283, 295: Instruction supported with sequence boxes.
- “How to Make Puppets” p. 278: Graphics supports are used in Informational text.
- ‘Write a Newspaper Article’ p. 299: Pre-writing exercise using K W Chart.

YES	NO	**Interactive Support**
☑	☐	G. Are interactive supports present and varied in the materials?
☐	☐	H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
☑	☐	I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Interactive support is varied and relevant to concept attainment in the Cornerstone program. Opportunities to discuss and confirm both background and prior knowledge begin each unit and reading. Partner, small and whole group discussions, and practice activities are interactive strategies which can be used in every unit to facilitate comprehension of content and promote meaningful communication. Extension projects and unit assessments often use cooperative group structures. The internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Native language support is noted throughout the TE in lessons like 'Linguistic Note,' 'Sharing Language and Culture,', and with the 'CRI' icon. These lessons are culturally and linguistically responsive and incorporate the diversity of student's background and cultures into the curriculum. The Teacher's Resource book contains summaries of all readings in six common first languages. In addition, the CD-ROM includes additional interactive activities and the www.pearsonlongman.com website contains a student area with games and practice.

B. All interactive supports are relevant to concept attainment for the targeted proficiency level. Interactive supports described above in A and referenced in C are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

C. Interactive supports are varied and systematically presented throughout the Cornerstone material. Examples found in Level A, Unit 6 are representative of lessons found in all levels:

1. 'What about you?' p. 261: Small groups share personal stories that connect to theme.
2. 'Think it Over' p. 267: Comprehension questions answered with a partner, in whole

class discussion or individual writing.

3. ‘Phonics and Fluency’ pp. 268-269: Practice exercises include cooperative activities.
4. ‘Sharing Language and Culture’ TE pp. T261, T285: Students have an opportunity to exchange cultural information in extension lessons included throughout the TE.
5. ‘CRI’ pp. T259, T269, T275, T277, T281: Icon signals interactive lessons that are culturally responsive.
6. ‘Unit 6 Wrap Up’ p. 302: Assessments include interactive supports.

Appendix

I. **Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. **English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science.**
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

IIB. Domains:

- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. **Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students' deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – Type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.

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Protocol for Review of Instructional Materials for ELs

WIDA PRIME Correlation

Introduction

The Protocol for Review of Instructional Materials for ELs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELs (PRIME) is twofold:

- To assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- To aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELs (PRIME) inventory:

STEP 1: Complete information about materials being reviewed.
STEP 2: Respond to the "Yes/No" questions about the presence of the criteria in the materials.
STEP 3: Provide justification to support your "Yes" responses. (Note: If additional explanation for "No" answers is relevant to readers' understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards in Relation to the Protocol for Review of Instructional Materials for ELs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

III. Levels of English Language Proficiency
(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
  - **Attached to Context**
  - **Higher Order Thinking**
- IVB. *Content Stem*
  - **Coverage and Specificity of Example Topics**
  - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
  - **Sensory Support**
  - **Graphic Support**
  - **Interactive Support**

Part 1: Information About Materials

Publication Title(s): Pearson Longman Keystone, copyright 2020

Publisher: Pearson Longman

Materials/ Program to be Reviewed: Keystone (multilevel program for English learners); specific examples in this correlation are drawn from Keystone A

Tools of Instruction included in this review: Student Edition, Teacher's Edition, Workbooks, Assessments, Reading Guides, Technology Suite; References drawn

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 6-12

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: Copyright 2020; www.pearsonschool.com

In the space below explain the focus or intended use of the materials.

Pearson Longman Keystone is a multilevel program specially designed to help English learners acquire English language proficiency while mastering rigorous academic standards in Grades 6-12. Keystone A, B, and C levels are for the lower secondary grades and Keystone Building Bridges, D, E, and F are used for the higher grades. A supplementary level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills suitable for all grades, 6-12. Through explicit, intensive, and focused instruction that accelerates students' language acquisition, reading comprehension, vocabulary, and oral and written communication skills, students will quickly begin achieving greater academic success in their coursework across the curriculum.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES	NO		
☑	☐	A.	Do the instructional materials take into account linguistic complexity for language learners?
☐	☐	B.	Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
☑	☐	C.	Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is an eight-level accelerated reading and language arts program developed specifically for students in Grades 6-12. The flexibility of the Keystone series allows students of all proficiency levels, from Entering through Bridging, to practice language in social situations and academic settings. Differentiated instruction (Leveled Support) for students is noted throughout the texts. Teachers are guided to accelerate language development through exercises which teach grammar, linguistics, pronunciation and spelling in a consistently recognizable manner. Each unit begins with a Big Question that is used as a guide for discussion, writing exercises, and exploration of background knowledge and themes. This approach scafffolds student learning as they progress through the unit and guides a final spoken and written literary response. All lessons have a variety of listening, speaking, reading, and writing activities that vary in complexity and cumulate with Workshops. These final activities use all the skills introduced in the unit.

B. Keystone addresses linguistic complexity for all targeted levels. Beginning course levels are heavily supported by visual vocabulary and instruction, while advanced level lessons require more sophisticated oral and written discourse. Leveled Support is built into each lesson. End of unit projects give students options for a differentiated demonstration of concepts according to learners' abilities. The Teacher's Resource Book provides reading summaries in six languages, allowing students to preview the lesson reading in their home language. Additional linguistic exercises are located in the Workbook and Assessment book.

C. Linguistic complexity is systematically addressed throughout the entire Keystone program. Every unit of the program contains similar types of lessons. See examples found in Keystone A Teacher's Edition, Unit 1, Reading 1 pp. 2-19:

- The Big Question pp. 2-4: Introduces theme and lessons in the unit using discussion and writing activities.
- Prepare to Read pp. 4-5: Builds background knowledge and teaches vocabulary through cooperative learning and a graphic organizer.
- Leveled Support pp. T4, T8, T14: Lists scaffolds for the different proficiency levels.
- Writing: Quick Write p. 3, Practice p. 5, Writing pp. 18-19, On Your Own pp. 9, 11, 13.
- Listening and Speaking: The Big Question pp. 2, 4; Discussion p. 15; Before You Go On pp. 9, 11, 13; Set a Purpose for Reading p. 8.

IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES	NO	
☑	☐	A. Is vocabulary usage represented as words, phrases, and expressions in context?
☑	☐	B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
☑	☐	C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Through carefully sequenced instruction and practice, Keystone accelerates vocabulary acquisition to ensure academic success. Before each reading selection, vocabulary is introduced and practiced in the Student Edition and Workbook through three key lessons: First, Key Words for content area vocabulary and literary terms are presented, defined, and practiced. Secondly, Academic Words from the Academic Word List that appear across all content areas are introduced and practiced. Word Study finishes the prereading vocabulary lessons with instruction in skills and strategies to help students decode unfamiliar words to derive meaning. Words and phrases are highlighted and defined throughout the readings. Teachers are able to preteach these highlighted words and phrases to develop context and meaning. Phrases and expressions are taught with vocabulary and practiced in conversation and through writing activities.

B. Vocabulary usage is addressed for all the targeted levels of proficiency. All levels of language learners are provided with abundant support (including audio) and practice opportunities are available throughout the lessons in student texts and workbooks. Vocabulary is supported in the lower levels of the series with colorful illustrations and photos. Specific and technical vocabulary is introduced in context with content area readings. Leveled Support is found throughout the Teacher's Edition for teachers to use as needed in the classroom.

C. General, specific, and technical language is systematically presented throughout Keystone. Sequenced vocabulary instruction and practice is found before each reading selection. Lesson sequence follows a systematic pattern before and after each reading. See the Scope and Sequence on Teacher's Edition pages 36-39 in Keystone A for vocabulary taught in each unit. The examples given for Keystone A, Unit 1, Reading 1 are indicative of the structure for all readings:

- Listening and Speaking: Key Words p. 5: Key words are taught and practiced in context.
- Vocabulary Teacher's Edition p. T5: Students listen to CD and repeat words.
- Listening and Speaking: Academic Words p. 6: Words used in all content areas are presented and practiced in context with a partner.
- Word Study p. 7: Spelling words with ar, er, and or, are presented with a spell aloud partner practice.
- Fact or Fiction? pp. 8-13: Words are highlighted and defined throughout reading.
- Preteaching Boldfaced Words pp. T8, T10, T12: Teachers help students preview, discuss, and model using the words in context.
- Review and Practice pp. 26-27: Includes the lesson Read for Fluency to review difficult words in the reading; In Your Own Words uses reading vocabulary to retell or summarize.

IC. Language Control/Conventions (comprehensibility of language)

YES	NO	
☑	☐	A. Are opportunities to demonstrate language control presented in the materials?
☐	☐	B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
☑	☐	C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Oral and written discourse is abundantly present throughout Keystone, consequently learners have numerous opportunities to demonstrate and practice language control. Each skill is introduced, taught, and practiced in a wide variety of activities to encourage language control and development. These activities include, but are not limited to, collaborative writing assignments, cooperative presentations, discussions, literary responses, and social conversations. Fluency is specifically addressed in lessons such as Read for Fluency and Reader's Theater. These exercises practice pace, intonation, and expression. Grammar, usage, and mechanics are taught after each reading and applied in the connected writing lesson. Writing Checklists accompany each lesson to develop skills of structuring and revising written text. Highly scaffolded Workshops at the end of each unit present learners with the opportunities to develop and present a final polished project infused with the skills taught throughout the unit. Additional opportunities to demonstrate language control are included in the Workbook, Reader's Companion, and Assessment book for each level. See Scope and Sequence on Teacher's Edition pages 36-39 to view the listening and speaking, grammar, and writing activities included to develop language control.

B. The methods used in oral and writing activities include many ways to assist all levels of learners and are used at every level in the series. Leveled Support is built into lessons to provide strategies for customized instruction to students with a variety of learning levels. Opportunities to demonstrate language control are present throughout each unit and level. These range in difficulty from short response oral and writing activities to engaged content area discussion and opportunities for thoughtful reflection. Listening Skill and Speaking Skill notes are included throughout the text to assist students in Listening and Speaking situations such as conversational opportunities or appropriate expression of classroom etiquette. Each unit culminates with a final opportunity to demonstrate language control using project-based learning. Language control is monitored, and assessments are found in all units and in the Assessment book.

C. In each carefully structured lesson and unit, opportunities to demonstrate language control

are presented in the Keystone series.
For examples of language control activities in a typical unit see Keystone A, Unit 1:
• Discussion pp. 15, 31, 45, 59: Paired, small group, or whole class discussions.
• Grammar pp. 16-17, 32-33, 46-47, 60-61 and Writing pp. 18-19, 34-35, 48-49, 62-63: Grammar and Writing are taught after each reading.
• Fluency Check, Read for Fluency, and Reader's Theater pp. 15, 30, 45, 58: Fluency activities included after each reading.

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES	NO	
☑	☐	A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
☐		
		B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?
☑		
☐		

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Keystone, a language acquisition program, relies primarily on a Language Arts curriculum that uses social and instructional language and the language of Mathematics, Science, and Social Studies systematically throughout the series. Each unit contains four high-interest readings, which are a balanced blend of subject-based informational text and classic and contemporary literature. An additional Art History lesson, written by educators at the Smithsonian American Art Museum, concludes each unit. Prereading lessons introduce background knowledge and academic vocabulary that extend student knowledge of content area language. Academic vocabulary are terms commonly used in all content areas to promote transferable academic language development. Social and instructional language is used in the practice and application of all skill and content area standards taught by the program. For example, students research and gather information, use reading and study strategies, and develop sophisticated compositions and student presentations. The program components provide further practice in the five ELP standards.

B. Systematic academic skill development through the teaching of Common Core State Standards is clearly identified within each unit and level of the Keystone series. Prereading and postreading lessons are structured in the same manner for every reading and include practice exercises using social and instructional language related to listening, speaking, reading, and writing. The following examples found in Keystone A, Unit 2 show how a Social Studies informational reading is integrated with Social Instructional Language:

Before Reading:
• The Big Question p. 76: Students brainstorm and share ideas relating to unit theme.
• Build Background p. 78: Prereading history lesson introduces reading content.
• Vocabulary pp. 79-81: Key and academic words are taught and practiced in context and include social studies terms specific to reading, such as ancient, ceremony, and classical.
• Reading Strategy p. 81: Compare and contrast Greek, Roman, and Maya cultures to understand the reading.

Reading 1:
• "Ancient Kids" pp. 82-87: Social Studies informational text with comprehension questions located on pp. 83, 85, 87.

- Set a Purpose for Reading p. 82: Students use reading strategy to set the purpose.
- Comprehension p. 88: Recall, Comprehend, Analyze, and Connect types of questions.
- In Your Own Words p. 88: Students use reading vocabulary to summarize text.
- Extension p. 89: Students pick a culture presented in the reading to research.

IIB. Representation of Language Domains

YES	NO	
☑	☐	A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
☑	☐	B. Are the targeted language domains presented within the context of language proficiency levels?
☑	☐	C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Each lesson in the Keystone series is built around the language domains of listening, speaking, reading, and writing. The end of unit lessons Listening and Speaking Workshop and Writing Workshop target and expand specific domain skills developed throughout the unit. A typical unit includes four lessons that are thematically linked and centered on an informational or literary reading. Preceding each reading, vocabulary and word study are taught and practiced using listening, speaking, and writing activities. These activities can include listening to vocabulary on a CD, partner and group discussions, or writing about background knowledge. Readings have built-in comprehension questions to guide written and discussion responses, and as a means of practicing writing vocabulary with subject content areas. After the reading, students complete Review and Practice activities. These typically include comprehension checks, a discussion, a response to literature or reading for fluency, and working on an extension activity such as researching an original question. Grammar and Writing exercises complete the lessons. All lessons are supported with further practice in the student Workbook, Reader's Companion, and Assessment book.

B. Listening, speaking, reading, and writing are presented and practiced in all levels of proficiency in the Keystone series. Domain instruction is always age and proficiency level appropriate, making use of visual and textual scaffolds throughout each unit. Listening Skills and Speaking Skills are attached to exercises with helpful tips to improve communication (see Level A pp. 15, 31, 45, 59). Differentiated instruction in the Teacher's Edition provides strategies in customizing all domain instruction for a variety of proficiency levels.

C. Each unit and lesson contains systematic representation of the language domains as explained in section A for all levels. See the Scope and Sequence in Keystone A Teacher's Edition pages 36-39 for a comprehensive listing of listening, speaking, reading, and writing activities. See the following representative examples in Keystone A, Unit 2:
• The Big Question pp. 76-77: Introduces unit, theme, and background information and highlights with the related content domain found in the unit.
• Prereading Lessons pp. 94-97: Introduces literary and academic words for the lesson. Word study lesson teaches suffixes. Practice includes cooperative and written response.
• "Becoming Naomi Leon" by Pam Munoz Ryan pp. 98-103: Novel excerpt and audio CD for read along activity.
• Before You Go On and On Your Own pp. T99, T101, T103: Comprehension questions require both written and oral response.
• Review and Practice pp. 104-105: Includes Reader's Theater, Comprehension, Discussion, and Response to Literature lessons covering all domains of instruction.
• Grammar pp. 106-107 and Writing pp. 108-109: Write about a character and setting using sensory details.

III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES	NO	
☑	☐	A. Do the materials differentiate between the language proficiency levels?
☑	☐	B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
☑	☐	C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is a proficiency based, accelerated reading and language arts program for Grades 6-12. Keystone levels A, B, and C are designed for the lower secondary grades, and Building Bridges, Keystone D, E, and F for the upper grades. A newcomer level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills, at all Grades 6-12. Standards-based assessments for every reading selection, unit, midterm, and end of level test measure progress throughout the year and ensure students are mastering the standards and developing transferable skills. Leveled Support for differentiated instruction is built into every lesson in the Teacher's Edition and provides strategies for customizing all domain instruction for varying levels of learners. An exit exam determines if a student continues to the next level of the program or is ready for mainstream coursework. Additional resources provide further assistance to language learners at all levels.

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within Keystone a wide variety of learning supports are incorporated, including examples of teacher modeling, listening to CDs to accompany repeated reading, and partnered or whole class discussions. Fluency is practiced in postreading lessons such as Read for Fluency and Reader's Theater. These lessons practice reading skills such as pace, intonation, and expressive/dramatic use of language. For further student support, the Teacher's Resource Book contains summaries of all readings in six common first languages. An Introduction to Linguistics on Teacher's Edition pages 40-55 supplies background linguistic knowledge, and comparisons of English intonation and sounds to other languages.

C. Keystone is a carefully structured program that provides a complete instructional plan across proficiency levels. Differentiation is systematically addressed in the skills taught in the lessons, across the units, and through the levels. See Keystone A, Unit 3 for examples that are reflective of the entire series:
• Leveled Support Teacher's Edition pp. T154, T158, T164: Strategies and techniques for leveled instruction.
• Linguistic Note Teacher's Edition pp. T156, T172 and Accelerate Language Development Teacher's Edition pp. T166, T168, T180, T182: Provides teachers with assistance in understanding linguistic and cultural nuances in language appropriate to teaching the lesson.
• Media Literacy and Projects p. 215: Leveled and multisensory projects.
• Reader's Theater pp. 164, 194; Read for Fluency pp. 179, 209: Fluency practice and assessments found after each reading and unit.

IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES	NO		
☑	☐	A.	Do the materials provide scaffolding supports for students to advance within a proficiency level?
☐	☐	B.	Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
☑	☐	C.	Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. The Keystone series provides scaffolding supports for students to advance within each proficiency level. Scaffolding is designed into the curriculum and also represented in the Teacher's Edition with extra exercises. This allows the teacher to respond to the flow of the lesson and scaffold when student need arises. Thematic units and The Big Question introduce and connect the student to reading in content areas. Explorations of background and students' boxes attached to speaking, listening, and writing lessons contain tips and checklists, providing helpful guidance within the lessons. Writing lessons also contain models for student use and demonstrate structure and language control. Typical scaffolding supports found in Keystone lessons include teacher modeling, visuals and graphics, cooperative learning, hands-on learning, dramatic activities, reading strategies, and comprehension checks. Academic vocabulary is vital to the progression of the EL learner; consequently, academic vocabulary is introduced and practiced with every reading. At the conclusion of each level, a Skills Handbook features easy to use support material critical to further academic skills. In addition, the Teacher's Resource Book contains summaries for all readings in six languages to simplify the reading and create a bridge to understanding.

B. With the assistance of the scaffolding described above in A, transferrable skills are developed throughout each unit to assist students as they advance from one proficiency level to the next. Assessment resources monitor student progress and evaluate student progression throughout each unit and level. See the Scope and Sequence located on Teacher's Edition pages 36-39 for an overview of skill advancement through each level.

C. The Keystone program systematically builds upon prior knowledge and explicitly scaffolds within each lesson as a means of progressing student proficiency from one level to the next. The following is a sampling of scaffolding exercises from Keystone A, Unit 3:
• Build Background p. 154: A background lesson connects students to reading content.
• Scaffolding: Listen and Read pp. T158, T174, T188, T204: Read along with the audio CD.
• Listening Skill pp. 165, 179, 195; Speaking Skill pp. 164, 178, 194: Helpful advice specific

to content.
• Writing Workshop pp. 218-222: Includes student writing models in the prewriting, revision, and final draft phase for complete lesson support.
• Writing Checklist pp. 169, 183, 199, 213, 219: Writing guidelines provided in a checklist for guided revision.
• Before You Go On pp. 159, 161, 163: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
• Discussion pp. 165, 179, 195, 209: Teacher models discussion as students work in pairs or small groups.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES	NO	Context
☑		A. Do the materials include a range of language functions?
☐		B. Do the language functions attach to a context (i.e., are they incorporated into a communicative goal or activity)?
☑		C. Are language functions presented comprehensively to support the progression of language development?
☐		
☑		
☐		

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. In the Keystone series all activities provide practice using a range of language functions. Language functions found in Keystone include retelling, defining, describing, identifying, sequencing, explaining, discussing, evaluating, comparing, analyzing, and responding. These functions are used in the instructional language and found throughout all levels. Academic vocabulary includes language functions such as theorize, identify, illustrate, and create, providing additional student exposure to terms that transfer to other content areas. See the level A Scope and Sequence located on Teacher's Edition pages 36-39 to view the widespread uses of language functions in the curriculum.

B. Language functions are attached to practice activities, and all activities are connected to expanding understanding of the lessons and thematic units. After students are taught a skill, they practice and apply the skill using a variety of language functions in context. The Teacher's Edition uses language functions in the step-by-step instruction, for example Step 2: Practice or Step 3: Extend.

C. The progression of language development is supported by the comprehensive use of language functions throughout Keystone. As skills progress through the units, language functions are used to support the communicative needs of the developing learners. Examples found in Keystone A, Unit 4 show the comprehensive use of language functions in the curriculum:
- In Your Own Words p. 252: Identify the main idea.
- Response to Literature p. 239: Describe and respond to reading.
- Discussion p. 239: Discuss in pairs or small groups.
- Practice p. 259: Discuss and describe proverbs.
- Reading Strategy p. 261: Identify Author's Purpose.
- Word Study: Homophones p. 247: Define each pair of homophones.
- Link the Readings p. 286: Discuss and compare the unit readings.

YES NO **Higher Order Thinking**

☑ D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☐ E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

☑

☐

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Opportunities to engage in higher order thinking are present for all ELP levels in each unit, and across the Keystone series. In the On Your Own section, reading comprehension questions involve complex judgmental skills involving analysis, evaluation, and synthesis. Every unit concludes with exercises such as Media Literacy and Projects, Writing Workshop, and Listening and Speaking Workshop. These activities require research, analysis, and creativity while applying skills taught consistently throughout the lesson format. After the four readings in each unit of Building Bridges and Keystone levels A-F, a Link the Readings lesson uses critical thinking to compare and contrast the readings and link them to the unit theme. In addition, the final lesson in Keystone levels A-F, Smithsonian American Art Museum: The Language of Art, develops students' cultural and visual literacy by analyzing and evaluating pieces of American art. This is a final exploration of the Big Question. Students explore the connection of the artwork to the unit theme and answer questions such as "What would you show in a painting to illustrate the ideas of winning and losing?" (Level A, Unit 4, p. 297)

B. Opportunities to engage in higher order thinking are systematically addressed in Keystone. As stated in D above, skills and strategies are included in each lesson and unit. See representative examples in Keystone A, Unit 4:
- On Your Own pp. 249, 251: Found in every reading are questions that require complex judgment skills.
- Link the Readings p. 286: Critical thinking exercise links content in unit readings.
- Media Literacy and Projects p. 287: Creative, leveled, multisensory extension projects.
- Listening and Speaking Workshop pp. 288-289: Students research, organize, present, and evaluate in these extensive lessons.
- Writing Workshop pp. 290-294: Expository essay lesson that requires organization, evaluation, and publication of personal writing.
- Smithsonian American Art Museum: The Language of Art pp. 296-297: Students evaluate and analyze American art and as it relates to the Big Question and theme of each unit.

IVB. Content Stem

YES	NO	**Coverage and Specificity of Example Content Topics**
☑		A. Do examples cover a wide range of topics typically found in state and local academic content standards?
☐		B Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
☑		C. Are example topics systematically presented throughout the materials?
☐		
☑		
☐		

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Keystone is a standard-aligned curriculum covering a wide range of subject matter topics found in state, local, and national academic content standards. Grade appropriate standards were used to design the Keystone curriculum. Common Core State Standards are listed on the pages of the Teacher's Edition as an easy-to-use reference for all lessons. Each reading chapter contains vocabulary, morphology, grammar usage and mechanics, listening, speaking, reading, and writing lessons. The language arts dominated curriculum also integrates social studies, math, science, and art history lessons clearly labeled throughout the units. WIDA ELP standards and topic examples are abundantly represented in each unit. In addition, the student assessment book provides standard-aligned tests that introduce students to the types of questions found on state exams. See www.pearsonschool.com for a comprehensive list of correlations to state and national standards.

B. All topics covered in the Keystone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated and scaffolded instruction and is further supported by a variety of teaching resources and technology for comprehensive instructional reinforcement.

C. Example topics are systematically presented throughout the units in the Keystone series. See the Table of Contents in the introductory pages to view the structure of the units and variety of content found in each level. The Scope and Sequence found on Teacher's Edition pages 36-39 lists all vocabulary, word study, grammar, and writing structures and modes in each level. See examples found in Keystone A, Unit 5:
• Common Core State Standards in the Teacher's Edition pp. T300, T304, T312, T318, T322, T326: Standards listed throughout the Teacher's Edition that correlate to lessons found on representative pages.
• Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The Language of Art p. 374: Readings in every unit

cover a variety of content areas and genres.
• What You Will Learn? pp. 300, 318, 332, 350: Prior to each reading chapter, this text box lists content of reading, grammar, and writing lessons.

YES	NO	**Accessibility to Grade Level Content**
☑	☐	D. Is linguistically and developmentally appropriate grade level content present in the materials?
☐		E. Is grade level content accessible for the targeted levels of language proficiency?
☑	☐	F. Is the grade level content systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. All content in Keystone is linguistically and developmentally appropriate for the targeted grade levels. Keystone content is standard-aligned and includes grade level appropriate WIDA example topics. Repeated exposure to vocabulary and morphology, which is both academic and content oriented, increases student ability to comprehend grade level content. High interest readings of varied genres are supported with appropriate scaffolds, graphics, and practice activities that stimulate learning and develop transferable skills. Linguistic supports are incorporated into each reading chapter along with opportunities to practice language control. In addition, projects and workshops use cumulative skills taught in the unit to develop polished presentations and publications. See the Scope and Sequence located on Teacher's Edition pages 36-39 to view grade level content in each level.

B. In the eight level Keystone series, grade level content is accessible to all targeted levels of language proficiency. Leveled support for differentiated instruction is built into each lesson, making content accessible to all language proficiency levels. Assessments can be customized using ExamView, an electronic test generator, to tailor instruction to individual learners' needs.

C. Keystone presents grade level appropriate content in a structured systematic manner, which allows students to build progressive skills. Grade level content is aligned to the state and national standards. See the Scope and Sequence on Teacher's Edition pages 36-39 to corroborate the careful structuring of the program. See examples in Keystone A, Unit 5:

- Table of Contents Teacher's Edition pp. 22-33: Content is clearly labeled.
- Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The

Language of Art p. 374: High interest readings of varied genres are found in every unit.

- Writing: Write a Formal E-mail p. 316; Write How-to Instructions p. 330; Write a Plot Summary p. 348;
Write a Paragraph That Classifies p. 362; Expository Essay pp. 368-372.
- Grammar: Verbs pp. 314-315; Imperatives pp. 328-329; Reported Speech pp. 346-347; Active Voice and Passive Voice pp. 360-361.

IVC. INSTRUCTIONAL SUPPORTS

YES	NO	Sensory Support
☑		A. Are sensory supports, which may include visual supports, present and varied in the materials?
	☐	B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
☑		C. Are sensory supports systematically presented throughout the materials?

☐

☑

☐

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Sensory supports are present and varied throughout the Pearson Longman Keystone program. All units are strongly supported with a range of dynamic visual supports that introduce the unit themes, enhance the readings, and assist understanding of lessons. Visual supports are specific to content and include maps, photographs, scientific illustrations of processes and cycles, sequence blocks, and pictures of artifacts. Images found within each unit are analyzed and discussed in Visual literacy, activities designed for students to skim the unit images and predict reading content. The end of the unit lesson, Smithsonian American Art Museum: The Language of Art, uses American art and artists to further express the theme and to develop cultural and visual literacy. Extension lessons and Media Literacy and Projects are hands-on, sensory rich activities, such as creating a DNA model, illustrating the setting of a written work through art, recording sounds, or creating a skit with costumes and music. A DVD is available with this curriculum and features background information on the unit themes, and audio CD's are included to model oral reading fluency. A list of available Teaching Resources is included with every lesson in the Teacher's Edition.

B. All sensory supports are relevant to concept attainment and are presented in such a manner that reinforces communication goals for the targeted level. Vocabulary and related concepts are supported throughout the levels with illustrations and photographs. Practice activities are visually supported in a fashion that supports a deeper understanding of instruction and background knowledge. Listening and Speaking Skill notes are included to support practice exercises and model ideal classroom communication. In addition, multisensory Media Literacy and Projects provide the option of differentiated instruction allowing students to apply what they have learned in each unit at their level.

C. Sensory supports are presented systematically throughout the Keystone eight level series. Supports are integrated into each lesson and are connected contextually. See representative example found in Level A, Unit 6:
• Unit 6 What is your vision of life in the future? pp. 376-377: Unit opener visually introduces theme, Big Question, readings, and unit objectives.

- Preview the Unit: Visual Literacy Teacher's Edition p. T376: Students study unit images and predict reading content.
- Teaching Resources Teacher's Edition pp. T376, T378, T380, T382: References resources.
- Vocabulary pp. 379-381: Images support comprehension of vocabulary.
- Extension p. 389: Students write about possible future events.
- Media Literacy and Projects p. 443: Students choose from multisensory projects to apply unit skills.

YES	NO	**Graphic Supports**
☑		D. Are graphic supports present and varied in the materials?
☐		E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑		F. Are graphic supports systematically presented throughout the materials?
☐		
☑		
☐		

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. In every level of Keystone, graphics support lesson content with a variety of graphic material appropriate to the proficiency level. Visual supports are used in all domain instruction. Examples include the use of images to explore unit theme, understand vocabulary, and ascertain complex ideas presented in the readings. The most common graphic support are organizers such as semantic maps, Venn diagrams, and T-charts. These are found throughout the entire series as a useful tool for students to understand concepts and to organize ideas. Graphic organizers are modeled by teachers and systematically used in every prewriting exercise. Writing Workshops demonstrate the writing process with a sample of student writing by modeling processes such as revision. Charts are commonly used throughout the readings to convey information and in practice exercises such as Grammar and Link the Readings. The Workbook supports each lesson in the text and relies heavily on the use of graphic organizers in practice exercises.

B. All graphic supports are relevant to concept attainment and reinforce communicative goals for the targeted proficiency level. Graphic organizers are teacher modeled and practiced through multiple use, which include prewriting activities and whole class discussions. Throughout the Teacher's Edition, Visual Literacy expands the meaning of graphics to promote further understanding content. Leveled Support often uses content graphics and graphic organizers to scaffold and extend lessons.

C. Examples of graphic supports presented above in D and E are used systematically throughout the entire Keystone series. In addition, support materials such as the Workbook and Reader's Companion that accompany each level offer structured graphic support for all lessons. See representative examples found in Level A, Unit 6:

- Visual Literacy Teacher's Edition p. T376: Expands student understanding of unit graphics.
- In Your Own Words p. 388: Chart used to organize main idea and details to create a reading summary.
- Writing pp. 392-393, 410-411, 426-427, 440-441: Prewriting activities use graphic organizers.
- Response to Literature p. 407: Student Edition writing activity uses a semantic web;

Response to Literature p. T407: Teacher's Edition lesson uses the web to guide a whole class discussion of reading material.

- Learn Key Words, Listening and Speaking: Academic Words, and Word Study pp. 429-431: Uses charts in vocabulary instruction.
- Link the Readings p. 442: Uses a chart to compare and contrast unit readings.
- Writing Workshop pp. 446-452: Student models are used to represent stages of the writing process from prewriting to the final draft.

YES	NO	Interactive Support
☑		G. Are interactive supports present and varied in the materials?
	☐	H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
☑		I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

A. Every lesson in Keystone has interactive supports that are varied throughout the series. To promote comprehension and expose students to a variety of communication styles, students work in paired, small group, and whole group situations to practice and apply skills, dramatize readings, or discuss background knowledge material. Larger cooperative projects are integrated into the curriculum in lessons, such as Media Literacy and Projects or Listening and Speaking Workshops, where students create, practice, and present as a group. The Internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Interactive native language support is included throughout the Teacher's Edition in the Linguistic Notes and with the CRI icon. These lessons are culturally and linguistically responsive and incorporate the diversity of students' background and culture into the curriculum. The Teacher's Resource Book contains summaries of all readings in six common first languages. In addition, the CD-ROM includes additional interactive activities and the www.pearsonschool.com website contains a student area with games and practice.

B. The interactive supports found in all levels of the Keystone series are relevant to concept attainment for all targeted proficiency levels. Interactive supports described in part A are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

C. Interactive supports are systematically presented and varied throughout the Keystone series. See representative examples found in Level A, Unit 6:
• Research Report p. 446: Students use the Internet, magazines, books, or encyclopedias to gather information on chosen topic.
• Teaching Resources Teacher's Edition pp. T376, T378, T380, T382: The text box lists resources such as the CD-ROM/e-book.
• CRI Teacher's Edition pp. T389, T407, T423, T437: Icon signals interactive lessons that are culturally responsive.
• Linguistic Note Teacher's Edition pp. T380, T396, T414, T430: Provides linguistic support

specific to lesson.
• Discussion pp. 389, 407, 423, 437: Paired and small group discussion of reading comprehension questions.
• Dramatic Reading p. 406: Reread, discuss, interpret, memorize, and perform a poem in a group.
• Listening and Speaking Workshop pp. 444-445: Small group brainstorming activity helps students choose a topic to research, prepare, and present a speech to the class.

Appendix

I. **Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. **English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science.**
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

IIB. Domains:

- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. **Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students' deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – Type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.

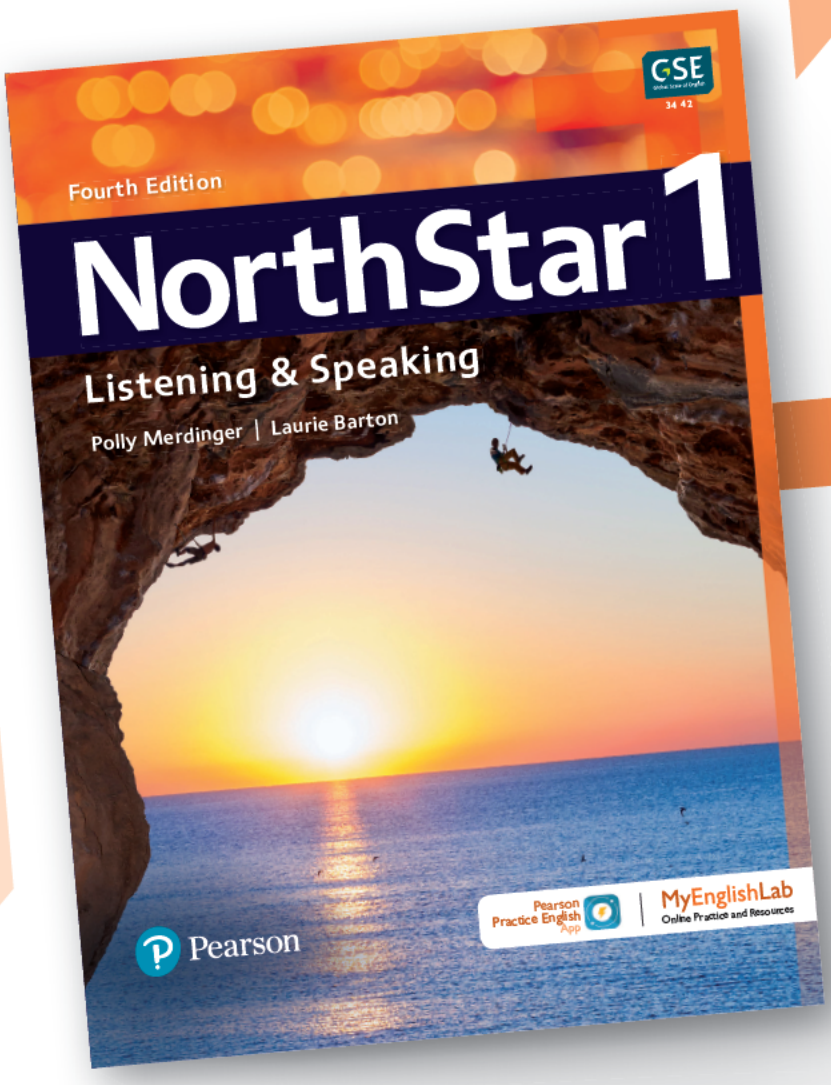
Mondly

Mondly will be utilized as an additional tool to support EL students with acquiring English language. Mondly is a digital, gamified language learning application that can be used at any time on any device. Mondly is based on the inductive method: learn by doing, context and example, and extrapolate to rules. Unlike deductive learning, where learners are given a set of rules they will need to apply, inductive learning is a discovery process where students discover rules by themselves by looking at examples.

Students will benefit from the interactive, engaging and self-paced language acquisition lessons presented through Mondly to help them learn and practice English at their own pace. Mondly provides students an opportunity to acquire language by focusing on phrases, not individual words, offers an opportunity for students to listen to language spoken by native speakers and practice real conversations within the application, and presents lesson repetition to help promote fast language learning. Mondly also gives students the chance to test linguistic skills by practicing real-life conversations in the target language via Chatbot: students can have conversations with the chatbot, receiving instant feedback on their pronunciation.

GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



Pearson

GSE, NorthStar Listening & Speaking 1, 4th Edition – © 2020

NorthStar 1, 4e

***NorthStar* 1**, Fourth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher's Resources, including:
  - Student eBook
  - Downloadable achievement tests
  - Classroom audio
  - Audioscripts
  - Video activities
  - Videoscripts
  - Teacher's Manual with Lesson Planners and Teacher's Notes
  - Answer Keys
  - ExamView®
- Pearson Practice English App, including audio, video, and extra practice

Deliver rich online content to engage and motivate students, including:

- Students audio to support listening and speaking skills
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- Opportunities for written and recorded reactions to be submitted by students

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Use Teacher's Resources to:

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The Global Scale of English and the Common European Framework of Reference

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CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in ***NorthStar* Listening & Speaking 1**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

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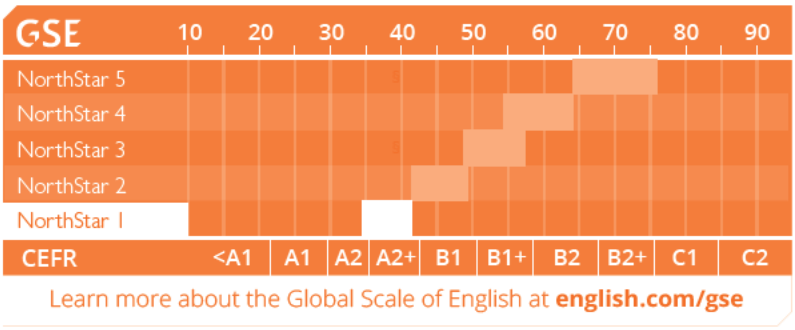

Learn more about the Global Scale of English at **english.com/gse**

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NorthStar Listening & Speaking 1

UNIT 1 Unique Homes

INFERENCE – Inferring both sides of a story

NOTE-TAKING – Taking notes with + and /

LISTENING – Identifying and understanding advantages and disadvantages

GRAMMAR – Present and past of *be*

SPEAKING – Asking for more information

FINAL SPEAKING TASK – Role-play: Discussion between two friends looking for a place to live

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36–42)	5
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	5
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	5
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	7
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	11
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	12
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	3
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	8
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	14
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C_A)	36	A2+ (36–42)	21
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	22, 25
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	24

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UNIT 2 Making Unusual Art

INFERENCE – Inferring why someone is surprised

NOTE-TAKING – Using initials to reference people in your notes

LISTENING – Identifying main ideas and details

GRAMMAR – Simple present

SPEAKING – Expressing opinions

FINAL SPEAKING TASK – Role-play: Museum curators choose unusual art for a modern art museum

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	31
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	31
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	32
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	36
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	28
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	27, 30
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	33, 39
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	47, 50
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	48
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	50, 51

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UNIT 3 Special Possessions

INFERENCE – Inferring a speaker's belief

NOTE-TAKING – Drawing in your notes

LISTENING – Recognizing and understanding a speaker's excitement

GRAMMAR – Simple present with adverbs of frequency

SPEAKING – Inviting others to speak

FINAL SPEAKING TASK – Report: A special possession and follow-up discussion

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	55
	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36–42)	56
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	56
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	58
	Can understand simple, everyday conversations if conducted slowly and clearly. (C_A)	33	A2 (30–35)	61
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	55, 59
Speaking	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	53
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	58
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	63
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	73
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	74, 75
	Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (C_A)	38	A2+ (36–42)	74

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UNIT 4 Creativity in Business

INFERENCE – Making inferences about contrasting ideas

NOTE-TAKING – Taking notes with the equal sign

LISTENING – Identifying signal words for main ideas

GRAMMAR – *There is / are / was / were*

SPEAKING – Reacting to information

FINAL SPEAKING TASK – Role-play: A business meeting to decide how to redesign the company office

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	80, 86
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	83
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	86
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	78
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	77, 84, 88, 101
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	96
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C_A)	36	A2+ (36–42)	98

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UNIT 5 Understanding Fears and Phobias

INFERENCE – Inferring the meaning of exaggerations

NOTE-TAKING – Taking notes with bullets and dashes

LISTENING – Recognizing contradictions

GRAMMAR – Simple past

SPEAKING – Giving orders, advice, and encouragement

FINAL SPEAKING TASK – Role-play: A conversation about water phobia

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	105
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	106
	Can understand simple, everyday conversations if conducted slowly and clearly. (C_A)	33	A2 (30–35)	106
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	108
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	110
	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	112
	Can understand simple, everyday conversations if conducted slowly and clearly. (C_A)	33	A2 (30–35)	124
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	104, 109
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	103
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	109, 123, 125
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	113
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	122, 124
	Can use simple fixed expressions to give encouragement (e.g. 'You can do it!') (P)	39	A2+ (36–42)	122

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UNIT 6 Risks and Challenges

INFERENCE – Inferring the meaning of rhetorical questions

NOTE-TAKING – Taking notes on cause and effect

LISTENING – Recognizing and understanding negative questions

GRAMMAR – Present progressive

SPEAKING – Describing photos and visuals

FINAL SPEAKING TASK – Role-play: Interview between a news reporter and a risk-taker

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	130
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	131
	Can understand simple, everyday conversations if conducted slowly and clearly. (C_A)	33	A2 (30–35)	131
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	132
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	136
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	128
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	127, 151
	Can express opinions using simple language. (P)	45	B1 (43–50)	134
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	139
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	147
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	149
	Can ask someone simple questions about their life and experiences. (P)	(36)	A2+ (36–42)	150

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UNIT 7 Only Child—Lonely Child?

INFERENCE – Making inferences based on a word choice

NOTE-TAKING – Taking notes with numbers

LISTENING – Recognizing and understanding intonation in statements

GRAMMAR – *Be going to* for the future

SPEAKING – Agreeing and disagreeing

FINAL SPEAKING TASK – Role-play: Parents talking about having a second child

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	157
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	157
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	158
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	161
	Can understand simple, everyday conversations if conducted slowly and clearly. (C_A)	33	A2 (30–35)	176
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	153
	Can express opinions using simple language. (P)	45	B1 (43–50)	159
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	164
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	173
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	174
	Can explain key information in graphs and charts, using simple language. (P)	47	B1 (43–50)	177

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UNIT 8 The Beautiful Game

INFERENCE – Inferring the meaning of comparisons

NOTE-TAKING – Taking notes with *e.g.* and *ex.*

LISTENING – Identifying signal words for reasons and results

GRAMMAR – Comparative adjectives

SPEAKING – Expressing results

FINAL SPEAKING TASK – Oral presentation: Choose a new spokesperson for an energy drink

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	181, 186
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	181
	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	181
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	180
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	179
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	184, 189, 201
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	198
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	200

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GSE MAPPING BOOKLET

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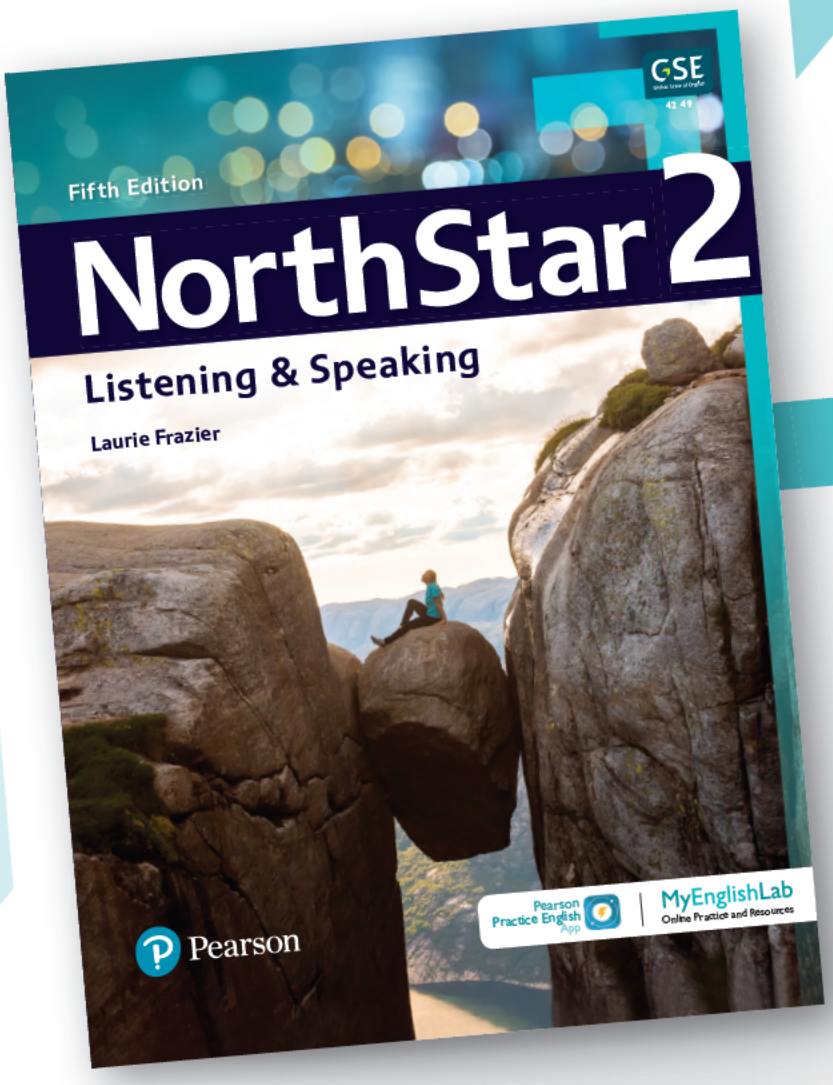

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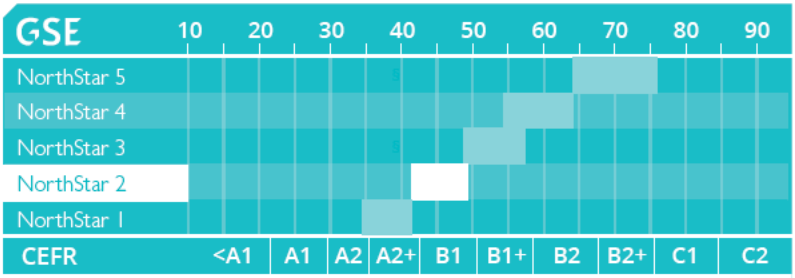

Learn more about the Global Scale of English at **english.com/gse**

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NorthStar Listening & Speaking 2

UNIT 1 Offbeat Jobs

INFERENCE – Inferring the use of humor

NOTE-TAKING – Taking notes with key words

LISTENING – Recognizing contrast

GRAMMAR – Descriptive adjectives

SPEAKING – Showing interest

FINAL SPEAKING TASK – Role-play: Job interview

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	6
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	7
	Can recognize that a joke has been made, even if the meaning is not fully understood. (P)	52	B1+ (51–58)	7
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	10
	Can recognize discourse markers that compare and contrast ideas. (P)	53	B1+ (51–58)	12
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	4, 9
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	3, 8, 13, 27
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	21
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	23
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C_A)	45	B1 (43–50)	23
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	25
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	10

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UNIT 2 Where Does the Time Go?

INFERENCE – Inferring the purpose of questions

NOTE-TAKING – Taking notes with questions

LISTENING – Identifying disagreement

GRAMMAR – Simple present

SPEAKING – Using your voice effectively

FINAL SPEAKING TASK – Presentation: Strategies for student success

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	29
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	30
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	30
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	36
	Can recognize simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech. (P)	46	B1 (43–50)	37
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	28, 34
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	33, 38, 49
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	47
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	35, 47

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UNIT 3 A Penny Saved Is a Penny Earned

INFERENCE – Inferring feelings from intonation

NOTE-TAKING – Taking notes with symbols

LISTENING – Recognizing and understanding emphatic stress

GRAMMAR – Comparative adjectives

SPEAKING – Making suggestions and coming to an agreement

FINAL SPEAKING TASK – Role-play: Bartering and negotiating

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	53
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	55
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	55
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	56
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	59
	Can recognize emphasis through intonation and stress, if guided by questions. (P)	50	B1 (43–50)	60
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	52, 57
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	51
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	57, 71
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	62
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	68
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	58

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UNIT 4 What Happened to Etiquette?

INFERENCE – Inferring contrasting ideas

NOTE-TAKING – Organizing your notes

LISTENING – Recognizing and understanding summaries and paraphrases

GRAMMAR – *Can / Could / Would*

SPEAKING – Making polite offers and invitations

FINAL SPEAKING TASK – Role-play: Situations involving etiquette

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	75
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	76, 81, 92
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	77
	Can recognize that ideas in a simple presentation or lecture contrast when signaled by stress. (P)	56	B1+ (51–58)	78
	Can recognize repetition of the same topic in extended presentations or lectures. (W_A)	53	B1+ (51–58)	82
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	74, 79
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	73, 92
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	79, 93
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	83
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C_A)	45	B1 (43–50)	83
	Can make an invitation using formal language. (P)	48	B1 (43–50)	91
	Can make and accept offers. (N2000)	36	A2+ (36–42)	91
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C_A)	49	B1 (43–50)	92
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	80

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UNIT 5 The Sounds of Our Lives

INFERENCE – Inferring meaning from context

NOTE-TAKING – Taking notes on cause and effect

LISTENING – Recognizing incomplete and complete ideas

GRAMMAR – Simple present and present progressive

SPEAKING – Showing confidence

FINAL SPEAKING TASK – Presentation: A favorite piece of music

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	97
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	98
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	98
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	100
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	103
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C_A)	45	B1 (43–50)	115
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	96, 101
Speaking	Can say how they or someone else feels, giving brief reasons. (P)	40	A2+ (36–42)	95
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	101, 117
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	105
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C_A)	45	B1 (43–50)	105
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	114
	Can give a short, rehearsed talk or presentation on a familiar topic. (C_A)	53	B1+ (51–58)	115
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	102

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UNIT 6 Everyday Heroes

INFERENCE – Inferring feelings from tone and word choice

NOTE-TAKING – Organizing notes with numbers

LISTENING – Recognizing and understanding definitions

GRAMMAR – Simple past

SPEAKING – Using signal phrases in presentations

FINAL SPEAKING TASK – Presentation: Everyday heroes

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	121
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	122
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	122
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	124
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	127
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C_A)	45	B1 (43–50)	141
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	120, 125
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	119, 124
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	129
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C_A)	45	B1 (43–50)	129
	Can use basic discourse markers to structure a short presentation. (P)	45	B1 (43–50)	139
	Can give a short, rehearsed talk or presentation on a familiar topic. (C_A)	53	B1+ (51–58)	141
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	143
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	126

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UNIT 7 Take Care of Yourself

INFERENCE – Inferring a speaker's assumptions

NOTE-TAKING – Taking notes with abbreviations

LISTENING – Recognizing and undertaking clarification

GRAMMAR – *Should / Ought to / Have to*

SPEAKING – Asking for and expressing opinions

FINAL SPEAKING TASK – Group discussion: Healthy habits

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	147
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C_A)	47	B1 (43–50)	148
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	149
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	149
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	153
	Can recognize some fixed expressions to check or clarify information. (P)	(36)	A2+ (36–42)	154
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	146, 151
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	145, 150, 165, 167
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	156, 169
	Can express opinions using simple language. (P)	45	B1 (43–50)	165
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	167
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	152

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UNIT 8 Endangered Languages

INFERENCE – Inferring a speaker's viewpoint

NOTE-TAKING – Taking notes on reasons and examples

LISTENING – Recognizing and understanding pronoun references

GRAMMAR – Modals of possibility: *Can / Could / Would*

SPEAKING – Using pauses effectively

FINAL SPEAKING TASK – Presentation: An endangered language

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C_A)	45	B1 (43–50)	174
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	176, 177
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	181
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	172, 179
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	171
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	178
	Can answer basic questions in a simple academic discussion. (P)	50	B1 (43–50)	184
	Can ask basic questions in a simple academic discussion. (P)	47	B1 (43–50)	184
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	194, 195
	Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)	49	B1 (43–50)	195
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	197
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	180

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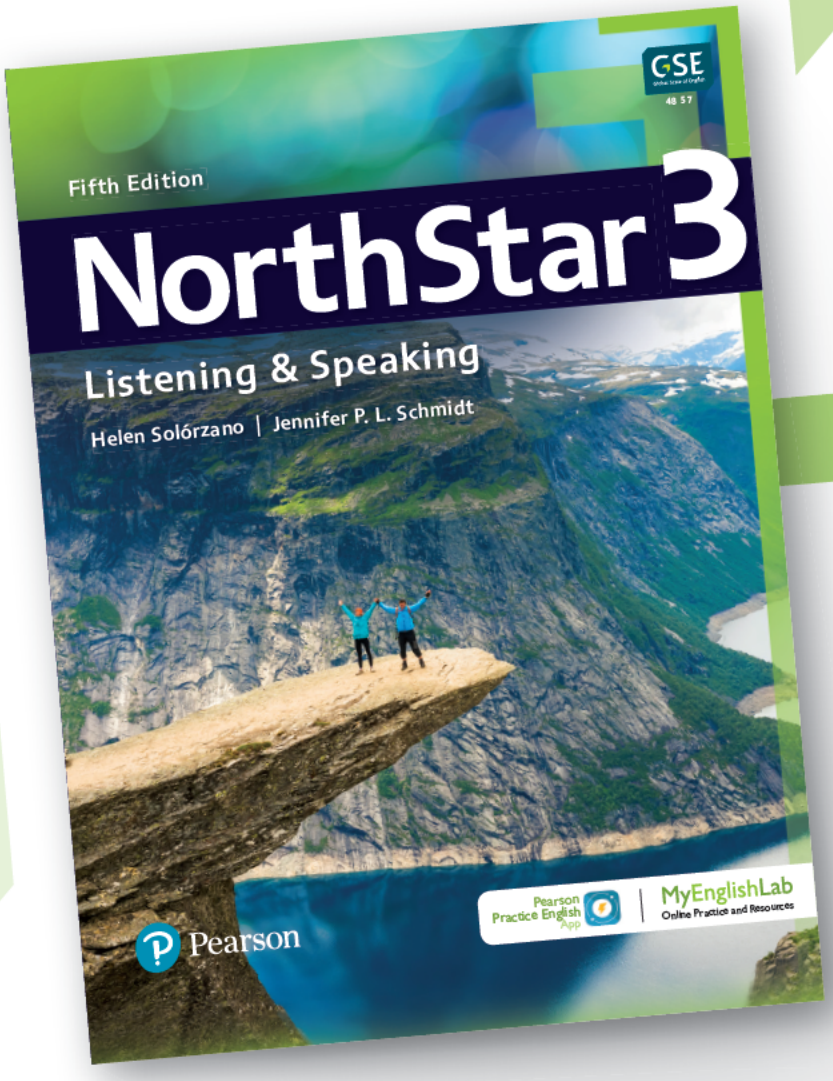
GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



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GSE, NorthStar Listening & Speaking 3, 5th Edition – © 2020

NorthStar, 5e

NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

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- Student eBook with MyEnglishLab, Resources & Mobile App
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- Teacher's Resources, including:
  - Student eBook
  - Downloadable achievement tests
  - Classroom audio
  - Audioscripts
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  - Videoscripts
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Use powerful selection of diagnostic reports to:

- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
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Use Teacher's Resources to:

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- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher's manuals, including answer keys
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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in ***NorthStar* Listening & Speaking 3**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

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(C_A)	Common European Framework descriptor, adapted or edited, © Council of Europe
($C2018_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE_A)	Eiken descriptor from the CSE, adapted or edited
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

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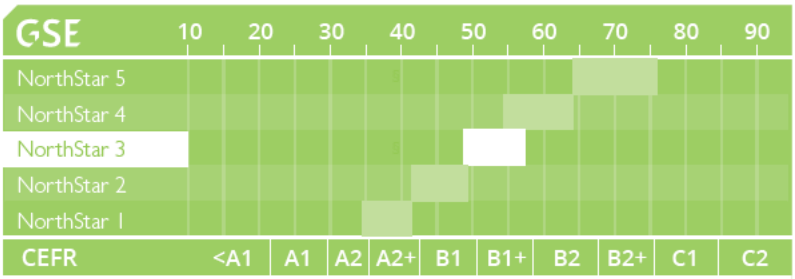

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NorthStar Listening & Speaking 3

UNIT 1 A Test of Endurance

INFERENCE – Inferring implied meaning from context

NOTE-TAKING – Taking notes on main idea

LISTENING – Recognizing and understanding signal words

GRAMMAR – Reflexive and reciprocal pronouns

SPEAKING – Asking for and expressing opinions

FINAL SPEAKING TASK – Group discussion: Creating an aphorism

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	5, 6, 11
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	8
	Can recognize cause and effect relationships in a simple presentation or lecture when signaled by discourse markers. (P)	54	B1+ (51–58)	12
	Can recognize discourse markers that compare and contrast ideas. (P)	53	B1+ (51–58)	12
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	4
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	9
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	3, 21
	Can summarize and give opinions on issues and stories and answer questions in detail. (C_A)	56	B1+ (51–58)	9
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	13
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	23
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43–50)	24
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	25
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	10

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UNIT 2 Avoiding Identity Theft

INFERENCE – Inferring emotion from intonation

NOTE-TAKING – Taking notes with lists

LISTENING – Recognizing rhetorical questions

GRAMMAR – Modals of advice

SPEAKING – Keeping a conversation going

FINAL SPEAKING TASK – Role-play: Identity theft

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	30, 31, 36
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	32
	Can recognize when a speaker uses basic rhetorical questions in conversation. (P)	57	B1+ (51–58)	36
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	47
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	28, 34
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	27
	Can summarize and give opinions on issues and stories and answer questions in detail. (C_A)	56	B1+ (51–58)	33
	Can use a basic repertoire of conversation strategies to maintain a discussion. (C_A)	53	B1+ (51–58)	44, 46
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	47
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	34

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UNIT 3 Why Explore Space?

INFERENCE – Inferring factual information from context

NOTE-TAKING – Taking notes with abbreviations

LISTENING – Recognizing and understanding pronoun references

GRAMMAR – Present perfect and simple past

SPEAKING – Using eye contact in a presentation

FINAL SPEAKING TASK – Oral presentation: Pros and cons of space exploration

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	51
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	52, 53, 58
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	54
	Can follow the linear structure of a short formal talk. (P)	49	B1 (43–50)	59
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	50, 56
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	49, 60
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C_A)	51	B1+ (51–58)	55
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	67, 69
	Can express and comment on ideas and suggestions in informal discussions. (C_A)	56	B1+ (51–58)	70
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	71
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	57

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UNIT 4 Words That Persuade

INFERENCE – Inferring a speaker's purpose

NOTE-TAKING – Taking notes with columns

LISTENING – Recognizing and understanding speaker emphasis

GRAMMAR – Superlative adjectives

SPEAKING – Using appropriate volume and pacing in a presentation

FINAL SPEAKING TASK – Oral presentation: Create and perform ads

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	76, 81
	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	76, 78
	Can recognize emphasis through intonation and stress, if guided by questions. (P)	50	B1 (43–50)	82
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	74, 80
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	73
	Can answer questions about the content of a presentation or lecture aimed at a general audience. (P)	52	B1+ (51–58)	79
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	83
	Can convey simple relevant information emphasising the most important point. (C_A)	45	B1 (43–50)	91
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	93
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	95
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	81
	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	94

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UNIT 5 Follow Your Passion

INFERENCE – Inferring feelings from context

NOTE-TAKING – Taking notes on details

LISTENING – Recognizing and understanding reduced speech

GRAMMAR – Gerunds

SPEAKING – Using an introduction in a presentation

FINAL SPEAKING TASK – Oral presentation: My personal strengths, interests, and work preferences

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	99
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	100, 105
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	101
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	106
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C_A)	45	B1 (43–50)	117
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	98, 103
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	97
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	102, 117
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	107
	Can make an effective introduction and opening to a presentation. (P)	60	B2 (59–66)	114
	Can give a short, rehearsed talk or presentation on a familiar topic. (C_A)	53	B1+ (51–58)	116
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	104

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UNIT 6 Culture and Commerce

INFERENCE – Inferring opinion from world choice

NOTE-TAKING – Taking notes with an outline

LISTENING – Recognizing and understanding opinions

GRAMMAR – *Will* and *if* clauses

SPEAKING – Making suggestions

FINAL SPEAKING TASK – Interactive poster presentation: A tourist attraction and its impacts

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	121, 124
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	122, 127
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	128
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	120, 125
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	119, 141
	Can summarize and give opinions on issues and stories and answer questions in detail. (C_A)	56	B1+ (51–58)	125
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	129
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	136
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43–50)	138
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	138
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	126

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UNIT 7 Restorative Justice

INFERENCE – Inferring a speaker's core beliefs

NOTE-TAKING – Reviewing and reflecting on your notes

LISTENING – Recognizing phrases that describe thoughts or feelings

GRAMMAR – *And*, *but*, *so* and *because*

SPEAKING – Using signal words to persuade

FINAL SPEAKING TASK – Oral presentation: Persuasive presentation on a controversial topic related to criminal justice

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	145, 146, 151
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	145
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	147
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	152
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	144, 149
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C_A)	51	B1+ (51–58)	143
	Can summarize and give opinions on issues and stories and answer questions in detail. (C_A)	56	B1+ (51–58)	148, 153
	Can develop an argument using common fixed expressions. (P)	53	B1+ (51–58)	162
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	164
	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions. (P)	53	B1+ (51–58)	166
	Can describe conclusions they have drawn from graphs and charts, using simple language. (P)	55	B1+ (51–58)	167
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	150

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UNIT 8 Reducing Your Carbon Footprint

INFERENCE – Inferring contrast from context

NOTE-TAKING – Using symbol to take notes

LISTENING – Identifying repetition to emphasize a point

GRAMMAR – Modals of Necessity

SPEAKING – Using final intonation

FINAL SPEAKING TASK – Academic discussion: Climate change data

Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	172, 173, 178
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	172
	Can recognize that ideas in a simple presentation or lecture contrast when signaled by stress. (P)	56	B1+ (51–58)	175
	Can recognize paraphrasing and repetition in a straightforward presentation or lecture. (P)	61	B2 (59–66)	179
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	170, 176
Speaking	Can speak in general terms about environmental problems. (P)	52	B1+ (51–58)	169, 180
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	175
	Can politely interrupt during a formal conversation, using fixed expressions. (P)	55	B1+ (51–58)	188
	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)	64	B2 (59–66)	189
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	191
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	177

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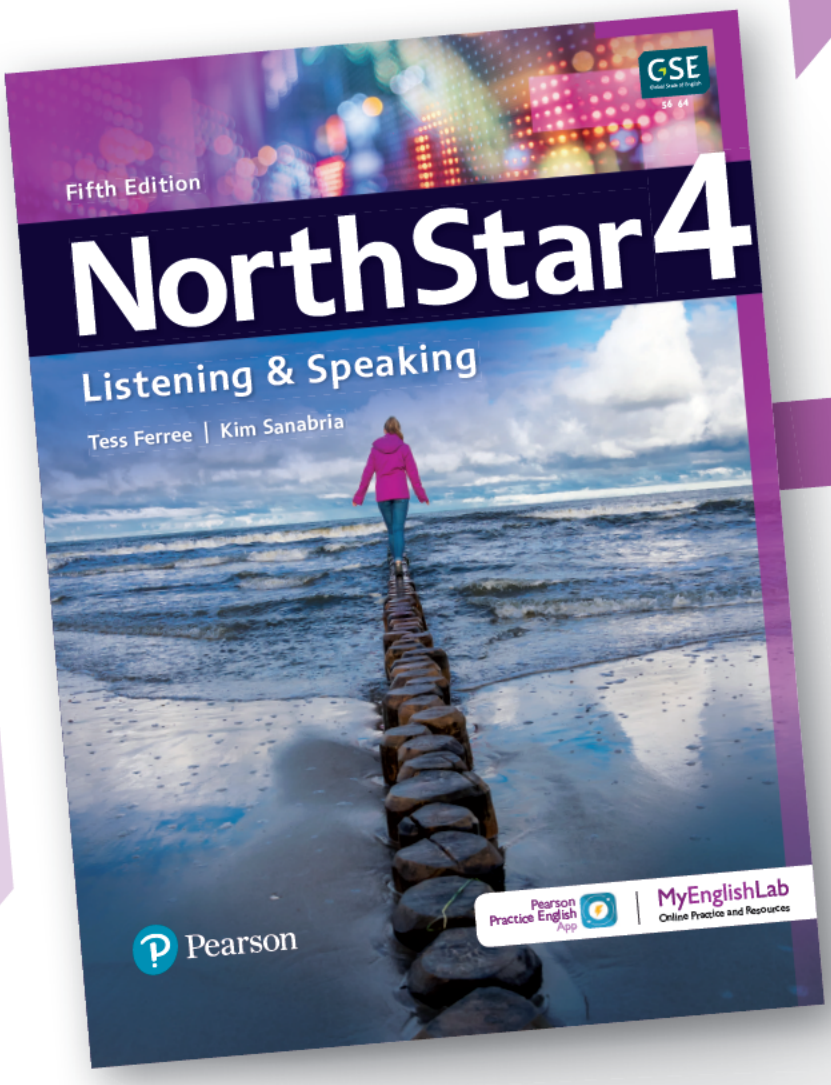
GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



Pearson

GSE, NorthStar Listening & Speaking 4, 5th Edition – © 2020

NorthStar, 5e

NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

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- Teacher's Resources, including:
  - Student eBook
  - Downloadable achievement tests
  - Classroom audio
  - Audioscripts
  - Video activities
  - Videoscripts
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Use powerful selection of diagnostic reports to:

- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
- Analyze class data to determine steps for remediation and support

Use Teacher's Resources to:

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- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher's manuals, including answer keys
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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in ***NorthStar* Listening & Speaking 4**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C_A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
($C2018_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE_A)	Eiken descriptor from the CSE, adapted or edited
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

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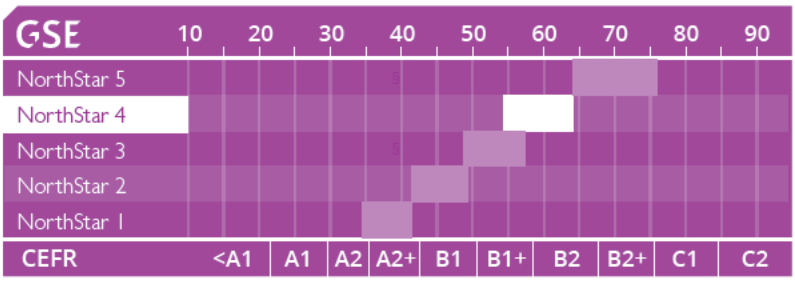
NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Learn more about the Global Scale of English at **english.com/gse**

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NorthStar Listening & Speaking 4

UNIT 1 Exploring Genius

INFERENCE – Inferring important ideas

NOTE-TAKING – Taking notes with bullets and dashes

LISTENING – Recognizing emphasis

GRAMMAR – Passive Voice

SPEAKING – Giving your opinion

FINAL SPEAKING TASK – Discussion: anecdotes about child prodigies

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most of a radio program about a familiar topic. (C_A)	60	B2 (59–66)	5
	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	6
	Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	11
	Can recognize emphasis through intonation and stress. (P)	61	B2 (59–66)	12
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	4
	Can research a topic by reading simple academic texts. (P)	59	B2 (59–66)	25
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C_A)	64	B2 (59–66)	3
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)	61	B2 (59–66)	8
	Can report factual information given by other people. (P)	55	B1+ (51–58)	13
	Can express opinions and attitudes using a range of basic expressions and sentences. (C_A)	52	B1+ (51–58)	24
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	25
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C_A)	60	B2 (59–66)	27
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	10

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UNIT 2 Pushing Boundaries

INFERENCE – Inferring the meaning of figurative language

NOTE-TAKING – Taking notes using key words

LISTENING – Distinguishing main ideas from details

GRAMMAR – Gerunds and infinitives

SPEAKING – Introducing a presentation

FINAL SPEAKING TASK – Presentation to a group: report on a person who overcame obstacles

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	32,37
	Can understand most of a radio program about a familiar topic. (C_A)	60	B2 (59–66)	32
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	33
	Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	36
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	34
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (C_A)	60	B2 (59–66)	29
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C_A)	64	B2 (59–66)	34
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)	61	B2 (59–66)	39
	Can make an effective introduction and opening to a presentation. (P)	60	B2 (59–66)	49
	Can give a short, rehearsed talk or presentation on a familiar topic. (C_A)	53	B1+ (51–58)	51
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	53
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	35

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UNIT 3 Early to Bed, Early to Rise

INFERENCE – Inferring a speaker's assumptions

NOTE-TAKING – Taking notes with symbols and abbreviations

LISTENING – Recognizing claims and evidence

GRAMMAR – Present unreal conditions

SPEAKING – Asking for clarification

FINAL SPEAKING TASK – Role-play: a meeting about sleep deprivation in hospitals

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of a clearly structured presentation within their own field. (C_A)	57	B1+ (51–58)	57
	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	58
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	59
	Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	63
	Can recognize generalizations and their supporting ideas. (P)	59	B2 (59–66)	65
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	56
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (C_A)	60	B2 (59–66)	55
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE_A)	61	B2 (59–66)	60
	Can outline an issue or problem clearly. (C_A)	66	B2 (59–66)	66
	Can ask for clarification during an academic discussion, using simple language. (P)	54	B1+ (51–58)	75
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C_A)	51	B1+ (51–58)	77
	Can give the advantages and disadvantages of various options on a topical issue. (C_A)	60	B2 (59–66)	79
Writing	Can employ simple time-saving strategies when taking notes (leaving out words, abbreviations etc.). (P)	63	B2 (59–66)	62

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UNIT 4 Animal Intelligence

INFERENCE – Inferring a speaker's attitude

NOTE-TAKING – Avoiding non-essential words when taking notes

LISTENING – Identifying parts of oral paragraphs

GRAMMAR – Reported speech

SPEAKING – Stating reasons and giving support

FINAL SPEAKING TASK – Research presentation: a topic related to animal ethics

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	84, 90
	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	85
	Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C_A)	71	B2+ (67–75)	86
	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	91
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	82, 88
	Can research a topic by reading a range of newspapers and magazines. (P)	64	B2 (59–66)	103
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)	61	B2 (59–66)	81
	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	88
	Can give a short, rehearsed talk or presentation on a familiar topic. (C_A)	53	B1+ (51–58)	92
	Can develop an argument on an academic topic, including supporting points and relevant examples. (P)	73	B2+ (67–75)	101, 105
	Can give a simple presentation on an academic topic in their field. (P)	57	B1+ (51–58)	103
Writing	Can employ simple time-saving strategies when taking notes (leaving out words, abbreviations etc.). (P)	63	B2 (59–66)	89

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UNIT 5 The Golden Years

INFERENCE – Inferring a speaker's intentions

NOTE-TAKING – Taking notes with a diagram

LISTENING – Identifying and understanding relationships between ideas

GRAMMAR – Comparing past forms

SPEAKING – Making suggestions

FINAL SPEAKING TASK – Discussion: different viewpoints on elderly care

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	110
	Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	110, 116
	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (CJ_A)	65	B2 (59–66)	112
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	108, 114
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)	61	B2 (59–66)	107
	Can summarize and give opinions on issues and stories and answer questions in detail. (C_A)	56	B1+ (51–58)	113
	Can express and comment on ideas and suggestions in informal discussions. (C_A)	56	B1+ (51–58)	118, 130, 131
	Can recommend a course of action, giving reasons. (P)	62	B2 (59–66)	129
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	115

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UNIT 6 Giving to Others: Why Do We Do It?

INFERENCE – Inferring the degree of certainty

NOTE-TAKING – Annotating your notes

LISTENING – Identifying the purpose of direct quotations

GRAMMAR – Relative pronouns in adjective clauses

SPEAKING – Ranking ideas

FINAL SPEAKING TASK – Presentation: a public service announcement (PSA)

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most of a radio program aimed at a general audience. (P)	65	B2 (59–66)	136, 141
	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	136
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	137
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	134
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	133
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE_A)	61	B2 (59–66)	138, 159
	Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64	B2 (59–66)	143
	Can give a short, rehearsed talk or presentation on a familiar topic. (C_A)	53	B1+ (51–58)	156
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C_A)	55	B1+ (51–58)	140

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UNIT 7 Water, Water, Everywhere?

INFERENCE – Inferring the purpose of questions

NOTE-TAKING – Taking notes with handouts

LISTENING – Listening for multiple details

GRAMMAR – Causal verbs

SPEAKING – Referring to visual aids

FINAL SPEAKING TASK – Presentation with visual aid: water issues

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	163, 169
	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	164
	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (CJ_A)	65	B2 (59–66)	165
	Can extract key details from extended informational academic lectures, if delivered in clear standard speech. (P)	67	B2+ (67–75)	170
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	162
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE_A)	61	B2 (59–66)	161
	Can summarize and give opinions on issues and stories and answer questions in detail. (C_A)	56	B1+ (51–58)	166
	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (C_A)	60	B2 (59–66)	171
	Can discuss the information presented in a complex diagram or visual information. (P)	71	B2+ (67–75)	181
	Can give a simple presentation on an academic topic in their field. (P)	57	B1+ (51–58)	183
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	185
Writing	Can take notes on a presentation or lecture in their field of specialization. (P)	61	B2 (59–66)	168

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UNIT 8 Video Games: Friend or Foe?

INFERENCE – Inferring contrasting information

NOTE-TAKING – Taking notes with an outline

LISTENING – Identifying counter arguments

GRAMMAR – Phrasal verbs

SPEAKING – Making concessions

FINAL SPEAKING TASK – Debate: pros and cons of video games

Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	189, 197
	Can understand most of a radio program about a familiar topic. (C_A)	60	B2 (59–66)	190
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	192
	Can follow straightforward lines of argument in a panel discussion, when signaled by discourse markers. (P)	65	B2 (59–66)	198
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	188, 194
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	187
	Can summarize and give opinions on issues and stories and answer questions in detail. (C_A)	56	B1+ (51–58)	194
	Can give a short, rehearsed talk or presentation on a familiar topic. (C_A)	53	B1+ (51–58)	200
	Can signal concession of a point during a discussion, using common discourse markers. (P)	61	B2 (59–66)	211
	Can develop a clear argument with supporting subsidiary points and relevant examples. (C_A)	66	B2 (59–66)	213
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	213
	Can express and comment on ideas and suggestions in informal discussions. (C_A)	56	B1+ (51–58)	215
Writing	Can take notes on a presentation or lecture in their field of specialization. (P)	61	B2 (59–66)	196

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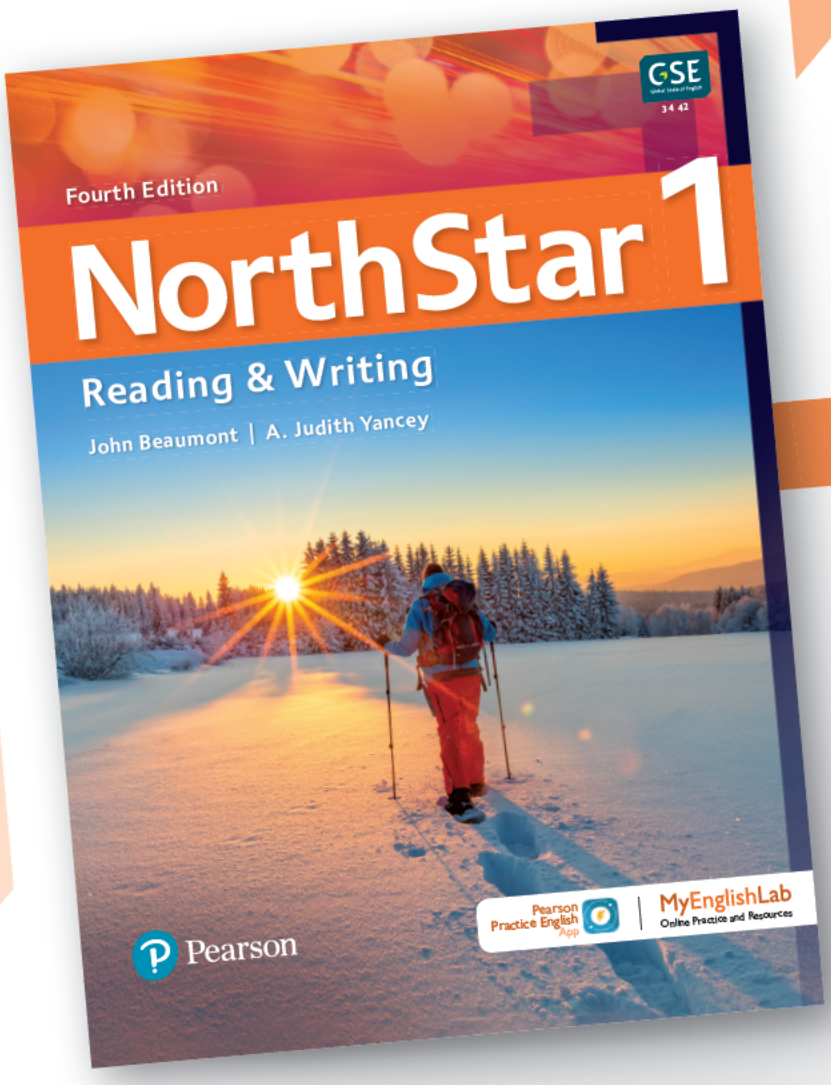
GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



Pearson

GSE, NorthStar Reading & Writing 1, 4th Edition – © 2020

NorthStar 1, 4e

***NorthStar* 1**, Fourth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher's Resources, including:
  - Student eBook
  - Downloadable achievement tests
  - Classroom audio
  - Audioscripts
  - Video activities
  - Videoscripts
  - Teacher's Manual with Lesson Planners and Teacher's Notes
  - Answer Keys
  - ExamView®
- Pearson Practice English App, including audio, video, and extra practice

Deliver rich online content to engage and motivate students, including:

- Students audio to support listening and speaking skills
- Engaging authentic video clips adapted from ABC and NBC newscasts, tied to unit themes
- Opportunities for written and recorded reactions to be submitted by students

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Use powerful selection of diagnostic reports to:

- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
- Analyze class data to determine steps for remediation and support

Use Teacher's Resources to:

- Display pages of the Student eBook for whole-class instruction
- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher's manuals, including answer keys
- Access ExamView® Assessment Suite

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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in ***NorthStar* Reading & Writing 1**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of NorthStar is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

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(C_A)	Common European Framework descriptor, adapted or edited, © Council of Europe
($C2018_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE_A)	Eiken descriptor from the CSE, adapted or edited
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

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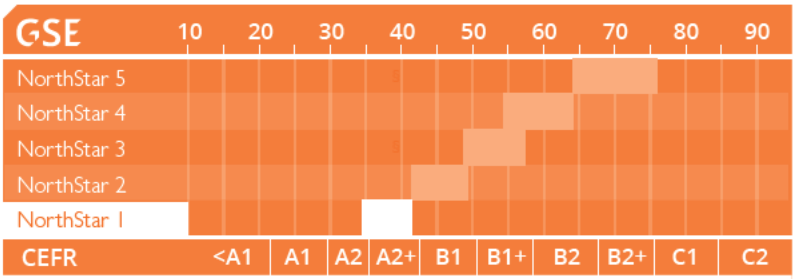
NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34-76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Learn more about the Global Scale of English at **english.com/gse**

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NorthStar Reading & Writing 1

UNIT 1 Green Spaces

INFERENCE – Inferring information

NOTE-TAKING – Taking notes with underlining and highlighting

READING – Identifying the topic of a reading

GRAMMAR – The simple present of *be* and *have*

FINAL WRITING TASK – Sentences

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	6, 12
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	7
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	8
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	10
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	11
	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)	38	A2+ (36–42)	13
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	3
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	9
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	20
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	22
	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (C_A)	31	A2 (30–35)	25
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	25

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UNIT 2 Art for Everyone

INFERENCE – Inferring opinions

NOTE-TAKING – Taking notes with numbers

READING – Reading numbers

GRAMMAR – The simple past of *be* and *have*

FINAL WRITING TASK – A biography paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can follow a basic sequence of events in a simple text on a familiar topic. (P)	36	A2+ (36–42)	30
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	30
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	32, 36
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	33
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	34
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	34
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	36
	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)	38	A2+ (36–42)	38
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	27
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	33
Writing	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	35
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	46
	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	47
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	48
	Can write very short, simple sentences about their feelings. (P)	32	A2 (30–35)	49

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UNIT 3 What's it Worth to You?

INFERENCE – Inferring outcomes

NOTE-TAKING – Listing main ideas in notes

READING – Identifying suggestions

GRAMMAR – Simple present

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	52
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	53
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	53, 57
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	56
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	58
	Can identify specific information in simple letters, brochures and short articles. (C_A)	37	A2+ (36–42)	60
	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)	38	A2+ (36–42)	61
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	51
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	65
	Can write short texts describing favourite objects, possessions or household pets. (CSE_A)	36	A2+ (36–42)	69

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UNIT 4 Open for Business

INFERENCE – Inferring tone

NOTE-TAKING – Taking notes on examples

READING – Using context clues to understand word meaning

GRAMMAR – *There is / there are*

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	74
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	74, 79
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	76, 81
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	77
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	78
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	81
	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)	38	A2+ (36–42)	82
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	71
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	78
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	89
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	93

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UNIT 5 What Are You Afraid Of?

INFERENCE – Inferring the author's meaning

NOTE-TAKING – Taking notes on definitions

READING – Identifying cause and effect

GRAMMAR – *Can, may, might,* and *will*

FINAL WRITING TASK – Suggestions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	97
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	99, 104
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	100
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	101
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	102
	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)	38	A2+ (36–42)	105
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	95
	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	101
Writing	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	112
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	117

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UNIT 6 What an Adventure!

INFERENCE – Making inferences about people

NOTE-TAKING – Taking notes with a timeline

READING – Separating fact from opinion

GRAMMAR – The simple past

FINAL WRITING TASK – A narrative paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can understand short, simple narrative texts. (CSE_A)	37	A2+ (36–42)	122
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	124
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	125
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	126
	Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)	47	B1 (43–50)	128
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	128
	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)	38	A2+ (36–42)	130
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	119
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	125
Writing	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	135, 141

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UNIT 7 What Number Are You?

INFERENCE – Inferring comparisons

NOTE-TAKING – Taking notes with a tree diagram

READING – Recognizing and understanding pronoun reference

GRAMMAR – Comparative adjectives

FINAL WRITING TASK – A comparison paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	144
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	145
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	145, 149
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	147
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	147, 151
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	149
	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)	38	A2+ (36–42)	153
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). ($N2000_A$)	38	A2+ (36–42)	143
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	148
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	159, 165
	Can make simple comparisons between people, places or things. (P)	36	A2+ (36–42)	163
	Can signal contrast in a simple text with a limited range of language. (P)	39	A2+ (36–42)	163

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UNIT 8 Too Young to Go Pro?

INFERENCE – Inferring priorities

NOTE-TAKING – Taking notes with an outline

READING – Identifying the conclusion

GRAMMAR – *Very, too,* and *enough*

FINAL WRITING TASK – An opinion paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	168
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	169
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	169, 173
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	171; 176
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	172
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C_A)	34	A2 (30–35)	174
	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)	38	A2+ (36–42)	178
Speaking	Can express opinions using simple language. (P)	45	B1 (43–50)	167
	Can say how they or someone else feels, giving brief reasons. (P)	40	A2+ (36–42)	173
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	185, 189
	Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)	46	B1 (43–50)	187

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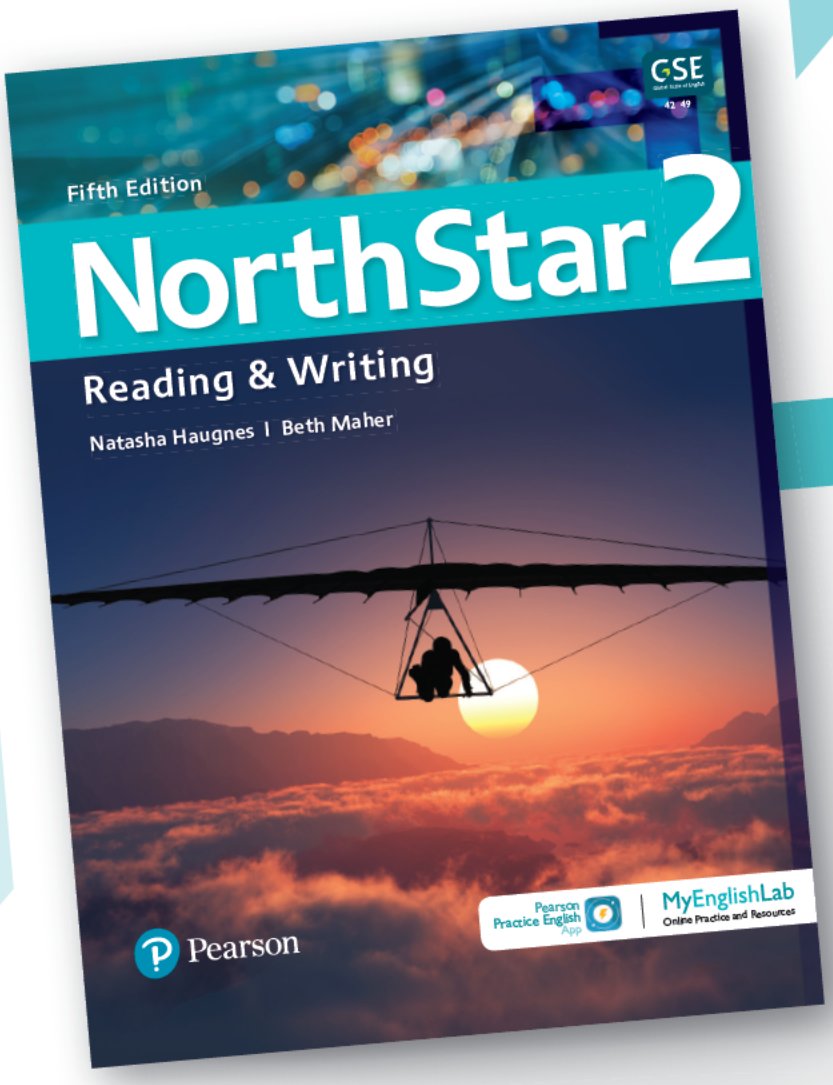
GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



Pearson

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NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

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- Student eBook with MyEnglishLab, Resources & Mobile App
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  - Student eBook
  - Downloadable achievement tests
  - Classroom audio
  - Audioscripts
  - Video activities
  - Videoscripts
  - Teacher's Manual with Lesson Planners and Teacher's Notes
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- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
- Analyze class data to determine steps for remediation and support

Use Teacher's Resources to:

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- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher's manuals, including answer keys
- Access ExamView® Assessment Suite

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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in ***NorthStar* Reading & Writing 2**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

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($C2018_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE_A)	Eiken descriptor from the CSE, adapted or edited
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

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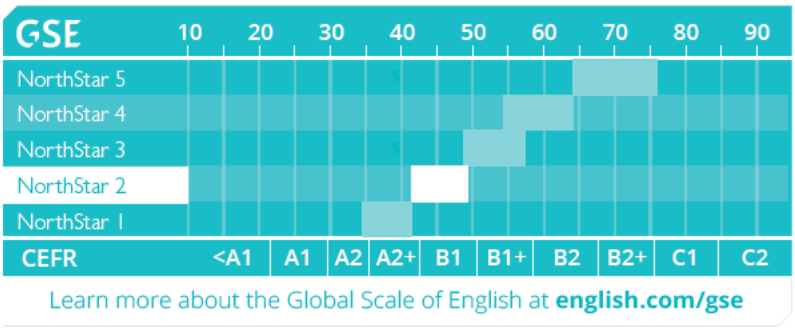
NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Learn more about the Global Scale of English at **english.com/gse**

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NorthStar Reading & Writing 2

UNIT 1 Finding the Ideal Job

INFERENCE – Inferring the author's opinion

NOTE-TAKING – Taking margin notes on main ideas

READING – Predicting content from visuals

GRAMMAR – Descriptive and possessive adjectives

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	6
	Can recognize the writer's point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	9
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	10
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	12
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	13
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	13
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	14
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	3
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	9
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	20
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	20
	Can write descriptions of real or imaginary people. (P)	47	B1 (43–50)	25

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UNIT 2 Creative Thinking

INFERENCE – Inferring connections between statements and examples

NOTE-TAKING – Listing details in notes

READING – Recognizing the meaning of *we*, *us*, and *our*

GRAMMAR – Simple past

FINAL WRITING TASK – A complete paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	28
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	29,34
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	29, 33
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	32
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	35
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	36
	Can recognize the writer's point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	37
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	38
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	27, 33
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	46, 51
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	46
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	46

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UNIT 3 Making Money

INFERENCE – Inferring future situations

NOTE-TAKING – Taking notes using a timeline

READING – Identifying the sequence of events

GRAMMAR – Comparative adjectives

FINAL WRITING TASK – A well-organized paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	56
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	59
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	60
	Can understand short, simple narrative texts. (CSE_A)	37	A2+ (36–42)	60
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	62
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	63
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	63
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	64
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	53
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	60
Writing	Can write a short, simple description of a familiar device or product. (P)	45	B1 (43–50)	73
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	73
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	74
	Can write descriptions of real or imaginary people. (P)	47	B1 (43–50)	77

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UNIT 4 Subway Etiquette

INFERENCE – Inferring the author's attitude

NOTE-TAKING – Taking notes using an organizational chart

READING – Identifying the main elements in a story

GRAMMAR – Imperative sentences

FINAL WRITING TASK – A blog post

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	80
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	82, 86
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	83
	Can recognize the writer's point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	85
	Can understand short, simple narratives and biographies. (CJ_A)	39	A2+ (36–42)	86, 89
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	88
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	90
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	79
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	85
Writing	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	96
	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	96
	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE_A)	42	A2+ (36–42)	99

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UNIT 5 Sensory Perception

INFERENCE – Inferring abstract ideas from examples

NOTE-TAKING – Taking notes using abbreviations and symbols

READING – Scanning for information

GRAMMAR – Linking verbs

FINAL WRITING TASK – A personal experience paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	102
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	104
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	104
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	107
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	108
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	108
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	110
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	112
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	112
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	101
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	108
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	114
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	122
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	123
	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	125

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UNIT 6 The Heart of a Hero

INFERENCE – Inferring meaning from metaphors

NOTE-TAKING – Creating an outline to take notes

READING – Recognizing the use of present tense in a story about the past

GRAMMAR – Time clauses in the present tense

FINAL WRITING TASK – A one-paragraph story

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	128
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	129
	Can understand simple metaphors in an academic text. (P)	60	B2 (59–66)	132
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	133
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	133
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	135
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	136
	Can understand short, simple narratives and biographies. (CJ_A)	39	A2+ (36–42)	137
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	138
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	127
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	132
Writing	Can write a story with a simple linear sequence. (C_A)	45	B1 (43–50)	144
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	145
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	151

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UNIT 7 What's Your Medicine?

INFERENCE – Inferring judgements

NOTE-TAKING – Taking double entry notes

READING – Visualizing while reading

GRAMMAR – Adverbs of manner

FINAL WRITING TASK – A narrative paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	156
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	156, 160
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	159
	Can understand short, simple narratives and biographies. (CJ_A)	39	A2+ (36–42)	160
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	162
	Can identify key information in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	163
	Can understand short, simple narratives and biographies. (CJ_A)	39	A2+ (36–42)	164
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	166
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	153
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	160, 166
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	173
	Can use a range of common connectors to show chronological sequence. (P)	50	B1 (43–50)	175
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	177

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UNIT 8 Endangered Cultures

INFERENCE – Inferring the author's attitude

NOTE-TAKING – Taking notes using a mind map

READING – Identifying the purpose of quoted speech

GRAMMAR – *Will* and *be going to*

FINAL WRITING TASK – A prediction paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	180
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	182
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	182
	Can understand the relationship between a main point and an example in a structured text. (P)	50	B1 (43–50)	184
	Can recognize the writer's point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	185
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	186
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	187
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	189
	Can identify key information in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	192
	Can identify whether an author is quoting or paraphrasing another person. (P)	53	B1+ (51–58)	193
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	194
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (C_A)	47	B1 (43–50)	179
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	186

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UNIT 8 Endangered Cultures (continued)

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	Can write a basic email/letter of complaint requesting action. (P)	51	B1+ (51–58)	194
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	202
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	202
	Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)	46	B1 (43–50)	205
	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	207

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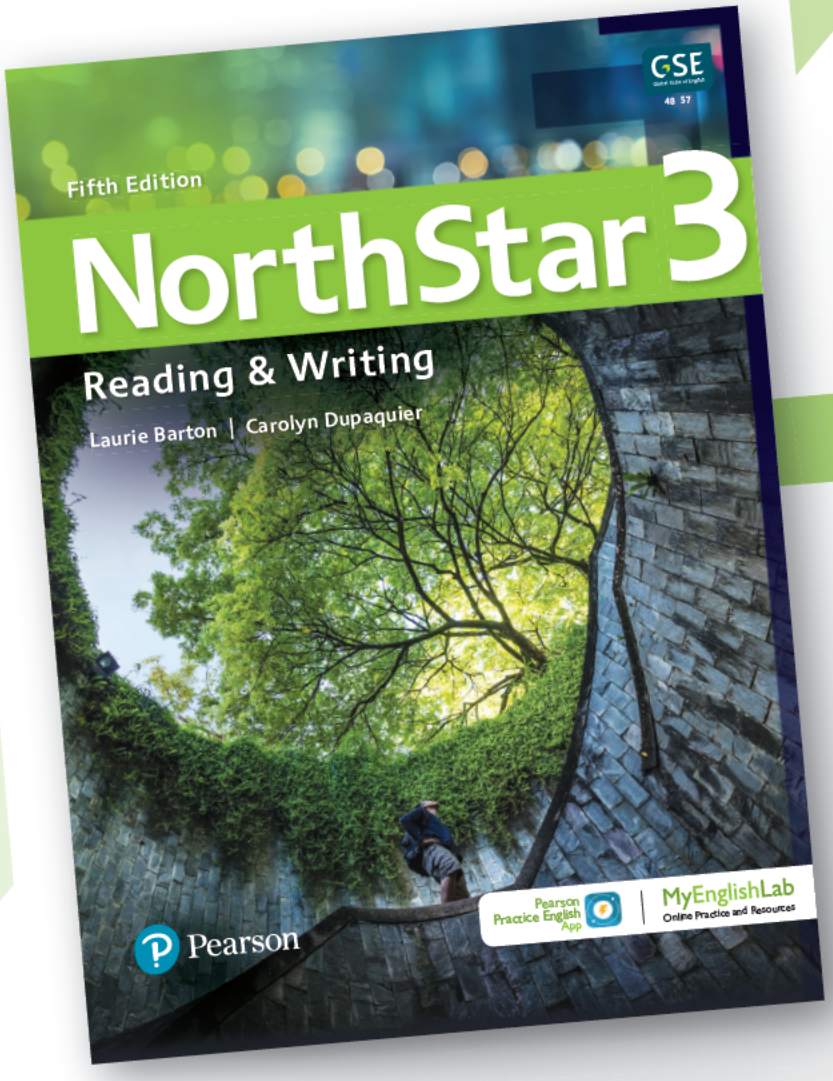
GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



Pearson

GSE, NorthStar Reading & Writing 3, 5th Edition – © 2020

NorthStar, 5e

NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

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  - Classroom audio
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- Print resources including lesson planners, videoscripts, and video activities
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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in ***NorthStar* Reading & Writing 3**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

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(C_A)	Common European Framework descriptor, adapted or edited, © Council of Europe
($C2018_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE_A)	Eiken descriptor from the CSE, adapted or edited
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

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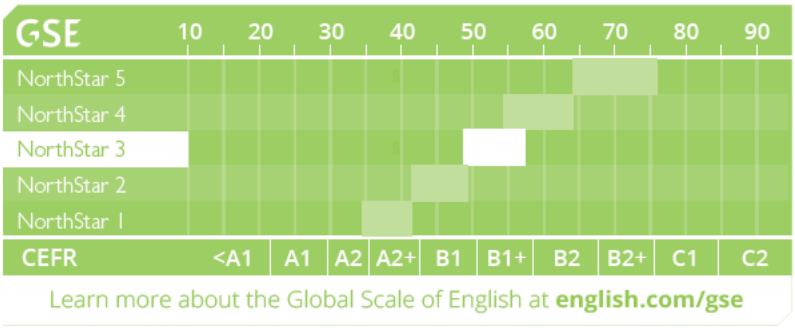
NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Learn more about the Global Scale of English at **english.com/gse**

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NorthStar Reading & Writing 3

UNIT 1 Sports and Obsession

INFERENCE – Inferring certainty

NOTE-TAKING – Taking notes on key words and phrases

READING – Recognizing quotations and reported speech

GRAMMAR – Modals of ability

FINAL WRITING TASK – A factual report

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	4
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	5
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	8
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	10
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	11
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	12
	Can identify whether an author is quoting or paraphrasing another person. (P)	53	B1+ (51–58)	13
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	14
Speaking	Can express their thoughts in some detail on cultural topics (e.g. music, films). (C_A)	55	B1+ (51–58)	3
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	9
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	21, 25
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	24

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UNIT 2 The Consequences of Fraud

INFERENCE – Inferring comparisons

NOTE-TAKING – Taking notes with questions

READING – Identifying detailed examples

GRAMMAR – Simple past and past progressive

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	28
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	30
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	32
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	33
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	34
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	35
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	36
	Can recognize examples and their relation to the idea they support. (P)	54	B1+ (51–58)	36
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	37
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	27
	Can summarize and comment on a short story or article and answer questions in detail. (C_A)	56	B1+ (51–58)	33
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	44
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	46
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	49
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	49

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UNIT 3 Exploring the Red Planet

INFERENCE – Inferring degrees of difficulty

NOTE-TAKING – Marking a text

READING – Scanning for detail

GRAMMAR – Infinitives of purpose

FINAL WRITING TASK – A pro and con paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	52
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	53
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	53
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	55
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	58
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	58
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	60
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	61
	Can scan a simple academic text to find specific information. (P)	49	B1 (43–50)	61
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	62
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	51
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	57
Writing	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	68
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	68, 73
	Can use parallel structure in academic writing. (P)	70	B2+ (67–75)	70
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	73

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UNIT 4 Language and Power

INFERENCE – Inferring meaning of proverbs

NOTE-TAKING – Taking notes with a T-chart

READING – Recognizing how examples support opinions

GRAMMAR – Comparative adverbs

FINAL WRITING TASK – A contrast paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	76
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	77
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	77, 82
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	81
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	83
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	84
	Can extract relevant details in everyday letters, brochures and short official documents. (C_A)	48	B1 (43–50)	85
	Can recognize examples and their relation to the idea they support. (P)	54	B1+ (51–58)	85
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	86
Speaking	Can express their thoughts in some detail on cultural topics (e.g. music, films). (C_A)	55	B1+ (51–58)	75
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	82
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	92, 97
	Can contrast two ideas when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	95
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	97

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UNIT 5 Careers of the Future

INFERENCE – Inferring when humor is used

NOTE-TAKING – Taking notes with bullets

READING – Predicting content form titles and subheadings

GRAMMAR – Future time clauses

FINAL WRITING TASK – A cover letter

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	100
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	102
	Can recognize the author's use of irony in a simple text, if guided by questions. (P)	62	B2 (59–66)	105
	Can extract relevant details in everyday letters, brochures and short official documents. (C_A)	48	B1 (43–50)	106, 109
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	106, 109
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	108
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	111
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	99
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	106
Writing	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	118
	Can write a letter of application with appropriate register, conventions and supporting detail. (P)	65	B2 (59–66)	121
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	122
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	123

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UNIT 6 What is Ecotourism?

INFERENCE – Inferring probability

NOTE-TAKING – Taking notes on supporting details

READING – Using context clues to understand vocabulary

GRAMMAR – *Because* and *even though*

FINAL WRITING TASK – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	126, 135
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	127
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	128
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	131
	Can extract relevant details in everyday letters, brochures and short official documents. (C_A)	48	B1 (43–50)	132
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	132
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	134
	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (C_A)	51	B1+ (51–58)	135
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	136
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	125
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	132
Writing	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	140
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	140, 145
	Can support a main idea with examples and reasons. (P)	57	B1+ (51–58)	143
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	145

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UNIT 7 Capital Punishment

INFERENCE – Inferring both sides of a debate

NOTE-TAKING – Taking notes with an outline

READING – Identifying key information in charts

GRAMMAR – Adverb clauses of concession

FINAL WRITING TASK – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	148
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	149
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	150
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	154
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)	54	B1+ (51–58)	156, 160
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	161
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	147
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	155
Writing	Can take notes on a simple academic text. (P)	50	B1 (43–50)	158
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	168, 175
	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	170
	Can use limited discourse devices to link sentences smoothly into connected discourse. (C_A)	51	B1+ (51–58)	171
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	174

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UNIT 8 Is Our Climate Changing?

INFERENCE – Inferring purpose

NOTE-TAKING – Taking notes with symbols

READING – Identifying cohesive devices of contrast

GRAMMAR – Future modals

FINAL WRITING TASK – A cause-and-effect essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C_A)	46	B1 (43–50)	178
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	181
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	181, 186
	Can understand the writer's purpose in a simple academic text, if guided by questions. (P)	53	B1+ (51–58)	184
	Can generally understand straightforward factual texts on familiar topics. (C_A)	46	B1 (43–50)	186
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	189
	Can recognize contrasting ideas in a structured text when signaled by discourse markers. (P)	57	B1+ (51–58)	189
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	190
Speaking	Can suggest cause and effect when discussing an academic topic. (P)	58	B1+ (51–58)	177
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	185
Writing	Can take notes on a simple academic text. (P)	50	B1 (43–50)	188
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	198, 203
	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	200
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	202

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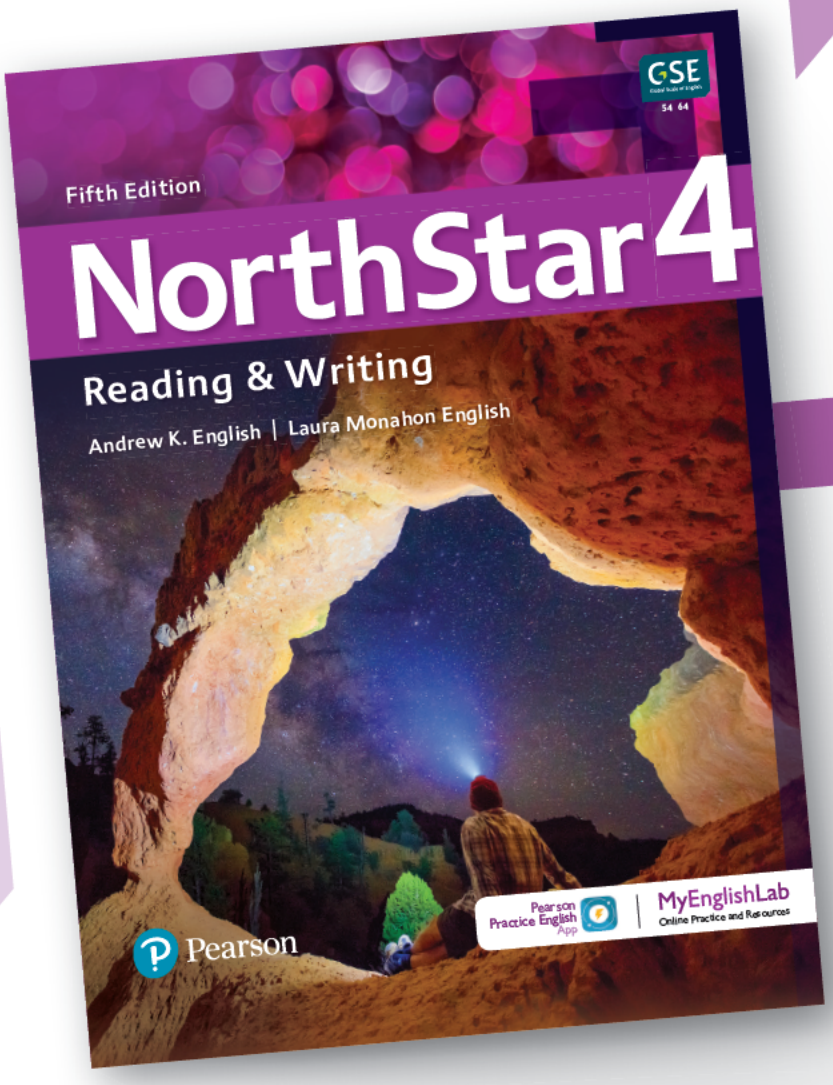
GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



Pearson

GSE, NorthStar Reading & Writing 4, 5th Edition – © 2020

NorthStar, 5e

NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher's Resources, including:
  - Student eBook
  - Downloadable achievement tests
  - Classroom audio
  - Audioscripts
  - Video activities
  - Videoscripts
  - Teacher's Manual with Lesson Planners and Teacher's Notes
  - Answer Keys
  - ExamView®
- Pearson Practice English App, including audio, video, and extra practice

Deliver rich online content to engage and motivate students, including:

- Students audio to support listening and speaking skills
- Engaging authentic video clips adapted from ABC and NBC newscasts, tied to unit themes
- Opportunities for written and recorded reactions to be submitted by students

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Use powerful selection of diagnostic reports to:

- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
- Analyze class data to determine steps for remediation and support

Use Teacher's Resources to:

- Display pages of the Student eBook for whole-class instruction
- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher's manuals, including answer keys
- Access ExamView® Assessment Suite

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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student 'Can Do' with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in ***NorthStar* Reading & Writing 4**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C_A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
($C2018_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE_A)	Eiken descriptor from the CSE, adapted or edited
(CJ_A)	CEFR-J descriptor, adapted or edited
(E_A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
($N2000_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W_A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

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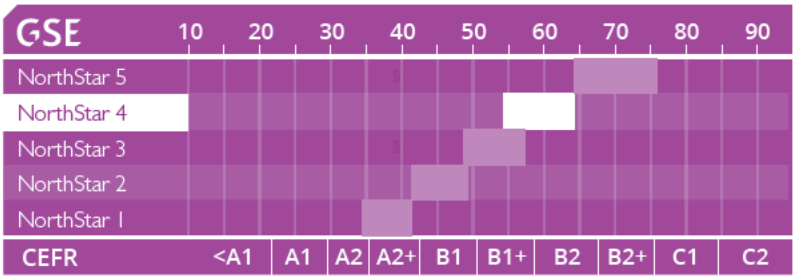
NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Learn more about the Global Scale of English at **english.com/gse**

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NorthStar Reading & Writing 4

UNIT 1 Genius: Nature or Nurture?

INFERENCE – Understanding assumptions

NOTE-TAKING – Taking notes by marking important information

READING – Distinguishing voice in quotations

GRAMMAR – Past perfect

FINAL WRITING TASK – A summary paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	4
	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	6
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	11, 15
	Can recognize inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	12
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	13
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	14
	Can understand the use of quotes in an academic text. (P)	63	B2 (59–66)	16
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	18
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C_A)	64	B2 (59–66)	3
	Can describe what they would do and how they would react to situations in a text. (P)	61	B2 (59–66)	13
Writing	Can write a structured paragraph on an academic topic in their field of study. (P)	65	B2 (59–66)	18
	Can summarize factual information within their field of interest. (C_A)	57	B1+ (51–58)	26
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	31
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	31

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UNIT 2 Facing Life's Obstacles

INFERENCE – Inferring the meaning of idioms and expressions

NOTE-TAKING – Taking notes on main ideas with questions

READING – Recognizing positive redundancy

GRAMMAR – Gerunds and infinitives

FINAL WRITING TASK – A biographical paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	34, 40
	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	35
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	35, 41
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	39, 44
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	42
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	44
	Can recognize the repetition of ideas expressed by substitution, paraphrasing, etc. (P)	67	B2+ (67–75)	45
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	47
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)	61	B2 (59–66)	33
	Can summarize and comment on a short story or article and answer questions in detail. (C_A)	56	B1+ (51–58)	41
Writing	Can compare information from different sources. (P)	61	B2 (59–66)	47
	Can write short, simple biographies about real or imaginary people. (C_A)	51	B1+ (51–58)	53
	Can develop a clear written description or narrative with relevant supporting detail and examples. (C_A)	65	B2 (59–66)	56
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	59
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	59

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UNIT 3 Making Medical Decisions

INFERENCE – Inferring degree of support

NOTE-TAKING – Taking notes on cause and effect with a graphic organizer

READING – Organizing the sequence of events in a timeline

GRAMMAR – Past unreal conditionals

FINAL WRITING TASK – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	62
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	63, 69
	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	64
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	67, 72
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	68
	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	70, 72
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	71
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	74
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE_A)	61	B2 (59–66)	61
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C_A)	60	B2 (59–66)	69
Writing	Can compare information from different sources. (P)	61	B2 (59–66)	74
	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	80
	Can write an introduction to a simple academic essay. (P)	59	B2 (59–66)	84
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	85
	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51–58)	85

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UNIT 4 Instinct or Intellect?

INFERENCE – Inferring the use of hedging

NOTE-TAKING – Taking notes with outlining

READING – Recognizing the role of quoted speech

GRAMMAR – Adjective clauses

FINAL WRITING TASK – A summary in journalistic style

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	90, 96
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	93, 99
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	94
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	95
	Can understand the use of quotes in an academic text. (P)	63	B2 (59–66)	100
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	101
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	87
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	95
Writing	Can use appropriate outlines to organize ideas. (P)	58	B1+ (51–58)	98
	Can write a concise summary of the main ideas of a longer structured text. (P)	64	B2 (59–66)	109
	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	113
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	115
	Can write a simple discursive essay. (P)	59	B2 (59–66)	115

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UNIT 5 Too Much of a Good Thing?

INFERENCE – Inferring attitudes and feelings

NOTE-TAKING – Taking notes with signposts

READING – Using titles and headings to identify main idea

GRAMMAR – Simple past, present perfect, and present prefect progressive

FINAL WRITING TASK – A descriptive essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	118
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	119, 127, 130
	Can understand the plot of extended narratives written in standard, non-literary language. (C_{JA})	62	B2 (59–66)	120
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	124
	Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)	63	B2 (59–66)	125
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	127
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	129
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	131
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE_A)	61	B2 (59–66)	117, 129
	Can summarize and comment on a short story or article and answer questions in detail. (C_A)	56	B1+ (51–58)	126
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	131, 143
	Can write a simple descriptive essay, if provided with a model. (P)	53	B1+ (51–58)	138
	Can use descriptive language to support a main idea in written academic work. (P)	67	B2+ (67–75)	141
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	143

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UNIT 6 Making a Difference

INFERENCE – Inferring people's reactions

NOTE-TAKING – Taking compare-and-contrast notes with a t-chart

READING – Recognizing persuasive language

GRAMMAR – Concessions

FINAL WRITING TASK – A persuasive essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	148
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	148, 153
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	151, 159
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	152
	Can compare information given in different texts and media on the same topic. (W_A)	58	B1+ (51–58)	154
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	156
	Can identify language used to persuade the reader. (W_A)	60	B2 (59–66)	157
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)	61	B2 (59–66)	145
	Can summarize and comment on a short story or article and answer questions in detail. (C_A)	56	B1+ (51–58)	153
	Can describe what they would do and how they would react to situations in a text. (P)	61	B2 (59–66)	157
Writing	Can write personal emails/letters giving and commenting on news in detail. (C_A)	60	B2 (59–66)	159
	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	168
	Can start an essay with a strong thesis statement. (P)	70	B2+ (67–75)	171
	Can write an introduction to a simple academic essay. (P)	59	B2 (59–66)	171
	Can develop a clear written description or narrative with relevant supporting detail and examples. (C_A)	65	B2 (59–66)	175
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	175

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UNIT 7 An Ocean of Problems

INFERENCE – Inferring the author's point of view and possible bias

NOTE-TAKING – Taking notes on pros and cons

READING – Creating headings based on main idea

GRAMMAR – Subordinators and transitions

FINAL WRITING TASK – A problem-solution essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	178
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	179, 186
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	180, 187
	Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)	57	B1+ (51–58)	184
	Can recognize the writer's point of view in a structured text. (P)	58	B1+ (51–58)	184, 189
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	189
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	191
Speaking	Can speak in general terms about environmental problems. (P)	52	B1+ (51–58)	177, 186
Writing	Can write relevant subheadings to structure longer more complex texts. (P)	67	B2+ (67–75)	190
	Can contrast two ideas when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	196
	Can signal that two ideas are similar when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	196
	Can clearly signal problem and solution relationships in structured text. (P)	62	B2 (59–66)	200
	Can write a conclusion to a simple academic essay. (P)	58	B1+ (51–58)	203
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	205
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	205

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UNIT 8 Managing Your Smartphone

INFERENCE – Inferring an author's appeal to authority

NOTE-TAKING – Taking thee-column notes to show time sequence

READING – Identifying referents for the pronoun *it*

GRAMMAR – Subordinators and prepositional phrases

FINAL WRITING TASK – A cause-and-effect essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	208
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	209
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	213, 220
	Can recognize inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	215
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	217
	Can understand the plot of extended narratives written in standard, non-literary language. (CJ_A)	62	B2 (59–66)	217
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	219
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	222
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE_A)	61	B2 (59–66)	207, 217
Writing	Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)	65	B2 (59–66)	227, 235
	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	230
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	239
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	239

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APPENDIX E
Certificate of Insurance

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DATE (MM/DD/YYYY): 8/21/2023

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	INSURER A: Philadelphia Indemnity Insurance Co. / 18058
INSURED CONNEEDUCA Connections Education, LLC Pennwood Cyber Charter School 509 S. Exeter Street Suite 202 Baltimore MD 21202	INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:

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	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 15,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE L MIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
A	AUTOMOBILE LIABILITY			PHPK2574397	7/1/2023	7/1/2024	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY X SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR			PHUB871754	7/1/2023	7/1/2024	EACH OCCURRENCE	$ 10,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$ 10,000,000
	DED X RETENTION $ 10,000							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	N / A					E.L. EACH ACC DENT	$
	If yes, describe under DESCR PTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY L MIT	$
A	Educators Legal Liability			PHPK2574397	7/1/2023	7/1/2024	Limit Deductible	$1,000,000 $50,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

For Insurance Purposes Only

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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APPENDIX F
ACCEPTABLE USE POLICY

This appendix includes the following:

- Acceptable Use Policy

Pearson Online Classroom Terms of Use

Last Updated: February 2023

Applicable To All Users

Acceptance of Terms

By using this Education Management System ("Pearson Online Classroom"), you (hereinafter referred to as the "User" or "Users") agree to all terms, conditions, and notices contained or referenced in these Terms of Use ("Terms"). These Terms apply to your use of Pearson Online Classroom and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC dba Pearson Virtual Schools ("Pearson"), and included in, or available through, Pearson Online Classroom ("Pearson Online Classroom Content"), as well as any content owned or licensed by a third party content provider that is included in, or available through Pearson Online Classroom with that third party's permission ("Third Party Content", Pearson Content and third Party Content, collectively "the Content"). If the User is a minor, they shall be the responsibility of their parent/guardian, who shall ensure that the User adheres to the Terms.

Any Third Party Content uploaded or otherwise made available by a Third Party is and remains the sole property of the Third Party or the Third Party licensors. By uploading or otherwise making available any Third Party Content, you automatically grant and/or warrant that the owner has granted Pearson, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the Third Party Content through the channel into which you have uploaded or authorized Pearson to upload the Third Party Content. You also permit any User of Pearson Online Classroom with access to that channel, subject to your restrictions, to access, view, store, and reproduce the Third Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Pearson and the Third Party, Third Party Content may be removed, obscured, altered or modified by the Third Party, subject to the terms and conditions set forth herein with respect to the use of Pearson Online Classroom.

Pearson reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Pearson Online Classroom log-in page. The most

current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Pearson Online Classroom.

Permitted Use

Pearson Online Classroom is to be used for the purpose of accessing the education program licensed by or for the benefit of the User(s). Pearson grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User's own personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Pearson, (2) use Pearson Online Classroom in any manner that could damage, disable, overburden, or impair any Pearson server or the network(s) connected to any Pearson server, or interfere with any other party's use and enjoyment of Pearson Online Classroom, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Pearson server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Pearson Online Classroom.

Any use of Pearson Online Classroom for the following purposes is strictly prohibited. By using Pearson Online Classroom, you agree that you will NOT:

- Send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Pearson
- copy or distribute content included in Pearson Online Classroom (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner's permission
- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)

- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property
- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- display racist, prejudiced, or discriminatory messages or pictures
- violate any state or federal law
- reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent
- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Pearson Online Classroom (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- trespass in another's folders, work, or files
- promote commercial activities except as agreed to in writing by Pearson
- advertise products or services or engage in political lobbying
- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail
- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to section 219 of the Immigration and Nationality Act.

Each User will have a username and password (the "Log-in Information") for the purpose of accessing Pearson Online Classroom and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used

only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Pearson Online Classroom and/or the Content by unauthorized persons using a User's Log-in Information. Users are responsible for any and all activities that occur under their account. Users must notify Pearson immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain employees of Pearson will be permitted to "log in as" someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain of the information available in Pearson Online Classroom is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Pearson, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Pearson Online Classroom in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Pearson or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Pearson or third party intellectual property may result in one or more of the following: termination of access to Pearson Online Classroom, school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

Content is owned or controlled by Pearson or the third party credited as the provider of the Content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Pearson. If you have any copyright concerns about any materials posted in Pearson Online Classroom by others, please let us know. We comply with the provisions of the Digital Millennium Copyright Act applicable to Internet service providers (17 U.S.C. 512). Unless otherwise stated in any specific DMCA designation provided by Pearson, please provide us with written notice ("Notice") by contacting our Designated Agent at connectionsacademy-privacy@pearson.com.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Pearson to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Pearson Online Classroom ("Infringing Material"), and information reasonably sufficient to permit Pearson to locate such material on Pearson Online Classroom;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Pearson Online Classroom are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

Pearson Online Classroom contains trademarks and service marks of Pearson and of third parties. These marks may only be used in accordance with Pearson's Trademark Usage Guidelines within the Website Terms of Use on the public website. For permission to use the Pearson name or logo or any Connections Academy marks outside of the Trademark Usage Guidelines, contact connectionsacademy-privacy@pearson.com. Any use of any Pearson or Connections Academy marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

Pearson Online Classroom may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Pearson and Pearson is not responsible for the

content available on third party-linked sites. Pearson makes no representations, warranties, or other commitments whatsoever about any third party websites or third party resources that may be referenced, accessible from, or linked to Pearson Online Classroom. A link to a website does not mean that Pearson endorses the content, the website owner or use of such website. In addition, Pearson is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Pearson Online Classroom. Accordingly, the User acknowledges and agrees that Pearson is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of Pearson Online Classroom is also subject to the Privacy Policy, which is part of these Terms.

Export Control

Pearson controls and operates Pearson Online Classroom from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use Pearson Online Classroom from other locations, you are responsible for compliance with applicable state and federal laws, including, but not limited to, export and import control laws and regulations of the United States. No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Pearson Online Classroom, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list.

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Pearson is committed to ensuring the accuracy of all information included in Pearson Online Classroom, subject to the following limitations:

- Pearson will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Pearson Online Classroom. However, materials available through Pearson Online

Classroom are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.

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Limitation of Liability

UNDER NO CIRCUMSTANCES WILL PEARSON BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES THAT RESULT FROM THE USE OF OR INABILITY TO USE PEARSON ONLINE CLASSROOM OR ANY COMMUNICATION SERVICE. THIS LIMITATION APPLIES WHETHER THE ALLEGED LIABILITY IS BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER BASIS, EVEN IF PEARSON HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR

LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, PEARSON’S LIABILITY IN SUCH JURISDICTIONS SHALL BE LIMITED TO THE EXTENT PERMITTED BY LAW.

Release

THE USER HEREBY RELEASES AND FOREVER DISCHARGES PEARSON, ITS AFFILIATES, EMPLOYEES, CONTRACTORS, OFFICERS AND DIRECTORS, AGENTS, SUCCESSORS, AND ASSIGNS ("RELEASED PARTIES"), FROM ALL ACTIONS, CAUSES OF ACTION, INJURIES, CLAIMS, DAMAGES, COSTS, OR EXPENSES OF ANY KIND GROWING OUT OF OR RELATED TO THE USER OR USER'S MINOR CHILD(REN)'S USE OF PEARSON ONLINE CLASSROOM OR ANY COMMUNICATION SERVICE. THE USER UNDERSTANDS THAT THIS IS A FULL AND COMPLETE RELEASE TO THE MAXIMUM EXTENT ALLOWED BY LAW OF ALL CLAIMS AND DAMAGES TO WHICH YOU OR YOUR MINOR CHILD(REN) MAY HAVE AS A RESULT OF THEIR USE OF PEARSON ONLINE CLASSROOM REGARDLESS OF THE SPECIFIC CAUSE THEREOF.

Indemnification

Upon request by Pearson, the User agrees to defend, indemnify, and hold harmless Pearson and its affiliates, employees, contractors, officers, directors, third party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Pearson Online Classroom, Content, or any Communication Services. Pearson reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Pearson in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Pearson Online Classroom shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Pearson Online Classroom shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Pearson, these Terms constitute the entire agreement between the User and Pearson with respect to use

of Pearson Online Classroom. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of Pearson Online Classroom and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Pearson Online Classroom (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Pearson Online Classroom, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Pearson Online Classroom. Further, you agree that all terminations for cause shall be made in Connection's sole discretion and that Pearson shall not be liable to you or any third party for any termination of your account, or access to Pearson Online Classroom.

Additional Terms Applicable to Users at Connections Academy Schools

WebMail, Message Boards, School Equipment and Other Communication Services

These terms apply to the use of any school and school-provided equipment.

When using external communication services and/or tools, students must comply with the expectations provided by their teacher, school policies and the Honor Code.

Pearson offers an internal email system, WebMail, through Pearson Online Classroom, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Pearson cannot guarantee the security of any

information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms. WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

Pearson also operates academic Message Boards located within Pearson Online Classroom to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Pearson. Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below).

In addition to the WebMail system and the Message Boards, Pearson may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Pearson does not control or endorse the content, messages, or information found in any Communication Service; therefore, Pearson specifically disclaims any liability with regard to the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Pearson has no obligation to do so, Pearson reserves the right (i) to monitor anything posted to a Message Board or other Communication Services or anything sent via WebMail, and (ii) to remove anything which Pearson considers offensive or otherwise in breach of these Terms or for any other reason as Pearson deems necessary in its sole and absolute discretion. Pearson also reserves the right at all times to disclose any information as Pearson deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Pearson's sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Pearson Online Classroom. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Pearson or any third party.

Users may also have the opportunity to participate in a LiveLesson®. Pearson cannot guarantee the security of any information disclosed by voice or text in a LiveLesson session. Any information that a User submits or is captured in a LiveLesson session may be disclosed and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children.

LiveLesson sessions may be recorded and used for instructional and demonstrative purposes. The User, for themself or the User's minor child, hereby agrees to the recording of LiveLesson sessions in which the User participates. To the extent a User does not wish to participate in a recorded LiveLesson, recorded sessions are available to the User to view on demand.

APPENDIX G
SUSTAINABLE SUPPORT

This appendix includes the following:

- Letters of Support
    - Senator Greg Rothman
    - Senator David Argall
    - Senator Mike Regan
    - Representative Jesse Topper
    - Representative Joshua Kail
    - Representative Amen Brown
    - Cook Center for Human Connection
    - Gettysburg Community Theatre
    - Carnegie Science Center
    - NuMoola
- List of 712 Petition Signatures from all 67 PA counties
- Total Count per Interest Group (Community Member, Parent/Guardian, Student, Teacher) and County

SENATOR
GREG ROTHMAN
34TH DISTRICT

HARRISBURG OFFICE
168 MAIN CAPITOL BUILDING
HARRISBURG, PA 17120
717-787-1377

NEW BLOOMFIELD DISTRICT OFFICE
25 EAST MCCLURE ST.
NEW BLOOMFIELD, PA 17068
717-582-2454

SHIPPENSBURG DISTRICT OFFICE
81 WALNUT BOTTOM RD.
SHIPPENSBURG, PA 17257
717-844-5441

SILVER SPRING DISTRICT OFFICE
4 FLOWERS DR., SUITE 3
MECHANICSBURG, PA 17050
717-283-4200

Senate of Pennsylvania

COMMITTEES

GAME AND FISHERIES, CHAIR
AGRICULTURE AND RURAL AFFAIRS, VICE-CHAIR
APPROPRIATIONS
COMMUNICATIONS AND TECHNOLOGY
FINANCE
INTERGOVERNMENTAL OPERATIONS
TRANSPORTATION

SENATORROTHMAN.COM

August 8, 2023

Secretary Khalid Mumin
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Mumin:

I am writing to share my support for Pennwood Cyber Charter School's (Pennwood) application. As more families seek out educational opportunities that align with their family's personal needs and child's unique learning style, it is imperative that Pennsylvania meets this increased demand with high-quality options. It is also imperative that Pennsylvania schools align with changing workforce trends.

Pennwood's application includes many strong and unique instructional components that will benefit students and prepare them for the future. For example, the school will host a mandatory 3-week term focusing on remediation, credit recovery and college/career preparation. Pennwood will also provide a unique focus on career and college preparedness in high school and will provide students in grade K-8 with direct instruction focused on the state's Career Education and Work Standards.

The application also includes strengthened components centered around the FARM Eligible Meals, Student Engagement, Cook Center Mental Health, and Badging and Career Programs. In addition to these innovations, the school will ensure students are supported and successful through counselor, social worker, and engagement specialist supervision.

I ask that you give Pennwood Cyber Charter's application the highest consideration. More educational opportunities benefits parents, taxpayers, employers and most importantly students. Well-prepared students become well-rounded citizens that make a positive impact on the state and local economy for many years to come.

If you have any questions regarding my support, please contact my office.

Sincerely,

Greg Rothman
State Senator
District 34

DAVID G. ARGALL
29TH SENATORIAL DISTRICT

SENATE BOX 203029
THE STATE CAPITOL
HARRISBURG, PA 17120-3029
(717) 787-2637
FAX (717) 783-8657

MAHANOY CITY (570) 773-0891
POTTSVILLE (570) 621-3400
HAZLETON (877) 327-4255
WEISSPORT (610) 377-6363

Senate of Pennsylvania

COMMITTEES

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STATE GOVERNMENT, VICE-CHAIR
AGRICULTURE AND RURAL AFFAIRS
FINANCE
RULES & EXECUTIVE NOMINATIONS
TRANSPORTATION
URBAN AFFAIRS AND HOUSING
MAJORITY POLICY

WEBSITE: senatorargall.com
EMAIL: dargall@pasen.gov
TOLL FREE: 1-877-327-4255

September 6, 2023

Secretary Khalid Mumin
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Mumin,

Pennwood Cyber Charter School (Pennwood), a cyber charter applicant has shared with me their plans to provide a unique educational environment for Pennsylvania students that will ensure engagement and academic success.

Their application includes additional instruction time, test preparation and credit recovery, free meals for those who qualify, coordination with businesses and post-secondary institutions, and significant wrap around services to ensure student engagement. Pennwood has also partnered with the Cook Center for Human Connection to provide mental health services to families and teachers.

As we continue to find ways to meet the individual needs of students in the classroom, I hope that you will give their application careful consideration.

Sincerely,

Senator David G. Argall
Chairman, Senate Education Committee

MIKE REGAN
31ST SENATORIAL DISTRICT

SENATE BOX 203031
HARRISBURG, PA 17120-3031
(717) 787-8524
TTY (800) 364-1581

1 EAST HARRISBURG STREET
DILLSBURG, PA 17019
(717) 432-1730

2151 MARKET STREET
CAMP HILL, PA 17011
(717) 975-1985

MREGAN@PASEN.GOV
SENATORMIKEREGANPA.COM

Senate of Pennsylvania

COMMITTEES

LAW AND JUSTICE, CHAIR

LOCAL GOVERNMENT, VICE-CHAIR

COMMUNITY, ECONOMIC, & RECREATIONAL DEVELOPMENT

CONSUMER PROTECTION & PROFESSIONAL LICENSURE

JUDICIARY

RULES & EXECUTIVE NOMINATIONS

September 1, 2023

Secretary Khalid Mumin
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Mumin:

I am writing in support of Pennwood Cyber Charter School. As more parents consider virtual education in the COVID-19 era, it is vital that the Commonwealth support these forms of education in order to ensure success for all of our students. Many families in my district are looking towards charter schools like Pennwood to provide a distinctive type of education to prepare their kids to enter the workforce. I know that families across Pennsylvania will benefit from the kind of educational opportunities that Pennwood provides.

Pennwood's operation is unique in that it focuses on career readiness and to that end offers an additional three-week term focused on career education and work standards. As our Commonwealth faces a shortage in our workforce, these types of programs present a bright spot and a grand opportunity to teach our children about how to be contributing members of the workforce and how to hold family-sustaining jobs.

These programs bring additional choices for parents in an age where kids who learn differently will benefit from different approaches to education. Pennwood will provide an exceptional choice for families in my district who are looking for another way to educate their children in ways that best suit their needs.

Thank you for your thoughtful consideration of this project. I am proud to lend my support to Pennwood Cyber Charter School and the unique opportunity the school will provide.

Sincerely,

Mike Regan
Senator, 31st District

JESSE TOPPER, MEMBER

Harrisburg Office:
P.O. Box 202078
Harrisburg, PA 17120-2078
Phone: (717) 787-7076
FAX: (717) 782-2933

www.RepTopper.com

House of Representatives
Commonwealth of Pennsylvania
Harrisburg

Chairman
House Education Committee

District Offices:
133 South Richard Street
Bedford, PA 15522-1343
Phone: (814) 623-9097
FAX: (814) 623-6633

421 Lincoln Way East, Suite A
McConnellsburg, PA 17233
Phone: (717) 485-4430
FAX: (717) 485-3979

August 30, 2023

Secretary Khalid Mumin
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Mumin,

I am writing to make you aware of the Pennwood Cyber Charter School. I understand they will be submitting an application this fall. I believe the Board of Pennwood has built a high-quality application that builds support for students beyond the classroom. The additional resources include an extended school year, a meal program, mental health supports, state test preparation and career planning.

While we continue to find ways to prepare Pennsylvania's future workforce, we must make options like Pennwood available so that all students can find their individual success.

Thank you in advance for your full consideration of this application. I hope you will agree that Pennwood will provide students with a high-quality cyber choice.

Sincerely,

Representative Jesse Topper
78th Legislative District
Education Committee Chair

JOSHUA D. KAIL, MEMBER
REPUBLICAN POLICY CHAIRMAN
15TH LEGISLATIVE DISTRICT

HARRISBURG OFFICE:
Room 414, Main Capitol Bldg
P.O. Box 202015
Harrisburg, PA 17120-2015
Phone: 717-260-6144
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House of Representatives
Commonwealth of Pennsylvania
Harrisburg

DISTRICT OFFICES:
690 State Avenue
Beaver, PA 15009
Phone: 724-728-7655

1569 Smith Township Road
Suite 5
Atlasburg, PA 15004
Phone: 724-587-3095

www.RepKail.com

September 7, 2023

Secretary Khalid Mumin
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Mumin:

I am writing to make you aware of the Pennwood Cyber Charter School. I understand they will submit an application this fall. I believe the Board of Pennwood has built a high-quality application that builds support for students beyond the classroom. The additional resources include an extended school year, a meal program, mental health supports, state test preparation and career planning.

While we continue to find ways to prepare Pennsylvania's future workforce, we must make options like Pennwood available so that all students can find their individual success.

Thank you in advance for your full consideration of this application. I hope you will agree that Pennwood will provide students with a high-quality cyber choice.

Sincerely,

Joshua D. Kail
PA State Representative
15th Legislative District

AMEN BROWN, MEMBER
10TH LEGISLATIVE DISTRICT

4027 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19104
(215) 879-6615
FAX: (215) 879-6616

27A EAST WING
P.O. BOX 202010
HARRISBURG, PENNSYLVANIA 17120-2010
(717) 783-3822
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REPAMEN@PAHOUSE.NET
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House of Representatives
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

COMMITTEES

AGING & OLDER ADULT SERVICES
COMMERCE
HOUSING & COMMUNITY DEVELOPMENT
LIQUOR CONTROL

CAUCUSES

PENNSYLVANIA LEGISLATIVE BLACK CAUCUS

PHILADELPHIA HOUSE DELEGATION

August 30, 2023

Secretary Khalid Mumin
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Mumin:

I am writing to make you aware of the Pennwood Cyber Charter School. I understand they will submit an application this fall. I believe the Board of Pennwood has built a high-quality application that builds support for students beyond the classroom. The additional resources include an extended school year, a meal program, mental health supports, state test preparation and career planning.

While we continue to find ways to prepare Pennsylvania's future workforce, we must make options like Pennwood available so that all students can find their individual success.

Thank you in advance for your full consideration of this application. I hope you will agree that Pennwood will provide students with a high-quality cyber choice.

Sincerely,

Amen Brown, Member
10th Legislative District

COOK CENTER FOR
HUMAN CONNECTION

1955 W Grove Parkway Suite 300
Pleasant Grove, Utah 84062

August 30, 2023
PA Charter School Office
Attn: Randy Seely
333 Market Street
Harrisburg, PA 17126

Distinguished member of the Pennsylvania Department of Education,

I am writing to express the support of the Cook Center for Human Connection for the Pennwood Cyber Charter School application. Over the past several months, I've had an opportunity to meet with members of the Pennwood Board, and I am so excited to hear of their resolve to provide mental health services for all students and families.

The partnership between Pennwood and the Cook Center is obvious in many ways, as our services are also available virtually. The wrap-around academic support that Pennwood, in partnership with Pearson, will provide, along with our relationship's support, will create a one–of–a–kind educational choice.

If approved, I am confident that Pennwood will give Pennsylvania students the educational opportunity they deserve.

Thank you for your thoughtful consideration of this application.
Sincerely,

Adele Winter
VP, Advancement
Cook Center for Human Connection
CookCenter.org

Gettysburg Community Theatre

Find Your Stage Door ... And Open It!

GCT Mission Statement: To inspire creativity and confidence, provide cultural enrichment, and instill a love of the theatre arts in people of ALL ages and abilities through quality education and performance.

August 25, 2023

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17120

Re: Pennwood Cyber Charter School

As a leader in building creativity and confidence in Pennsylvania's youth, the Gettysburg Community Theatre promotes culture and a love of the theatre through quality education and performance.

The Gettysburg Community Theatre looks forward to working with the students of Pennwood to provide opportunities for hands-on education and community involvement through a collaborative effort with the school.

We recognize that sometimes a child needs a different environment in which to learn. A statewide, full-time virtual school aligned to college and career readiness with curriculum options that meets the needs of families wishing for their children to earn a jump start to a fruitful and rewarding career is most welcomed. The school will provide one more educational option for families and allow parents to play a larger role in their student success.

If you have any questions, please feel free to reach out to me personally.

Sincerely,

Chad-Alan Carr
Founding Executive/Artistic Director
Chad@GettysburgCommunityTheatre.org

717-334-2692 49 York Street, Gettysburg, PA 17325

CARNEGIE SCIENCE CENTER

ONE OF THE FOUR CARNEGIE MUSEUMS OF PITTSBURGH

September 1, 2022

Re: Support of Pennwood Cyber Charter School Application

Dear Pennsylvania Department of Education,

Carnegie Science Center (CSC) opened on Pittsburgh's North Shore in 1991 to provide interactive experiences and education in science to the public. Today, CSC is the most-visited museum in the region, and we aspire to be a regional hub and national leader in Science, Technology, Engineering, and Math (STEM) education. CSC believes STEM education is crucial for preparing children for the future. CSC's educational programming primarily serves pre-K through high school students across western Pennsylvania, eastern Ohio, West Virginia, northern Maryland, and southwestern New York. CSC's diversity, equity, inclusion, and accessibility initiatives actively seek to engage underrepresented audiences through outreach and by ensuring its offerings and operations consider the needs of all audiences.

Pennwood Cyber Charter School (Pennwood) is a virtual public charter school currently under your consideration for approval. We are writing in support of this new public cyber charter opportunity that will provide flexibility to meet the unique needs of students and families so they can learn at their own pace and explore career opportunities that will excite them about their future. CSC supports the establishment of Pennwood Cyber Charter School. The STEM Education Team at CSC is poised to work alongside Pennwood staff to customize engaging virtual programs and on-site experiences for the students enrolled across K-12.

We would love to see Pennwood as another great option for Pennsylvania families.

Should you have any questions, please don't hesitate to reach out to me.

Best regards,

Tina Seidelson

Tina Seidelson
Director of Student Engagement
412-237-1532
SeidelsonT@CarnegieScienceCenter.org

toni@NuMoola.com
www.NuMoola.com
2818 Smallman Street
Pittsburgh, PA 15222

8-15-22

Re: Pennwood Cyber Charter School Application

Dear Pennsylvania Department of Education,

Pennwood Cyber Charter School will be submitting an application for a new cyber charter school opportunity in Pennsylvania. NuMoola is a consumer banking software that combines real money, gamification, and agification to promote financial literacy skills in kids and their parents. We are located in Pittsburgh, PA and are excited at the prospect of this new cyber charter school for Pennsylvania's students.

The focus of Pennwood will be to encourage students to work towards career-preparedness using a badging system. As the school continues to implement real-world connections, NuMoola can provide additional financial management tools to students and families at age-appropriate levels that will ensure Pennwood graduates are prepared for adulthood.

Thank you for considering the Pennwood Cyber Charter application.

Sincerely,

Toni Schlieper

Toni Schlieper
Head of Education

Interest Group	Count of Interest Group
Community Member	189
Parent/Guardian	395
Student	103
Teacher	25
Grand Total	**712**

County	Count of County
Adams	7
Allegheny	48
Armstrong	1
Beaver	8
Bedford	2
Berks	25
Blair	4
Bradford	4
Bucks	8
Butler	9
Cambria	5
Cameron	1
Carbon	2
Centre	11
Chester	15
Clarion	18
Clearfield	7
Clinton	3
Columbia	8
Crawford	2
Cumberland	32
Dauphin	33
Delaware	36
Elk	1
Erie	6
Fayette	3
Forest	1
Franklin	10
Fulton	1
Greene	1

Huntingdon	5
Indiana	5
Jefferson	6
Juniata	2
Lackawanna	17
Lancaster	11
Lawrence	3
Lebanon	6
Lehigh	13
Luzerne	11
Lycoming	5
McKean	2
Mercer	2
Mifflin	1
Monroe	4
Montgomery	19
Montour	1
Northampton	13
Northumberland	9
Perry	4
Philadelphia	136
Pike	3
Potter	2
Schuylkill	5
Snyder	2
Somerset	2
Sullivan	3
Susquehanna	4
Tioga	4
Union	2
Venango	3
Warren	1
Washington	5
Wayne	7
Westmoreland	8
Wyoming	1
York	73
Grand Total	**712**

Name	Address	City	County	Interest Group
Ali Flores	[redacted]	Gettysburg	Adams	Teacher
Charles Van Auken	[redacted]	Gardners	Adams	Parent/Guardian
Danielle Paine	[redacted]	Fairfield	Adams	Parent/Guardian
Deboarh Neemeyer	[redacted]	Gettysburg	Adams	Community Member
Michelle Moritz	[redacted]	Aspers	Adams	Parent/Guardian
Stacey Beshore	[redacted]	Aspers	Adams	Community Member
Abigail Somerhauder	[redacted]	South Park	Allegheny	Community Member
Alaian Yanosko	[redacted]	Oakdale	Allegheny	Student
Alexa DiSanti	[redacted]	McKees Rocks	Allegheny	Community Member
Ava Scott	[redacted]	Pittsburgh	Allegheny	Student
Barbara Weston	[redacted]	Pittsburgh	Allegheny	parent/guardian
Bill Shirk	[redacted]	Gibsonia	Allegheny	Parent/Guardian
Brooke Bise	[redacted]	Pittsburgh	Allegheny	parent/guardian
Bruce Dully	[redacted]	Pittsburgh	Allegheny	student
Calista LaRue	[redacted]	Coropolis	Allegheny	Student
Carletta J. Byford	[redacted]	Pittsburgh	Allegheny	Community Member
Christina Crivelli	[redacted]	Pittsburgh	Allegheny	Parent/Guardian
Danielle Martin	[redacted]	Homestead	Allegheny	Parent/Guardian
Francis M. Musarca	[redacted]	McKees Rocks	Allegheny	Community Member
Jess Pfalzgraf	[redacted]	Pittsburgh	Allegheny	Parent/Guardian
Kelly Baur	[redacted]	Pittsburgh	Allegheny	Community Member
Kimberly LaRue	[redacted]	Coropolis	Allegheny	Parent/Guardian
Kristen Bidncaniello	[redacted]	Pittsburgh	Allegheny	Community Member
Lakisha Suber	[redacted]	Pittsburgh	Allegheny	parent/guardian
Lisa Spinello	[redacted]	Gibsonia	Allegheny	Community Member
Lusa DeSantis	[redacted]	McKees Rocks	Allegheny	Community Member

Name	Address	City	County	Interest Group
Martin Villegas	[redacted]	Pittsburgh	Allegheny	Community Member
Megan Shineberry	[redacted]	Pittsburgh	Allegheny	Community Member
Nathan Malanik	[redacted]	Claysburg	Allegheny	Student
Rachel Rakovan	[redacted]	Pittsburgh	Allegheny	parent/guardian
Ramon Rivera III	[redacted]	Elizabeth	Allegheny	Student
Rebecca Rodriguez	[redacted]	Bethel Park	Allegheny	Community Member
Regina Morrow	[redacted]	Pittsburgh	Allegheny	parent/guardian
Samya Hobdy	[redacted]	Pittsburgh	Allegheny	student
Shante Jiles	[redacted]	Pittsburgh	Allegheny	Student
Shelby Schneider	[redacted]	Munhall	Allegheny	Community Member
Steve Acensio	[redacted]	Pittsburgh	Allegheny	Community Member
Zachariah C. Jonassiant	[redacted]	Pittsburgh	Allegheny	Student
Amanda Stein	[redacted]	Pittsburg	Allegheny	Community Member
Cara Scott	[redacted]	Pittsburgh	Allegheny	Parent/Guardian
Debbie Harriott	[redacted]	Pittsburgh	Allegheny	Parent/Guardian
Francine Rouse	[redacted]	McKeesport	Allegheny	Community Member
Grayzon Parker	[redacted]	McDonald	Allegheny	Student
Jammie Grimes	[redacted]	Pittsburgh	Allegheny	Parent/Guardian
Karmease Washington	[redacted]	Mckeesport	Allegheny	parent/guardian
Natasha White	[redacted]	Pittsburgh	Allegheny	parent/guardian
Nicole Faith	[redacted]	Russellton	Allegheny	Student
Sylvia Lining	[redacted]	Pittsburgh	Allegheny	parent/guardian
Tenille Hill	[redacted]	Pittsburgh	Allegheny	Parent/Guardian
Christina Cole	[redacted]	Mckeesport	Allegheny	parent/guardian
Dinesh Kumar	[redacted]	Monroeville	Allegheny	parent/guardian
Melanie Meade	[redacted]	Clairton	Allegheny	parent/guardian

Name	Address	City	County	Interest Group
Trinady Woods	[redacted]	Pittsburgh	Allegheny	student
Yosra Smith	[redacted]	Pittsburgh	Allegheny	parent/guardian
Melanie Poole	[redacted]	Scottsdale	Armstrong	parent/guardian
Cheri Bionde	[redacted]	Freedom	Beaver	Community Member
Courtney Martin	[redacted]	Monaca	Beaver	Community Member
Heather Gresick	[redacted]	Ambridge	Beaver	parent/guardian
Kyla Ambrose	[redacted]	New Brighton	Beaver	Parent/Guardian
Mariah Yeck	[redacted]	Conway	Beaver	Community Member
Paige Lively	[redacted]	Baden	Beaver	Community Member
Romona Thompson	[redacted]	Ambridge	Beaver	parent/guardian
Stephanie McCracken	[redacted]	Monaca	Beaver	Parent/Guardian
Makayla robley	[redacted]	Saxton	Bedford	Community Member
Meghan bardell	[redacted]	Bedford	Bedford	Community Member
Alyssa Noll	[redacted]	Sinking Spring	Berks	Community Member
anne Ambeau	[redacted]	Temple	Berks	parent/guardian
Becca Devlin	[redacted]	Reading	Berks	Parent/Guardian
Dalia Rentas	[redacted]	Reading	Berks	parent/guardian
Emirka Delgado	[redacted]	Hamburg	Berks	parent/guardian
Emma Ville	[redacted]	Fleetwood	Berks	Parent/Guardian
Heather Speece	[redacted]	Reading	Berks	parent/guardian
Jacqueline Torres	[redacted]	Reating	Berks	Parent/Guardian
Jeremysh Rondón	[redacted]	Reading	Berks	student
Larry Kuhn	[redacted]	Kutztown	Berks	parent/guardian
Laural Miller	[redacted]	Wernersville	Berks	parent/guardian
Lauren Dunn	[redacted]	Blandon	berks	parent/guardian
Luz Valle	[redacted]	Reading	Berks	parent/guardian

Name	Address	City	County	Interest Group
Maria Scheidegger	[redacted]	Mohnton	Berks	Parent/Guardian
Michelle Groff	[redacted]	Boyertown	Berks	parent/guardian
Miranda Madara	[redacted]	Bernville	Berks	Teacher
morel Maria	[redacted]	Reading	Berks	student
Nia Fields III	[redacted]	Reading	Berks	Student
Peter Lipnicki	[redacted]	Morgantown	Berks	Community Member
Quadirah Lynn	[redacted]	Reading	Berks	parent/guardian
Sheleah Fields	[redacted]	Reading	Berks	parent/guardian
Teresa Desarden	[redacted]	Reading	Berks	Parent/Guardian
Tyler Welch	[redacted]	Morgantown	Berks	Student
Venessa Albarran	[redacted]	Reading	Berks	Parent/Guardian
Victoria Roman	[redacted]	Reading	Berks	Community Member
Casey Naylor	[redacted]	Martinsburg	Blair	parent/guardian
Dawn Stahl	[redacted]	Altoona	Blair	Parent/Guardian
Stephen Kline	[redacted]	Duncansville	Blair	Community Member
Tom Loechner	[redacted]	Altoona	Blair	Parent/Guardian
Amy Keir	[redacted]	Ulster	Bradford	Parent/Guardian
Daniel Blaser	[redacted]	Monroe	Bradford	parent/guardian
Lynse West	[redacted]	Troy	Bradford	Community Member
Shelissa Cole	[redacted]	Towanda	Bradford	parent/guardian
Amy Bruno	[redacted]	Quakertown	Bucks	Community Member
Camille Cuvilie UUU	[redacted]	Bristol	Bucks	Parent/Guardian
Jennifer Strown	[redacted]	Levittown	Bucks	Community Member
John Brown	[redacted]	Quakertown	Bucks	Community Member
Sudhir Manchanda	[redacted]	Yardley	Bucks	parent/guardian
Tonya Werner	[redacted]	Quakertown	Bucks	parent/guardian

Name	Address	City	County	Interest Group
Sandra Dee	[redacted]	Bensalem	Bucks	parent/guardian
Sandy Coulter	[redacted]	Quakertown	Bucks	parent/guardian
Asha Persaud	[redacted]	Mars	Butler	Community Member
Candida Lucky	[redacted]	Butler	Butler	Parent/Guardian
Eric Lewandowski	[redacted]	Seven Fields	Butler	Community Member
Jacob Robinson	[redacted]	Cranberry Township	Butler	Community Member
Jamie Larson	[redacted]	Valencia	Butler	Community Member
Kathleen Menert	[redacted]	Cranberry	Butler	Community Member
Michael Campbell	[redacted]	Butler	Butler	Parent/Guardian
Rhonda Minnich	[redacted]	Cranberry Township	Butler	Community Member
Shane McKee	[redacted]	Cranberry Township	Butler	Parent/Guardian
Carey Moody	[redacted]	Johnstown	Cambria	Parent/Guardian
Erin Choby	[redacted]	Patton	Cambria	Community Member
Leland Williams	[redacted]	Johnstown	Cambria	Parent/Guardian
Lucas Myers	[redacted]	Summerhill	Cambria	Community Member
Rigel Wosilak	[redacted]	Ebensburg	Cambria	Community Member
Edward Smith	[redacted]	Emporium	Cameron	Community Member
Felicita Hernandez	[redacted]	Allentown	Carbon	parent/guardian
Scarlette Mastrianni	[redacted]	Jim Thorpe	Carbon	Student
Abigail Christine	[redacted]	Sandy Ridge	Centre	parent/guardian
Alexa Alla	[redacted]	State College	Centre	Student
Ceri G. Halverson	[redacted]	State College	Centre	Community Member
David Gross	[redacted]	State College	Centre	Student
Kasey Flood	[redacted]	State College	Centre	Community Member
Kasey Selmez	[redacted]	Millheim	Centre	Community Member
Kathryn Goins	[redacted]	Bellefonte	Centre	Community Member

Name	Address	City	County	Interest Group
Lisa McClain Wagner	[redacted]	State College	Centre	Community Member
Megan Snoom	[redacted]	Clarence	Centre	Teacher
Olivia Shnure	[redacted]	State College	Centre	Community Member
Patrick Slavinsky	[redacted]	State College	Centre	Community Member
Ashley Rosati	[redacted]	Phoenixville	Chester	Community Member
Colleen Schreiber	[redacted]	Phoenixville	Chester	Parent/Guardian
Emily Brandenberger	[redacted]	Pheonixville	Chester	teacher
Jamie Woodlief	[redacted]	Oxford	Chester	Teacher
Jen Kohler	[redacted]	Malvern	Chester	Parent/Guardian
Jennifer Kirchhofer	[redacted]	Coatesville	Chester	Community Member
John Kohler	[redacted]	Malvern	Chester	Parent/Guardian
Kathleen Goldschmidt	[redacted]	Coatesville	Chester	teacher
Khrysten Moyer	[redacted]	West Chester	Chester	parent/guardian
Kristina Lapsker	[redacted]	Coatesville	Chester	Teacher
Lilly Kirchhofer	[redacted]	Coatesville	Chester	Community Member
Meghan Kane	[redacted]	Spring City	Chester	Teacher
Michele Welsh	[redacted]	Coatesville	Chester	parent/guardian
Michelle Kasker	[redacted]	Phoenixville	Chester	Community Member
Samantha Ferraro	[redacted]	Kennet Square	Chester	Community Member
Bailey Smith	[redacted]	New Bethlehem	Clarion	Community Member
Brynn Smith	[redacted]	Clarion	Clarion	Community Member
Corey Kocher	[redacted]	Clarion	Clarion	Community Member
David Evans	[redacted]	Clarion	Clarion	Community Member
Devin Shellhammer	[redacted]	Clarion	Clarion	Community Member
Erica Petersen	[redacted]	Clarion	Clarion	Community Member
Fawn Creed	[redacted]	Knox	Clarion	Community Member

Name	Address	City	County	Interest Group
James McConnell	[redacted]	Knox	Clarion	Community Member
Jamie Montgomery	[redacted]	Clarion	Clarion	Community Member
Jeremy Dolby	[redacted]	Lucinda	Clarion	Parent/Guardian
Jeremy Kelly	[redacted]	Clarion	Clarion	Community Member
Karina Libecco	[redacted]	Rimersburg	Clarion	Parent/Guardian
Larry Swarzfager	[redacted]	Knox	Clarion	Parent/Guardian
Nora Hergenroeder	[redacted]	Callensburg	Clarion	Community Member
Paola Lopez	[redacted]	Clarion	Clarion	Student
Samantha Altman	[redacted]	Rimersburg	Clarion	Parent/Guardian
Sean Smith	[redacted]	Clarion	Clarion	Community Member
Tess Seigworth	[redacted]	Clarion	Clarion	Community Member
Christina Nicholson	[redacted]	Madera	Clearfield	parent/guardian
Gail Fairman	[redacted]	DuBois	Clearfield	Community Member
Kimberlee Heinze	[redacted]	Dubois	Clearfield	parent/guardian
Lawrence Deluise	[redacted]	Osceola Mills	Clearfield	community_member
Christa Kramer	[redacted]	Penfield	Clearfield	Community Member
Dennis Balsano	[redacted]	Dubois	Clearfield	Community Member
Haley Kucera	[redacted]	DuBois	Clearfield	Community Member
amber Halderman	[redacted]	Lock Haven	Clinton	parent/guardian
Eillison Porter	[redacted]	Lock Haven	Clinton	Community Member
Gabriella Caprio	[redacted]	Flemington	Clinton	Parent/Guardian
Aaisha Greenidge	[redacted]	Bloomsberg	Columbia	parent/guardian
Carol Bryan	[redacted]	St. Berwick	Columbia	parent/guardian
Jacob Broyan	[redacted]	Berwick	Columbia	Parent/Guardian
Paul Synder	[redacted]	Columbia	Columbia	Parent/Guardian
Adrianna Broyan	[redacted]	Berwick	Columbia	Student

Name	Address	City	County	Interest Group
Angelo Broyan	[redacted]	Berwick	Columbia	Student
Antonia Broyan	[redacted]	Berwick	Columbia	Student
Carol Broyan	[redacted]	Berwick	Columbia	Parent/Guardian
Darlene Barber	[redacted]	Cochranton	Crawford	Parent/Guardian
Heather Heldreth	[redacted]	Meadville	Crawford	parent/guardian
Aaron Space	[redacted]	Boiling Springs	Cumberland	Student
Brenda Colestock	[redacted]	Mechancisburg	Cumberland	Parent/Guardian
Carolina Quevedo	[redacted]	Enola	Cumberland	Parent/Guardian
Christopher Manchon	[redacted]	Mechanicsburg	Cumberland	Community Member
Cristel Mack	[redacted]	Lemonye	Cumberland	parent/guardian
David Brown	[redacted]	Mechanicsburg	Cumberland	Parent/Guardian
Denise McCann	[redacted]	Camp Hill	Cumberland	Community Member
Jacqueline Muggio	[redacted]	Mechanicsburg	Cumberland	Community Member
Jennifer Verotsky	[redacted]	Enola	Cumberland	Parent/Guardian
Jenny Bashore	[redacted]	Camp HIll	Cumberland	Community Member
Julianna Hair	[redacted]	Carlisle	Cumberland	Student
Karen Oneill	[redacted]	Mechanicsburg	Cumberland	Community Member
Karina Haldeman	[redacted]	Boiling Springs	Cumberland	Student
Katie Guyler	[redacted]	Mt Holly springs	cumberland	teacher
Krista Hair	[redacted]	Carlisle	Cumberland	Community Member
Margaret Sobatta	[redacted]	Boiling Springs	Cumberland	Student
Margo Rowe	[redacted]	Boiling Springs	Cumberland	Parent/Guardian
Michael Harrison	[redacted]	Boiling Springs	Cumberland	Student
Nicholas Brien	[redacted]	Mechanicsburg	Cumberland	Community Member
Regina Sproch	[redacted]	Carlisle	Cumberland	Parent/Guardian
Robert Ruth	[redacted]	Mechanicsburg	Cumberland	Community Member

Name	Address	City	County	Interest Group
Russell Dennsion	[redacted]	Mechanicsburg	Cumberland	Parent/Guardian
Savannah Manetta	[redacted].	Carlisle	Cumberland	Teacher
Selena Stephen	[redacted]	Enola	Cumberland	Parent/Guardian
Suzanne Travan	[redacted]	Mechanicsburg	Cumberland	Teacher
Tosha Loucks	[redacted]	Camp Hill	Cumberland	parent/guardian
Brittania Hale	[redacted]	Camp Hill	Cumberland	parent/guardian
Jacqueline Esquivel	[redacted]	Mechanicsburg	Cumberland	parent/guardian
Jessica Myers	[redacted]	Camp Hill	Cumberland	parent/guardian
John Bonitz	[redacted]	Shippensburg	Cumberland	Community Member
Parsu Rizal	[redacted]	Mechanicsburg	Cumberland	Student
Stephanie Priar	[redacted]	Camp Hill	Cumberland	parent/guardian
Alyssa Jockeys	[redacted]	Elizabethville	Dauphin	Parent/Guardian
Arraia Gettys	[redacted]	Highspire	Dauphin	parent/guardian
Ashley Trostle	[redacted].	Harrisburg	Dauphin	Community Member
Briauna Dawson	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Colton Curry	[redacted]	Harrisburg	Dauphin	Community Member
Dabra Goad	[redacted]	Harrisburg	Dauphin	parent/guardian
Donna James	[redacted]	Harrisburg	Dauphin	parent/guardian
Dustin Spicer	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Erin Pichardo	[redacted].	Halifax	Dauphin	Community Member
Gina Casner	[redacted]	Harrisburg	Dauphin	Community Member
Holly Beth Stout	[redacted]	Harrisburg	Dauphin	Community Member
Janet Bush	[redacted]	Harrisburg	Dauphin	Community Member
Jenn Mosey	[redacted]	Harrisburg	Dauphin	Community Member
Jenny Ackley	[redacted]6	Highspire	Dauphin	parent/guardian
Jordan Hudgins	[redacted].	Harrisburg	Dauphin	Community Member

Name	Address	City	County	Interest Group
Kim Zyolensky	[redacted]	Middletown	Dauphin	Parent/Guardian
Lenysha Howze	[redacted]	Harrisburg	Dauphin	Student
Lindsey Miller	[redacted]	Harrisburg	Dauphin	Community Member
Marissa Vyhonsky	[redacted]	Harrisburg	Dauphin	Student
Maxine Kurtz	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Meghan Campbell	[redacted]	Dauphin	Dauphin	Community Member
melia hughes	[redacted]	palmyra	dauphin	Student
Melissa Reed	[redacted]	Harrisburg	Dauphin	student
Mike Kraft	[redacted]	Dauphin	Dauphin	Parent/Guardian
Monique Dockens	[redacted]	Harrisburg	Dauphin	Community Member
Ronnie Rice	[redacted]	Hershey	Dauphin	Teacher
Ruben Rowland	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Scott Becker	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Shawn Slaughter	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Sierra Slentz	[redacted]	Middletown	Dauphin	Student
Stephen Morris	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Lauren Hernandez	[redacted]	Harrisburg	Dauphin	Parent/Guardian
Stacia Thornton	[redacted]	Harrisburg	Dauphin	Student
Aimie Gildea	[redacted]	Landsdowne	Delaware	parent/guardian
Amanda Monge	[redacted]	Chester	Delaware	student
Amber Leake	[redacted]	Darby	Delaware	parent/guardian
Annie Welde	[redacted]	Havertown	Delaware	Student
Chantalia Brown	[redacted]	Upper Darby	Delaware	parent/guardian
Charmaine Patterson	[redacted]	Secane	Delaware	Parent/Guardian
Dorothea Suggs	[redacted]	Collu gdale	Delaware	Parent/Guardian
Ella Armandi	[redacted]	Haverstown	Delaware	Student

Name	Address	City	County	Interest Group
Ella Jordan	[redacted].	Yeardon	Delaware	Parent/Guardian
Heatheranne Miller	[redacted]	Trainer	Delaware	parent/guardian
Jamie Sweigart	[redacted]	Darby	Delaware	parent/guardian
kathryn Bullick	[redacted]	Havertown	Delaware	Community Member
Katie Koch	[redacted]	Havertown	Delaware	Community Member
Lauren Zamonski	[redacted]	Swarthmore	Delaware	Teacher
Lisa Lennon	[redacted]	Marcus Hook	Delaware	parent/guardian
Makeeva Charles	[redacted]	Chester	Delaware	parent/guardian
Megan Ferguson	[redacted]	Newton Square	Delaware	parent/guardian
Michelle Leonard	[redacted]	Drexel Hill	Delaware	Community Member
Monica Grantham	[redacted]	Crum Lynne	Delaware	parent/guardian
Nicole Cummings	[redacted]	Yeadon	Delaware	parent/guardian
Norah Kneafsey	[redacted]	Havertown	Delaware	Student
Rebecca Arey	[redacted]	havertown	Delaware	Student
Samantha Cunningham	[redacted].	Havertown	Delaware	Student
shaye Kelly	[redacted]	Newton	Delaware	student
Steve Melvin	[redacted]	Media	Delaware	Community Member
Sylvia Palitano	[redacted]	Havertown	Delaware	Student
Tamira Hollis	[redacted]	Linwood	Delaware	parent/guardian
Tyrone Everett	[redacted]	Yeadon	Delaware	Parent/Guardian
Adrien Gossett	[redacted]	Glenolden	Delaware	Parent/Guardian
Aichata Drave	[redacted]	Yeadon	Delaware	Parent/Guardian
Cyrus Johnson	[redacted]	Holmes	Delaware	Parent/Guardian
ebony womack	[redacted]	chester	Delaware	Parent/Guardian
Maddison Jones	[redacted]	Prospect park	Delaware	Student
Rubel Gibson	[redacted]	East Lansdowne	Delaware	Parent/Guardian

Name	Address	City	County	Interest Group
Shaniqua Ricks	[redacted]	Chester	Delaware	Parent/Guardian
Veronica Lee	[redacted]	Yeadon	Delaware	Parent/Guardian
Michelle Gerber	[redacted]	St. Marys	Elk	Community Member
Angela Haas	[redacted]	Corry	Erie	parent/guardian
Desiree Tate	[redacted]	Erie	Erie	Student
Jacqueline Bontzolakes	[redacted]	Cheektowaga	Erie	Parent/Guardian
Mikaila boothe	[redacted]	Erie	Erie	Student
Peyton Thomas	[redacted]	North East	Erie	parent/guardian
Stephanie Peters	[redacted]	Erie	Erie	parent/guardian
Rachel Cottrell	[redacted]	Mastontown	Fayette	parent/guardian
Stacey Clark	[redacted]	Uniontown	Fayette	Parent/Guardian
Sylvia Brooks	[redacted]	connellsville	Fayette	Parent/Guardian
Jannelle Hetrick	[redacted]	Marienville	Forest	Parent/Guardian
Allison Diem	[redacted]	Chambersburg	Franklin	Community Member
Cristina Patterson	[redacted]	Mont Alto	Franklin	community_member
kandy daywalt	[redacted]	waynesboro	Franklin	Parent/Guardian
Kayla Cooper	[redacted]	Blue Ridge Summit	Franklin	Parent/Guardian
Lushenka Parker	[redacted]	Chambersburg	Franklin	parent/guardian
Margaret Sanger	[redacted]	Waterloo Canyon	Franklin	community_member
Richard J. Bonitz	[redacted]	Shippensburg	Franklin	Community Member
Tiffany Martin	[redacted]	Chambersburg	Franklin	parent/guardian
Titus Mether	[redacted]	Shippensburg	Franklin	Teacher
Vickie Bonitz	[redacted]	Shippensburg	Franklin	Community Member
Madison Black	[redacted]	Hustontown	Fulton	Student
Deborah Pepe	[redacted]	Scranton	Lackawanna	parent/guardian
Kristin Hearn	[redacted]	Uniontown	Greene	Parent/Guardian

Name	Address	City	County	Interest Group
Gena Blake	[redacted]	Mount Union	Huntingdon	Parent/Guardian
Jalon C. Martin	[redacted]	Huntingdon	Huntingdon	Parent/Guardian
Michael Boyer	[redacted]	Huntingdon	Huntingdon	Community Member
Nicholas Rigby	[redacted]	Huntingdon	Huntingdon	Community Member
Sabrina Blake	[redacted]	Huntingdon	Huntingdon	Student
Danasha Delerme	[redacted]	Lucernemines	Indiana	parent/guardian
Destiny Mrozek	[redacted]	Indiana	Indiana	Community Member
Gabriella Rankin	[redacted]	Blairsville	Indiana	Student
Stephanie Weister	[redacted]	Blairsville	Indiana	Student
Tiffany Scribe	[redacted]	Homer City	Indiana	parent/guardian
Brenda Mcmanigle	[redacted]	Brookville	Jefferson	Parent/Guardian
Kelly Chadwick	[redacted]	Brookville	Jefferson	Community Member
Krik Chadwick	[redacted]	Brookville	Jefferson	Community Member
Nathan Burkett	[redacted]	Siegel	Jefferson	Student
Patricia Sunderland	[redacted]	Siegel	Jefferson	Community Member
Robert Umbaugh	[redacted]	Sykesville	Jefferson	Community Member
Ashlin Zook	[redacted]	Mifflintown	Juniata	Community Member
Neanndra Zimmerman	[redacted]	Mifflintown	Juniata	Parent/Guardian
Anastasia Kime	[redacted]	Covington Township	Lackawanna	Community Member
Ashley Fischetti	[redacted]	Dunmore	Lackawanna	Community Member
Chris Carroll	[redacted]	Thornhurst	Lackawanna	Parent/Guardian
Connie Sanko	[redacted]	Moscow	Lackawanna	Parent/Guardian
Heather Allen	[redacted]	Scranton	Lackawanna	parent/guardian
John Sanko	[redacted]	Moscow	Lackawanna	Community Member
Kenneth Carroll	[redacted]	Thornhurst	Lackawanna	Teacher
Linda Scott	[redacted]	Thornhurst	Lackawanna	Community Member

Name	Address	City	County	Interest Group
Philip Grab	[redacted]	Clifton Township	Lackawanna	Community Member
Ruth Scott	[redacted]	Clifton Township	Lackawanna	Community Member
Susan Grab	[redacted]	Clifton Township	Lackawanna	Community Member
Cassandra Cudjoe	[redacted]	Scranton	Lackawanna	Parent/Guardian
Enyer Turbi	[redacted]	Scranton	Lackawanna	Student
Jahzeiah Smith	[redacted]	Scranton	Lackawanna	Parent/Guardian
Jessica Dutter	[redacted]	Scranton	Lackawanna	Parent/Guardian
Kimberlee Dillon	[redacted]	Waverly	Lackawanna	Teacher
Beatriz Mojica	[redacted]	Lititz	Lancaster	Parent/Guardian
Benjamin Smith	[redacted]	Marietta	Lancaster	Parent/Guardian
Curtis Cannon	[redacted]	Lancaster	Lancaster	Parent/Guardian
Donna Patton	[redacted]	New Holland	Lancaster	parent/guardian
Ely Stauffer	[redacted]	Littiz	Lancaster	community_member
Jessica Mantilla	[redacted]	Lancaster	Lancaster	parent/guardian
Katherine Hess	[redacted]	Hultwood	Lancaster	Community Member
Lori Vega	[redacted]	Lancaster	Lancaster	parent/guardian
Stephanie Nelson	[redacted]	Holland	Lancaster	parent/guardian
Thomas Evans	[redacted]	Millersville	Lancaster	Parent/Guardian
Tyler Hess	[redacted]	Hultwood	Lancaster	Community Member
Krista Boydell	[redacted]	Ellwood City	Lawrence	Parent/Guardian
Robert Lucavelli	[redacted]	Ellwood City	Lawrence	Community Member
Toni Moore	[redacted]	New Castle	Lawrence	community_member
Joel Snavely	[redacted]	Lebanon	Lebanon	Community Member
Krystal Newland	[redacted]	Lebanon	Lebanon	parent/guardian
Robert Wrisley	[redacted]	Lebanon	Lebanon	Community Member
Teresa Snavely	[redacted]	Lebanon	Lebanon	Community Member

Name	Address	City	County	Interest Group
Meghan Kuhn	[redacted]	Annville	Lebanon	Parent/Guardian
Sierra Devine	[redacted]	Lebanon	Lebanon	Student
Danielle Snyder	[redacted]	Coopersburg	Lehigh	Teacher
grisel González	[redacted]	Scranton	Lehigh	parent/guardian
Katelyn Nicholas	[redacted]	Germansville	Lehigh	Community Member
Marren Oyeisi	[redacted]	Allentown	Lehigh	parent/guardian
Paige Lilly Ivens	[redacted]	Allentown	Lehigh	Community Member
Angelina Stout	[redacted]	Allentown	Lehigh	parent/guardian
Brenda Rivera	[redacted]	Allentown	Lehigh	parent/guardian
Jacqueline Alameda	[redacted]	Allentown	Lehigh	parent/guardian
Jacqueline Rivera III	[redacted]	Allentown	Lehigh	Parent/Guardian
Jenaya Moore	[redacted]	Allentown	Lehigh	parent/guardian
Keri Anderson	[redacted]	Allentown	Lehigh	parent/guardian
Runelvi De	[redacted]	Catasauqua	Lehigh	parent/guardian
Sheldon Powell	[redacted]	Allentown	Lehigh	Parent/Guardian
Bryan Bankers	[redacted]	Nescopeck	Luzerne	Community Member
Evan Easterline	[redacted]	Wilkes-Barre	Luzerne	Student
James Stillarty	[redacted]	Sweet Valley	Luzerne	Parent/Guardian
Jonathan Deisler	[redacted]	Hazleton	Luzerne	Parent/Guardian
Kera Watson	[redacted]	Sweet valley	Luzerne	Parent/Guardian
Marianne Williams	[redacted]	Dallas	Luzerne	Parent/Guardian
Melissa Kizer	[redacted]	Wilkes-Barre	Luzerne	Parent/Guardian
Nathn Kizer	[redacted]	Wilkes-Barre	Luzerne	Student
Rebekah Romero	[redacted]	Larksville	Luzerne	parent/guardian
Rita Vera	[redacted]	Wilkes Barre	Luzerne	parent/guardian
Rosalina Padro	[redacted]	Wilkes Barre	Luzerne	parent/guardian

Name	Address	City	County	Interest Group
Cathrin Clinger	[redacted]	Salladasburg	Lycoming	Parent/Guardian
Connor Rhinehart	[redacted]	Jersey shore	Lycoming	Student
Katie Cartwright	[redacted]	Williamsport	Lycoming	parent/guardian
Marc LeBlond	[redacted]	Cogan Station	Lycoming	Parent/Guardian
Nicole Jennifer	[redacted]	Jersey Shore	Lycoming	parent/guardian
Kim Panish	[redacted]	Allegany	McKean	parent/guardian
Luke Butler	[redacted]	Allegany	McKean	parent/guardian
Debra Jacks	[redacted]	Greenville	Mercer	Parent/Guardian
Tameka Tarver	[redacted]	Sharon	Mercer	Parent/Guardian
Katheryn Floood	[redacted]	Lewistown	Mifflin	Parent/Guardian
Cory Cox	[redacted]	East Stroudsburg	Monroe	Student
Kim Kerrick	[redacted]	Blakeslee	Monroe	Parent/Guardian
Brittany Carrington	[redacted]	Effort	Monroe	Parent/Guardian
Tricia Montalbano	[redacted]	Canadensis	Monroe	Parent/Guardian
Amey Rosati	[redacted]	Collegeville	Montgomery	Community Member
Andrew Jay	[redacted]	East Norriton	Montgomery	Parent/Guardian
Angela Bresadola	[redacted]	Hawleysville	Montgomery	Community Member
Anna Starasvetski	[redacted]	Huntingdon Valley	Montgomery	parent/guardian
Calvin L. Wilson	[redacted]	Hatfield	Montgomery	Community Member
Carolyne Vanderslice	[redacted]	Pottstown	Montgomery	parent/guardian
Colette Kearns	[redacted]	Lansdale	Montgomery	Parent/Guardian
Destfano Andrew	[redacted]	Pottstown	Montgomery	Community Member
Igernannia Williams	[redacted]	Hatfield	Montgomery	Parent/Guardian
Jonathan Grim	[redacted]	Trappe	Montgomery	Community Member
Kellie Mon	[redacted]	Plymouth Meeting	Montgomery	Teacher
Mary Billy	[redacted]	Harleysville	Montgomery	Teacher

Name	Address	City	County	Interest Group
Nicole Valerie	[redacted]	Red Hill	Montgomery	parent/guardian
Staci Grim	[redacted]	Trappe	Montgomery	Community Member
Teresa Ruley	[redacted]	Pottstown	Montgomery	parent/guardian
Thomas Baylis	[redacted]	Pottstown	Montgomery	Community Member
Valerie Venezia	[redacted]	Red Hill	Montgomery	Parent/Guardian
Gabrielle Vanderslice	[redacted]	Pottstown pa	Montgomery	Parent/Guardian
Levi Melvin	[redacted]	Pottstown	Montgomery	Parent/Guardian
Xander Savage	[redacted]	Danville	Montour	Community Member
Alexander Singh	[redacted]	Easton	Northampton	Student
Avery Denault	[redacted]	Easton	Northampton	Student
Dan Petrus	[redacted]	Tatamy	Northampton	Parent/Guardian
Jennifer Garcia	[redacted]	Bethlehem	Northampton	Parent/Guardian
Martin Denault	[redacted]	Easton	Northampton	Parent/Guardian
Mercedes Garcia	[redacted]	Easton	Northampton	parent/guardian
Carmen Otero	[redacted]	Northampton	Northampton	Parent/Guardian
Denise Podwats	[redacted]	Nazareth	Northampton	Parent/Guardian
Eva Kibler	[redacted]	Easton	Northampton	Parent/Guardian
Alishia Lindberg	[redacted]	Easton	Northampton	Parent/Guardian
Kaitlyn Stahl	[redacted]	Bethlehem	Northampton	Teacher
Marissa Kelly	[redacted]	Bethlehem	Northampton	Community Member
Trinity Carrasquillo	[redacted]	Northhamptom	Northampton	student
Barby Blakeslee LLL	[redacted]	Sunbury	Northumberland	Parent/Guardian
Bernie Smith	[redacted]	Mount Camel	Northumberland	parent/guardian
Heidi Foulds	[redacted]	Milton	Northumberland	parent/guardian
Nicole Nadine	[redacted]	Dornsife	Northumberland	parent/guardian
Stacy Molis	[redacted]	Norristown	Northumberland	parent/guardian

Name	Address	City	County	Interest Group
Aaliyah Corley	[redacted]	Mount Carmel	Northumberland	Parent/Guardian
Jessica Benelisha	[redacted]	Sunbury	Northumberland	Parent/Guardian
Margarita Alicea	[redacted]	Coal Township	Northumberland	Parent/Guardian
Julie Johnson	[redacted]	Shamokin	Northumberland	parent/guardian
Barb Boyer	[redacted]	Duncannon	Perry	Teacher
Jennifer Gill	[redacted]	Millerstown	Perry	parent/guardian
Megan Hoose	[redacted]	New Bloomfield	Perry	Parent/Guardian
Nicole Sheffer	[redacted]	Liverpool	Perry	parent/guardian
Aisha Miles	[redacted]	Philadelphia	Philadelphia	parent/guardian
Alex Madden	[redacted]	Philadelphia	Philadelphia	Student
Alexis Figueroa	[redacted]	Philadelphia	Philadelphia	parent/guardian
Allison Lester	[redacted]	Philadelphia	Philadelphia	Student
Ameena Atif	[redacted]	Philadelphia	Philadelphia	Teacher
Amy Boyle	[redacted]	Philadelphia	Philadelphia	parent/guardian
Andrea Escabic	[redacted]	Philadelphia	Philadelphia	Student
Ashley Rogers	[redacted]	Philadelphia	Philadelphia	parent/guardian
Asue Basha	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Belinda Gaddy	[redacted]	Philadelphia	Philadelphia	parent/guardian
Bogdan Valcu	[redacted]	Philadelphia	Philadelphia	Community Member
Brandon Lara	[redacted]	Philadelphia	Philadelphia	Student
Calathia Williams	[redacted]	Philadelphia	Philadelphia	parent/guardian
Carinn Montgomery	[redacted]	Philadelphia	Philadelphia	parent/guardian
Carla Matthews	[redacted]	Philadelphia	Philadelphia	parent/guardian
Chanalin Baker	[redacted]	Philadelphia	Philadelphia	parent/guardian
Chanieka Graham	[redacted]	Philadelphia	Philadelphia	parent/guardian
Cherelle Ruffin	[redacted]	Philadelphia	Philadelphia	parent/guardian

Name	Address	City	County	Interest Group
Christina Powell	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Christinna Schingen-Calel	[redacted]	Philadelphia	Philadelphia	parent/guardian
Ciara Solomon	[redacted]	Philadelphia	Philadelphia	Student
Claudine Mozdzonek	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Crystal Caban	[redacted]	Philadelphia	Philadelphia	parent/guardian
Crystal Green	[redacted]	Philadelphia	Philadelphia	parent/guardian
Danzeill Martin	[redacted]	Philadelphia	Philadelphia	parent/guardian
David Gonzalez	[redacted]	Philadelphia	Philadelphia	Student
David Right	[redacted]	Philadelphia	Philadelphia	Community Member
Dep Duong	[redacted]	Philadelphia	Philadelphia	parent/guardian
Diana Vegerano	[redacted]	Philadelphia	Philadelphia	parent/guardian
Dionicia Hernandez	[redacted]	Philadelphia	Philadelphia	parent/guardian
Dominic Naveh	[redacted]	Springfield	Philadelphia	Student
Donna Neal	[redacted]	Philadelphia	Philadelphia	parent/guardian
Duno Xu	[redacted]	Philadelphia	Philadelphia	Student
Eileen Selby	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Eliana Miranda	[redacted]	Philadelphia	Philadelphia	Student
Eliss Rivera	[redacted]	Philadelphia	Philadelphia	parent/guardian
Ella Wright	[redacted]	Philadelphia	Philadelphia	Student
Emerald Dejesus	[redacted]	Philadelphia	Philadelphia	parent/guardian
Emony Williams	[redacted]	Philadelphia	Philadelphia	parent/guardian
Enise Kupa	[redacted]	Philadelphia	Philadelphia	Student
Erica Edwards	[redacted]	Philadelphia	Philadelphia	parent/guardian
frances Loverdi	[redacted]	Philadelphia	Philadelphia	student
Fumilayo Bailey	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Gloria Hooper	[redacted]	Pittsburgh	Philadelphia	parent/guardian

Name	Address	City	County	Interest Group
Harrison Watson	[redacted]	Philadelphia	Philadelphia	Student
Isabella Lopez	[redacted]	Philadelphia	Philadelphia	parent/guardian
Ivy Harris	[redacted]	Philadelphia	Philadelphia	parent/guardian
Jacqueline Spera	[redacted]	Philadelphia	Philadelphia	parent/guardian
Jake Scholl	[redacted]	Philadelphia	Philadelphia	Student
jamie deininger	[redacted]	philadelphia	Philadelphia	Parent/Guardian
Jannel Williams	[redacted]	Philadelphia	Philadelphia	parent/guardian
Jawara McGahee	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Jessica Fernandez	[redacted]	Philadelphia	Philadelphia	parent/guardian
Johanna Merced	[redacted]	Philadelphia	Philadelphia	parent/guardian
Joseph Beavers	[redacted]	Philadelphia	Philadelphia	Community Member
Julianna Heim	[redacted]	Philadelphia	Philadelphia	parent/guardian
Julin Sivriev	[redacted]	Philadelphia	Philadelphia	Student
Justice Harris	[redacted]	Philadelphia	Philadelphia	parent/guardian
Justina Harrison	[redacted]	Philadelphia	Philadelphia	parent/guardian
Karen Robinson	[redacted]	Philadelphia	Philadelphia	parent/guardian
Karina Fulton	[redacted]	Philadelphia	Philadelphia	parent/guardian
Karoline Conte	[redacted]	Philadelphia	Philadelphia	Student
Katherine Santos	[redacted]	Philadelphia	Philadelphia	parent/guardian
Kathleen McCauley	[redacted]	Philadelphia	Philadelphia	Community Member
Keisha White	[redacted]	Philadelphia	Philadelphia	parent/guardian
Kelly Citrone	[redacted]	Philadelphia	Philadelphia	parent/guardian
Kim Ware	[redacted]	Philadelphia	Philadelphia	parent/guardian
Krista Huckaby	[redacted]	Philadelphia	Philadelphia	parent/guardian
Kudeema Brown	[redacted]	Philadelphia	Philadelphia	parent/guardian
Lakeesha Holmes	[redacted]	Philadelphia	Philadelphia	parent/guardian

Name	Address	City	County	Interest Group
Larry Nannery	[redacted]	Philadelphia	Philadelphia	parent/guardian
Latia Wells	[redacted]	Philadelphia	Philadelphia	parent/guardian
Leah M	[redacted]	Philadelphia	Philadelphia	parent/guardian
Leonna Griffith	[redacted]	Philadelphia	Philadelphia	Student
Linnie Graham	[redacted]	Philadelphia	Philadelphia	parent/guardian
Lisa Druding	[redacted]	Philadelphia	Philadelphia	parent/guardian
Lolita Green	[redacted]	Philadelphia	Philadelphia	community_member
Malachi Graham-Adkins	[redacted]	Philadelphia	Philadelphia	parent/guardian
Marianne	[redacted]	Philadelphia	Philadelphia	parent/guardian
Melissa Gentile	[redacted]	Philadelphia	Philadelphia	parent/guardian
Melissa Selzle	[redacted]	Philadelphia	Philadelphia	parent/guardian
Michael Turner	[redacted]	Philadelphia	Philadelphia	community_member
Miranda Farman	[redacted].	Philadelphia	Philadelphia	Student
Monique Harrington	[redacted]	Philadelphia	Philadelphia	parent/guardian
Naima Jenkins	[redacted]	Philadelphia	Philadelphia	parent/guardian
Nichola Townsend	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Nicole Horton	[redacted]	Philadelphia	Philadelphia	parent/guardian
Nicole Myers	[redacted]	Philadelphia	Philadelphia	parent/guardian
Patricia Tucker	[redacted]	Philadelphia	Philadelphia	parent/guardian
Rachel Richard	[redacted]	Philadelphia	Philadelphia	parent/guardian
Rasheen Williams	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Renee Holmon	[redacted]	Philadelphia	Philadelphia	community_member
Rhaudh Baille	[redacted]	Philadelphia	Philadelphia	parent/guardian
Robert Outterbridge	[redacted]	Philadelphia	Philadelphia	parent/guardian
Rosa Balbi	[redacted]	Philadelphia	Philadelphia	parent/guardian
Rose Hudecki	[redacted]	Philadelphia	Philadelphia	Parent/Guardian

Name	Address	City	County	Interest Group
Ryleigh Bigelow	[redacted]	Philadelphia	Philadelphia	Student
Sammy Solomone	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Sara Readinger	[redacted]	Philadelphia	Philadelphia	Student
Scott Lee	[redacted]	Philadelphia	Philadelphia	parent/guardian
Sendy Le	[redacted]	Philadelphia	Philadelphia	parent/guardian
Shakeyta Gonzalez	[redacted]	Philadelphia	Philadelphia	parent/guardian
Shakia Harrison	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Shalaya Thomson	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Shanaya Wells	[redacted]	Philadelphia	Philadelphia	parent/guardian
Shareef Collins	[redacted]	Philadelphia	Philadelphia	parent/guardian
Shawnta Buckner	[redacted]	Philadelphia	Philadelphia	parent/guardian
Shirita High	[redacted]	Philadelphia	Philadelphia	parent/guardian
Talisha Garrrett	[redacted],	Philadelphia	Philadelphia	parent/guardian
Tamara Jackson	[redacted]	Philadelphia	Philadelphia	community_member
Tammy Reid	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Tanner Kissler	[redacted]	Philadelphia	Philadelphia	Student
Terri Morris	[redacted]	Philadelphia	Philadelphia	parent/guardian
Thais Dickey	[redacted]	Philadelphia	Philadelphia	parent/guardian
Tiffany Goard	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Timothy Wall	[redacted]	Phildelphia	Philadelphia	Community Member
Trinity Brown	[redacted]	Philadelphia	Philadelphia	student
Tyannia Black	[redacted]	Philadelphia	Philadelphia	parent/guardian
Virginia Lane	[redacted]	Philadelphia	Philadelphia	parent/guardian
Yanilsa Soto	[redacted]	Philadelphia	Philadelphia	parent/guardian
Angela Scrivens	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Ariana Jackson	[redacted]	Philadelphia	Philadelphia	Parent/Guardian

Name	Address	City	County	Interest Group
Ashiya Robinson	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Atlas Haller	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Ayanna Bullock	[redacted]	Philadelphia	Philadelphia	Student
Denine Luckers	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Donna Phillips	[redacted]	Philadelphia	Philadelphia	Student
Lauren Garner	[redacted]	Philadelphia	Philadelphia	Student
Luis D Bustos UUU	[redacted]	Philadelphia	Philadelphia	Student
Malina Cromartie	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Nastasha Cortes	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Patrice Johnson	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Pearl Lake	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Ryan Medford	[redacted]	Philadelphia	Philadelphia	Student
Stacy Romeo	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Syreeta Pickens	[redacted]	Philadelphia	Philadelphia	Parent/Guardian
Angie Gullickson	[redacted]	Greentown	Pike	parent/guardian
Kelly Edsall	[redacted]	Milford	PIke	Parent/Guardian
Sam Edsall	[redacted]	Milford	Pike	Student
Dylan Hilger	[redacted]	Austin	Potter	Student
Heaven Hurd	[redacted]	Austin	Potter	Student
Bayle Schneck	[redacted]	Pine Grove	Schuylkill	Community Member
Jennifer Daniels	[redacted]	Mahonoy	Schuylkill	parent/guardian
Nellie Martinez	[redacted]	Tamaqua	Schuylkill	Parent/Guardian
Alycia Gerber	[redacted]	Tamaqua	Schuylkill	teacher
Sarah Malis	[redacted]	Schuyllkill Haven	Schuylkill	teacher
Dante Geode	[redacted]	Selinsgrove	Snyder	Student
Matt kunkel	[redacted]	Selinsgrove	Snyder	Community Member

Name	Address	City	County	Interest Group
Jennifer Hartman	[redacted]	Somerset	Somerset	Parent/Guardian
Tammy Myers	[redacted]	Berlin	Somerset	Parent/Guardian
Bailey Smith	[redacted]	Dushore	Sullivan	Student
Jodee Rosback	[redacted]	Forksville	Sullivan	Community Member
Persida Silva	[redacted]	Kingston	Sullivan	parent/guardian
Aexis Beach	[redacted]	Hallstead	Susquehanna	Community Member
Brett Bennett	[redacted]	Kingsley	Susquehanna	Parent/Guardian
Kaylin Marrean	[redacted]	Great Bend	Susquehanna	Parent/Guardian
Paul Adams	[redacted]	Brackney	Susquehanna	parent/guardian
Jessica Grab	[redacted]	Wellsboro	Tioga	Teacher
John Grab	[redacted]	Wellsboro	Tioga	Parent/Guardian
Joseph Grab	[redacted]	Wellsboro	Tioga	Student
Mary Grab	[redacted]	Wellsboro	Tioga	Community Member
Alyssa Belisle	[redacted]	Mifflinburg	Union	Parent/Guardian
Crystal	[redacted]	Lewisburg	Union	parent/guardian
Billie Jo	[redacted]	Franklin	Venango	parent/guardian
Jessica Kase	[redacted]	Oil city	Venango	parent/guardian
Jim Malliard	[redacted]	Franklin	Venango	Parent/Guardian
Jessica Rex	[redacted]	Warren	Warren	Parent/Guardian
Cameryn Conrad	[redacted]	McDonald	Washington	Student
jaleesa wade	[redacted]	washington	washington	Parent/Guardian
Jason Spencer	[redacted]	Charleroi	Washington	parent/guardian
Lyssa Cunningham	[redacted]	Washington	Washington	Community Member
Matthew McDaniel	[redacted]	Canonsburg	Washington	Parent/Guardian
Adam Kata	[redacted]	Gouldsboro	Wayne	Community Member
Benjamin Scott	[redacted]	Gouldsboro	Wayne	Community Member

Name	Address	City	County	Interest Group
Elizabeth Ross	[redacted]	Honesdale	Wayne	parent/guardian
Jonathan Bojnoski	[redacted]	Gouldsboro	Wayne	Parent/Guardian
Josie Horchler	[redacted]	Wayne	Wayne	Student
Matt Knect	[redacted]	Gouldsboro	Wayne	Community Member
Wilhelm Gaigg	[redacted]	Lake Ariel	Wayne	Parent/Guardian
Amanda Thomas	[redacted]	Latrobe	Westmoreland	Community Member
Janelle Stynchula	[redacted]	Latrobe	Westmoreland	Parent/Guardian
Laura Tait	[redacted]	Mt. Pleasant	Westmoreland	Community Member
Naomi Hogan	[redacted]	Jeannette	Westmoreland	parent/guardian
Neal Snyder	[redacted]	Youngwood	Westmoreland	Parent/Guardian
Paula Boyce	[redacted]	Greensburg	Westmoreland	Student
Wendi Leonida	[redacted]	Gettysburg	Westmoreland	Community Member
Yudelka Kasuero	[redacted]	Irwin	Westmoreland	parent/guardian
Mackenzie Bennett	[redacted]	Nicholson	Wyoming	Student
Adriana Frates	[redacted]	Dover	York	Parent/Guardian
Alexis Faychak	[redacted]	York	York	Parent/Guardian
Alexis Gaffney	[redacted]	Thomasville	York	Community Member
Alysa Supho	[redacted]	York Springs	York	Community Member
Amanda M. Scott	[redacted]	Shrewsbury	York	Community Member
Amanda Martinez	[redacted]	Lewisberry	York	Parent/Guardian
Andrea Saxson	[redacted]	Dover	York	Community Member
Andrew Ben	[redacted]	York	York	Community Member
Andria Biazzo	[redacted]	York	York	Parent/Guardian
Angela Eldridge	[redacted]	Windsor	York	Parent/Guardian
Ashley Gray	[redacted]	York	York	Parent/Guardian
Becky Grimm	[redacted]	Dillsburg	York	Community Member

Name	Address	City	County	Interest Group
Billy Ferrell	[redacted]	York	York	Parent/Guardian
Brae Bixler	[redacted]	York	York	Community Member
Brandi Jenkins	[redacted]	Salem	York	parent/guardian
Carly Walls	[redacted]	Dover	York	Student
Chester Arnold	[redacted]	Wrightsville	York	Parent/Guardian
Cindi Cartwright	[redacted]	York	York	Community Member
Cindy Hanson	[redacted]	York	York	Community Member
Cory Springman	[redacted]	York	York	Community Member
Courtney Balta	[redacted]	Etters	York	Parent/Guardian
Daniel Corio	[redacted]	Shrewsberry	York	Community Member
Dave Savona	[redacted]	York	York	Parent/Guardian
Deion Prince	[redacted]	Red Lion	York	Community Member
Evelyn Simmons	[redacted]	York	York	Community Member
Frederick Kopa	[redacted]	Stewartstown	York	Community Member
George Rentas	[redacted]	York	York	Parent/Guardian
Hunter Wood	[redacted]	Brogue	York	Community Member
Jamie Smith	[redacted]	York	York	Parent/Guardian
Jeffrey McCorkle	[redacted]	York	York	Community Member
Jessica Siske	[redacted]	red lion	york	Parent/Guardian
Jkara Ile	[redacted].	York	York	Community Member
Jo Smith	[redacted]	Manchester	York	Parent/Guardian
Joe Delgrirdic, Jr.	[redacted]	York	York	Parent/Guardian
Joshua Ritter	[redacted]	York	York	Community Member
Judith Johnson	[redacted]	Shrewsberry	York	Parent/Guardian
Julia Limberg	[redacted]	Dover	York	Parent/Guardian
Kaitlyn Grim	[redacted].	Thomasville	York	Parent/Guardian

Name	Address	City	County	Interest Group
Kate Bricker	[redacted]	York	York	Student
Kaylee Brenneman	[redacted]	Red lion	York	Student
Kaylee Renfrew	[redacted]	Wellsville	York	Community Member
Kelie Ku	[redacted]	Spring Grove	York	Community Member
Kelly Walls	[redacted]	Dover	York	Parent/Guardian
Kim McCleary	[redacted]	New Freedom	York	Parent/Guardian
Lauren Gebhart	[redacted]	York	York	Parent/Guardian
Lauren Taylor	[redacted]	New Freedom	York	Parent/Guardian
Lisa Stoppard	[redacted]	York	York	Parent/Guardian
Loraine Alicea	[redacted]	Thomasville	York	Parent/Guardian
Loren Dirds	[redacted]	Dover	York	Parent/Guardian
Lynn Klinedelins	[redacted]	York	York	Community Member
Maria Mansell	[redacted]	York	York	Community Member
Mary Forbes	[redacted]	York	York	Parent/Guardian
Matthew Linburg	[redacted]	Dover	York	Parent/Guardian
Melanie Warren	[redacted]	York	York	Student
Mike Jones	[redacted]	Glen Rock	York	Community Member
Nancy Wright	[redacted]	Dillsburg	York	Community Member
Natasha Fitzkee	[redacted]	York	York	Community Member
Pamela McCusker	[redacted]	Hanover	York	Parent/Guardian
Payton Lutz	[redacted]	York	York	Student
Rachel Rehm	[redacted]	Lewisberry	York	Community Member
Randy Kemp	[redacted]	York	York	Community Member
Rebecca Latshaw	[redacted]	York	York	Parent/Guardian
Ryan Brice	[redacted]	Dover	York	Community Member
Ryan Huntington	[redacted]	York	York	Parent/Guardian

Name	Address	City	County	Interest Group
Sean Fitzgerald	[redacted]	Codorus	York	Community Member
Sierra Brown	[redacted]	York	York	Parent/Guardian
Tiffani Ogden	[redacted]	York	York	Parent/Guardian
Tina M. Kropa	[redacted]	Stewartstown	York	Community Member
Tristin Brenneman	[redacted]	Red lion	York	Student
Tyler Vanwyk	[redacted].	York	York	Community Member
Unique Crall	[redacted].	York	York	Parent/Guardian
Erica Clay	[redacted]	Manchester	York	parent/guardian
Krista Marks	[redacted]	Hanover	York	parent/guardian

APPENDIX H
LETTERS OF INTENT TO SUPERINTENDENTS

This appendix includes the following:

- Letter of Intent to Superintendents: Example Letter
- Letter of Intent sent to the Central York District
- Mailing List of All District Addresses

PENNWOOD CYBER CHARTER SCHOOL

August 23, 2023

<Example of letter sent to 500 PA Superintendents/Districts>

Aubrie Schoolnelle
Superintendent
Moniteau School District
1810 W Sunbury Road
West Sunbury, PA 16061

Dear Superintendent Schoolnelle,

I am writing to inform you that the founding board of trustees for Pennwood Cyber Charter School (Pennwood), a public cyber charter school, is applying to the Pennsylvania Department of Education, with the intention of opening for the 2024-2025 school year upon approval of authorization.

Pennwood will offer an extensive Pennsylvania-approved college and career readiness curriculum, augmented with an added three-week term in which students in grades K-12 will have the opportunity to earn digital badges and credentials by completing projects and developing soft skills to be better prepared for career and/or post-secondary education.

We look forward to developing a long-term partnership with you once a family decides to attend Pennwood from your district. We value a strong transition plan to ensure the student experience is as smooth and positive as possible, always keeping in mind what is best for the student and their family.

We also want to keep in close contact with you as students enrolled in Pennwood will continue to have access to their local school district's clubs, teams, and other extracurricular activities so long as they are able to fulfill all of the requirements of participation and Pennwood does not provide the same extracurricular activity.

In short, Pennwood values an enduring and student-centered partnership with you from this day moving forward.

Sincerely,

Marc LeBlond
Board President
Pennwood Cyber Charter School

PENNWOOD CYBER CHARTER SCHOOL

August 23, 2023

Dr. Peter J. Aiken
Central York School District
775 Marion Road
York, PA 17406

Dear Dr. Aiken,

I am writing to inform you that the founding board of trustees for Pennwood Cyber Charter School (Pennwood), a public cyber charter school, is submitting a new application to the Pennsylvania Department of Education. The board has selected a physical location for the administrative offices within the Central York School District and intends to open for the 2024-2025 school year upon approval and authorization by the Pennsylvania Department of Education.

Pennwood will provide a unique college/career preparation curriculum, and a host of wrap around services for interested students across the state, potentially including some students from your district.

Pennwood will offer an extensive Pennsylvania-approved college and career readiness curriculum, augmented with an added three-week term in which students in grades K-12 will have the opportunity to earn digital badges and credentials by completing projects, as well as develop soft skills in order to be better prepared for career and/or post-secondary education.

We look forward to developing a long-term partnership with you as students decide to attend Pennwood from Central York. We value a strong transition plan to ensure the student experience is as smooth and positive as possible, always keeping in mind what is best for the student and their family.

We also want to keep in close contact with you as students enrolled in Pennwood will continue to have access to their local school district's clubs, teams, and other extracurricular activities.

In short, Pennwood values an enduring and student-centered partnership with you from this day moving forward. We would welcome the opportunity to meet with you virtually or in-person to discuss the application further.

Sincerely,

Marc LeBlond
Board President
Pennwood Cyber Charter School

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Aubrie Schnelle	Moniteau School District	1810 W Sunbury Road	West Sunbury	PA	16061
D. Dusty Blakey	Kennett Cons School District	300 E South Street	Kennett Sq	PA	19348
Dana T. Bedden	Centennial School District	48 Swan Way	Warminster	PA	18974
Dr. Aaron Thomas	Cornell School District	1099 Maple Street Ext	Coraopolis	PA	15108
Dr. Abram Lacabaugh	Central Bucks School District	20 Weldon Drive	Doylestown	PA	18901
Dr. Alan Fegley	Phoenixville Area School Dist	386 City Line Avenue	Phoenixville	PA	19460
Dr. Alfonso Angelucci	Slippery Rock Area Sch Dist	201 Kiester Road	Slippery Rock	PA	16057
Dr. Allen Sell	Bedford Area School District	330 E John Street	Bedford	PA	15522
Dr. Allyn J. Roche	Upper Perkiomen Sch District	2229 E Buck Road Ste 1	Pennsburg	PA	18073
Dr. Amy Burch	Brentwood Boro School District	3601 Brownsville Road	Pittsburgh	PA	15227
Dr. Amy Martell	Canton Area School District	509 E Main Street	Canton	PA	17724
Dr. Andrew Oberg	McGuffey School District	90 McGuffey Drive	Claysville	PA	15323
Dr. Ashley Rizzo	Columbia Borough School Dist	200 N 5th Street	Columbia	PA	17512
Dr. Bernard Kepler	Palmyra Area School District	1125 Park Drive	Palmyra	PA	17078
Dr. Betsy Baker	Spring Cove School District	1100 E Main Street	Roaring SPG	PA	16673
Dr. Brendan Hyland	Plum Borough School District	900 Elicker Road	Plum	PA	15239
Dr. Brett Cooper	Daniel Boone Area Sch Dist	501 Chestnut Street	Birdsboro	PA	19508
Dr. Brian Blaum	Delaware Valley School Dist	236 Route 6 and 209	Milford	PA	18337
Dr. Brian Bliss	Solanco School District	121 S Hess Street	Quarryville	PA	17566

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. Brian Miller	Pine Richland School District	702 Warrendale Road	Gibsonia	PA	15044
Dr. Brian Troop	Ephrata Area School District	803 Oak Blvd	Ephrata	PA	17522
Dr. Brian W. Scriven	Cheltenham Twp School District	2000 Ashbourne Road	Elkins Park	PA	19027
Dr. Bridget O'Connell	Palisades School District	39 Thomas Free Drive	Kintnersville	PA	18930
Dr. Broadus W. Davis	Bristol Boro School District	1776 Farragut Avenue	Bristol	PA	19007
Dr. Caroline Johns	Northgate School District	591 Union Avenue	Pittsburgh	PA	15202
Dr. Charles D. Machesky	Uniontown Area Sch District	205 Wilson Avenue	Uniontown	PA	15401
Dr. Christina Ramsey	Central Fulton School District	151 E Cherry Street	Mc Connellsbg	PA	17233
Dr. Christopher Dormer	Norristown Area School Dist	401 N Whitehall Road	Norristown	PA	19403
Dr. Christopher Stone	Montour School District	225 Clever Road	Mc Kees Rocks	PA	15136
Dr. Colleen Friend	Carlisle Area School District	540 W North Street	Carlisle	PA	17013
Dr. Craig Parkinson	Chester Upland Sch District	232 W 9th Street	Chester	PA	19013
Dr. Craig Skaluba	Muncy School District	206 Sherman Street	Muncy	PA	17756
Dr. Daniel Bell	Hermitage School District	411 N Hermitage Road	Hermitage	PA	16148
Dr. Daniel Castagna	Woodland Hills School District	531 Jones Avenue	Braddock	PA	15104
Dr. Daniel J. Powell	North Pocono School District	701 Church Street	Moscow	PA	18444
Dr. Daniel McGarry	Upper Darby School District	4611 Bond Avenue	Drexel Hill	PA	19026
Dr. David Foley	Knoch School District	328 Knoch Road	Saxonburg	PA	16056
Dr. David Lehman	Forest Hills School District	PO Box 158	Sidman	PA	15955

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. David McDeavitt	Allegheny-Clarion Valley SD	PO Box 100	Foxburg	PA	16036
Dr. David Reeder	Berlin Brothers Valley SD	1025 Main Street	Berlin	PA	15530
Dr. David Zerbe	Methacton School District	1001 Kriebel Mill Road	Eagleville	PA	19403
Dr. Donna Nugent	Big Beaver Falls Area Sch Dist	1503 8th Avenue	Beaver Falls	PA	15010
Dr. Edward Zelich	Charleroi Area School District	125 Fecsen Drive	Charleroi	PA	15022
Dr. Elizabeth Robison	Pocono Mountain School Dist	PO Box 200	Swiftwater	PA	18370
Dr. Eric Becoats	William Penn School District	100 Green Avenue	Lansdowne	PA	19050
Dr. Eric Briggs	South Williamsport Area SD	515 W Central Avenue	S Williamsprt	PA	17702
Dr. Eric Ritzert	Karns City Area Sch District	1446 Kittanning Pike	Karns City	PA	16041
Dr. Erich May	Brookville Area School Dist	PO Box 479	Brookville	PA	15825
Dr. Erik Kinkade	Fairview School District	7466 McCray Road	Fairview	PA	16415
Dr. Frank Jankowski	Selinsgrove Area School Dist	329 Seals Avenue	Selinsgrove	PA	17870
Dr. Gennaro Piraino	Franklin Reg School District	3210 School Road	Murrysville	PA	15668
Dr. George Steinhoff	Penn-Delco School District	2821 ConcoRoad Road	Aston	PA	19014
Dr. Heidi Rochlin	Antietam School District	100 Antietam Road	Reading	PA	19606
Dr. Jacquelyn M. Martin	Keystone Central Sch District	86 Administration Drive	Mill Hall	PA	17751
Dr. James R. Konrad	Pleasant Valley School Dist	2233 Route 115 Ste 100	Brodheadsvlle	PA	18322
Dr. Jane Bovalino	Rochester Area School District	540 Reno Street	Rochester	PA	15074
Dr. Janell Locue-Belden	Deer Lakes School District	19 E Union Road	Cheswick	PA	15024

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. Janilyn Elias	Troy Area School District	68 Center Avenue	Troy	PA	16947
Dr. Jason Moore	Central Cambria School Dist	208 Schoolhouse Road	Ebensburg	PA	15931
Dr. Jason Perrin	Gettysburg Area Sch Dist	900 Biglerville Road	Gettysburg	PA	17325
Dr. Jay Burkhart	South Western School District	225 Bowman Road	Hanover	PA	17331
Dr. Jeannine French	Peters Twp School District	631 E McMurray Road	Mc Murray	PA	15317
Dr. Jeffery Finch	Grove City Area Sch District	511 Highland Avenue	Grove City	PA	16127
Dr. Jeffrey Beltz	Hopewell Area School District	2354 Brodhead Road	Aliquippa	PA	15001
Dr. Jeffrey Taylor	Norwin School District	281 McMahon Drive	N Huntingdon	PA	15642
Dr. Jerri Lynn L. Lippert	West Allegheny School District	PO Box 55	Imperial	PA	15126
Dr. Jesse T. Wallace	Laurel Highlands Sch District	304 Bailey Avenue	Uniontown	PA	15401
Dr. Jill Daloisio	Sayre Area School District	333 W Lockhart Street	Sayre	PA	18840
Dr. Jill Takacs	The School Dist of Jenkintown	250 West Avenue	Jenkintown	PA	19046
Dr. Jim Crisfield	Wissahickon School District	601 Knight Road	Ambler	PA	19002
Dr. Johannah Vanatta	Chartiers Valley School Dist	2030 Swallow Hill Road	Pittsburgh	PA	15220
Dr. John A. Toleno	Upper Merion Area School Dist	435 Crossfield Road	KNG of Prussa	PA	19406
Dr. John Bickhart	Milton Area School District	700 Mahoning Street	Milton	PA	17847
Dr. John C. Sanville	Unionville Chadds Ford SD	740 Unionville Road	Kennett Sq	PA	19348
Dr. John Rozzo	Upper St Clair Twp Sch Dist	1775 McLaughlin Run Road	Uppr St Clair	PA	15241
Dr. John Scola	Hanover Public School District	403 Moul Avenue Ste 1	Hanover	PA	17331

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. John Zesiger	Moshannon Valley Sch District	4934 Green Acre Road	Houtzdale	PA	16651
Dr. Joseph Carrico	Clarion Area School District	221 Liberty Street	Clarion	PA	16214
Dr. Joseph Guarino	New Brighton Area Sch District	3225 43rd Street	New Brighton	PA	15066
Dr. Joseph Roy	Bethlehem Area School District	1516 Sycamore Street	Bethlehem	PA	18017
Dr. Keith Wolfe	Lakeview School District	2482 Mercer Street	Stoneboro	PA	16153
Dr. Kenneth Cuomo	Elk Lake School District	2380 Elk Lake School Road	Springville	PA	18844
Dr. Kennith Bissell	Greensburg Salem Sch District	1 Academy Hill Pl	Greensburg	PA	15601
Dr. Kevin J. O'Donnell Jr	South Middleton Sch District	4 Academy Street	Boiling Spgs	PA	17007
Dr. Kevin Monaghan	Central Greene School District	PO Box 472	Waynesburg	PA	15370
Dr. Kevin Peart	Lampeter-Strasburg Sch Dist	PO Box 428	Lampeter	PA	17537
Dr. Krista Antonis	Annville Cleona Sch District	520 S White Oak Street	Annville	PA	17003
Dr. Laura Jacob	California Area School Dist	40 Trojan Way	Coal Center	PA	15423
Dr. Lura Hanks	Greencastle-Antrim School Dist	500 Leitersburg Street	Greencastle	PA	17225
Dr. M Christopher Marchese	Avon Grove School District	375 S Jennersville Road	West Grove	PA	19390
Dr. Marc S. Bertrando	Garnet Valley School District	80 Station Road	Glen Mills	PA	19342
Dr. Mark P. Holtzman	Beaver Area School District	1300 5th Street	Beaver	PA	15009
Dr. Mark Stamm	East Lycoming School District	349 Cemetery Street	Hughesville	PA	17737
Dr. Maryjo Yannacone	Springfield Twp School Dist	1901 Paper Mill Road	Oreland	PA	19075
Dr. Matthew Barrett	Western Wayne School District	1970 Easton Tpke Bldg C	Lake Ariel	PA	18436

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. Matthew Harris	Penn-Trafford School District	PO Box 530	Harrison City	PA	15636
Dr. Melissa Friez	North Allegheny School Dist	200 Hillvue Ln	Pittsburgh	PA	15237
Dr. Michael Christian	Colonial School District	230 Flourtown Road	Plymouth MTNG	PA	19462
Dr. Michael Elia	Mountain View School District	11748 State Route 106	Kingsley	PA	18826
Dr. Michael Mahon	Southern Lehigh Sch District	5775 Main Street	Center Valley	PA	18034
Dr. Michael Schreck	Shenango Area School District	2501 Old Pittsburgh Road	New Castle	PA	16101
Dr. Michelle Miller	South Fayette Twp Sch District	3680 Old Oakdale Road	Mc Donald	PA	15057
Dr. Misty Slavic	Kiski Area School District	200 Poplar Street	Vandergrift	PA	15690
Dr. Nancy Hines	Penn Hills School District	260 AStreeter Street	Pittsburgh	PA	15235
Dr. Nicholas Perry	Central Valley School District	160 Baker Road Ext	Monaca	PA	15061
Dr. Patrick Winters	Twin Valley School District	4851 N Twin Valley Road	Elverson	PA	19520
Dr. Phil Gale	Penn Manor School District	PO Box 1001	Millersville	PA	17551
Dr. Phillip Woods	Aliquippa School District	800 21st Street	Aliquippa	PA	15001
Dr. Randy Lutz	Baldwin Whitehall School Dist	4900 Curry Road	Pittsburgh	PA	15236
Dr. Richard Gusick	Tredyffrin-Easttown Sch Dist	940 W Valley Road Ste 1700	Wayne	PA	19087
Dr. Rick Dunlap	Coatesville Area School Dist	3030 C G Zinn Road	Thorndale	PA	19372
Dr. Rob Postupac	Blackhawk School District	500 Blackhawk Road	Beaver Falls	PA	15010
Dr. Robert Bryson	Southern York Co Sch Dist	PO Box 128	Glen Rock	PA	17327

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. Robert Gildea	Hollidaysburg Area Sch Dist	405 Clark Street	Hollidaysburg	PA	16648
Dr. Robert Motte	Monessen City School District	1275 Rostraver Street	Monessen	PA	15062
Dr. Robert O'Donnell	Downingtown Area Sch District	540 Trestle Pl	Downingtown	PA	19335
Dr. Robert Postupac	Western Beaver Co School Dist	343 Ridgemont Drive	Midland	PA	15059
Dr. Robert Steckel	Whitehall-Coplay Sch District	2940 MacArthur Road	Whitehall	PA	18052
Dr. Robert Walker	Red Lion Area School District	696 Delta Road	Red Lion	PA	17356
Dr. Robin Felty	Manheim Twp School District	PO Box 5134	Lancaster	PA	17606
Dr. Ryan Axe	Manheim Central School Dist	281 White Oak Road	Manheim	PA	17545
Dr. Ryan Giffing	Conrad Weiser Area Sch Dist	44 Big Spring Road	Robesonia	PA	19551
Dr. Samuel Romesberg	Shanksville Stonycreek SD	PO Box 128	Shanksville	PA	15560
Dr. Scott Davidheiser	Lower Moreland Twp School Dist	2551 Murray Avenue	Huntingdon Vy	PA	19006
Dr. Scott Krauzer	York Suburban School District	1800 Hollywood Drive	York	PA	17403
Dr. Shane Hotchkiss	Bermudian Springs School Dist	7335 Carlisle Pike	York Springs	PA	17372
Dr. Shannon Wagner	Burrell School District	1021 Puckety Church Road	Lower Burrell	PA	15068
Dr. Sharon Perry	Conewago Valley School Dist	130 Berlin Road	New Oxford	PA	17350
Dr. Shawn T. Fitzpatrick	Schuylkill Haven Area Sch Dist	501 E Main Street	Schuykl Havn	PA	17972
Dr. Stacey Sidle	Northeastern School District	41 Harding Street	Manchester	PA	17345
Dr. Stacy Winslow	Derry Twp School District	PO Box 898	Hershey	PA	17033
Dr. Sue Mariani	Duquesne City School District	300 Kennedy Avenue	Duquesne	PA	15110

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. Susan K. Elliott	Upper Moreland Twp School Dist	2900 Terwood Road	Willow Grove	PA	19090
Dr. Tamara Allen-Thomas	Clairton City School District	501 Waddell Avenue	Clairton	PA	15025
Dr. Tammy A. Andreyko	Quaker Valley School District	100 Leetsdale Industrial Drive #B	Leetsdale	PA	15056
Dr. Tammy Wolicki	Hempfield Area School District	4347 State Route 136	Greensburg	PA	15601
Dr. Terence Meehan	Wilmington Area Sch District	300 Wood Street	New Wilmngtn	PA	16142
Dr. Terence Meehan	Neshannock Twp School District	3834 Mitchell Road	New Castle	PA	16105
Dr. Thomas Lesniewski	Punxsutawney Area Sch District	300 Center Street	Punxsutawney	PA	15767
Dr. Tia Wanzo	McKeesport Area Sch District	3590 Oneil Blvd	McKeesport	PA	15132
Dr. Tim Steinhauer	Mt Lebanon School District	7 Horsman Drive	Pittsburgh	PA	15228
Dr. Timothy M. Gabauer	Mt Pleasant Area School Dist	271 State Street	Mt Pleasant	PA	15666
Dr. Timothy S. Bowers	Williamsport Area School Dist	2780 W 4th St	Williamsport	PA	17701
Dr. Todd Dishong	Portage Area School District	84 Mountain Avenue	Portage	PA	15946
Dr. Tracy Shank	Oley Valley School District	17 Jefferson Street	Oley	PA	19547
Dr. Wayne N Walters	Pittsburgh Public Sch District	341 S Bellefield Avenue	Pittsburgh	PA	15213
Dr. Wesely Doll	Upper Adams School District	PO Box 847	Biglerville	PA	17307
Dr. Will Stout	Owen J Roberts School District	901 Ridge Road	Pottstown	PA	19465
Dr. William E. Harner	Quakertown Cmty Sch District	100 Commerce Drive	Quakertown	PA	18951
Dr. William Kanich	Blacklick Valley Sch District	555 Birch Street	Nanty Glo	PA	15943

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr. William P. Stropkaj	Keystone Oaks School District	1000 Kelton Avenue	Pittsburgh	PA	15216
Dr. William Riker	East Stroudsburg Area Sch Dist	50 Vine Street	E Stroudsburg	PA	18301
Dr. William Short	Gateway School District	9000 Gateway Campus Blvd	Monroeville	PA	15146
Kaskey Richard	Nazareth Area School District	1 Education Plz	Nazareth	PA	18064
Kelly K. Cartwright	Dover Area School District	101 Edgeway Road	Dover	PA	17315
Mr. Alan Fritz	South Side Area School Dist	4949 Route 151	Hookstown	PA	15050
Mr. Alan Johnson	East Allegheny School Dist	1150 Jacks Run Road	N Versailles	PA	15137
Mr. Andrew D. Netznik	Tulpehocken Area School Dist	27 Rehrersburg Road	Bethel	PA	19507
Mr. Andy Falonk	Forest City Regional Sch Dist	100 Susquehanna Street	Forest City	PA	18421
Mr. Andy Sanko	Council Rock School District	30 N Chancellor Street	Newtown	PA	18940
Mr. Anthony R. Demaro	Yough School District	915 Lowber Road	Herminie	PA	15637
Mr. Arnold Nadonley	Richland School District	1 Academic Avenue Ste 200	Johnstown	PA	15904
Mr. Barry J. Balaski	Moon Area School District	8353 University Blvd	Moon Township	PA	15108
Mr. Bill August	Shippensburg Area School Dist	317 N Morris Street	Shippensburg	PA	17257
Mr. Brandon W. Robinson	Jefferson-Morgan School Dist	PO Box 158	Jefferson	PA	15344
Mr. Brian Griffith	Penns Valley Area School Dist	4528 Penns Valley Road	Spring Mills	PA	16875
Mr. Brian T. Uplinger	Hazleton Area School District	1515 W 23rd Street	Hazle Townshp	PA	18202
Mr. Brian Tokar	Greenville Area School Dist	9 Donation Road	Greenville	PA	16125

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr. Brian Weible	Clarion Limestone Sch District	4091 C L School Road	Strattanville	PA	16258
Mr. Chris Pegg	Albert Gallatin School Dist	2625 Morgantown Road	Uniontown	PA	15401
Mr. Chris Venna	Shamokin Area School District	2000 W State Street	Coal Township	PA	17866
Mr. Christian Temchatin	Kutztown Area School District	251 Long Lane Road	Kutztown	PA	19530
Mr. Christopher Bigger	Littlestown Area School Dist	162 Newark Street	Littlestown	PA	17340
Mr. Christopher McComb	Montrose Area School District	273 Meteor Way	Montrose	PA	18801
Mr. Christopher Shaffer	Abington Heights School Dist	200 E Grove Street	Clarks Summit	PA	18411
Mr. Clint Heath	Forbes Road School District	159 Red Bird Drive	Waterfall	PA	16689
Mr. Craig Stage	Athens Area School District	100 Canal Street	Athens	PA	18810
Mr. Curt Whitesel	Bald Eagle Area Sch District	751 S Eagle Valley Road	Wingate	PA	16823
Mr. Cyril Walther	Avella Area School District	1000 Avella Road	Avella	PA	15312
Mr. Daniel Malloy	Weatherly Area School District	602 6th Street	Weatherly	PA	18255
Mr. Darren J. McLaurin	Claysburg-Kimmel Sch District	531 Bedford Street	Claysburg	PA	16625
Mr. Darren Johnston	Penns Manor Area School Dist	6003 Route 553 Hwy	Clymer	PA	15728
Mr. David Bacher	Sun Area Tech Institute Dist	815 Market Street	New Berlin	PA	17855
Mr. David Burkett	Everett Area School District	427 E South Street	Everett	PA	15537
Mr. David C. Finnerty	Pottsgrove School District	1301 Kauffman Road	Pottstown	PA	19464
Mr. David Campbell	Line Mountain School District	185 Line Mountain Road	Herndon	PA	17830
Mr. David McAndrew	Panther Valley School District	1 Panther Way	Lansford	PA	18232

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr. David McDonald	South Allegheny School Dist	2743 Washington Blvd	McKeesport	PA	15133
Mr. David Piperato	Easton Area School District	1801 Bushkill Drive Unit 1	Easton	PA	18040
Mr. David Tosh	Wyoming Valley West Sch Dist	450 N Maple Avenue	Kingston	PA	18704
Mr. David Zuilkoski	Conestoga Valley School Dist	2110 Horseshoe Road	Lancaster	PA	17601
Mr. Dennis Peachey	Towanda Area School District	410 State Street	Towanda	PA	18848
Mr. Donald Macfann	Bethlehem Center Sch District	194 Crawford Road	Fredericktown	PA	15333
Mr. Douglas Lindner	Sullivan Co School District	PO Box 240	Laporte	PA	18626
Mr. Dwayne Northcraft	Southern Huntingdon Co SD	10339 Pogue Road	Three Springs	PA	17264
Mr. Edward DiSabato	Bellwood-Antis School District	300 Martin Street	Bellwood	PA	16617
Mr. Edward Wehrer	Steel Valley School District	220 E Oliver Road	Munhall	PA	15120
Mr. Gary Buchsen	Port Allegany School District	20 Oak Street	Port Allegany	PA	16743
Mr. Gary Messinger	Northern Lebanon School Dist	PO Box 100	Fredericksbrg	PA	17026
Mr. Gerald McLaughlin	Loyalsock Twp School District	1605 Four Mile Drive	Williamsport	PA	17701
Mr. Greg Ferencak	Derry Area School District	982 N Chestnut Street Ext	Derry	PA	15627
Mr. Greg Lehman	Northwestern School District	100 Harthan Way	Albion	PA	16401
Mr. Gregory Frigoletto	Wayne Highlands School Dist	474 Grove Street	Honesdale	PA	18431
Mr. Ian Magnus	Freeport Area School District	PO Box C	Freeport	PA	16229
Mr. James Becker	Southern Columbia Area SD	800 Southern Drive	Catawissa	PA	17820
Mr. James E. McGovern	Lake-Lehman School District	PO Box 38	Lehman	PA	18627

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr. James Geffken	Benton Area School District	600 Green Acres Road	Benton	PA	17814
Mr. James Walsh	Bethel Park School District	301 Church Road	Bethel Park	PA	15102
Mr. Jason Bendle	Shikellamy School District	200 Island Blvd	Sunbury	PA	17801
Mr. Jason Bottiglieri	Wyalusing Area School Dist	PO Box 157	Wyalusing	PA	18853
Mr. Jeff Boyer	Ferndale Area School District	100 Dartmouth Avenue	Johnstown	PA	15905
Mr. Jeff Hadley	Avonworth School District	258 Josephs Ln	Pittsburgh	PA	15237
Mr. Jeffrey A. Fuller	Freedom Area School District	1702 School Street	Freedom	PA	15042
Mr. Jeffrey Groshek	Central Columbia School Dist	4777 Old Berwick Road	Bloomsburg	PA	17815
Mr. John Kimmel	Union School District	354 Baker Street Ste 2	Rimersburg	PA	16248
Mr. John Kreider	Carlynton School District	435 Kings Hwy	Carnegie	PA	15106
Mr. John Krupper	Shade Central City Sch Dist	203 McGregor Avenue	Cairnbrook	PA	15924
Mr. John Marichak	Dunmore School District	300 W Warren Street	Dunmore	PA	18512
Mr. John Rizzo	Williams Valley School Dist	10330 Route 209 Road	Tower City	PA	17980
Mr. John Vannoy	Sharpsville Area School Dist	1 Blue Devil Way	Sharpsville	PA	16150
Mr. Jonathan Cleaver	Bloomsburg Area Sch District	728 E 5th Street	Bloomsburg	PA	17815
Mr. Joseph Bradley	Connellsville Area School Dist	732 Rockridge Road	Connellsville	PA	15425
Mr. Joseph Kovalchik	Northampton Area Sch District	2014 Laubach Avenue	Northampton	PA	18067
Mr. Joseph Mancuso	Eastern York School District	PO Box 150	Wrightsville	PA	17368
Mr. Joseph Renzi	Salisbury Elk- Lick Sch Dist	PO Box 68	Salisbury	PA	15558

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr. Joseph Stroup	Midd-West School District	568 E Main Street	Middleburg	PA	17842
Mr. Keith Konyk	Elizabeth Forward Sch District	401 Rock Run Road Ste 2	Elizabeth	PA	15037
Mr. Ken Dady	Mifflinburg Area School Dist	178 Maple Street	Mifflinburg	PA	17844
Mr. Ken Jewell	Commodore Perry School Dist	3002 Perry Hwy	Hadley	PA	16130
Mr. Kenneth Batchelor	Radnor Twp School District	135 S Wayne Avenue	Wayne	PA	19087
Mr. Kenneth J. Kerchenske	Cambria Heights School Dist	PO Box 66	Patton	PA	16668
Mr. Kenneth Jubas	Harmony Area School District	5239 Ridge Road	Westover	PA	16692
Mr. Kevin Briggs	Valley Grove School District	429 Wiley Avenue	Franklin	PA	16323
Mr. Kurt P. Widmann	Chambersburg Area School Dist	435 Stanley Avenue	Chambersburg	PA	17201
Mr. Louis Lepley	North Star School District	1200 Morris Avenue	Boswell	PA	15531
Mr. Mark Bower	Rockwood Area School District	439 Somerset Avenue	Rockwood	PA	15557
Mr. Mark D. Mitchell	West Branch Area School Dist	516 Allport Cutoff	Morrisdale	PA	16858
Mr. Mark Kudlawiec	Chestnut Ridge School District	3281 Valley Road	Fishertown	PA	15539
Mr. Mark Madson	Parkland School District	1210 Springhouse Road	Allentown	PA	18104
Mr. Matthew Button	Blue Ridge School District	5150 School Road	New Milford	PA	18834
Mr. Matthew Curci	Apollo Ridge School District	PO Box 219	Spring Church	PA	15686
Mr. Matthew Jones	Jeannette City School District	800 Florida Avenue	Jeannette	PA	15644
Mr. Matthew Przywara	School District of Lancaster	251 S Prince Street	Lancaster	PA	17603
Mr. Matthew Rakauskas	Lackawanna Trail Sch District	PO Box 85	Factoryville	PA	18419

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr. Matthew Splain	Otto-Eldred School District	143 Sweitzer Drive	Duke Center	PA	16729
Mr. Michael Daniels	Canon-McMillan School District	1 N Jefferson Avenue	Canonsburg	PA	15317
Mr. Michael Lucas	Trinity Area School District	231 Park Avenue	Washington	PA	15301
Mr. Michael McCormick	Keystone School District	451 Huston Avenue	Knox	PA	16232
Mr. Michael Nitti	Bristol Twp School District	5 Blue Lake Road	Levittown	PA	19057
Mr. Michael Porembka	Greater Latrobe School Dist	1816 Lincoln Avenue	Latrobe	PA	15650
Mr. Michael Ross	Union Area School District	2106 Camden Avenue	New Castle	PA	16101
Mr. Michael Snopkowski	Eastern Lancaster Co Sch Dist	PO Box 669	New Holland	PA	17557
Mr. Michael Vuckovich	Indiana Area School District	501 E Pike Road	Indiana	PA	15701
Mr. Nathan Jones	Northern Potter School Dist	745 Northern Potter Road	Ulysses	PA	16948
Mr. Neil English	Riverview School District	701 10th Street	Oakmont	PA	15139
Mr. Patrick Sheehan	Mid Valley School District	52 Underwood Road	Throop	PA	18512
Mr. Paul Dougherty	Tunkhannock Area Sch District	41 Philadelphia Avenue	Tunkhannock	PA	18657
Mr. Peter Cheddar	Mt Carmel Area Sch District	600 W 5th Street	Mount Carmel	PA	17851
Mr. Philip Martell	River Valley School District	102 School Ln	Blairsville	PA	15717
Mr. Ralph Cecere	Homer Center School District	65 Wildcat Ln	Homer City	PA	15748
Mr. Randy Skrinjorich	Ringgold School District	400 Main Street	New Eagle	PA	15067
Mr. Raymond J. Kinder	Tamaqua Area School District	PO Box 112	Tamaqua	PA	18252
Mr. Raymond Omer	Reynolds School District	531 Reynolds Road	Greenville	PA	16125

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr. Raymond Omer	West Middlesex Area Sch Dist	3591 Sharon Road	W Middlesex	PA	16159
Mr. Robert Presley	Jim Thorpe Area School Dist	1100 Center Street	Jim Thorpe	PA	18229
Mr. Robert Rizzo	Spring-Ford Area Sch District	857 S Lewis Road	Royersford	PA	19468
Mr. Robert Spengler	Catasauqua Area Sch District	201 N 14th Street	Catasauqua	PA	18032
Mr. Rodney Benedick	Tuscarora School District	100 W Seminary Street	Mercersburg	PA	17236
Mr. Ryan Neuhard	Newport School District	PO Box 9	Newport	PA	17074
Mr. Sam Rotella	Southern Tioga School District	310 Morris Street	Blossburg	PA	16912
Mr. Samuel Lee	Bensalem Twp School District	3000 Donallen Drive	Bensalem	PA	19020
Mr. Sean Gildea	Glendale School District	1466 Beaver Valley Road	Flinton	PA	16640
Mr. Sean Tanner	Midland Borough Sch District	173 7th Street	Midland	PA	15059
Mr. Shane Hazenstab	Conemaugh Valley Sch District	1340 William Penn Avenue	Johnstown	PA	15906
Mr. Shane Murray	Iroquois School District	800 Tyndall Avenue	Erie	PA	16511
Mr. Steven Puskar	Burgettstown Area School Dist	100 Bavington Road	Burgettstown	PA	15021
Mr. Steven Young	North Clarion Co School Dist	10439 Route 36	Tionesta	PA	16353
Mr. Terry W. Struble	Clearfield Area School Dist	PO Box 710	Clearfield	PA	16830
Mr. Thomas A. Smith	Pennsbury School District	PO Box 338	Levittown	PA	19058
Mr. Thomas J. Haupt	Fairfield Area School District	4840 Fairfield Road	Fairfield	PA	17320
Mr. Thomas J. Samosky	Ft Cherry School District	110 Fort Cherry Road	Mc Donald	PA	15057
Mr. Thomas Washington	Crawford Central School Dist	11280 Mercer Pike	Meadville	PA	16335

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr. Thor Edmiston	Warrior Run School District	4800 Susquehanna Trl	Turbotville	PA	17772
Mr. Tracey Karlie	Meyersdale Area School Dist	309 Industrial Park Road	Meyersdale	PA	15552
Mr. Vance S. Varner	Mifflin Co School District	201 8th Street	Lewistown	PA	17044
Mr. Vincent Mascia	Southmoreland School District	200 Scottie Way	Scottdale	PA	15683
Mr. Wayne Gdovic	South Park School District	2005 Eagle Ridge Drive	South Park	PA	15129
Mr. Wesley Shipley	Ellwood City Area Sch District	501 Crescent Avenue	Ellwood City	PA	16117
Mr. William J. Clark	Northeast Bradford School Dist	526 Panther Ln	Rome	PA	18837
Mrs. Cathy Moser	Lewisburg Area School District	PO Box 351	Lewisburg	PA	17837
Mrs. Christine Holderman	Juniata Co School District	146 Weatherby Way	Mifflintown	PA	17059
Mrs. Debra Deblasio	New Castle Area School Dist	420 Fern Street	New Castle	PA	16101
Mrs. Jeanne Temple	Big Spring School District	45 Mount Rock Road	Newville	PA	17241
Mrs. Julia Vicente	Eastern Lebanon Co Sch Dist	180 Elco Drive	Myerstown	PA	17067
Mrs. Karen Haberberger	Johnsonburg Area School Dist	315 High School Road	Johnsonburg	PA	15845
Mrs. Marybeth Torchia	Boyertown Area School Dist	911 Montgomery Avenue	Boyertown	PA	19512
Mrs. Ronda Rebo	Cameron Co School District	601 Woodland Avenue	Emporium	PA	15834
Ms. Alanna R. Huck	Wellsboro Area School District	227 Nichols Street	Wellsboro	PA	16901
Ms. Amanda Hetrick	Forest Area School District	PO Box 16	Tionesta	PA	16353
Ms. Amy Rupp	Redbank Valley School District	920 Broad Street	New Bethlehem	PA	16242

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Ms. Bernadette C. Reiley	Interboro School District	900 Washington Avenue	Prospect Park	PA	19076
Ms. Brenda G. Wynder	Southeast Delco School Dist	1560 Delmar Drive	Folcroft	PA	19032
Ms. Carol D. Birks	Allentown City School District	PO Box 328	Allentown	PA	18105
Ms. Christina Fish	Lehighton Area School District	1000 Union Street	Lehighton	PA	18235
Ms. Christy Haller	Exeter Twp School District	200 Elm Street	Reading	PA	19606
Ms. Daphne L. Bowers	Montgomery Area School Dist	120 Penn Street	Montgomery	PA	17752
Ms. Diana Barnes	Northern Tioga School District	110 Ellison Road	Elkland	PA	16920
Ms. Jaime Vlasaty	Saucon Valley Sch District	2097 Polk Valley Road	Hellertown	PA	18055
Ms. Janet Sardon	West Jefferson Hills Sch Dist	830 Old Clairton Road	Jefferson Hls	PA	15025
Ms. Jeannine Kloss	Kane Area School District	400 W Hemlock Avenue	Kane	PA	16735
Ms. Jennifer Holman	Northwestern Lehigh Sch Dist	6493 Route 309	New Tripoli	PA	18066
Ms. Justi Glaros	Sharon City School District	215 Forker Blvd	Sharon	PA	16146
Ms. Karen Nell	Elizabethtown Area School Dist	600 E High Street	Elizabethtown	PA	17022
Ms. Katharine Pude	Bradford Area School District	PO Box 375	Bradford	PA	16701
Ms. Kimberly Rees	Austin Area School District	138 Costello Avenue	Austin	PA	16720
Ms. Krista Mathias	Somerset Area School District	645 S Columbia Avenue	Somerset	PA	15501
Ms. Laura Fisanick	Northern Cambria Sch District	601 Joseph Street	N Cambria	PA	15714
Ms. Lisa Murgas	Williamsburg Cmty School Dist	515 W 3rd Street	Williamsburg	PA	16693
Ms. Lora Adams-King	Farrell Area School District	1600 Roemer Blvd	Farrell	PA	16121

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Ms. Lynn Fuini-Hetten	Salisbury Twp School District	1140 Salisbury Road	Allentown	PA	18103
Ms. Mary C. Reljac	Fox Chapel Area School Dist	611 Field Club Road	Pittsburgh	PA	15238
Ms. Maureen Reusche	School Dist of Haverford Twp	50 E Eagle Road	Havertown	PA	19083
Ms. Megan M. Van Fossan	Sto-Rox School District	600 Russellwood Avenue	Mc Kees Rocks	PA	15136
Ms. Megan Shafer	Lower Merion School District	301 E Montgomery Avenue	Ardmore	PA	19003
Ms. Meredith Hendershot	Southern Fulton Sch District	3072 Great Cove Road # 100	Warfordsburg	PA	17267
Ms. Michele S. Hartzell	North East School District	50 E Division Street	North East	PA	16428
Ms. Molly Nied	Danville Area School District	733 Ironmen Ln	Danville	PA	17821
Ms. Natasha Milazzo	Crestwood School District	281 S Mountain Blvd	Mountain Top	PA	18707
Ms. Nicole Dull	Conemaugh Twp Area Sch Dist	PO Box 407	Davidsville	PA	15928
Ms. Sheri L. Yetzer	Corry Area School District	540 E Pleasant Street	Corry	PA	16407
Ms. Stephanie Keebler	Titusville Area School Dist	301 E Spruce Street	Titusville	PA	16354
Ms. Tammie Buranford	Bellefonte Area School Dist	318 N Allegheny Street	Bellefonte	PA	16823
Ms. Tracy Reiser	Jamestown Area School District	PO Box 217	Jamestown	PA	16134
Ms. Wendy Benton	DuBois Area School District	500 Liberty Blvd	Du Bois	PA	15801
Ms. Wendy Kupsky	Berwick Area School District	500 Line Street	Berwick	PA	18603
Shawn L. Ford	Purchase Line School District	16559 Route 286 Hwy E	Commodore	PA	15729
Mr Bronson Stone	Susquehanna Cmty School Dist	3192 Turnpike St	Susquehanna	PA	18847
Dr Tina Kane	Marple Newtown School Dist	40 Media Line Rd	Newtown Sq	PA	19073

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Ms Monique Mawhinney	Highlands School District	PO Box 288	Natrona HTS	PA	15065
Mr Robert L Scoboria	Wyomissing Area Sch District	630 Evans Ave	Wyomissing	PA	19610
Dr Cosmas Curry	Stroudsburg Area School Dist	123 Linden St	Stroudsburg	PA	18360
Ms Kelly Hess	Harbor Creek School District	6375 Buffalo Rd	Harborcreek	PA	16421
Dr Jeffrey Fecher	Abington School District	970 Highland Ave	Abington	PA	19001
Dr Joshua A Doll	Dallastown Area Sch District	700 New School Ln	Dallastown	PA	17313
Ms Barbara Parkins	United School District	10780 Route 56 Hwy E	Armagh	PA	15920
Mr Todd Beatty	Northern Bedford Co Sch Dist	152 Nbc Dr	Loysburg	PA	16659
Dr Thomas Duffy	Dallas School District	2000 Conyngham Ave	Dallas	PA	18612
Dr Philip Domencic	Cornwall-Lebanon School Dist	105 E Evergreen Rd	Lebanon	PA	17042
Dr Joseph W Pasquerilla	Ambridge Area School District	901 Duss Ave	Ambridge	PA	15003
Dr Jennifer Murray	Reading School District	800 Washington St	Reading	PA	19601
Dr Jodi Frankelli	Palmerton Area School District	680 4th St	Palmerton	PA	18071
Dr Timothy Glasspool	Penncrest School District	PO Box 808	Saegertown	PA	16433
Dr Andrea J Berry	York City School District	31 N Pershing Ave	York	PA	17401
Dr William Haws	Bangor Area School District	123 Five Points Richmond Rd	Bangor	PA	18013
Mr Brian Jackson	West Greene School District	1352 Hargus Creek Rd Ste D100	Waynesburg	PA	15370
Ms Leslie Estep	Tyrone Area School District	701 Clay Ave	Tyrone	PA	16686

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Ms Donna Miller	Girard School District	1203 Lake St	Girard	PA	16417
Mr Kenneth Berlin	Wattsburg Area School Dist	10782 Wattsburg Rd	Erie	PA	16509
Mr Ronald Matchock	Curwensville Area Sch District	650 Beech St	Curwensville	PA	16833
Mr William R Henderson III	Frazier School District	142 Constitution St	Perryopolis	PA	15473
Mr Brian Polito	Erie City School District	148 W 21st St	Erie	PA	16502
Mr Thomas Haupt	Millersburg Area School Dist	799 Center St	Millersburg	PA	17061
Dr Tracy Vitale	Seneca Valley School District	124 Seneca School Rd	Harmony	PA	16037
Mr Sean D Haines	Morrisville School District	550 W Palmer St	Morrisville	PA	19067
Dr David Christopher	Cumberland Valley Sch Dist	6746 Carlisle Pike	Mechanicsburg	PA	17050
Mr Fred Morecaft	Carmichaels Area School Dist	225 N Vine St	Carmichaels	PA	15320
Mr Daniel G Nerelli	Chichester School District	401 Cherry Tree Rd	Aston	PA	19014
Dr Brian White	Butler Area School District	110 Campus Ln	Butler	PA	16001
Mr Matthew J Link	Northern Lehigh Sch District	1201 Shadow Oaks Ln	Slatington	PA	18080
Dr Jerry Shoemake	Tussey Mountain School Dist	199 Front St	Saxton	PA	16678
Mr David Burkett	Fannett-Metal School District	PO Box 91	Willow Hill	PA	17271
Dr Brian Costello	Wilkes-Barre Area Sch District	730 S Main St	Wilkes Barre	PA	18702
Dr Richard Mextorf	Hamburg Area School District	701 Windsor St	Hamburg	PA	19526
Ms Elenaor Linnen	Rose Tree Media School Dist	308 N Olive St	Media	PA	19063
Mr Jeffrey Soles	West Mifflin Area School Dist	1020 Lebanon Rd	West Mifflin	PA	15122

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr Jon Fox	Susquenita School District	1725 Schoolhouse Rd	Duncannon	PA	17020
Dr Mark Gross	Mars Area School District	545 Route 228	Mars	PA	16046
Dr Harley Ramsey	St Marys Area School District	977 S Saint Marys St	Saint Marys	PA	15857
Dr Brian Ulmer	Jersey Shore Area School Dist	175 A and P Dr	Jersey Shore	PA	17740
Dr Amy Smith	Mount Union Area School Dist	603 N Industrial Dr	Mount Union	PA	17066
Ms Alanna Huck	Galeton Area School District	27 Bridge St	Galeton	PA	16922
Dr J Michael Lausch	Donegal School District	1051 Koser Rd	Mount Joy	PA	17552
Dr Richard Faidley	Wilson School District	2601 Grandview Blvd	West Lawn	PA	19609
Mr Joseph Macharola	Muhlenberg School District	801 E Bellevue Ave	Laureldale	PA	19605
Mr Mike Boccella	Valley View School District	1 Columbus Dr	Archbald	PA	18403
Mr Kevin Booth	Pittston Area School District	5 Stout St	Pittston	PA	18640
Dr Patrick Mannarino	North Hills School District	135 6th Ave	Pittsburgh	PA	15229
Dr Curtis Dietrich	North Penn School District	401 E Hancock St	Lansdale	PA	19446
Mr Doug Wagner	Wilson Area School District	2040 Washington Blvd	Easton	PA	18042
Mr Jud Hamburger	Oswayo Valley School District	277 S Oswayo St	Shinglehouse	PA	16748
Dr Wagner Marsielle	Wallingford-Swarthmore SD	200 S Providence Rd	Wallingford	PA	19086
Mr Joseph Rasmus	Millville Area School District	PO Box 260	Millville	PA	17846
Dr Mark Wyandy	Lakeland School District	1355 Lakeland Dr	Scott Twp	PA	18433
Dr Sarah Yoder	Pottsville Area School Dist	1501 Laurel Blvd	Pottsville	PA	17901

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Ms Holly W Sayre	Carbondale Area School Dist	101 Brooklyn St	Carbondale	PA	18407
Mr Jeff Vizza	Brockway Area School District	40 North St	Brockway	PA	15824
Dr Todd M Davies	West York Area School District	1891 Loucks Rd Ste 100	York	PA	17408
Dr Todd F Klein	Waynesboro Area Sch District	210 Clayton Ave	Waynesboro	PA	17268
Dr James Konrad	Washington School District	311 Allison Ave	Washington	PA	15301
Dr Michael Loughead	Hampton Twp School District	4591 School Dr	Allison Park	PA	15101
Mr Richard Pekar	Southeastern Greene Sch Dist	1000 Mapletown Rd	Greensboro	PA	15338
Mr Paul Brennan	Riverside School District	300 Davis St	Taylor	PA	18517
Dr William R Hite Jr	Philadelphia City School Dist	440 N Broad St	Philadelphia	PA	19130
Mr William Vonada	Cranberry Area School District	3 Education Dr	Seneca	PA	16346
Dr Eric Orndorff	Pequea Valley School Dist	PO Box 130	Kinzers	PA	17535
Mr George Ioannidis	Spring Grove Area School Dist	100 E College Ave	Spring Grove	PA	17362
Dr April Hershey	Warwick School District	301 W Orange St	Lititz	PA	17543
Dr Scott Eveslage	Hatboro-Horsham Sch District	229 Meetinghouse Rd	Horsham	PA	19044
Mr Bryce Benson	Smethport Area School District	414 S Mechanic St	Smethport	PA	16749
Turman	Harrisburg School District	1601 State St	Harrisburg	PA	17103
Mr Matthew Horoschak	Tri-Valley School District	110 W Main St	Valley View	PA	17983
Dr Chelton Hunter	Middletown Area School Dist	55 W Water St	Middletown	PA	17057
Dr Regina Hiler	Butler Co Area Voc Tech Dist	210 Campus Ln	Butler	PA	16001

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr Linda Weller	Oil City Area School District	825 Grandview Rd	Oil City	PA	16301
Dr Charles Lentz	New Hope-Solebury Sch District	180 W Bridge St	New Hope	PA	18938
Dr Norman Miller	Central Dauphin School Dist	600 Rutherford Rd	Harrisburg	PA	17109
Mr Michael Zinobile	Juniata Valley School District	PO Box 318	Alexandria	PA	16611
Mr Stephen Rodriguez	Pottstown School District	230 Beech St	Pottstown	PA	19464
Mr Clint Weimer	Marion Center Area Sch Dist	PO Box 156	Marion Center	PA	15759
Mr David Woods	Oxford Area School District	125 Bell Tower Ln	Oxford	PA	19363
Dr Robert Sokolowski	West Chester Area School Dist	782 Springdale Dr	Exton	PA	19341
Dr Gregg Paladina	Philipsburg Osceola Area SD	200 Short St	Philipsburg	PA	16866
Mr Nicholas Guarente	Greenwood School District	405 E Sunbury St	Millerstown	PA	17062
Dr Robert O'Donnell	State College Area School Dist	240 Villa Crest Dr	State College	PA	16801
Dr Tamara Willis	Susquehanna Twp School Dist	2579 Interstate Dr	Harrisburg	PA	17110
Mr Jarrin Sperry	Conneaut School District	219 W School Dr	Linesville	PA	16424
Dr Barbara Russell	Perkiomen Valley Sch District	3 Iron Bridge Dr	Collegeville	PA	19426
Dr Ella Musser	Cocalico School District	PO Box 800	Denver	PA	17517
Dr Ian A Roberts	Millcreek Twp School District	3740 W 26th St	Erie	PA	16506
Dr Cathy Taschner	Schuylkill Valley Sch District	929 Lakeshore Dr	Leesport	PA	19533
Ms Steve Kirkpatrich	Northern York Co School Dist	650 S Baltimore St	Dillsburg	PA	17019
Mr Drew Kyle	Coudersport Area Sch District	698 Dwight St	Coudersport	PA	16915

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr Ken Williams	Belle Vernon Area School Dist	270 Crest Ave	Belle Vernon	PA	15012
Dr Robert McGee	Neshaminy School District	2001 Old Lincoln Hwy	Langhorne	PA	19047
Dr David Bolton	Pennridge School District	1200 N 5th St	Perkasie	PA	18944
Dr Michele Orner	Octorara Area School District	228 Highland Rd Ste 1	Atglen	PA	19310
Mr Steven M Yanni	Sch Dist of Upper Dublin	1580 Fort Washington Ave	Maple Glen	PA	19002
Dr Keith Hartbauer	Brownsville Area School Dist	5 Falcon Dr	Brownsville	PA	15417
Mr Mick Iskric	Steelton-Highspire School Dist	PO Box 7645	Steelton	PA	17113
Dr Arthur Abrom	Lebanon School District	1000 S 8th St	Lebanon	PA	17042
Ms Melissa McTiernan	Scranton School District	425 N Washington Ave	Scranton	PA	18503
Ms Christina Bason	Montoursville Area Sch Dist	50 N Arch St	Montoursville	PA	17754
Dr Mark K Leidy	Mechanicsburg Area Sch Dist	600 S Norway St 2nd Fl	Mechanicsburg	PA	17055
Mr William Marshall	Penn Cambria School District	201 6th St	Cresson	PA	16630
Mr Ronald Grevera	Greater Nanticoke Area SD	427 Kosciuszko St	Nanticoke	PA	18634
Dr Kristen Campbell	East Penn School District	800 Pine St	Emmaus	PA	18049
Mrs Nicole Dice	Turkeyfoot Valley Area SD	172 Turkeyfoot Rd	Confluence	PA	15424
Mr Keith Gunuskey	Wallenpaupack Area Sch Dist	2552 Route 6	Hawley	PA	18428
Mr Tim Kantor	Ligonier Valley School Dist	339 W Main St	Ligonier	PA	15658
Mr Heath Renninger	Pine Grove Area School Dist	103 School St	Pine Grove	PA	17963
Mr Leonard Rich	Laurel School District	2497 Harlansburg Rd	New Castle	PA	16101

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Dr Thomas Baileys	Lackawanna Co Avts Dist	3201 Rockwell Ave	Scranton	PA	18508
Mr Joseph Kimmel	Windber Area School District	2301 Graham Ave	Windber	PA	15963
Dr Daniel Goffredo	Great Valley School District	47 Church Rd	Malvern	PA	19355
Mr Rick Emerick	Ft LeBoeuf School District	PO Box 810	Waterford	PA	16441
Mrs Janet M Serino	Wyoming Area School District	252 Memorial St	Exeter	PA	18643
Ms Erin Keating	Old Forge School District	300 Marion St	Old Forge	PA	18518
Dr Christopher Sefcheck	New Kensington Arnold Sch Dist	707 Stevenson Blvd	New Kensingtn	PA	15068
Mr Joesph Long	Northwest Area School District	243 Thorne Hill Rd	Shickshinny	PA	18655
Mr Thomas Mitchell	Westmont Hilltop School Dist	222 Fair Oaks Dr	Johnstown	PA	15905
Ms Amy Arcurio	Greater Johnstown School Dist	1091 Broad St	Johnstown	PA	15906
Mr David Hatfield	Halifax Area School District	3940 Peters Mountain Rd	Halifax	PA	17032
Dr Robert K Schultz	Lower Dauphin School District	291 E Main St	Hummelstown	PA	17036
Dr Greg Miller	Fleetwood Area School District	801 N Richmond St	Fleetwood	PA	19522
Dr Michael Leitera	Mohawk Area School District	PO Box 25	Bessemer	PA	16112
Mr Walter Schlegel	Pen Argyl Area School District	1620 Teels Rd	Pen Argyl	PA	18072
Mr Mike Bromirski	Hempfield School District	200 Church St	Landisville	PA	17538
Mr Frank T Gallagher	Souderton Area School Dist	760 Lower Rd	Souderton	PA	18964
Mr Bret Trotta	Riverside Beaver Co Sch Dist	318 Country Club Dr	Ellwood City	PA	16117
Dr Joe Maluchnik	Wilkinsburg School District	718 Wallace Ave	Wilkinsburg	PA	15221

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr Jared Shade	Upper Dauphin Area Sch Dist	5668 State Route 209	Lykens	PA	17048
Mr Daniel D Serfass	Camp Hill School District	2627 Chestnut St	Camp Hill	PA	17011
Mr Nathan Barrett	Hanover Area School District	1600 Sans Souci Pkwy	Hanover TWP	PA	18706
Dr Nathan Van Deusen	South Eastern School District	377 Main St	Fawn Grove	PA	17321
Dr Ronald R Rowe	Mercer Area School District	545 W Butler St	Mercer	PA	16137
Mr Matthew Bennett	Union City Area School Dist	107 Concord St	Union City	PA	16438
Dr Gregory Koons	Schuylkill Voc Tech District	101 Technology Dr	Frackville	PA	17931
Ms Heather McMahon-Vargas	Ridgway Area School District	62 School Dr	Ridgway	PA	15853
Dr Charles A Prijatelj	Altoona Area School District	1415 6th Ave	Altoona	PA	16602
Ms Amy Stewart	Warren Co School District	6820 Market St	Russell	PA	16345
Dr Nancy Snyder	West Perry School District	2606 Shermans Valley Rd	Elliottsburg	PA	17024
Dr Robert Ackell	North Schuylkill School Dist	15 Academy Ln	Ashland	PA	17921
Ms Karen Remick	Somerset County Avts District	281 Technology Dr	Somerset	PA	15501
Dr Joie Green	Mahanoy Area School Dist	1 Golden Bear Dr	Mahanoy City	PA	17948
Dr Todd Stoltz	West Shore School District	PO Box 803	New Cumberlnd	PA	17070
Mr Scott Martin	Bentworth School District	150 Bearcat Dr	Bentleyville	PA	15314
Mr Andrew Potteiger	Brandywine Hts Area Sch Dist	200 W Weis St	Topton	PA	19562
Dr Anthony Barber	Springfield School District	111 W Leamy Ave	Springfield	PA	19064

SUPERINTENDENT NAME	DISTRICT	STREET	CITY	STATE	ZIP CODE
Mr Tom McLaughlin	St Clair Area School District	227 S Mill St	Saint Clair	PA	17970
Dr Gary Peiffer	Chartiers Houston Sch District	2020 W Pike St	Houston	PA	15342
Mr Mark Locks	Franklin Area School District	40 Knights Way	Franklin	PA	16323
Dr Matt Lane	General McLane School District	11771 Edinboro Rd	Edinboro	PA	16412
Mrs Jennifer Mitchell	Huntingdon Area School Dist	2400 Cassady Ave Ste 2	Huntingdon	PA	16652
Dr Donna Dunar	East Pennsboro Area Sch Dist	890 Panther Pkwy	Enola	PA	17025
Dr David Helsel	Blue Mountain School District	PO Box 188	Orwigsburg	PA	17961
Ms Tiffany Nix	Leechburg Area School District	210 Penn Ave	Leechburg	PA	15656
Mr William McKay	Governor Mifflin School Dist	10 S Waverly St	Shillington	PA	19607
Ms Lee Ann Wentzel	Ridley School District	901 Morton Ave Unit A	Folsom	PA	19033
Mr Carl McBreen	Minersville Area School Dist	PO Box 787	Minersville	PA	17954
Dr Patrick Graczyk	Allegheny Valley Sch District	300 Pearl Ave	Cheswick	PA	15024
Mr Sean Aiken	Shaler Area School District	1800 Mount Royal Blvd	Glenshaw	PA	15116
Mr Brian Waite	Shenandoah Valley Sch District	805 W Centre St	Shenandoah	PA	17976
Mr Chris M DeVivo	Armstrong School District	181 Heritage Park Dr	Kittanning	PA	16201