



**Idaho State Department of Education Negotiated Rulemaking
Public Comment Sign in Sheet**

Diana

IDAHO CONTENT STANDARDS: ENGLISH LANGUAGE ARTS/LITERACY

April 18, 2016

Coeur d'Alene, Idaho

Full Name	Signature	City	Stakeholder Group (circle one or more)					
<i>Michelle Palmer</i>	<i>[Signature]</i>	<i>Priest River</i>	Admin	Counselor	Parent	Student	<u>Teacher</u>	Other
<i>Melanie Paterson</i>	<i>[Signature]</i>	<i>"</i>	Admin	Counselor	Parent	Student	Teacher	Other
<i>[Signature]</i>			Admin	Counselor	Parent	Student	Teacher	Other
<i>Brandon Michelsen</i>	<i>Brandon Michelsen</i>	<i>Priest River</i>	Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
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			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other

Please print clearly.

Dear Idaho State Department of Education:

April 18, 2016

In reference to the Language Arts Curriculum, I find a problem in the loss of local control, the teaching to the test, and the emphasis on **informational texts** that the Standards specify for each grade level: www.sde.idaho.gov/...informational/Informational-Text-Range-Reading-Level-Text-Complexity-Grades-K-12.pdf. (Note attached page) The standards emphasize that it is to make sure our students **know what it means to be a literate person in the twenty-first century**.

Because our teachers are evaluated on how well their students are doing on the Common Core assessment, they teach to the test and want the school to purchase curriculum and texts with Common Core in the title to make sure that whatever is on the assessment is covered.

So, I looked over some of the new Common Core informational texts at our local school, and found, at 4th grade, a book on whether our President should have term limits. It had a yes side and a no side. On the No side, it stated that “our government, which is a Democracy....”. I turned to the principal and said, “this is wrong, it is a Republic not a Democracy.” He said that it didn’t matter, it was interchangeable. He would not remove that text, because it was on the State Department of Education’s approved materials list.

Please let me give you an example of the difference in a Democracy and a Republic at a fourth grade level. If we have true Democracy, then when over half of a classroom decides that left-handed students should be thrown out, the majority of students have the right to do that, and the teacher would help them with this action. In a Democracy, you have no rights against the majority. Any rights can change at any time, depending on who has the majority.

In a Republic, you elect representatives. They are responsible to act in accordance with pre-stated rules, like, the rights of an individual. The teacher, as a representative of authority, is obliged to protect the left-handed students, because they have rights that even the majority cannot take away. **Is this not a HUGE difference?** So our informational text, is in error as to what our government is. **Is this type of misconception what it means to be a literate person in the twenty-first century?**

We have an incredibly wonderful form of government that many nations envy. Our Founders had done an immense amount of research on Democracies. They found that they had always failed. Our Constitutional Republic was difficult to achieve, and was paid for with much blood, sweat and tears. **Why would we not, at the impressionable age of fourth grade, make sure we are handing down accurate information about our Republic?**

How many huge errors are there in the Common Core informational texts? Yet, DOE has specified, in order for the “assessment framework to be matched instructionally: the Sum of Literary and Informational texts to be the following:

Sum of Literary/ Informational: Grade 4=50%/50%, Grade 6=45%/55%, grade 12=30%/70%

And if someone local finds any concerns or errors in the informational texts, and wants to replace it with more accurate informational texts, but it is not on the State Department of Education **approved** materials list, application for this use **must** be made to DOE. They have to first approve it. Yet, if an erroneous text is found on this list, it is still approved? How is this local control?

Please address these English Language Arts/Literacy concerns regarding the loss of local control, the emphasis on informational texts and the teaching to the test.

Maureen Paterson
Chair, Citizens Empowering Education

- Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Informational Texts K-5 p. 13

Reading Standards for Informational Texts 6-12 p. 39

Some examples in the Standards of emphasis on Informational Texts:

1. Reading Standards for Informational Text K–5/Range of Reading and Level of Text Complexity:p. 14

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

2. College and Career Readiness Anchor Standards for Writing Grad 4 & 5

Research to Build and Present Knowledge p. 21:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

K-5 Range of Text Types: Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

3. College and Career Readiness Anchor Standards for Reading p. 35

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently

4. Reading Standards for Informational Text Grades 6–12 p. 39-40

Research to Build and Present Knowledge / 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. **They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.** They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

P5. The Standards are not alone in calling for a **special emphasis on informational text**. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and **increasing proportion of informational text** on its assessment as students advance through the grades.

Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹

Sum of Literary/ Informational: Grade 4=50%/50%, Grade 6=45%/55%, grade 12=30%/70%

¹ The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

² As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

#48



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, Apr 25, 2016 3:08:38 PM
Last Modified: Monday, Apr 25, 2016 3:17:51 PM
Time Spent: 00:09:12
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Jill Kuraitis
City/Town	Boise
State	Idaho

Q2: Please indicate the stakeholder group to which you belong: Teacher

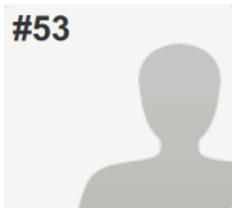
Q3: Please indicate the content area your comment is in reference to: English Language Arts/Literacy

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. W.9-10.1 Writing-Ninth-Tenth Grade Band: Standard 1
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

As a private tutor to 9-12 graders, I see a consistent deficit in their writing skills: the ability to establish a formal style and stick with it. They are confused/clueless about point of view, first/third person voice and verb tense consistency. I also see a lot of "inability to edit" - to read over their own work and pick out errors. In general, a deficit of knowledge about formats and styles is common across nearly all my students.



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, Apr 26, 2016 8:03:31 PM
Last Modified: Tuesday, Apr 26, 2016 8:05:25 PM
Time Spent: 00:01:53
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Janne knight
City/Town	Boise
State	ID

Q2: Please indicate the stakeholder group to which you belong: Student

Q3: Please indicate the content area your comment is in reference to: English Language Arts/Literacy

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. *An additional survey needs to be completed for each standard if you are commenting on multiple standards. *Respondent skipped this question*

Q6: Please provide comment in the space provided below. Be specific as possible in your comments. *Respondent skipped this question*