



## Standards in Essential Need of Support Middle English Language Arts

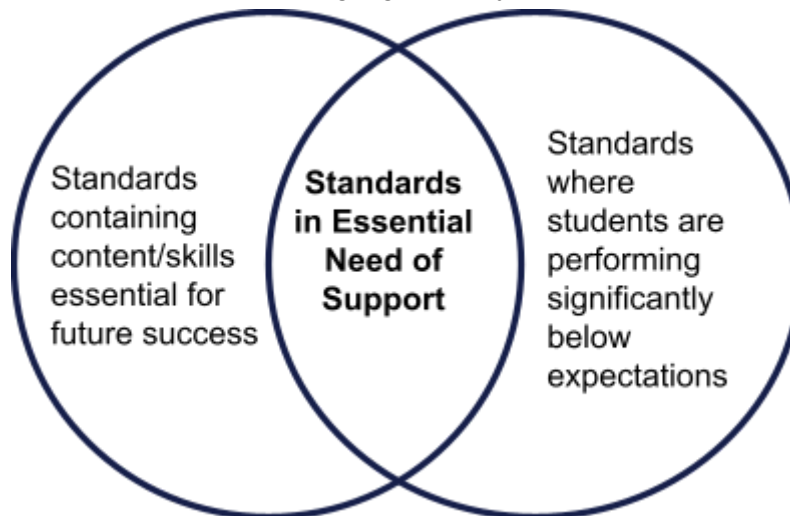
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The Indiana Department of Education (IDOE) will identify the Indiana Academic Standards (“standards”) in essential need of support for mathematics and English/language Arts (kindergarten through grade eight) each year. This document provides information about these standards and resources to support their use in local schools, including:

- [What are Standards in Essential Need of Support \(SENS\)?](#)
- [How did IDOE identify SENS?](#)
- [How should schools use SENS?](#)
- [What is the timeline for updating SENS as student performance changes?](#)
- [Who should schools contact for support about SENS?](#)
- [What are the Major Trends of Identified Needs?](#)
- [What are the SENS \(and supporting resources\) for English/language arts for the 2022-2023 school year?](#)

### What are Standards in Essential Need of Support (SENS)?

SENS are standards which contain content and skills essential for student success **and** for which data indicate students are performing significantly below expectations.



SENS are **not** content priorities alone, nor are they intended to remove standards from teaching and learning plans. Some standards may contain important content and skills, but students are performing well, therefore the standards are not identified as in essential need of support. Other standards may be performing significantly below expectations but do not include highest priority content, therefore, the standards are not identified as in essential need of support.



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## How did IDOE Identify SENS?

IDOE began with a quantitative, data-driven process to identify an initial list of SENS. The quantitative process considered content priorities (as defined by Indiana educator committees) identified in the assessment blueprints and performance data (from ILEARN and interim/benchmark assessments). Then, Indiana educator content experts reviewed the initial list of identified standards and provided qualitative feedback from current classroom experience. Schools may access templates for English/language arts and mathematics and the accompanying process documents to support a local application of the process, if desired. Template documents address grades three through eight only as kindergarten through grade two use data compiled from various interim assessment providers which may not be available to all school corporations.

### Overview of SENS Identification Process

Quantitative Identification Steps	Identify grade-level content priorities using Indiana educator decisions reflected in grade-level ILEARN blueprints.* Assign higher values for higher priority.
	Identify next-grade-level content priorities using the priority of the vertically aligned standard reflected in the next-grade-level ILEARN blueprints.* Assign higher values for higher priority.
	Identify the proficiency level acquired for that standard on the most recent ILEARN assessment.* Assign higher values for lower performance.
	Compare the performance of each standard on ILEARN with data from interim assessment providers and adjust for discrepancies, as needed.
	Add all the values assigned to the standards for a total indicator. Identify the top 10-15 (using natural breaks found in the final values as a guide) as SENS.
Qualitative Review	Content-area experts review identified SENS for overall themes and to ensure they align with current classroom experiences. Outliers or standards which are “borderline” are reviewed to determine the level of support needed.
	Confirm findings with interim/benchmark assessment providers.
	Finalize list of SENS based on all data and reviews.

\*For special considerations related to grades kindergarten, one, two, and eight, refer to the template and process document.

## How Should Schools Use SENS?

Schools should consider how they can provide additional support for these standards and how they may engage in a similar identification process at the local level to determine any local variations.



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<p>Consider additional support for the standards.</p>	<ul style="list-style-type: none"> <li>● Should additional time be allotted in curricular plans?</li> <li>● Should the order that content is taught be reconsidered?</li> <li>● Are there content-area themes that need support which should be considered throughout the school year?</li> <li>● Is professional learning needed to support teachers as they unpack the standard and provide instruction?</li> <li>● Is the standard being taught to the level of rigor required?</li> <li>● Are additional supports or resources needed to support the instruction of the identified standards?</li> <li>● Are all students in the class or grade in need of additional support of the identified standards? How should differentiated support be provided?</li> </ul>
<p>Consider local application of the process.</p>	<ul style="list-style-type: none"> <li>● Is local student performance showing the same areas of need as statewide student performance?*</li> <li>● Can schools and districts engage with one another to learn from each other if there are differences?</li> </ul>

\*Schools can apply the process described under the header “How Did IDOE Identify SENS?” to their own ILEARN and interim/benchmark data sets to see how local performance may impact the identification of SENS for a specific school or corporation. Template documents are available to streamline the process. See templates linked above.

## What is the Timeline for Updating SENS as Student Performance Changes?

IDOE will perform the statewide SENS analysis every year as soon as final ILEARN data is available. Updates to SENS are scheduled to publish each August.

## Who Should Schools Contact for Support about SENS?

The Office of Teaching and Learning and the Office of Student Assessment jointly identify SENS and support the response to these needs. Contact the Office of Teaching and Learning at [teachingandlearning@doe.in.gov](mailto:teachingandlearning@doe.in.gov).



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## What are the Major Trends of Identified Needs?

During the SENS identification process, themes of need appeared across elementary and middle school English/language arts.

### *English/language arts*

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Conventions of English
- Knowledge of Language
- Vocabulary Acquisition and Use

## SENS and Supporting Resources for Middle School ELA

<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
6.RL.2.2	7.RL.2.1	8.RL.2.1
6.RL.3.2	7.RL.3.1	8.RN.2.1
6.RL.4.2	7.RN.2.1	8.RN.2.2
6.RN.2.1	7.RN.2.2	8.RN.2.3
6.RN.2.2	7.RN.2.3	8.RN.3.3
6.RN.2.3	7.RN.4.1	8.RN.4.1
6.RN.3.3	7.RN.4.2	8.RN.4.3
6.RN.4.1	7.RN.4.3	8.RV.2.1
6.RN.4.3	7.RV.2.1	8.RV.3.1
6.RV.2.1	7.RV.3.1	8.RV.3.2
6.RV.3.1	7.RV.3.3	8.W.5
6.RV.3.2		
6.RV.3.3		

<b>Grade 6</b>			
<b>6.RL.2.2</b> - Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Commonlit</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; Integration of knowledge and ideas
<b>6.RL.3.2</b> - Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Commonlit</a>	<a href="#">ILEARN Item Specifications</a>	Craft and Structure
<b>6.RL.4.2</b> - Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories ) in terms of their approaches to similar themes and topics.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Commonlit</a>	<a href="#">ILEARN Item Specifications</a>	Integration of knowledge and ideas
<b>6.RN.2.1</b> - Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence	<a href="#">Learning Lab - 6th Grade Literacy Framework</a> <a href="#">Tools for Teachers</a> <a href="#">CommonLit</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; integration of knowledge and ideas
<b>6.RN.2.2</b> - Determine how a central idea of a text is conveyed through particular details; provide an objective summary of	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced -</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; Integration of knowledge and ideas

the text.	<a href="#">Tools for Teachers</a> <a href="#">Newsela</a>		
<b>6.RN.2.3</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; Integration of knowledge and ideas
<b>6.RN.3.3</b> - Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Text types and purposes
<b>6.RN.4.1</b> - Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Craft and Structure; Integration of knowledge and ideas; Text types and purposes
<b>6.RN.4.3</b> - Compare and contrast one author’s presentation of events with that of another.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Key Ideas and Details; Craft and Structure; Integration of knowledge and Ideas
<b>6.RV.2.1</b> - Use context to determine or clarify the meaning of words and phrases.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a>	<a href="#">ILEARN Item Specifications</a>	Knowledge of language; Vocabulary acquisition and use

<p><b>6.RV.3.1</b> - Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Integration of knowledge and ideas; Knowledge of language</p>
<p><b>6.RV.3.2</b> - Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.</p>	<p><a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Conventions of Academic English/language for learning; Vocabulary acquisition and use</p>
<p><b>6.RV.3.3</b> - Interpret figures of speech (e.g., personification) in context.</p>	<p><a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Craft and Structure; Conventions of Academic English/language for learning; Knowledge of language; Vocabulary acquisition and use</p>
<b>Grade 7</b>			
<p><b>7.RL.2.1</b> - Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.</p>	<p><a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Commonlit</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Key ideas, details</p>
<p><b>7.RL.3.1</b> - Analyze how a work of literature’s structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.</p>	<p><a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Commonlit</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Key Ideas and Details; Craft and Structure</p>
<p><b>7.RN.2.1</b> - Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of</p>	<p><a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced -</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Key ideas, details; integration of knowledge and ideas</p>

textual evidence.	<a href="#">Tools for Teachers</a> <a href="#">Newsela</a>		
<b>7.RN.2.2</b> - Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; Integration of knowledge and ideas
<b>7.RN.2.3</b> - Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i> ).	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; Integration of knowledge and ideas
<b>7.RN.4.1</b> - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Craft and Structure; Integration of knowledge and ideas; Text types and purposes
<b>7.RN.4.2</b> - Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i> ).	<a href="#">Literacy Frameworks</a> <a href="#">Smarter Balanced - Tools for Teachers</a> <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Craft and Structure; Integration of knowledge and Ideas
<b>7.RN.4.3</b> - Analyze how two or more	<a href="#">Literacy Frameworks</a>	<a href="#">ILEARN Item</a>	Key Ideas and Details; Craft and



authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Newsela</a>	<a href="#">Specifications</a>	Structure; Integration of knowledge and Ideas
<b>7.RV.2.1</b> - Use context to determine or clarify the meaning of words and phrases.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>	<a href="#">ILEARN Item Specifications</a>	Knowledge of language; Vocabulary acquisition and use
<b>7.RV.3.1</b> - Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i> ) on or within a story, poem, or play.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>	<a href="#">ILEARN Item Specifications</a>	Integration of knowledge and ideas; Knowledge of language
<b>7.RV.3.3</b> - Interpret figures of speech (e.g., <i>allusions</i> ) in context.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>	<a href="#">ILEARN Item Specifications</a>	Craft and Structure; Conventions of Academic English/language for learning; Knowledge of language; Vocabulary acquisition and use
<b>Grade 8</b>			
<b>8.RL.2.1</b> - Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Commonlit</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details
<b>8.RN.2.1</b> - Analyze what a text says explicitly as well as draw inferences from	<a href="#">Literacy Frameworks</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details

the text through strong and supportive textual evidence.	<a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Newsela</a>		
<b>8.RN.2.2</b> - Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; Integration of knowledge and ideas
<b>8.RN.2.3</b> - Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Key ideas, details; Integration of knowledge and ideas
<b>8.RN.3.3</b> - Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Text types and purposes
<b>8.RN.4.1</b> - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<a href="#">Literacy Frameworks</a>  <a href="#">Smarter Balanced - Tools for Teachers</a>  <a href="#">Newsela</a>	<a href="#">ILEARN Item Specifications</a>	Craft and Structure; Integration of knowledge and ideas; Text types and purposes

<p><b>8.RN.4.3</b> - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><a href="#">Literacy Frameworks</a></p> <p><a href="#">Smarter Balanced - Tools for Teachers</a></p> <p><a href="#">Newsela</a></p> <p><a href="#">Commonlit</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Craft and Structure; Integration of knowledge and ideas</p>
<p><b>8.RV.2.1</b> - Use context to determine or clarify the meaning of words and phrases</p>	<p><a href="#">Literacy Frameworks</a></p> <p><a href="#">Smarter Balanced - Tools for Teachers</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Knowledge of language; Vocabulary acquisition and use</p>
<p><b>8.RV.3.1</b> - Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><a href="#">Literacy Frameworks</a></p> <p><a href="#">Smarter Balanced - Tools for Teachers</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Integration of knowledge and ideas; Knowledge of language</p>
<p><b>8.RV.3.2</b> - Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><a href="#">Literacy Frameworks</a></p> <p><a href="#">Smarter Balanced - Tools for Teachers</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Conventions of Academic English/language for learning; Vocabulary acquisition and use</p>
<p><b>8.W.5</b> - Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>1. Formulate a research question.</p>	<p><a href="#">Literacy Frameworks</a></p> <p><a href="#">Smarter Balanced - Tools for Teachers</a></p> <p><a href="#">Readwritethink</a></p>	<p><a href="#">ILEARN Item Specifications</a></p>	<p>Key Ideas and Details; Craft and Structure; Integration of knowledge and Ideas; Conventions of English; Knowledge of Language</p>

<ol style="list-style-type: none"><li>2. Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li><li>3. Assess the credibility and accuracy of each source.</li><li>4. Quote or paraphrase the information and conclusions of others.</li><li>5. Avoid plagiarism and follow a standard format for citation.</li><li>6. Present information, choosing from a variety of formats.</li></ol>			
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