Shifts in the MN 2020 English Language Arts (ELA) Standards from the 2010 ELA Standards

This document is meant to support districts, schools and educators as they implement the MN 2020 ELA Standards. The information below is an **overview of the most significant shifts between the 2010 ELA Standards and the 2020 ELA Standards**. We hope that this document supports naming and understanding the pedagogical and organizational shifts and applying those shifts to planning and instruction. Additional implementation support can be found on the MDE ELA Implementation webpage.

ELA Standards Shifts, by Strand

Reading Shifts	Writing Shifts	Listening, Speaking, Viewing and Exchanging Ideas Shifts
1. Reading 1 focuses on foundational reading knowledge and skills, from kindergarten through 6th grade. 2. In most anchor standards, literary and informational text benchmarks are not separated. 3. There is an emphasis on self-selection, choice and reading from diverse perspectives. Student self-selection should be offered in as many places as possible.	1. Writing 1 focuses on foundational writing knowledge and skills, from kindergarten through 12th grade. 2. Writing 2 incorporates student personal perspective, identity and voice across writing purposes and disciplines. 3. Writing 4 includes both writing to argue and writing to persuade. 4. All benchmark language now says “write to ____” rather than “write a/an ____.”	1. LSVEI 1 focuses on listening before speaking, considering diverse perspectives in discussions and valuing a genuine exchange of ideas. 2. LSVEI 2 encompasses spoken language skills (formerly in the Language strand of the 2010 standards) and emphasizes attending to audience and context.

First Shift in Reading

Reading 1 focuses on foundational reading knowledge and skills, from kindergarten through 6th grade.

- **What is the significance?** This standard provides the building blocks needed to prepare and launch successful readers. The benchmarks include print concepts, phonemic awareness, phonics and morphology, and fluency.
- **What are the possible implications for instruction?** This shift supports the systematic and sequential instruction necessary to support foundational reading development.

Second Shift in Reading

In most anchor standards, literary and informational text benchmarks are not separated.

- **What is the significance?** Reading comprehension skill is the focus—*how* students are reading, applied to various texts.
- **What are the possible implications for instruction?** This shift gives teachers flexibility in choosing the best text to teach the skill and meet the task. It also asks teachers to draw connections to the skill across different types of text.

Third Shift in Reading

There is an emphasis on self-selection, choice and reading from diverse perspectives. Student self-selection should be offered in as many places as possible.

- **What is the significance?** This standard asks teachers to talk about how to choose a text and how to frame choices for particular texts. It gives students the opportunity to read text that is more engaging.
- **What are the possible implications for instruction?** This shift invites teachers to teach more thematically. It also invites teachers to engage in networking and working with colleagues to learn about texts.

First Shift in Writing

Writing 1 focuses on foundational writing knowledge and skills, from kindergarten through 12th grade.

- **What is the significance?** This standard supports the development of grammatical and mechanical building blocks students need to be successful writers and communicators. The benchmarks include printing, spelling, mechanics and parts of speech.
- **What are the possible implications for instruction?** This shift supports the structured and sequential instruction necessary for foundational writing development.

Second Shift in Writing

Writing 2 incorporates student personal perspective, identity and voice across writing purposes and disciplines.

- **What is the significance?** This standard recognizes that students have identity and voice and should be invited to incorporate these, just as they are learning to recognize author perspective in reading. This is one of the places we see the reciprocity between reading and writing.
- **What are the possible implications for instruction?** This shift invites teachers to teach writing that interweaves skills from multiple writing genres. It invites students to write in ways that feel personal, and it engages students in their writing.
- **Note:** this standard does not call for a separate writing product. Instead, student perspective, identity and voice should be bundled with other writing standards.

Third Shift in Writing

Writing 4 includes both writing to argue and writing to persuade.

- **What is the significance?** This standard recognizes the similarities and differences between two related but distinct purposes—writing to argue and writing to persuade. Writing to persuade often includes the rhetorical strategies of writing to argue, yet also includes a call to action or an ask from the writer to the reader.
- **What are the possible implications for instruction?** This shift invites teachers to tend to the nuances between these two purposes for writing. Students can consider and make decisions as writers about which type of writing meets their purpose.

Fourth Shift in Writing

All benchmark language now says "write to _____" rather than "write a/an _____."

- **What is the significance?** This shift focuses on the purpose for writing rather than the final writing product. It encourages more writing, choosing which draft to take through the writing process and multi-draft writing.
- **What are the possible implications for instruction?** As described above, incorporating student perspective, identity and voice does not call for a separate writing product. This shift to focusing on the purpose for writing allows for student perspective to be incorporated.

First Shift in LSVEI

LSVEI 1 focuses on listening before speaking, considering diverse perspectives in discussions and valuing a genuine exchange of ideas.

- **What is the significance?** This standard encourages listening to understand and speaking to share personal ideas and experiences. Listening involves asking questions and checking for understanding, not just waiting for one's time to speak. This shift also moves the focus of speaking to dialogue rather than giving a speech.
- **What are the possible implications for instruction?** This shift invites teachers to give instruction on listening skills and dialogue. It also invites students and teachers to ask which perspectives might complicate, and which might hone, understanding of an issue.

Second Shift in LSVEI

LSVEI 2 encompasses spoken language skills (formerly in Language strand of the 2010 standards) and emphasizes attending to audience and context.

- **What is the significance?** This standard encourages understanding and adapting to audience and context when speaking. It encourages more speaking in and for different contexts, and more opportunities to develop speaking skills.
- **What are the possible implications for instruction?** This shift invites teachers to provide broad speaking opportunities with varied contexts to teach spoken language skills and adaptability.