

Tracking Changes: English Language Arts Curriculum Framework: A Living Document, September 2020

The following chart outlines minor changes made to the ELA curriculum document.

Please note: Changes will be reflected on *The ELA Place* on Maple and in *English Language Arts Curriculum Framework: A Living Document* on the English language arts website at www.edu.gov.mb.ca/k12/cur/ela/.

Date of Change	Section/Area	Reason for Change	Minor Changes
September 2020	The practice of using language as exploration and design	Clarification	<ul style="list-style-type: none"> ■ page 41 (p. 51 in PDF): “How do I use language to create new ideas, solve problems, extend my knowledge, and communicate those ideas to others?” Delete <i>those</i>.
September 2020	Interrelated Dimensions of Learning Growth	Provide a more relevant example of the dimension of independence.	<ul style="list-style-type: none"> ■ page 60 (p. 70 in PDF): “(e.g., a learner in Kindergarten may show consistent evidence of application in a particular area).” Change <i>application in a particular area</i> to self-regulation.
September 2020	Interrelated Dimensions of Learning Growth	Align text with the names of each leaf/node on the learning growth graphics (<i>emerging, expanding, extending</i>).	<p>Change the wording of the descriptions of learning growth.</p> <ul style="list-style-type: none"> ■ page 60 (p. 70 in PDF): “emerging early in the grade band and applying by the end of the grade band.” Change <i>applying</i> to extending. ■ page 61 (p. 71 in PDF): “emerging early in the grade band and applying by the end of the grade band.” Change <i>applying</i> to extending. ■ page 62 (p. 72 in PDF): “emerging early in the grade band and applying by the end of the grade band.” Change <i>applying</i> to extending. ■ page 64 (p. 74 in PDF): “emerging early in the grade band and applying by the end of the grade band.” Change <i>applying</i> to extending.

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September 2020	Grade Band Descriptors text	Align with the changes to the graphics on pages 66 to 68 (pp. 76 to 78 in PDF).	<ul style="list-style-type: none"> ■ page 65 (p. 75 in PDF): “The following charts provide an outline of the grade band descriptors for each ELA practice at Kindergarten to Grade 2, Grades 3 to 5, and Grades 6 to 8.” Change this sentence to “The following graphics provide bird’s-eye views of the ELA practices, elements, and grade band descriptors for Kindergarten to Grade 2, Grades 3 to 5, and Grades 6 to 8.” Add the following sentence after that one: “The guiding questions help to design rich learning experiences and to observe students enacting the four ELA practices.”
September 2020	Enacting the Four ELA Practices graphics for each grade band	Reflects the additional content on graphics.	<p>Change the titles of the Enacting the Four ELA Practices graphics.</p> <ul style="list-style-type: none"> ■ page 66 (p. 76 in PDF): “English Language Arts Grade Band Descriptors: Kindergarten to Grade 2” Change to “Enacting the Four ELA Practices in the K to 2 Grade Band” ■ page 67 (p. 77 in PDF): “English Language Arts Grade Band Descriptors: Grades 3 to 5” Change to “Enacting the Four ELA Practices in the 3 to 5 Grade Band ■ page 68 (p. 78 in PDF): “English Language Arts Grade Band Descriptors: Grades 6 to 8” Change to “Enacting the Four ELA Practices in the 6 to 8 Grade Band”

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September 2020	Enacting the Four ELA Practices graphics for each grade band	The inquiry questions related to each practice support using these graphics for planning and for reflecting on how students are enacting the four ELA practices in each grade band.	<p>Add the following questions to each practice (pages 66 to 68 [pp. 76 to 78 in PDF]):</p> <p>Language as Sense Making</p> <ul style="list-style-type: none"> ■ How do learners understand what they hear, read, and view? ■ How do learners communicate to others when they write, represent, and speak? <p>Language as System</p> <ul style="list-style-type: none"> ■ How do learners use what they know about how language works to read, write, represent, listen, speak, and view? <p>Language as Exploration and Design</p> <ul style="list-style-type: none"> ■ How do learners use texts to inform themselves about topics? ■ How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas? <p>Language as Power and Agency</p> <ul style="list-style-type: none"> ■ How does what learners hear, read, and view influence what they think? ■ How do learners decide what and whose stories to tell? ■ How do learners use language to influence others when they write, represent, and speak?