



### California ELD Standards Grading Alignment Document

As we implement the New CA ELD Standards this alignment will provide support to teachers in aligning CA ELD standards to Report card domains.

Part I CELDS: Interacting in Meaningful Ways		Leading Domain(s)
Collaborative Mode	<b>A1. Exchanging information and ideas</b> Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics	Listening/ Speaking
	<b>A2. Interacting via written text</b> Interacting with others in written English in various communicative forms	Listening/ Speaking/Writing
	<b>A3. Offering opinions</b> Offering & supporting opinions & negotiating with others in communicative exchanges	Listening/ Speaking
	<b>A4. Adapting language choices</b> Adapting language choices to various contexts (based on task, purpose, audience, & text type)	Speaking
Interpretive Mode	<b>B5. Listening actively</b> Listening actively to spoken English in a range of social & academic contexts	Listening/ Speaking
	<b>B6. Reading/Viewing closely</b> Reading closely literary & informational texts & viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	Reading/ Speaking
	<b>B7. Evaluating language choices</b> Evaluating how well writers & speakers use language to support ideas & opinions with details or reasons depending on modality, text type, purpose, audience, topic & content area	Reading/ Listening
	<b>B8. Analyzing language choices</b> Analyzing how writers & speakers use vocabulary & other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text, type, purpose, audience, topic, & content area	Listening/ Speaking/ Reading
Productive Mode	<b>C9. Presenting</b> Expressing information & ideas in formal presentations on academic topics	Speaking
	<b>C10. Writing</b> Writing literary & informational texts to present, describe & explain ideas & information, using appropriate technology	Writing
	<b>C11. Supporting opinions</b> Supporting own opinions & evaluating other's opinions in speaking & writing	Speaking/ Writing
	<b>C12. Selecting language choices</b> Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas	Speaking/Writing

\* The leading domain is determined by the lesson objective.  
 For Kindergarten and First Grade, shared writing activities are required to address Part II of the ELD standards.



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Part II CELDS: How English Works		Leading Domain (s)
A. Structuring Cohesive Texts	<b>A1. Understanding Text Structure</b> Understanding text structure and organization based on purpose, text type, and discipline	Reading/ Writing
	<b>A2. Understanding Cohesion</b> Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows	Reading/ Writing
B. Expanding & Enriching Ideas	<b>B3. Using Verbs and Verb Phrases</b> Using verbs and verb phrases to create precision and clarify in different text types	Speaking/ Writing
	<b>B4. Using nouns and nouns phrases</b> Using nouns and noun phrases to expand ideas and provide more detail	Speaking/ Writing
	<b>B5. Modifying to add details</b> Modifying to add details to provide more information and create precision	Speaking/ Writing
C. Connecting & Condensing Ideas	<b>C6. Connecting Ideas</b> Connecting ideas within sentences by combining clauses	Speaking/ Writing
	<b>C7. Condensing Ideas</b> Condensing ideas within a sentence using a variety of language resources	Speaking/ Writing

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 For Kindergarten and First Grade, shared writing activities are required to address Part II of the ELD standards.