



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	A1. Exchanging information and ideas Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics	Listening/ Speaking
	A2. Interacting via written text Interacting with others in written English in various communicative forms	Listening/ Speaking/Writing
	A3. Offering opinions Offering & supporting opinions & negotiating with others in communicative exchanges	Listening/ Speaking
	A4. Adapting language choices Adapting language choices to various contexts (based on task, purpose, audience, & text type)	Speaking
Interpretive Mode	B5. Listening actively Listening actively to spoken English in a range of social & academic contexts	Listening/ Speaking
	B6. Reading/Viewing closely Reading closely literary & informational texts & viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	Reading/ Speaking
	B7. Evaluating language choices 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
	B8. Analyzing language choices 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	C9. Presenting Expressing information & ideas in formal presentations on academic topics	Speaking
	C10. Writing Writing literary & informational texts to present, describe & explain ideas & information, using appropriate technology	Writing
	C11. Supporting opinions Supporting own opinions & evaluating other's opinions in speaking & writing	Speaking/ Writing
	C12. Selecting language choices 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	A1. Understanding Text Structure Understanding text structure and organization based on purpose, text type, and discipline	Reading/ Writing
	A2. Understanding Cohesion Understating cohesion and how language resources across a text contribute to the way a text unfolds and flows	Reading/ Writing
B. Expanding & Enriching Ideas	B3. Using Verbs and Verb Phrases Using verbs and verb phrases to create precision and clarify in different text types	Speaking/ Writing
	B4. Using nouns and nouns phrases Using nouns and noun phrases to expand ideas and provide more detail	Speaking/ Writing
	B5. Modifying to add details Modifying to add details to provide more information and create precision	Speaking/ Writing
C. Connecting & Condensing Ideas	C6. Connecting Ideas Connecting ideas within sentences by combining clauses	Speaking/ Writing
	C7. Condensing Ideas Condensing ideas within a sentence using a variety of language resources	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.