



## Alignment Overview Table for Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and NES Essential Components of Elementary Reading Instruction

Common Core Strands [K–12]	
<b>RF</b>	Reading: Foundational Skills
<b>RL</b>	Reading: Literature
<b>RI</b>	Reading: Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>L</b>	Language
<b>RH</b>	History/Social Studies: Reading
<b>RST</b>	Science and Technical Subjects: Reading
<b>WHST</b>	History/Social Studies, Science, and Technical Subjects: Writing

NES Essential Components of Elementary Reading Instruction Competencies	
<b>0001</b>	Understand oral language development and development of phonological awareness, including phonemic awareness.
<b>0002</b>	Understand development of concepts of print, letter knowledge, and letter-sound correspondence (i.e., the alphabetic principle).
<b>0003</b>	Understand assessment of students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter knowledge, and letter-sound correspondence.
<b>0004</b>	Understand development of phonics, sight words, morphology, and spelling at beginning stages of reading and writing development (i.e., reading and writing primarily single-syllable words).
<b>0005</b>	Understand development of sight words and word analysis, including spelling, at more advanced stages of reading and writing development.
<b>0006</b>	Understand development of fluency at all stages of reading development (i.e., from letter naming to word reading to reading connected text).
<b>0007</b>	Understand assessment of students with respect to their development in word analysis (i.e., knowledge and skills in phonics, sight words, morphology, syllabication, spelling, and orthography) and fluency at all stages of reading development.
<b>0008</b>	Understand vocabulary development.
<b>0009</b>	Understand development of academic language (i.e., the language of books, tests, and other formal oral and written discourse) and background knowledge.
<b>0010</b>	Understand development of reading comprehension and comprehension strategies.
<b>0011</b>	Understand assessment of students with respect to development of vocabulary, academic language, background knowledge, comprehension, and comprehension strategies.
<b>0012</b>	Understand literary/narrative texts and the development of comprehension and analysis of literary/narrative texts.
<b>0013</b>	Understand informational/expository texts, the development of comprehension and analysis of informational/expository texts, and the development of study and research skills.
<b>0014</b>	Understand assessment of students with respect to their comprehension and analysis of literary/narrative and informational/expository texts and their development of study and research skills.
<b>0015</b>	Understand essential components of a classroom environment that supports and promotes literacy development.
<b>0016</b>	Understand research foundations, professional knowledge, and ongoing professional development related to reading instruction in K–6 classrooms.

**For more information about the NES, visit [www.nestest.com](http://www.nestest.com)**

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### Important Notes About the Alignment Overview Table:

- Four-digit numbers (e.g., 0004) correspond to NES competency number identifiers. In each cell, the NES competencies that align to the Common Core State Standards (CCSS) in the domain at the grade level are indicated.
- Cells are shaded yellow or grey to indicate whether CCSS domains/strands exist for the associated grade level.
- CCSS domains/strands do not exist at certain grade levels.
- When there is no alignment between the CCSS and NES competencies, a dash ("-") appears in the cell.
- When a CCSS does not apply to one or more competencies, "n/a" appears in the cell.
- Some CCSS standards in the Writing and Speaking & Listening strands do not relate to reading development. For these strands, the NES competencies cover only the specific CCSS standards indicated.



Common Core domains/strands exist at the grade level.



Common Core domains/strands DO NOT exist at the grade level.

		Grade Level						
		K	1	2	3	4	5	6
<b>Common Core Strands</b>	<b>RF</b>	0001, 0002, 0003, 0004, 0006, 0007	0001, 0002, 0003, 0004, 0006, 0007	0005, 0006, 0007	0005, 0006, 0007	0005, 0006, 0007	0005, 0006, 0007	
	<b>RL</b>	0010, 0011, 0012, 0014	0010, 0011, 0012, 0014	0010, 0011, 0012, 0014	0010, 0011, 0012, 0014	0010, 0011, 0012, 0014	0010, 0011, 0012, 0014	0010, 0011, 0012, 0014
	<b>RI</b>	0010, 0011, 0013, 0014	0010, 0011, 0013, 0014	0010, 0011, 0013, 0014	0010, 0011, 0013, 0014	0010, 0011, 0013, 0014	0010, 0011, 0013, 0014	0010, 0011, 0013, 0014
	<b>W</b>	W.CCR.7-8 (Research to Build and Present Knowledge): 0013, 0014	W.CCR.7-8 (Research to Build and Present Knowledge): 0013, 0014	W.CCR.7-8 (Research to Build and Present Knowledge): 0013, 0014	W.CCR.7-8 (Research to Build and Present Knowledge): 0013, 0014	W.CCR.7-9 (Research to Build and Present Knowledge): 0013, 0014	W.CCR.7-9 (Research to Build and Present Knowledge): 0013, 0014	W.CCR.7-9 (Research to Build and Present Knowledge): 0013, 0014
	<b>SL</b>	SL.CCR.1-2 (Comprehension and Collaboration): 0012, 0013, 0014	SL.CCR.1-2 (Comprehension and Collaboration): 0012, 0013, 0014	SL.CCR.1-2 (Comprehension and Collaboration): 0012, 0013, 0014	SL.CCR.1-2 (Comprehension and Collaboration): 0012, 0013, 0014	SL.CCR.1-2 (Comprehension and Collaboration): 0012, 0013, 0014	SL.CCR.1-2 (Comprehension and Collaboration): 0012, 0013, 0014	SL.CCR.1-2 (Comprehension and Collaboration): 0012, 0013, 0014
	<b>L</b>	0008, 0009, 0011	0008, 0009, 0011	0008, 0009, 0011	0008, 0009, 0011	0008, 0009, 0011	0008, 0009, 0011	0008, 0009, 0011
	<b>RH</b>							0013, 0014
	<b>RST</b>							0013, 0014
	<b>WHST</b>							WHST.CCR.7-9 (Research to Build and Present Knowledge): 0013, 0014