Georgia Standards of Excellence: K-5
Reading Informational Standards (RI) K-5
Continuum from Kindergarten to Fifth

Key Ideas and Details					
K	**1st**	**2nd**	**3rd**	**4th**	**5th**
ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.	**ELAGSE1RI1:** Ask and answer questions about key details in a text.	**ELAGSE2RI1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	**ELAGSE3RI1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**ELAGSE4RI1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**ELAGSE5RI1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).	**ELAGSE1RI2:** Identify the main topic and retell key details of a text.	**ELAGSE2RI2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**ELAGSE3RI2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.	**ELAGSE4RI2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**ELAGSE5RI2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**ELAGSE1RI3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**ELAGSE2RI3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**ELAGSE3RI3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**ELAGSE4RI3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**ELAGSE5RI3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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Craft and Structure					
K	**1st**	**2nd**	**3rd**	**4th**	**5th**
ELAGSEKRI4: With prompting and support, ask and answer questions about unknown words in a text.	**ELAGSE1RI4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**ELAGSE2RI4:** Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	**ELAGSE3RI4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	**ELAGSE4RI4:** Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**ELAGSE5RI4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELAGSEKRI5: Identify the front cover, back cover, and title page of a book.	**ELAGSE1RI5:** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.	**ELAGSE2RI5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**ELAGSE3RI5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	**ELAGSE4RI5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**ELAGSE5RI5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
ELAGSEKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**ELAGSE1RI6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**ELAGSE2RI6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**ELAGSE3RI6:** Distinguish their own point of view from that of the author of a text.	**ELAGSE4RI6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**ELAGSE5RI6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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Integration of Knowledge and Ideas					
K	**1st**	**2nd**	**3rd**	**4th**	**5th**
ELACCKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).	**ELACC1RI7:** Use illustrations and details in a text to describe its key ideas.	**ELACC2RI7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**ELACC3RI7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**ELACC4RI7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**ELACC5RI7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
ELACCKRI8: With prompting and support, identify the reasons an author gives to support points in a text.	**ELACC1RI8:** Identify the reasons an author gives to support points in a text.	**ELACC2RI8:** Describe how reasons support specific points the author makes in a text.	**ELACC3RI8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**ELACC4RI8:** Explain how an author uses reasons and evidence to support particular points in a text.	**ELACC5RI8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELACCKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**ELACC1RI9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**ELACC2RI9:** Compares and contrast the most important points presented by two texts on the same topic.	**ELACC3RI9:** Compare and contrast the most important points and key details presented in two texts on the same topic.	**ELACC4RI9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**ELACC5RI9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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Range of Reading and Level of Text Complexity					
K	**1st**	**2nd**	**3rd**	**4th**	**5th**
ELACCKRI10: Actively engage in group reading of informational text with purpose and understanding.	ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.	ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELACC3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELACC5RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Note: The standards that have been revised are noted in RED text.

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