Ohio Social Studies Explorers Integrations to Ohio's ELA Standards

Kindergarten Correlations to Ohio's ELA Standards

Unit 1 – My Place in Time

This unit focuses on **time, personal history, stories, pictures, past/present/future, sequencing, and comparing past and present objects and experiences**. Students use chronological vocabulary, talk about family photos and objects, retell personal experiences, and compare how life changes over time.

Strongest ELA correlations

- **RI.K.1** – Students ask and answer questions about time, family photos, past/present objects, and personal history through discussion and visual sources.
- **RI.K.2** – Students identify the main topic of lessons about time and personal history.
- **RI.K.3** – Strong fit because students describe connections among events in their day and in their personal history.
- **RI.K.4** – Explicit vocabulary includes *past, present, future, yesterday, today, tomorrow,* and words for sequencing and storytelling.
- **RI.K.7** – One of the strongest fits because students use stories, pictures, photos, and objects to describe key ideas.
- **RI.K.8** – Students support simple ideas about time and personal history using stories and pictures.
- **RI.K.9** – Students compare objects and experiences from the past and present.
- **W.K.2** – Students use words and pictures to describe events and experiences.
- **W.K.7 / W.K.8** – Students gather information from stories, photos, and classroom discussion to answer questions and share personal history.
- **SL.K.1** – Oral sharing and response to others' stories are central to the unit.
- **SL.K.2** – Students confirm understanding of information from read-alouds, videos, and shared stories.
- **SL.K.4 / SL.K.5** – Students describe familiar events and use pictures to support what they say.
- **L.K.6** – The unit strongly develops chronological and personal-history vocabulary.

Best-fit summary for Unit 1
Unit 1 aligns most strongly with **informational reading through visuals and stories, oral language, sequencing, and vocabulary development around time and personal history**.

©2026 Ohio Social Studies Explorers

Unit 2 – Working Together

This unit emphasizes **responsibilities, goals, rules, authority figures, wants, decisions, and goods/services**. Students talk about roles at home and school, identify rules, discuss authority figures, and explore how decisions affect others.

Strongest ELA correlations

- **RI.K.1** – Students ask and answer questions about responsibilities, rules, authority figures, wants, and goods/services using stories and discussions.
- **RI.K.2** – Students identify the main topic of lessons about teamwork, rules, and decision-making.
- **RI.K.3** – Strong fit because students describe the connection between rules and safety, and between decisions and their effect on others.
- **RI.K.4** – Explicit vocabulary includes *responsibility, role, goal, teamwork, rules, laws, authority figure, safety, order, goods,* and *services*.
- **RI.K.7** – Students use books, videos, charts, and sort activities to describe ideas.
- **RI.K.8** – Students explain why rules exist and why working together matters.
- **RI.K.9** – Students compare responsibilities across settings and compare goods and services.
- **W.K.1** – The unit supports opinion statements about wants, fairness, and good decisions.
- **W.K.2** – Students communicate information about responsibilities, rules, and goods/services.
- **W.K.7 / W.K.8** – Students use stories, charts, and class experiences as sources of information.
- **SL.K.1** – One of the strongest standards here because the unit depends heavily on group discussion and shared tasks.
- **SL.K.2** – Students respond to information from read-alouds, videos, and teacher modeling.
- **SL.K.4 / SL.K.5** – Students communicate ideas about roles and rules with pictures, charts, and examples.
- **SL.K.6** – Students speak clearly in whole-group and partner settings.
- **L.K.6** – Strong vocabulary development is embedded throughout the unit.

Best-fit summary for Unit 2
Unit 2 is especially strong in **oral language, collaborative speaking/listening, informational reading, and vocabulary related to citizenship, rules, and community roles**.

©2026 Ohio Social Studies Explorers

Unit 3 – Maps and Our World

This unit centers on **direction, distance, symbols, landmarks, maps, and how people interact with the environment**. Students use positional words, identify landmarks, create simple maps, and explain how humans use and change the environment to meet needs.

Strongest ELA correlations

- **RI.K.1** – Students ask and answer questions about object location, landmarks, maps, and environment using books, visuals, and teacher-guided tasks.
- **RI.K.2** – Students identify the main topic of lessons about maps and the environment.
- **RI.K.3** – Strong fit because students describe how people use and change the environment and how maps represent real places.
- **RI.K.4** – Explicit vocabulary includes *direction, distance, position, up/down, over/under, front/back, map, symbol, location,* and *landmark*.
- **RI.K.7** – One of the strongest fits because the unit relies heavily on illustrations, maps, symbols, and visual models.
- **RI.K.8** – Students explain how maps help people and how humans depend on and impact the environment.
- **RI.K.9** – Students compare familiar places and compare different ways people interact with environments.
- **W.K.2** – Students use drawings and words to communicate information about places and maps.
- **W.K.7 / W.K.8** – Students use books, classroom experiences, and visuals to build and share knowledge about maps and landmarks.
- **SL.K.1** – Discussion, questioning, and teacher-guided talk are central.
- **SL.K.2** – Students confirm understanding of information presented through read-alouds and visuals.
- **SL.K.4 / SL.K.5** – Students describe object locations and explain maps using drawings and symbols.
- **L.K.6** – Strong geography and spatial-language vocabulary development is embedded.

Best-fit summary for Unit 3
Unit 3 is especially strong in **informational reading through visuals, oral explanation, map-based communication, and vocabulary development around space and place**.

©2026 Ohio Social Studies Explorers

Unit 4 – Celebrating Cultures

This unit focuses on **U.S. symbols and traditions, other countries' symbols, flags, heritage, family/community traditions, and cultural expression through art, music, dance, food, and language**. Students identify national symbols, listen respectfully, compare flags, and share family or community traditions.

Strongest ELA correlations

- **RI.K.1** – Students ask and answer questions about symbols, flags, holidays, traditions, and cultures using books, videos, and class discussion.
- **RI.K.2** – Students identify the main topic of lessons about patriotism, national symbols, and cultural traditions.
- **RI.K.3** – Strong fit because students describe connections between symbols and countries, and between traditions and culture.
- **RI.K.4** – Explicit vocabulary includes *patriotism, country, respect, community, symbol, flag, anthem, pledge, holiday, tradition,* and *culture*.
- **RI.K.7** – One of the strongest standards here because students use flags, symbols, books, videos, and art activities to describe ideas.
- **RI.K.8** – Students explain what symbols stand for and why traditions matter.
- **RI.K.9** – Students compare flags and traditions from the United States and other countries.
- **W.K.2** – Students use pictures and words to share facts about family or cultural traditions.
- **W.K.7 / W.K.8** – Students gather information from stories, songs, visuals, and classroom activities.
- **SL.K.1** – Discussion and sharing are central, especially around family/community traditions.
- **SL.K.2** – Students confirm understanding of information from read-alouds, videos, and songs.
- **SL.K.4 / SL.K.5** – Students share simple facts and use drawings to support their ideas, including patriotic pledge and flag activities.
- **SL.K.6** – Students practice speaking clearly in whole-group sharing.
- **L.K.6** – Strong vocabulary development is built around symbols, traditions, and culture.

Best-fit summary for Unit 4
Unit 4 aligns especially well with **informational reading through visuals and stories, oral sharing, comparison, and vocabulary development around symbols, heritage, and culture**.

©2026 Ohio Social Studies Explorers

Concise unit-by-unit crosswalk

Unit 1: strongest fit with **RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.4, SL.K.5, L.K.6**.

Unit 2: strongest fit with **RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, W.K.1, W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.4, SL.K.6, L.K.6**.

Unit 3: strongest fit with **RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.4, SL.K.5, L.K.6**.

Unit 4: strongest fit with **RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.6**.

Overall conclusion

The Kindergarten Ohio Social Studies Explorers units show the strongest ELA alignment in:

- using evidence from informational text, visuals, and stories
- describing simple relationships and everyday experiences
- interpreting pictures, symbols, maps, and photographs
- participating in structured speaking and listening
- producing simple informative and opinion-based responses
- building academic and domain-specific vocabulary

©2026 Ohio Social Studies Explorers

Grade 1 Correlations to Ohio's ELA Standards

Unit 1 – Understanding Time and the Past

This unit focuses on **past, present, future, calendars, primary sources, photographs, letters, artifacts, books, and how needs are met over time**. Students create timelines, examine primary sources, communicate family stories, and compare how life and needs have changed.

Strongest ELA correlations

- **RI.1.1** – Students ask and answer questions about the past using photographs, letters, artifacts, and books.
- **RI.1.2** – Students identify the main topic of lessons about time, sources, and change over time.
- **RI.1.3** – Strong fit because students describe connections among events in their lives and explain how daily life and basic needs changed over time.
- **RI.1.4** – Explicit vocabulary includes *past, present, future, timeline, months, calendar, artifact, photograph, letter,* and *evidence*.
- **RI.1.5** – Students use features such as calendars, timelines, and labeled visuals to organize information about time.
- **RI.1.7** – One of the strongest fits because students use illustrations, photographs, artifacts, and other visual sources to describe key ideas.
- **RI.1.8** – Students explain how evidence from sources helps them learn about the past.
- **RI.1.9** – Students compare life in the past and present using multiple source types.
- **W.1.2** – Students produce informative/explanatory responses about timelines, sources, and changes in life over time.
- **W.1.7 / W.1.8** – Students gather information from books, photos, artifacts, and letters to answer questions and explain ideas.
- **SL.1.1** – Discussion and sharing are built into the inquiry cycle.
- **SL.1.2** – Students ask and answer questions about read-alouds, videos, and source materials.
- **SL.1.4 / SL.1.5** – Students share timelines and source investigations using drawings and visual displays.
- **L.1.6** – The unit strongly develops history/time vocabulary.

Best-fit summary for Unit 1
Unit 1 aligns most strongly with **informational reading through sources and visuals, explanation of change over time, speaking/listening, and vocabulary development around time and the past**.

©2026 Ohio Social Studies Explorers

Unit 2 – Exploring Places and How People Live in the Environment

This unit emphasizes **maps, location, physical and human characteristics, landforms, and how families interact with the environment in different places and times**. Students use maps to locate places, identify features, create maps, and compare how people live in different environments.

Strongest ELA correlations

- **RI.1.1** – Students ask and answer questions about maps, locations, landforms, and places using details from visuals and texts.
- **RI.1.2** – Students identify the main topic of map lessons and environment/place lessons.
- **RI.1.3** – Strong fit because students describe the connection between where people live and how they interact with the environment.
- **RI.1.4** – Explicit vocabulary includes *map, symbol, location, compass rose, north, south, east, west, landforms, river, lake,* and *mountains*.
- **RI.1.5** – Students use map features such as titles, symbols, labels, and compass roses to understand information.
- **RI.1.7** – One of the strongest fits because students interpret maps and visual representations of places.
- **RI.1.8** – Students explain how map features help answer questions about location.
- **RI.1.9** – Students compare physical and human characteristics and compare how families live in different places.
- **W.1.2** – Students explain how maps help people and how places are different.
- **W.1.7 / W.1.8** – The unit uses multiple sources for simple research and information gathering about places and environments.
- **SL.1.1** – Students work and talk together while making and comparing maps.
- **SL.1.2** – Students ask and answer questions about books, videos, and maps.
- **SL.1.4 / SL.1.5** – Students explain their maps using symbols, labels, and drawings.
- **L.1.6** – Strong geography vocabulary development is built into the unit.

Best-fit summary for Unit 2
Unit 2 is especially strong in **informational reading through maps and visuals, explanatory speaking and writing, and vocabulary related to places and the environment**.

Unit 3 – Exploring Our Community and Us: Learning About Responsibilities

This unit centers on **helping, responsibility, collaboration, rules, fairness, and consequences**. Students discuss ways they help, work together on shared tasks, reflect on responsibility, and learn why rules exist in different settings.

Strongest ELA correlations

- **RI.1.1** – Students ask and answer questions about helping, collaboration, rules, and fairness using details from books, videos, and class activities.

©2026 Ohio Social Studies Explorers

- **RI.1.2** – Students identify the main topic of lessons about responsibility, collaboration, and rules.
- **RI.1.3** – Strong fit because students describe connections between actions and outcomes, such as how helping improves the group and how rules support fairness.
- **RI.1.4** – Explicit vocabulary includes *citizen, help, responsibility, community, teamwork, collaboration, accountability, rules,* and *fairness*.
- **RI.1.7** – Students use illustrations, slide decks, and videos to describe key ideas.
- **RI.1.8** – Students explain why rules and consequences are important and what makes rules fair.
- **RI.1.9** – Students compare rules across settings and compare ways people help at home, school, and in the community.
- **W.1.1** – The reflection and fairness work supports opinion writing about rules and responsible behavior.
- **W.1.2** – Students explain ways they help and why helping matters.
- **SL.1.1** – One of the strongest standards here because the unit is highly discussion-based and collaborative.
- **SL.1.4 / SL.1.5** – Students share helping hands, class charts, and group work using visuals.
- **SL.1.6** – Students adapt speech to discussion, sharing, and partner problem-solving.
- **L.1.6** – Strong civic and social vocabulary development is built in.

Best-fit summary for Unit 3
Unit 3 aligns especially well with **informational reading, collaborative speaking and listening, explanatory and opinion-based response, and vocabulary development around responsibility and fairness**.

Unit 4 – Exploring Money and Business

This unit focuses on **needs and wants, scarcity, choices, goods and services, trade, and money**. Students sort goods and services, discuss jobs, participate in pretend trade, and learn how money is used to buy goods and services.

Strongest ELA correlations

- **RI.1.1** – Students ask and answer questions about scarcity, choices, goods, services, trade, and money using books, stories, charts, and discussion.
- **RI.1.2** – Students identify the main topic of lessons about needs/wants, goods/services, trade, and money.
- **RI.1.3** – Very strong fit because students describe the connection between limited resources and choices, and between jobs and the goods/services people use.
- **RI.1.4** – Explicit vocabulary includes *need, want, choice, scarcity, goods, services, job, producer, trade, barter,* and *currency*.
- **RI.1.5** – Students use worksheets, charts, and sorts to organize economic information.
- **RI.1.7** – Students use visuals, stories, and sorting tasks to describe key economic ideas.
- **RI.1.8** – Students explain why people must make choices and why trade and money are useful.
- **RI.1.9** – Students compare goods and services and compare trade with money use.

©2026 Ohio Social Studies Explorers

- **W.1.1** – Reflection tasks support simple opinion statements about choices and needs/wants.
- **W.1.2** – Students explain goods, services, jobs, trade, and money in simple informative language.
- **W.1.7 / W.1.8** – Students use stories, books, and classroom activities as information sources.
- **SL.1.1** – Discussion and debrief are built into nearly every lesson stage.
- **SL.1.2** – Students ask and answer questions about stories, videos, and classroom activities.
- **SL.1.4 / SL.1.5** – Students explain sorts and choices using visual supports.
- **L.1.6** – The unit strongly develops economics vocabulary.

Best-fit summary for Unit 4
Unit 4 is the strongest Grade 1 unit for **informational reading, explanation of economic ideas, discussion, and vocabulary development in economics**.

Concise unit-by-unit crosswalk

Unit 1: strongest fit with **RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.9, W.1.2, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.4, SL.1.5, L.1.6**.

Unit 2: strongest fit with **RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.8, RI.1.9, W.1.2, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.4, SL.1.5, L.1.6**.

Unit 3: strongest fit with **RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.9, W.1.1, W.1.2, SL.1.1, SL.1.4, SL.1.5, SL.1.6, L.1.6**.

Unit 4: strongest fit with **RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.8, RI.1.9, W.1.1, W.1.2, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.4, L.1.6**.

Overall conclusion

The Grade 1 Ohio Social Studies Explorers units show the strongest ELA alignment in:

- using evidence from informational text and visuals
- explaining simple relationships and change over time
- interpreting photographs, letters, artifacts, maps, and charts
- participating in structured discussion
- producing short informative and opinion-based responses
- building academic and domain-specific vocabulary

©2026 Ohio Social Studies Explorers

Grade 2 Correlations to Ohio's ELA Standards

Unit 1 – Time Explorers: Journeying Through Changes

This unit focuses on **calendar time, timelines, artifacts, maps, photographs, science and technology changes, and biographies**. Students measure time using calendars, sequence life events, compare past and present through artifacts and photos, and use biographies to explain how people shaped the world.

Strongest ELA correlations

- **RI.2.1** – Students answer questions using details from calendars, timelines, artifacts, maps, photographs, and biographies.
- **RI.2.2** – Students identify the main topic of informational materials about change over time, daily life, and important individuals.
- **RI.2.3** – Strong fit because students describe the connections among events in a timeline and explain how science, technology, and individual actions changed daily life.
- **RI.2.4** – Explicit vocabulary includes *day, week, month, year, chronological order, artifact, evidence, past, present,* and *change*.
- **RI.2.7** – One of the strongest fits because students interpret information from calendars, timelines, maps, artifacts, photographs, and biographies.
- **RI.2.9** – Students compare past and present and use multiple source types to explain change over time.
- **W.2.2** – Students produce informative/explanatory responses about life changes, timelines, and historical evidence.
- **W.2.7 / W.2.8** – Students gather and use information from biographies, calendars, maps, artifacts, and photographs.
- **SL.2.1** – Discussion and debrief structures are built into the lessons.
- **SL.2.2** – Students recount and interpret information from videos, read-alouds, and visual sources.
- **SL.2.4 / SL.2.5** – Students share timelines and explain observations using drawings, photos, or other visual supports.
- **L.2.6** – The unit strongly develops history/time vocabulary.

Best-fit summary for Unit 1
Unit 1 aligns most strongly with **informational reading through visuals and sources, sequencing and explanation, discussion, and vocabulary tied to time and historical change**.

©2026 Ohio Social Studies Explorers

Unit 2 – Exploring Our Earth: Fun with Maps and Nature!

This unit emphasizes **maps, symbols, cardinal directions, jobs, physical and human characteristics, environmental change, and culture shaped by place**. Students read and create maps, use map symbols and compass roses, answer direction questions, and explain how land, weather, and environment affect jobs and ways of life.

Strongest ELA correlations

- **RI.2.1** – Students use details from maps, books, visuals, and discussions to answer questions about place and direction.
- **RI.2.2** – Students identify the main topic of texts and lessons about maps, environment, jobs, and culture.
- **RI.2.3** – Strong fit because students explain connections between where people live and the work they do, and between environment and culture.
- **RI.2.4** – Explicit vocabulary includes *map, location, symbol, compass rose, North, South, East, West, map key,* and *label*.
- **RI.2.7** – This is one of the strongest standards for the unit because students interpret maps and other visuals to answer location questions.
- **RI.2.8** – Students explain how map features support answering questions and how environmental examples support ideas about jobs and culture.
- **RI.2.9** – Students compare how people live in different places and how environments shape culture.
- **W.2.2** – Students explain how maps work and how places affect people's lives.
- **W.2.7 / W.2.8** – The unit includes simple research, informational reading, and map-based information gathering.
- **SL.2.1** – Group work and discussion are built into map creation and sharing tasks.
- **SL.2.2** – Students recount and interpret information from books, videos, and maps.
- **SL.2.4 / SL.2.5** – Students explain their maps and use symbols and drawings as visual displays.
- **L.2.6** – Strong geography vocabulary development is built into the unit.

Best-fit summary for Unit 2
Unit 2 is especially strong in **informational reading through maps and visuals, explanatory speaking/writing, and vocabulary related to geography and environment**.

Unit 3 – Explore Being a Good Neighbor: Learning About Citizenship

This unit centers on **rules, laws, citizenship, cultural sharing, respect, accountability, and group responsibility**. Students compare rules and laws, classify examples by setting, write an opinion about a rule, and create mini-booklets showing real rule/law examples and their importance.

Strongest ELA correlations

- **RI.2.1** – Students answer questions about rules, laws, citizenship, and respect using details from books, class charts, and examples.

©2026 Ohio Social Studies Explorers

- **RI.2.2** – Students identify the main topic of lessons about rules, laws, citizenship, and cultural respect.
- **RI.2.3** – Strong fit because students explain how rules and laws affect behavior and why governments create laws to protect people and maintain order.
- **RI.2.4** – Explicit vocabulary includes *rule, law, fairness, government, citizen, respect, opinion, reason,* and *conclusion*.
- **RI.2.7** – Students use charts, books, and examples to explain civics ideas.
- **RI.2.8** – The unit supports explaining reasons why rules and laws matter and why people should respect others' rights.
- **RI.2.9** – Students compare rules and laws across settings and compare cultural characteristics of groups.
- **W.2.1** – Direct alignment through the opinion writing task where students express and support an opinion about a rule.
- **W.2.2** – Students also explain examples of rules and laws and why they matter.
- **W.2.7 / W.2.8** – Students use read-alouds, examples, and discussions as information sources.
- **SL.2.1** – Think-Pair-Share, discussion, and group work strongly support collaborative speaking/listening.
- **SL.2.4 / SL.2.5** – Students share writing and booklet work using visual supports.
- **SL.2.6** – Students adapt speaking to discussions, partner talk, and presentations.
- **L.2.6** – Strong academic and civics vocabulary development is embedded.

Best-fit summary for Unit 3
Unit 3 aligns especially well with **informational reading, opinion and explanatory writing, collaborative discussion, and vocabulary development around civics and citizenship**.

Unit 4 – Exploring Resources and Jobs

This unit focuses on **resources, bar graphs, goods and services, jobs, money, buying and selling, income, and saving**. Students sort and explain resources, connect resource location to products, construct and interpret bar graphs, and use data to make decisions.

Strongest ELA correlations

- **RI.2.1** – Students answer questions using details from graphs, stories, readings, and resource examples.
- **RI.2.2** – Students identify the main topic of informational materials about resources, jobs, money, and economic decisions.
- **RI.2.3** – Very strong fit because students explain connections among resources, products, jobs, goods/services, money, and income.
- **RI.2.4** – Explicit vocabulary includes *resource, natural, human-made, product, location, bar graph, data, compare, quantity, evidence,* and *decision*.
- **RI.2.7** – One of the strongest standards for this unit because students construct and interpret bar graphs and use visual data to make decisions.
- **RI.2.8** – Strong fit because students explain how data evidence supports logical economic decisions.

©2026 Ohio Social Studies Explorers

- **RI.2.9** – Students compare resource uses, graph quantities, and examples of goods/services and money use.
- **W.2.2** – Students explain how resources are used and how people get and use money.
- **W.2.7 / W.2.8** – Students gather information from stories, articles, graphs, and activities to answer questions and make decisions.
- **SL.2.1** – Discussion and debrief are built into graphing and resource lessons.
- **SL.2.2** – Students recount and interpret information from read-alouds, slides, and graphs.
- **SL.2.4 / SL.2.5** – Students explain graph results and decisions using visual displays.
- **L.2.6** – This unit strongly develops economics and data vocabulary.

Best-fit summary for Unit 4
Unit 4 is the strongest Grade 2 unit for **reading informational text with visuals/data, explanatory speaking and writing, and vocabulary tied to economics and resources**.

Concise unit-by-unit crosswalk

Unit 1: strongest fit with **RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7, RI.2.9, W.2.2, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.5, L.2.6**.

Unit 2: strongest fit with **RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7, RI.2.8, RI.2.9, W.2.2, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.5, L.2.6**.

Unit 3: strongest fit with **RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.8, RI.2.9, W.2.1, W.2.2, W.2.7, W.2.8, SL.2.1, SL.2.4, SL.2.5, SL.2.6, L.2.6**.

Unit 4: strongest fit with **RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7, RI.2.8, RI.2.9, W.2.2, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.4, SL.2.5, L.2.6**.

Overall conclusion

The Grade 2 Ohio Social Studies Explorers units show the strongest ELA alignment in:

- using evidence from informational text and visuals
- explaining relationships and change over time
- interpreting maps, artifacts, photographs, biographies, and graphs
- participating in structured discussion
- producing short informative and opinion-based responses
- building academic and domain-specific vocabulary

©2026 Ohio Social Studies Explorers

Grade 3 Correlations to Ohio's ELA Standards

Unit 1 – Exploring Our Community's Geography and History

This unit focuses on **map skills, timelines, primary and secondary sources, and community change over time**. Students compare physical and political maps, use titles/keys/grids/compass directions, analyze historical and modern maps, create timelines, and use sources to explain how the local community has changed.

Strongest ELA correlations

- **RI.3.1** – Students use details from maps, images, and source materials to answer questions and explain community change.
- **RI.3.2** – Students identify main ideas about map purpose, source types, and historical change.
- **RI.3.3** – Strong fit because students explain how events and communities change over time and how sources help show that change.
- **RI.3.4** – The unit explicitly teaches vocabulary such as *map, physical map, political map, key, compass, grid, timeline,* and *primary source*.
- **RI.3.5** – Students work with informational structures such as timelines, map features, and source categories.
- **RI.3.7** – One of the strongest fits because students interpret information from maps, historical visuals, and source materials.
- **RI.3.9** – Students compare historical and modern maps and use multiple source types to understand local change.
- **W.3.2** – Students explain community change and organize historical information in writing or timeline form.
- **W.3.7 / W.3.8** – Students gather information from sources and organize it into timelines and map-based explanations.
- **SL.3.1** – Discussion and debrief are built throughout the inquiry cycle.
- **SL.3.4 / SL.3.5** – Students create short presentations and explain their use of maps and sources with visual supports.
- **L.3.6** – The unit strongly develops geography/history vocabulary.

Best-fit summary for Unit 1
Unit 1 aligns most strongly with **informational reading using visuals, explanation of historical change, source comparison, and oral presentation with maps and timelines**.

Unit 2 – Exploring Communities and the Environment

This unit emphasizes **communities, natural resources, agriculture, industry, environmental change, transportation, communication, and cultural diversity**. Students examine photo collages, read-alouds, packets, guided notes, design a community, and write a paragraph or create a flipbook summarizing how resources influence community life.

©2026 Ohio Social Studies Explorers

Strongest ELA correlations

- **RI.3.1** – Students use details from photo sets, packets, readings, and notes to explain how resources shape communities.
- **RI.3.2** – Students identify main ideas about agriculture, industry, natural resources, transportation, and cultural diversity.
- **RI.3.3** – Very strong fit because students explain connections among resources, jobs, geography, and daily life.
- **RI.3.4** – Explicit vocabulary includes *community, urban, suburban, rural, agriculture, factory, product, natural resources,* and *services*.
- **RI.3.7** – Strong fit because students interpret information from images, read-alouds, videos, and other visuals/media.
- **RI.3.9** – Students compare different communities and how each uses land and resources.
- **W.3.2** – Direct fit through paragraph/flipbook summaries and explanation of how resources influence daily life.
- **W.3.7 / W.3.8** – Students gather information from multiple materials and organize it into projects and explanatory products.
- **SL.3.1** – Class discussion, anchor charts, and project sharing support collaborative conversation.
- **SL.3.2** – Students explain ideas from read-alouds, visuals, and videos.
- **SL.3.4 / SL.3.5** – Students present a community design project using poster or slide materials.
- **L.3.6** – The unit builds strong content vocabulary tied to community, environment, and resources.

Best-fit summary for Unit 2
Unit 2 is especially strong in **informational reading across media, explanatory writing, comparison, and speaking with visual supports**.

Unit 3 – Exploring Our Government

This unit centers on **laws, fairness, order, safety, community rules, authority, consequences, and local government structures**. Students compare rules and laws, sort examples, analyze community photos, create anchor charts, complete scenario tasks, and use multiple sources to research local government.

Strongest ELA correlations

- **RI.3.1** – Students use details from scenarios, visuals, and informational materials to explain the purpose of laws and government.
- **RI.3.2** – Students identify the central ideas that laws create safety, fairness, and order, and that governments make and enforce laws.
- **RI.3.3** – Strong fit because students explain the relationship between laws, behavior, consequences, and government authority.
- **RI.3.4** – Explicit vocabulary includes *law, rule, safety, fairness, order, consequence, authority, government,* and *enforce*.

©2026 Ohio Social Studies Explorers

- **RI.3.7** – Students interpret information from photos, read-alouds, charts, and scenario materials.
- **RI.3.9** – The research work on different local governments supports comparing information from multiple sources.
- **W.3.1** – The scenario and law-evaluation work supports opinion writing with reasons, especially when students evaluate whether a law is fair or helpful.
- **W.3.2** – Students explain the purposes of laws and how local government works.
- **W.3.7 / W.3.8** – The unit explicitly includes use of multiple sources to research local governments.
- **SL.3.1** – Think-Pair-Share, discussion, and class debriefs are central.
- **SL.3.4 / SL.3.5** – Poster and skit tasks require students to present ideas clearly using visual or dramatic support.
- **SL.3.6** – Students adapt speech to classroom discussion, skits, and presentations.
- **L.3.6** – Strong academic/civics vocabulary development is built in.

Best-fit summary for Unit 3
Unit 3 aligns especially well with **informational reading, explanation of civic ideas, discussion, presentation, and source-based research**.

Unit 4 – Exploring Money Matters: Making Smart Choices Every Day!

This unit focuses on **consumers and producers, goods and services, markets, graphs, incentives, scarcity, trade-offs, costs and benefits, and budgets**. Students read articles, analyze examples, create products and sales plans, interpret graphs, and explain or justify economic choices.

Strongest ELA correlations

- **RI.3.1** – Students use details from articles, handouts, scenarios, and graphs to explain economic ideas.
- **RI.3.2** – Students identify main ideas about roles in the economy, incentives, scarcity, and budgeting.
- **RI.3.3** – Very strong fit because students explain relationships among consumers, producers, goods, services, markets, and decision-making.
- **RI.3.4** – Explicit vocabulary includes *consumer, producer, goods, services, market, resource, scarcity, trade-off, incentive, budget, cost,* and *benefit*.
- **RI.3.7** – One of the strongest fits because the unit explicitly asks students to read and interpret scaled graphs and sample budgets.
- **RI.3.9** – Students compare information across articles, activities, graphs, and scenarios to explain economic ideas.
- **W.3.1** – Strong fit when students justify economic decisions using incentives, scarcity, or costs and benefits.
- **W.3.2** – Students explain how markets work and how goods and services move through a community.
- **W.3.7 / W.3.8** – Students gather information from articles, activities, and data displays and apply it to products and decisions.
- **SL.3.1** – Discussion and debrief are built into nearly every lesson stage.

©2026 Ohio Social Studies Explorers

- **SL.3.2** – Students interpret ideas presented through articles, visuals, and graphs.
- **SL.3.4 / SL.3.5** – Students explain community economy posters and share project ideas using visual supports.
- **L.3.6** – This unit has especially strong domain-specific vocabulary development in economics.

Best-fit summary for Unit 4
Unit 4 is the strongest Grade 3 unit for **reading informational text with visuals/data, explanatory and opinion writing, oral explanation, and vocabulary development in economics**.

Concise unit-by-unit crosswalk

Unit 1: strongest fit with **RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.4, SL.3.5, L.3.6**.

Unit 2: strongest fit with **RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.4, SL.3.5, L.3.6**.

Unit 3: strongest fit with **RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.1, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.4, SL.3.5, SL.3.6, L.3.6**.

Unit 4: strongest fit with **RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.1, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.4, SL.3.5, L.3.6**.

Overall conclusion

The Grade 3 Ohio Social Studies Explorers units show the strongest ELA alignment in:

- using evidence from informational text and visuals
- explaining ideas and relationships clearly
- comparing information across sources
- speaking and listening in collaborative discussions
- creating short informative and opinion-based responses
- building academic and content vocabulary

©2026 Ohio Social Studies Explorers

Grade 4 Correlations to Ohio's ELA Standards

Unit 1 – Exploring Ohio's Past and Its Place in America

This unit emphasizes **primary and secondary sources, timelines, historical narratives, and explaining interactions among groups over time**. Students sort sources, match them to events, build timelines, and use evidence to tell stories about Ohio's past.

Strongest ELA correlations

- **RI.4.1** – Students refer to details and examples in sources when explaining events and drawing conclusions about the past. The unit explicitly centers on using primary and secondary sources as evidence.
- **RI.4.2** – Students determine important ideas from historical readings and source sets and summarize what those sources reveal about events and people.
- **RI.4.3** – A particularly strong fit because the unit asks students to explain historical events and relationships, including cooperation, conflict, and compromise among groups in Ohio.
- **RI.4.4** – Students work with domain-specific words such as *primary source, secondary source, timeline,* and *chronological order*.
- **RI.4.5** – Timeline work supports understanding of chronological structure and how information is organized over time.
- **RI.4.7** – Students interpret information from timelines, maps, images, artifacts, and slide decks.
- **W.4.2** – The historical narrative work strongly supports informative/explanatory writing using facts and evidence from sources.
- **W.4.7 / W.4.8** – Students gather information from source materials and organize it into timelines and historical explanations.
- **W.4.9** – Students draw evidence from informational and historical sources to support writing and explanation.
- **SL.4.1** – Group sorting, discussion, and source analysis support collaborative discussion.
- **SL.4.4 / SL.4.5** – Students share timeline thinking and explain how evidence supports events using visual displays.
- **L.4.6** – The unit builds academic and discipline-specific vocabulary tied to history and chronology.

Best-fit summary for Unit 1
Unit 1 aligns most strongly with **evidence-based informational reading, explanation of historical events, source analysis, and discussion/presentation using timelines and visuals**.

©2026 Ohio Social Studies Explorers

Unit 2 – Exploring Ohio's Location and the Contributions to the Nation

This unit focuses on **maps, directions, regions, inventions, resources, economy, and informative writing**. Students use map scale, identify physical and human characteristics, conduct inventor station work, listen to podcasts, and complete an Ohio agriculture informative writing task.

Strongest ELA correlations

- **RI.4.1** – Students use details from maps, passages, videos, and station materials to explain locations, inventions, and economic impact.
- **RI.4.2** – Students determine main ideas from informational sources about Ohio regions, inventions, and resources.
- **RI.4.3** – Very strong fit because students explain ideas and concepts such as how geography affects economy, how innovations changed life, and how resources support production.
- **RI.4.4** – Vocabulary such as *map scale, physical characteristics, human characteristics, manufacturing, agriculture,* and *economy* is explicitly taught.
- **RI.4.5** – Students use organized informational structures like comparison, description, and cause/effect in region and economy work.
- **RI.4.7** – One of the strongest standards for this unit because students interpret maps, posters, readings, videos, and podcasts together.
- **RI.4.9** – Students integrate information from multiple texts and media on the same topics, especially inventions and resources.
- **W.4.2** – Direct fit through the **Ohio Agriculture Informative Writing** task.
- **W.4.4 / W.4.5** – Students organize explanatory writing and revise with feedback.
- **W.4.7 / W.4.8** – Region research, inventor investigation, and use of varied informational materials align strongly to short research and information gathering.
- **SL.4.1** – Group projects, station debriefs, and discussions support collaborative speaking/listening.
- **SL.4.2** – Students explain information presented through media formats including podcasts, maps, and videos.
- **SL.4.4 / SL.4.5** – Poster work, region presentations, and promotional products align strongly.
- **L.4.6** – The unit has strong geography/economics vocabulary development.

Best-fit summary for Unit 2
Unit 2 is especially strong in **informational reading across media, explanatory writing, research, and visual/oral communication connected to maps and economic content**.

©2026 Ohio Social Studies Explorers

Unit 3 – Exploring the Movement of People in Ohio

This unit centers on **immigration, migration, diversity, transportation, data analysis, and opinion writing**. Students read or listen to passages and podcasts, analyze station materials, interpret population data, and write an opinion piece about why immigrants came to Ohio.

Strongest ELA correlations

- **RI.4.1** – Students use evidence from readings, stations, videos, and data displays to explain migration patterns and transportation changes.
- **RI.4.2** – Students identify main ideas and supporting details about why people moved to Ohio and how diversity changed over time.
- **RI.4.3** – A strong fit because students explain historical ideas and concepts such as migration, push/pull factors, population change, and transportation systems.
- **RI.4.4** – Domain vocabulary includes *immigration, diversity, culture, migration, push factors, pull factors, census,* and *trends*.
- **RI.4.7** – Very strong fit because the unit uses readings, podcasts, videos, slides, maps, charts, and station investigations.
- **RI.4.9** – Students compare and synthesize information from multiple sources about migration and Ohio's changing population.
- **W.4.1** – Direct alignment through the **opinion writing** task: "Why Immigrants Came to Ohio," using evidence and reasoning.
- **W.4.2** – Also supported when students summarize transportation and location impacts in paragraph responses or presentations.
- **W.4.4 / W.4.5** – Students organize writing and use peer share/debrief structures.
- **W.4.7 / W.4.8** – Students gather information from stations, readings, and data sources to answer questions and build explanations.
- **W.4.9** – Students use source-based evidence in writing and discussion.
- **SL.4.1** – Discussion is built throughout station work and debriefs.
- **SL.4.2** – Students interpret ideas from podcasts, videos, and charts.
- **SL.4.4 / SL.4.5** – Students share findings and sometimes present transportation/location summaries using written or digital formats.
- **L.4.6** – The unit strongly develops migration and population vocabulary.

Best-fit summary for Unit 3
Unit 3 has especially strong alignment to **source-based informational reading, multimedia comprehension, opinion writing, and evidence-based explanation of migration and diversity**.

©2026 Ohio Social Studies Explorers

Unit 4 – Exploring How Citizens and Government Work Together and How Our Economy Works

This unit has the broadest ELA integration in Grade 4. It includes **quick-writes, role-play, structured notes, charts and tables, viewpoint discussion, compromise, laws, constitutions, branches of government, entrepreneurship, and saving/spending**. The overview explicitly ties decision-making to accessing, evaluating, and using information effectively.

Strongest ELA correlations

- **RI.4.1** – Students use details from charts, readings, discussions, and lesson materials to explain citizenship, laws, and government structures.
- **RI.4.2** – Students identify main ideas in civic and economic texts, especially around rights, responsibilities, laws, constitutions, and entrepreneurship.
- **RI.4.3** – Very strong fit because students explain concepts such as how laws protect rights, how branches of government function, and how saving affects financial well-being.
- **RI.4.4** – Domain vocabulary is explicit: *citizen, rights, responsibilities, law, constitution, limited government, freedom, branches, entrepreneur, profit, save*.
- **RI.4.7** – Particularly strong because students read and interpret **tables and charts** to understand issues and make decisions.
- **RI.4.8** – The unit supports explaining how facts and information help make informed and reasoned decisions and how viewpoints contribute to compromise.
- **RI.4.9** – Students integrate information from discussions, books, charts, and trusted websites to understand issues and government ideas.
- **W.4.1** – The quick-write and viewpoint/compromise work support opinion writing grounded in reasons.
- **W.4.2** – Students explain rights, responsibilities, laws, and branches using structured notes and concept activities.
- **W.4.4 / W.4.5** – Structured note-taking, matching activities, and written responses support organized writing and revision-ready thinking.
- **W.4.7 / W.4.8** – The unit's emphasis on accessing, evaluating, and using information effectively aligns with research and information gathering.
- **SL.4.1** – One of the strongest standards here due to simulations, role-play, discussion, listening to viewpoints, and compromise.
- **SL.4.2 / SL.4.3** – Students interpret information presented orally and visually and evaluate information discussed in class.
- **SL.4.4 / SL.4.5** – Students explain ideas using structured notes, charts, and civic/economic concepts.
- **SL.4.6** – Students adapt speech through role-play, civic discussion, and group explanation.
- **L.4.6** – This unit is especially strong in academic and civic/economic vocabulary development.

©2026 Ohio Social Studies Explorers

Best-fit summary for Unit 4
Unit 4 is the **strongest ELA-connected Grade 4 unit overall**, especially for **collaborative discussion, interpreting informational text and data, explanatory and opinion writing, and academic vocabulary development**.

Concise unit-by-unit crosswalk

Unit 1: strongest fit with **RI.4.1, RI.4.3, RI.4.5, RI.4.7, W.4.2, W.4.7, W.4.9, SL.4.1, SL.4.4, L.4.6**.

Unit 2: strongest fit with **RI.4.1, RI.4.3, RI.4.7, RI.4.9, W.4.2, W.4.7, W.4.8, SL.4.2, SL.4.4, SL.4.5, L.4.6**.

Unit 3: strongest fit with **RI.4.1, RI.4.3, RI.4.7, RI.4.9, W.4.1, W.4.2, W.4.8, W.4.9, SL.4.1, SL.4.2, L.4.6**.

Unit 4: strongest fit with **RI.4.1, RI.4.3, RI.4.7, RI.4.8, W.4.1, W.4.2, W.4.8, SL.4.1, SL.4.2, SL.4.3, SL.4.6, L.4.6**.

Overall conclusion

The Grade 4 Ohio Social Studies Explorers units show strong alignment to Ohio ELA standards in these areas:

- using evidence from informational sources
- explaining historical and civic ideas clearly
- integrating information from text, maps, charts, videos, and podcasts
- participating in collaborative discussions
- writing opinion and informative pieces
- developing academic and content-specific vocabulary

©2026 Ohio Social Studies Explorers

Grade 5 Correlations to Ohio's ELA Standards

Unit 1 - Exploring the Basics of History and Geography

Unit 1 asks students to build timelines, use maps and geographic tools, compare regions, write explanatory pieces using climate and population data, and present ideas visually and orally.

Strongest ELA correlations

- **RI.5.3** - Students explain relationships among location, latitude, climate, population, and human activity.
- **RI.5.5** - Students work with chronology, comparison, and geographic organization through timelines, maps, and regional criteria.
- **RI.5.7** - Students draw on maps, graphs, globes, and digital tools to answer questions and solve geographic problems.
- **RI.5.9** - Students integrate information from multiple geography sources to describe places and regions knowledgeably.
- **W.5.2** - A direct fit because students write explanatory/informative text about how latitude, population, and climate are connected.
- **W.5.4** - Students produce organized writing and visual products for specific purposes such as explanatory writing, posters, Instagram posts, and travel flyers.
- **W.5.5** - Peer feedback, rubric use, and revision are explicitly built into the writing and travel flyer tasks.
- **SL.5.1** - Think-Pair-Share, whole-class discussion, and collaborative comparison activities support structured discussion.
- **SL.5.4** - Students present timelines, region posts, and explanatory writing.
- **SL.5.5** - Visual displays are central through maps, timelines, region posts, and flyers.
- **L.5.6** - Students repeatedly use domain-specific vocabulary such as timeline, chronology, latitude, longitude, climate, region, and criteria.

Best-fit summary for Unit 1
This unit aligns most strongly with **informational reading, explanatory writing, visual literacy, and speaking/listening**.

Unit 2 - Exploring Early Societies and Civilizations

Unit 2 has students locate civilizations on maps, compare governments and social structures, use primary and secondary sources, trace exploration routes, create timelines, and complete presentations or reports.

Strongest ELA correlations

- **RI.5.3** - Students explain relationships between environment and civilization development, and between exploration and its effects.
- **RI.5.5** - Students use chronology and comparison through historical timelines and comparative charts.

©2026 Ohio Social Studies Explorers

- **RI.5.6** - The use of primary and secondary sources to understand exploration and colonization supports perspective analysis.
- **RI.5.7** - Maps, timelines, and digital resources are used to locate, trace, and explain historical developments.
- **RI.5.9** - Students integrate several texts and sources on civilizations and colonization in order to speak and write knowledgeably.
- **W.5.2** - Strong fit for reports, presentations, and explanatory historical writing.
- **W.5.7** - The unit clearly requires short research projects using several sources.
- **W.5.8** - Students gather relevant information from print and digital sources and organize it into timelines, charts, and projects.
- **W.5.9** - Students draw evidence from informational and historical sources to support analysis and explanation.
- **SL.5.1** - Students discuss findings and work collaboratively in stations and project tasks.
- **SL.5.4** - Presentations and reports align directly.
- **SL.5.5** - Timelines, maps, and presentation formats support visual display expectations.
- **L.5.6** - Domain vocabulary is central: civilization, colonization, agriculture, technology, exploration, voyage, Indigenous, and colonized.

Best-fit summary for Unit 2
This unit has a very strong match to **historical informational reading, research, explanatory writing, and evidence-based presentation**.

Unit 3 - Exploring Diversity in the Western Hemisphere

Unit 3 emphasizes multiple sources, cultural comparison, migration, push/pull factors, perspectives, and a final project that requires primary and secondary sources plus an evaluation paragraph.

Strongest ELA correlations

- **RI.5.3** - Students explain interactions among geography, migration, culture, and diversity.
- **RI.5.6** - Students analyze perspectives of different groups who moved from place to place.
- **RI.5.7** - Students use multiple print, visual, map-based, and digital sources to answer questions about culture and migration.
- **RI.5.9** - The unit asks students to integrate several texts and sources to explain diversity knowledgeably.
- **W.5.2** - Strong fit for informative/explanatory products about migration, cultural diffusion, and diversity.
- **W.5.7** - The final project is essentially a short research project using multiple sources.
- **W.5.8** - Students gather, categorize, summarize, and organize information from primary and secondary sources.
- **W.5.9** - Students use source-based evidence to support explanation and analysis.
- **W.5.1** - The required evaluation paragraph on the impacts of cultural diversity also supports opinion/argument writing.
- **SL.5.1** - Discussion, jigsaw structures, and collaborative source analysis align well.
- **SL.5.4** - Oral presentations and explanation of findings are embedded.

©2026 Ohio Social Studies Explorers

- **SL.5.5** - Posters, slide decks, infographics, booklets, and exhibit boards align directly.
- **L.5.6** - Domain vocabulary development is explicit: migration, diversity, culture, push factor, pull factor, diffusion, perspective.

Best-fit summary for Unit 3
This unit is especially strong for **research, synthesis across sources, perspective analysis, explanatory writing, and multimedia presentation**.

Unit 4 - Exploring Government, Money, and You

Unit 4 has the strongest and broadest ELA alignment of the four units. Students investigate public issues with multiple sources, interpret graphs, write opinion and explanatory pieces, research governments and careers, analyze evidence, and present findings in multiple formats.

Strongest ELA correlations

- **RI.5.1** - Students use evidence from texts and sources to explain issues and support conclusions.
- **RI.5.6** - Multiple perspectives are central in public issues and government inquiry.
- **RI.5.7** - Students draw on multiple print and digital sources, charts, graphs, photographs, and databases.
- **RI.5.8** - A particularly strong fit because students analyze how evidence supports claims in public issue texts and source materials.
- **RI.5.9** - Students synthesize several sources in order to speak and write about public issues, government types, trade, and careers.
- **W.5.1** - There is a direct opinion-writing task on whether advertising is good or bad, supported by evidence from a text.
- **W.5.2** - Strong fit for explanatory summaries about government types, trade, careers, and public issue findings.
- **W.5.4** - Students organize information into charts, tables, graphs, digital presentations, and written explanations.
- **W.5.5** - Peer feedback, rubrics, and revision are built into the writing tasks.
- **W.5.6** - Students use technology and digital tools for research, production, publishing, and collaborative media creation.
- **W.5.7** - The unit repeatedly asks students to conduct short research projects using several sources.
- **W.5.8** - Students gather and organize information from almanacs, maps, newspapers, periodicals, photographs, and digital resources.
- **W.5.9** - Evidence from informational texts and sources is used to support analysis, reasoning, and research products.
- **SL.5.1** - Strong collaborative discussion alignment throughout.
- **SL.5.2** - Students summarize information presented in diverse media and formats, especially graphs and visuals.
- **SL.5.3** - Students summarize claims and evidence during public issue and government analysis.
- **SL.5.4** - Presentations of opinions, findings, and explanations are built in.

©2026 Ohio Social Studies Explorers

- **SL.5.5** - Multimedia and visual displays are explicit in presentations, videos, memes, and charts.
- **SL.5.6** - Students adapt speech for debate, presentation, and discussion tasks.
- **L.5.4 / L.5.6** - Academic and domain-specific vocabulary is central: issue, evidence, bias, reliability, perspective, scarcity, specialization, interdependence, exports, imports, entrepreneurship.

Best-fit summary for Unit 4
This is the **strongest ELA-integrated unit overall**, especially for **research, evidence-based reading, opinion and explanatory writing, discussion, media literacy, and presentations**.

Concise unit-by-unit summary

Unit 1: strongest match to **RI.5.3, RI.5.5, RI.5.7, W.5.2, W.5.5, SL.5.4, SL.5.5**
Unit 2: strongest match to **RI.5.3, RI.5.6, RI.5.7, RI.5.9, W.5.2, W.5.7, W.5.8, W.5.9, SL.5.4**
Unit 3: strongest match to **RI.5.6, RI.5.7, RI.5.9, W.5.2, W.5.7, W.5.8, W.5.9, SL.5.4, SL.5.5**
Unit 4: strongest match to **RI.5.7, RI.5.8, RI.5.9, W.5.1, W.5.2, W.5.7, W.5.8, W.5.9, SL.5.1-SL.5.5**

Overall conclusion

Across the four units, the Grade 5 social studies materials provide a strong interdisciplinary match to Ohio ELA in these areas:

- reading and analyzing informational text
- synthesizing multiple sources
- explanatory and opinion writing
- research and note-gathering
- speaking/listening through discussion and presentation
- vocabulary development through domain-specific language

©2026 Ohio Social Studies Explorers