



inkwell

**K-5 integrated core ELA and
core social studies curriculum**

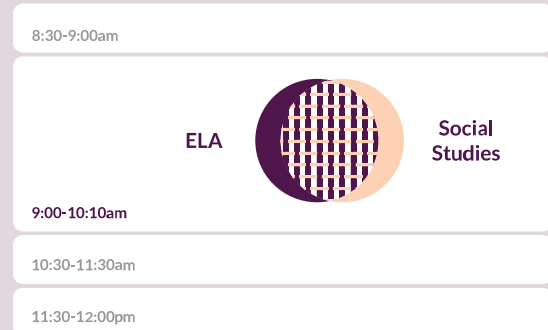
Support for all Learners

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INTEGRATED ELA AND SOCIAL STUDIES

Meet Inkwell, a **K–5 core curriculum** that **integrates ELA and social studies** into **one cohesive instructional block**.

- Supports **mastery of ELA and social studies standards in one block**
- Grounded in the **Science of Reading**
- Embeds **explicit writing instruction** in daily lessons
- **Builds knowledge** through content-rich social studies investigations
- Connects and deepens learning through **inquiry**



ELA and social studies: Integration that expands access

Inkwell provides multiple supports within Tier 1 instruction so that every student can access and succeed with grade-level content. Grounded in the Science of Reading, WIDA, and UDL frameworks, the model integrates language development and literacy within social studies.

- **Access by design:** Every student engages with grade-level content through inclusive structures that build background knowledge, vocabulary, and conceptual understanding.
- **Language-rich learning:** Multilingual learners build confidence and academic language through purposeful reading, writing, speaking, and listening within meaningful social studies content.
- **Targeted, real-time support:** Built-in routines, scaffolds, and visuals provide real-time support so all learners can engage with complex texts, tasks, and discussions.
- **Challenge for all:** Inquiry structures engage students in applying knowledge in authentic context, thinking critically, and making real-world connections that deepen and extend learning.
- **Dynamic view of learners:** Inkwell gives teachers tools to respond to student needs and group flexibly, providing targeted support and challenge based on each text, task, and skill.

Types of supports

Embedded Supports

Every lesson is designed with supports for all learners in mind. Built-in features such as predictable routines, visual aids, anchor charts, consistent modeling, and structured discussion protocols offer multiple entry points for students to access content, engage with ideas, and express their understanding.

Proactive and responsive supports help teachers differentiate instruction in real time, providing just-in-time scaffolds and extensions that keep every student engaged in shared, rigorous learning without disrupting lesson flow.

Learner Supports

Learner Supports identify specific student needs and pair them with clear strategies so teachers know who needs more support.

LEARNER SUPPORT

If students need support **expressing language in writing**, provide scaffolds such as:

- Invite students to point to something in the illustration. Prompt with sentence frames and supply vocabulary as needed.
- Guide students to transfer ideas to writing using the "say it, tap it, write it" routine: Say It: Students say their sentences aloud. Tap It: Students tap each word on their fingers or the writing paper. Write It: Students write the sentence.
- Ask students to reread their writing aloud to check for clarity and completeness.
- Encourage students to segment words slowly, sound by sound, using a stretching motion (like pulling bubble gum).

Universal Supports for Language Development

Inkwell connects language development to rich, authentic content so multilingual learners build knowledge and vocabulary together.

Aligned with WIDA ELD Standards, lessons integrate key language uses across social studies and ELA. Inkwell's design intentionally integrates practices that provide access to complex ideas, pairing language and content goals.

- Text and genre previews
- Visuals and oral explanations
- Explicit vocabulary instruction with visuals and repetition
- Oral and written sentence stems and frames
- Rereading and annotation strategies
- Movement-based and non-verbal participation
- Partner and small-group discussion routines
- Multimodal texts
- Cross-linguistic links and use of home languages
- Modeling and think-alouds
- Graphic organizers to structure ideas
- Shared reading and partner reading

MULTILINGUAL SUPPORT

If students need support **building precision in describing what they see and hear**, provide scaffolds according to students' proficiency levels:

Beginning:

- Use gestures and visuals, such as pointing to your eye or ear, to make the abstract verbs "see" and "hear" more concrete. Accept responses in students' home languages. Prompt students with "I see..." and "I hear..." allow for wait time, and provide vocabulary support as needed. For example, a student might respond with, "I see food," "I see a mess," or "I see trash."

Intermediate:

- Encourage students to use adjectives and the word "and" to add details to their responses. Build on what they share by asking clarifying questions, such as "What kind of food fight?" and by offering vocabulary like "messy" or "loud." For example, students might say, "I see a big food fight" or "I see happy kids and a mad lunch lady."

Advanced:

- Prompt students for elaboration and descriptive detail by asking questions, such as: "What else do you see? Could you add that to your sentence?" or "How would you describe it?" Provide vocabulary choices to help refine precision, like "sad" versus "upset." For example, a student might respond with "I see a messy food fight and an angry lunch lady!"

Especially for Beginning and Intermediate learners, prioritize meaning making and expanding language over error-free sentences.

Multilingual Supports

Multilingual Supports provide scaffolds that help students access grade-level tasks, build English proficiency, and use their full linguistic resources.

- Tiered supports align to WIDA proficiency levels and key language uses with clear goals and specific scaffolds grounded in Proficiency Level Descriptors.
- General supports apply to all multilingual learners, offering concrete tools like visuals, modeled vocabulary, or home language connections to support comprehension and expression.

Pulse Check Supports

Each lesson includes at least one quick Pulse Check formative assessment, with Support or Extend guidance to reinforce or extend the target skill on the spot.

PULSE CHECK

As students turn-and-talk and complete [Handout 2.6a \(The Sandwich Swap Story Map\)](#), circulate to hear conversations and observe handout responses; **look for**:

- responses that reflect key details of the story
- drawings that include details showing the characters, the problem, and the solution from the story

Support: If parts of students' retellings are unclear or missing, lead a retell-reset so they can visually reconnect with key story events. Notice which part is unclear or missing, then briefly revisit the corresponding page.

- Characters: Turn to p. 5, where Lily and Salma are introduced. Say: "Point to the people on this page. What are their names?"
- Setting: Turn to p. 13, where Lily and Salma are eating lunch at school. Say: "Look at this picture. Where are Lily and Salma? Point to a clue that helps you know where this is."
- Problem: Turn to pp. 16–17,

Targeted Instruction Blocks: Flexible support before and after instruction

Sometimes students benefit from a bridge to upcoming learning or a chance to revisit learning to ensure access to grade-level content. Targeted Instruction Blocks provide flexible opportunities for focused support before and after Inkwell lessons, reinforcing the language, knowledge, and skills taught in daily 70-minute instruction.

Each block is closely aligned to lesson goals and responsive to assessment data. Flexible by design, they can be used by teachers or specialists with the whole class, small groups, or individual students when needed.

Access Blocks (before lesson) prepare students, especially multilingual learners and those with language-based needs, to access grade-level learning in upcoming Inkwell lessons. Students may preview key vocabulary and concepts, build background knowledge, or practice oral language for upcoming discussions. Access Blocks align with WIDA standards, developing language for Language Arts and Social Studies through the Key Language Uses.

Response Blocks (after lesson) provide clear guidance for giving students targeted support in specific ELA domains and Social Studies content. Using assessment insights and look-fors, teachers identify where students may benefit from revisiting, reinforcing, or extending learning. Response Blocks can be used flexibly by teachers or specialists with the whole class, small groups, or individuals, at the time that best fits instructional goals.

BEFORE THE LESSON →	THE LESSON →	AFTER THE LESSON
Access Block examples 20 minutes Build background knowledge, vocabulary, and language to support access to complex texts. Offered two to three times per Investigation Module. Build background knowledge by exploring familiar examples of culture through images and discussion. Orally use vocabulary for describing culture (culture, traditions, food, clothing, language, celebrations). Preview text headers and visuals to anticipate how information is organized and shared.	Daily Inkwell lesson example 70 minutes Engage all students in integrated ELA and social studies lessons that build knowledge and literacy together. After reading What Is Culture? together and identifying the main topic, students draw and write complete sentences to describe two different aspects of culture, and then engage in a discussion about shared ways of life that make up culture.	Response Block examples 20 minutes Revisit, reinforce, or extend learning based on assessment look-fors. Offered four to five times per Investigation Module. Review how adding a naming part makes a sentence complete. Practice starting sentences with capital letters using modeled writing. Reread What Is Culture? to create a chart of examples and non-examples of culture. Extend learning by finding additional examples of culture and describing their connection to traditions.



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inquirED supports teachers with high-quality instructional materials that make joyful, rigorous, and transferable learning possible for every student. Our social studies curricula – Inquiry Journeys (K-5) and Middle School World History – are used across the country to help students build deep content knowledge and develop inquiry skills essential for a thriving democracy.