



inkwell

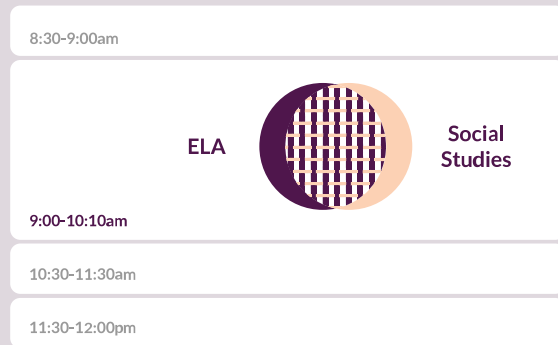
**K-2 integrated core ELA and
core social studies curriculum**

Curriculum maps

inquirED

INTEGRATED ELA AND SOCIAL STUDIES

Meet Inkwell, a K–2 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

K–2 Overview of Inkwell

Across Kindergarten through Grade 2, Inkwell builds the foundation for confident readers, writers, and thinkers. Students engage with rich stories, informational texts, and primary sources as they learn to read deeply, write with purpose, and communicate ideas. Along the way, they build essential knowledge in civics, geography, history, and economics, understanding themselves, their communities, and their place in the wider world.

Each grade level of Inkwell includes three units, totaling approximately 150–156 instructional days, with each unit spanning 50–52 days.

Kindergarten

Unit 1

Working Together

Unit 2

Navigating and Caring for Our Surroundings

Unit 3

Preserving the Past

First Grade

Unit 1

Building Blocks of Society

Unit 2

Adaptations to the Environment

Unit 3

Civic Foundations

Second Grade

Unit 1

Changing Landscapes

Unit 2

Community Needs and Wants

Unit 3

Innovation

Kindergarten

Unit 1

Working Together

Overview

In this unit, students learn about roles, rules, and teamwork through stories, informational texts, and other sources that show how people help one another at home and school. They practice informative writing by drawing, dictating, and writing simple facts about their community. Together, students demonstrate how their classroom has become a caring community where everyone contributes.

Unit 2

Navigating and Caring for Our Surroundings

In this unit, students explore how movement, seasons, and resources shape daily life through informational texts, maps, and stories. They practice opinion writing by expressing preferences and reasons for caring for people, animals, and places. Students share ideas and actions for how people and animals can use and care for their surroundings.

Unit 3

Preserving the Past

In this unit, students discover how we honor and learn from the past by exploring stories, artifacts, and other examples of what life was like long ago. They practice narrative writing by ordering events and sharing reactions to stories about the past. Students create and share their own records and stories to help people remember and celebrate important moments.

Investigation Modules

Describing Human Characteristics:
What makes each person special?

Rules in Different Contexts:
Why do groups of people have rules?

Work at Home and School:
Who helps us, and how can we help too?

Teamwork and Conflict Resolution:
How can people solve problems together?

Navigating and Describing Locations:
How do we find our way around?

Weather and Seasons:
How does weather change what living things do each day?

Using Resources to Meet Needs:
How do living things use resources to meet needs?

Caring for Living Things:
How can kids care for living things?

Concepts of Time:
How do people track the passage of time?

Long Ago and Today:
How has life changed from long ago to today?

Historical Memory:
How do communities preserve the past?

Creating Historical Records:
How do people make their own historical record for the future?

Sample Anchor Texts

I'm Like You, You're Like Me by Cindy Gainer
Do Not Bring Your Dragon to the Library by Julie Gassman
Sourcible: Roles and Responsibilities by inquirED
Get Ready for School by Janet Nolan
The Most Magnificent Team by Ashley Spires

The Hike by Alison Farrell
Sourcible: Caring for Living Things by inquirED
The Snowy Day by Ezra Jack Keats
What Matters by Alison Hughes

Me Counting Time by Joan Sweeney
Transportation: A Look at Then and Now by Percy Leed
Sourcible: Communities Remember by inquirED
F Is for Flag by Wendy Cheyette Lewison
Zuni and the Memory Jar by Aisha Saeed

ELA & Social Studies Standards Connections*

Reading: RL.K.1-3, 6-7; RI.K.1-3, 5-6, 8
Writing: W.K.2, W.K.5, W.K.7, W.K.8
Speaking & Listening: SL.K.1, SL.K.2
Language: L.K.1, L.K.2, L.K.4, L.K.5, L.K.6
Civics: D2.Civ.1-3.K-2, D2.Civ.6-7.K-2, D2.Civ.9-10.K-2, D2.Civ.12.K-2
Geography: D2.Geo.6.K-2, D2.Geo.8.K-2

Reading: RL.K.1-3, 5, 9; RI.K.1-3, 5-6, 9
Writing: W.K.1, W.K.5, W.K.6, W.K.7, W.K.8
Speaking & Listening: SL.K.1, SL.K.3, SL.K.5
Language: L.K.1, L.K.2, L.K.4, L.K.5, L.K.6
Economics: D2.Eco.1-2.K-2, D2.Eco.10.K-2
Geography: D2.Geo.1-6.K-2, D2.Geo.8.K-2
Civics: D2.Civ.7.K-2, D2.Civ.9-10.K-2

Reading: RL.K.1-5, 7; RI.K.1-7
Writing: W.K.3, W.K.5, W.K.7, W.K.8
Speaking & Listening: SL.K.1, SL.K.4, SL.K.6
Language: L.K.1, L.K.2, L.K.4, L.K.5
History: D2.His.1-2.K-2, D2.His.9-11.K-2, D2.His.14.K-2, D2.His.16.K-2
Civics: D2.Civ.7.K-2, D2.Civ.9-10.K-2

*Dimensions 1, 3, and 4 of the C3 Framework (questioning, evaluating evidence, and communicating conclusions) spiral across every unit.

First Grade

Unit 1

Building Blocks of Society

Overview

In this unit, students explore how communities function and grow strong. Using texts and other sources about family, school, and civic life, they investigate how individual strengths and shared values help different communities thrive. Students also practice informative writing, developing from sentence-level to paragraph writing with supporting details and clear conclusions. As the unit concludes, students identify opportunities to strengthen their own community through a shared project.

Unit 2

Adaptations to the Environment

In this unit, students investigate the relationship between people and the places they live. Using stories, informational texts, maps, and other sources, they explore how land, water, climate, and resources shape daily life. Students also practice narrative writing, developing from sentence construction to sequenced stories using descriptive language. As the unit concludes, students reflect and share ideas for caring for the places where they live.

Unit 3

Civic Foundations

In this unit, students examine how communities stay safe and fair through shared rules, laws, and leadership. Using stories and informational texts, they investigate decision-making, responsibility, and citizenship, exploring how everyone contributes to their community's well-being. Students also practice opinion writing, crafting pieces with clear reasons and conclusions. As the unit concludes, students identify a community need and share ideas to take action for the common good.

Investigation Modules

Similarities and Differences in Communities: How do people show respect for differences?
Shared Traditions: How do traditions connect people?
Goods and Services: Why do communities need different jobs?
Civic Cooperation: How can people work together to achieve goals?

Human and Physical Characteristics: What makes places unique?
Natural Resources and Food: How does the environment shape food traditions?
Terrain and Transportation: How does the land and water shape how people get around?
Responses to Environmental Challenges: How do people find creative solutions to challenges in their environment?

Rules, Laws, and Government: What, or who, makes things fair?
Informed Decision Making and Voting: How do people with different opinions make fair decisions together?
Civic Change and the ADA: How can people work together to make or change laws?
Qualities of Leadership: What makes someone a good leader?

Sample Anchor Texts

When Pencil Met Eraser by Karen Kilpatrick and Luis O. Ramos Jr.
Apple Pie Fourth of July by Janet Wong
Night in the City by Julie Downing
Sourcible: The Role of Volunteers by inquirED
In Our Garden by Pat Zietlow Miller

Little Blue House Beside the Sea by Jo Ellen Bogart
Berry Song by Michaela Goade
Sourcible: Global Terrain and Travel by inquirED
My First Day by Phùng Nguyễn Quang
The Floating Field by Scott Riley

Why do Communities Need Rules? by Martha E. H. Rustad
Everyone Gets a Say by Jill Twiss
Sourcible: Kids as Leaders by inquirED
All the Way to the Top by Annette Bay Pimentel
Follow the Moon Home by Philippe Cousteau and Deborah Hopkinson

ELA & Social Studies Standards Connections*

Reading: RL.1.1-3, 6-7; RI.1.1-3, 5-6, 8
Writing: W.1.2, W.1.5, W.1.7, W.1.8
Speaking & Listening: SL.1.1, SL.1.2
Language: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6
Civics: D2.Civ.2.K-2, D2.Civ.6-7.K-2, D2.Civ.9-10.K-2, D2.Civ.14.K-2
Economics: D2.Eco.3.K-2
Geography: D2.Geo.12.K-2
History: D2.His.1-2.K-2, D2.His.9.K-2, D2.His.14.K-2

Reading: RL.1.1-5, 7; RI.1.1-7
Writing: W.1.3, W.1.5, W.1.7, W.1.8
Speaking & Listening: SL.1.1, SL.1.4, SL.1.6
Language: L.1.1, L.1.2, L.1.4, L.1.5
Civics: D2.Civ.2.K-2, D2.Civ.7.K-2, D2.Civ.9-10.K-2, D2.Civ.14.K-2
Economics: D2.Eco.1.K-2
Geography: D2.Geo.1-9.K-2

Reading: RL.1.1-3, 5, 9; RI.1.1-3, 5-6, 9
Writing: W.1.1, W.1.5, W.1.6, W.1.7, W.1.8
Speaking & Listening: SL.1.1, SL.1.3, SL.1.5
Language: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6
Civics: D2.Civ.2.K-2, D2.Civ.10.K-2
Economics: D2.Eco.2.K-2, D2.Eco.3.K-2
Civics: D2.Civ.1-3.K-2, D2.Civ.5-12.K-2, D2.Civ.14.K-2
History: D2.His.1-4.K-2, D2.His.6.K-2, D2.His.9-10.K-2, D2.His.12.K-2, D2.His.14.K-2

*Dimensions 1, 3, and 4 of the C3 Framework (questioning, evaluating evidence, and communicating conclusions) spiral across every unit.

Second Grade

Unit 1

Changing Landscapes

Overview

In this unit, students examine how people and environments interact and change over time. Using informational texts and stories, they learn about Indigenous traditions, explore migration and expansion, and study efforts to preserve shared spaces like national parks. Students practice informative writing by introducing topics, supporting them with details, and explaining why the information matters. As the unit concludes, students reflect and plan ways to care for and protect the land.

Investigation Modules

Stories of the Land: How does where people live affect how they live?
 Migration and Modification: How might human activity change the land over time?
 Policy and National Parks: How do people work to protect and preserve the land we share?
 Local Impact on Surroundings: How can local actions help plants and animals?

Sample Anchor Texts

How Coyote Stole the Summer: A Native American Folktale adapted by Stephen Krensky
As An Oak Tree Grows by G. Brian Karas
Sourcible: A Changing Landscape by inquireED
Cactus Queen: Minerva Hoyt Establishes Joshua Tree National Park by Lori Alexander
A Planet Like Ours by Frank Murphy and Charnaie Gordon

ELA & Social Studies Standards Connections*

Reading: RL.2.1-3, 6-7; RI.2.1-3, 5-6, 8
 Writing: W.2.2, W.2.5, W.2.7, W.2.8
 Speaking & Listening: SL.2.1, SL.2.2
 Language: L.2.1, L.2.2, L.2.4, L.2.5, L.2.6
 Civics: D2.Civ.1-2.K-2, D2.Civ.5-7.K-2, D2.Civ.9-10.K-2, D2.Civ.14.K-2
 Geography: D2.Geo.2-10.K-2
 History: D2.His.2-4.K-2, D2.His.6.K-2, D2.His.9-12.K-2, D2.His.14.K-2, D2.His.16.K-2

Unit 2

Community Needs and Wants

In this unit, students explore how choices about resources shape communities and daily life. Using informational texts, stories, and other sources, they investigate economic concepts like saving and spending, production, trade, and entrepreneurship. Students practice narrative writing by recounting meaningful events with clear sequences, descriptive details, and endings that bring closure. As the unit concludes, students explore ways to use resources wisely in their own communities.

Saving and Spending Choices: How do people make spending and saving decisions?
 Production Cycle: How do the things we use every day get made?
 Specialization and Exchange: Why do people do different kinds of work?
 Entrepreneurship: How can entrepreneurs make a difference in a community?

A Chair for My Mother by Vera B. Williams
From Trees to Paper (Who Made My Stuff?) by Cari Meister
Sourcible: Specialization and Trade by inquireED
The Baker by the Sea by Paula White

Reading: RL.2.1-5, 7; RI.2.1-7
 Writing: W.2.3, W.2.5, W.2.7, W.2.8
 Speaking & Listening: SL.2.1, SL.2.4, SL.2.6
 Language: L.2.1, L.2.2, L.2.4, L.2.5
 Civics: D2.Civ.7.K-2, D2.Civ.9-10.K-2, D2.Civ.14.K-2
 Economics: D2.Eco.1-4.K-2, D2.Eco.6.K-2, D2.Eco.10.K-2, D2.Eco.12-15.K-2
 Geography: D2.Geo.7-9.K-2, D2.Geo.11.K-2
 History: D2.His.2.K-2, D2.His.14.K-2, D2.His.16.K-2

Unit 3

Innovation

In this unit, students examine how creativity and problem-solving drive change. Using stories, informational texts, and other sources, they study historical and literary examples of innovation, learning about the importance of persistence and collaboration. Students practice opinion writing by introducing a topic, stating an opinion, giving reasons, and concluding with a clear point of view. As the unit concludes, students show how innovation and perseverance can improve their communities.

Impacts of Communication Technology on Daily Life: How does technology change daily life?
 Evolution of an Innovation and First Flights: How do innovations grow and change over time?
 Innovation Through Collaboration and Apollo 11: Why might innovation take a team?
 Qualities of an Innovator: What makes someone an innovator?

Communication Then and Now by Nadia Higgins
Rosie Revere, Engineer by Andrea Beaty
Sourcible: Aviation Innovation by inquireED
Moonshot: The Flight of Apollo 11 by Brian Floca
The Most Magnificent Thing by Ashley Spires

Reading: RL.2.1-3, 5, 9; RI.2.1-3, 5-6, 9
 Writing: W.2.1, W.2.5, W.2.6, W.2.7, W.2.8
 Speaking & Listening: SL.2.1, SL.2.3, SL.2.5
 Language: L.2.1, L.2.2, L.2.4, L.2.5, L.2.6
 Civics: D2.Civ.7.K-2, D2.Civ.9-10.K-2, D2.Civ.14.K-2
 Geography: D2.Geo.4-7.K-2
 History: D2.His.1-3.K-2, D2.His.6.K-2, D2.His.9-12.K-2, D2.His.14.K-2, D2.His.16.K-2

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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.