

# Return to Learn: Launching Instruction for Grades 3-5

A digital version of this document can be found at <https://sde.ok.gov/covid19-instruction-support>.

## Table of Contents

<b>Questions to Consider While Planning for Instruction .....</b>	<b>2</b>
Standards and Pacing .....	2
Effective Instructional Routines .....	5
Blended or Distance Learning .....	14
Classroom Assessment .....	16
Connections and Integration with Other Disciplines .....	17
Social and Emotional Well-Being .....	19
Equity and Inclusion .....	21
<b>Safety Considerations: Physical Environment and Materials .....</b>	<b>25</b>
<b>Ongoing Support for Instruction .....</b>	<b>27</b>
<b>Contact Information .....</b>	<b>28</b>

## Introduction

This guidance is designed to support educators and school administrators as they plan for various instructional delivery models for the 2020-21 school year. It has never been so important to take time and plan to attend to the goals of supporting students' academic growth, supporting students' and educators' social-emotional well-being, and creating a safe environment for all students and educators.

Teachers and schools should be responsive to their local context and student needs as they develop plans for the 2020-21 school year. Therefore, **please note that the guidance and resources provided in this document are not meant to be a directive or limitation**, but rather a tool. Additional guidance about the planning educators may undertake in preparation for this school year can be found beginning on page 29 of the [Return to Learn Oklahoma: A Framework for Reopening](#)

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p. 1

[Schools](#). To provide feedback or make suggestions or requests for future guidance, please consider [completing this survey](#).

## Questions to Consider While Planning for Instruction

Educators face unique circumstances as they plan for the 2020-21 school year. In all content areas, teachers should ensure previous grade-level work is connected to on-grade-level work throughout the school year, using a high-quality, standards-based curriculum. This section aims to provide general guidelines while also recognizing that local schools and districts have unique needs.

This document focuses on the **opportunities for learning**, rather than focusing on learning gaps, and asks educators and administrators to consider what content students know and what dispositions they currently have.

## Standards and Pacing

### What content and disciplinary skills should instruction focus on this year?

A central goal of instruction—even in this time of disruption—is to ensure each student learns grade-level content and is ready to progress to the next grade. Given that some students may start the school year further behind than typical and that disruptions are likely, focusing students on the most important content will be essential. Achieving this goal requires each teacher to understand the essential knowledge and skills from the current and prior grades to ensure curriculum and instruction are focused and coherent.

- Use the resources provided in the [Oklahoma Curriculum Frameworks](#) to fully understand the intent of grade-level standards and how content knowledge connects and progresses across grade levels. Keep in mind, all [Oklahoma Academic Standards](#) are deemed “essential standards.”
- Ensure curriculum is tightly aligned and focused on grade-level standards. Eliminate extraneous aspects of textbooks or other forms of curriculum that are not closely aligned. This could mean eliminating extension activities or any lessons that are not well aligned, thereby reducing the overall scope and sequence for the year or replacing slightly aligned lessons with strongly aligned lessons.
- Identify the content knowledge and disciplinary skills from previous grade levels that serve as prerequisite skills and knowledge for on-grade-level learning and identify what students might struggle within their current grade that may have been abbreviated or unaddressed in the 2019-20 school year. **In all content areas, do not reteach all of the standards that might**

**not have been addressed, but incorporate pre-requisites only as needed.** In particular, focus on serving [English learners](#), [students with disabilities](#) and other special populations.

	Ideas for Eliminating Extraneous Curriculum	Tools for Identifying Content and Skills from Previous Grade Levels
<b>ELA</b>	Do not reteach all of the standards from the year before that might not have been addressed. Begin with the grade-level curriculum and address unfinished learning or missed concepts when needed for on-grade-level learning. For example, incorporate grammar mini-lessons when reading grade-level texts and also during the writing process to see proper usage in real-world applications. However, <b>instruction in reading foundational skills should be done sequentially</b> to ensure students have access to key literacy components.	Look at the <a href="#">Literacy Progressions</a> from the <a href="#">ELA Curriculum Framework</a> to identify the objectives from the previous year that are needed for current grade-level learning. The bolded words and phrases in the progressions show how the objectives develop and change through the grade levels. Be prepared to scaffold learning as needed when designing tasks for, and engaging students in, on-grade-level learning.
<b>Math</b>	Do not reteach all of the standards from the year before that might not have been addressed. Incorporate math practices into current events, representing data in charts and graphs as an example of making sense of authentic experiences.	View your grade level's <a href="#">Math Curriculum Framework</a> pages, specifically the <a href="#">Suggested Learning Progression</a> , to see bundled objectives and determine content for lessons. Identify the prerequisite objectives that are needed for on-grade-level units. See <a href="#">attached table</a> for an additional example of this process.
<b>Science</b>	Do not reteach all of the standards from the year before that might not have been addressed. Incorporate science and engineering practices into investigations throughout the year to make sense of phenomena or problems rather than using rote learning and memorization.	Look at the <a href="#">Disciplinary Core Idea Progressions document</a> . Identify the prerequisite science concepts that are needed for current grade-level learning and be prepared to scaffold learning as needed when engaging students in investigations or design challenges designed for on-grade-level learning.

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p. 3

<b>Social Studies</b>	Do not reteach all of the standards from the year before that might not have been addressed. Start with on-grade-level instruction. Any missed concepts from the spring will show up in later grades. For example, 2 <sup>nd</sup> grade standards that contain the United States Constitution and the First Amendment will be covered in 3 <sup>rd</sup> grade's branches of government standard, 4 <sup>th</sup> grade's representative government standard, and 5 <sup>th</sup> grade's United States Constitution standards.	Refer to the <a href="#">OKSocialStudies Framework</a> for key concepts and social studies practices. Refer to the vertical progressions in the <a href="#">Social Studies Practices</a> .
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## How can bundling standards support student learning and make space for all standards to be taught?

Bundle or group standards, competencies, or learning objectives and design lessons/units of instruction around the bundle. Bundling standards for instruction provides students with deeper connections across standards and reinforcement of standards throughout the year. Bundling standards within a subject or across subjects can also allow for students to learn more content and practice more skills within a single lesson or unit and make space and time for learning of the essential concepts represented in the Oklahoma Academic Standards.

- **Math Resource:** View the [Oklahoma Math Curriculum Framework](#), **Suggested Learning Progressions** for example bundles and a sample scope and sequence.
- **Science Resource:** Review the bundles for each grade level provided in the [Oklahoma Science Curriculum Framework](#) by selecting the “grade level” then “Instructional Bundles.”
- **ELA Resource:** As reading, writing, speaking, and listening go hand-in-hand, look for ways to bundle the literacy skills represented in the [English Language Arts standards](#) whenever possible, both in traditional English Language Arts lessons and through **intentional and authentic connections to other disciplines**.
  - When addressing practice with foundational skills, use words and sentences that address the content from other areas when possible. **For example**, 3rd graders might use the language from Oklahoma geography to practice phonics/spelling skills with multisyllabic words and to form more complex sentences about the content.
- **Social Studies Resource:** Incorporate social studies practices found in the [Oklahoma Social Studies Curriculum Framework](#) throughout the year with the content standards. For example,

students can engage in civics practices found in the standards with any social studies topic linked to grade-level content standards.

**NOTE:** Connections and integration across disciplines are discussed [here](#).

## Effective Instructional Routines

### How can schools ensure that students receive research-based instruction and interventions for foundational literacy?

Specific guidance for the launching instruction for foundational literacy and the Reading Sufficiency Act (RSA) is available at <https://sde.ok.gov/covid19-instruction-support>. The document is designed to support teachers and schools with unique considerations for the instruction of foundational literacy skills in addition to guidance for meeting the statutory requirements of the RSA.

### How will each student learn the content and disciplinary skills associated with this grade level, whether through in-person or distance learning?

Quality instruction for all elementary grades, no matter the instructional delivery model, will be essential for student learning and overall well-being in the 2020-21 school year. A description of a cycle of learning, or routine for effective instruction that supports quality instruction and unfinished learning, is provided in the tables below for English language arts, math, science and social studies.

English Language Arts		
Cycle of Learning	Lesson Outline	Digital Modifications
<b>Introduce a task/topic</b> to students and ask them to share what they already know.	Introduce the lesson by posing a question to the class that focuses on the topic or goal: <b><i>What does it mean for an animal to be nocturnal?</i></b> Using a cooperative processing strategy, such as <a href="#">Affinity Mapping</a> , have students document and share their ideas verbally or on post-it notes. Engage in a grouping (or theming analysis) of the responses in a whole-group setting.	Provide a digital version of the question on a platform like <a href="#">Jamboard</a> or your class Learning Management System (LMS). Allow students to provide as many responses as they choose. Whole group discussions can take place via platforms like <a href="#">Zoom</a> .

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p. 5

<p>Allow opportunities for students to <b>listen/read a text closely</b>.</p>	<p>Have students listen to a grade-level text on the topic as the teacher <a href="#">reads it aloud</a>. <i>When using an online article as referenced below, look for a print option or a way to format the text for easier readability and future annotations.</i> Be explicit in just having students <b>listen closely for evidence of what it means to be nocturnal</b> and nothing else.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• “<i>Rise and Shine! It’s Nighttime!</i>” by Guy Belleranti</li> <li>• <a href="#">Nocturnal animals explained</a> from National Geographic</li> </ul>	<p>Utilize text on platforms such as <a href="#">Readworks</a>, <a href="#">National Geographic</a>, Google, <a href="#">Seesaw</a> to read/listen with the same intent as analog learning. Teachers can also record themselves reading by using a tool like <a href="#">Screencastify</a>.</p>
<p>Provide students opportunities to <b>synthesize text, annotate, and gather relevant evidence</b> on the topic.</p>	<p>Have students actively <a href="#">listen to the text again, this time annotating the text</a> by <b>highlighting, underlining, or circling words or short phrases that show evidence of nocturnal animals and their traits</b>. Use this as an opportunity to discuss words or phrases that may be new or confusing.</p>	<p>Use the annotation tools on <a href="#">Readworks</a>, <a href="#">Google slides</a>, <a href="#">Seesaw</a>, etc. to highlight or mark evidence from the text. The whole group discussion on vocabulary can take place via platforms like <a href="#">Zoom</a>.</p>
<p>Invite students to <b>share their findings</b> with others and gain additional evidence.</p>	<p>Use the <a href="#">Time to Think strategy</a> (partner talk, writing as think time, wait time) for students to share</p>	<p>With elementary students, paired or small-group work in a virtual setting may be difficult. Modify by</p>



	<p>thoughts and evidence with one another. Shift back to a full-group discussion and encourage each team to share their evidence to allow for an exchange of ideas. Have students annotate any new evidence the same way they did in the previous step.</p> <p>Provide time for students to complete a <a href="#">T-chart graphic organizer</a> where they can add their evidence from the text on one side and evidence they borrowed from classmates on the other.</p>	<p>continuing synchronous discussions (whole class virtual) on <a href="#">Zoom</a>, <a href="#">Google Meet</a>, or another appropriate platform; provide students with opportunities to add to their evidence.</p> <p>Teachers could also provide each pair or small group with their own <a href="#">Jamboard</a> or interactive <a href="#">Google Slide</a> and then encourage each group to share their board with the other students to allow for an exchange of ideas. <a href="#">Using Jamboard for Remote Teaching</a> and <a href="#">Using Jamboard for Small Group Reading Instruction</a> tutorials can help to get you started.</p> <p>Allow time for students to complete a <a href="#">T-chart graphic organizer</a> where they can add their evidence on one side and evidence they borrowed from classmates on the other.</p>
<p>Allow time for students to <b>write a new piece, using the evidence found</b> in the text and during discussion.</p>	<p>Provide students with time to <b>write a poem that focuses on what it means for an animal to be nocturnal</b>. Remind them to refer to their T-charts regularly to use pieces of evidence (words or short phrases) they feel might be strongest.</p> <p>Give students examples of different kinds of poems they can create using their evidence (e.g., rhyming, acrostic, haiku, list) and encourage them to write in a style and voice that is interesting and comfortable for them. Use student artifacts from previous years or different class</p>	<p>Provide students with time to write a piece that focuses on the topic/main idea. Encourage them to use pieces of evidence they feel are strongest. Each student can asynchronously create a new written response on a <a href="#">Google Slide</a> or <a href="#">Jamboard</a> that will allow for publishing (mentioned in the next step of the cycle).</p>

	periods as examples as well. Use engagement and instructional strategies such as <a href="#">Using Found Poetry for Synthesizing Text</a> .	
<b>Affirm students</b> by providing time for their writing pieces to be read aloud or shared visibly with the group.	Provide students with several different ways in which to publish their pieces, including reading them aloud or displaying them publicly. Use the resources below to reinforce speaking and listening skills and encourage effective compliments. <a href="#">ELA Curriculum Framework</a> , <a href="#">Speaking and Listening</a> ; <a href="#">Helping Students Give Effective Compliments</a>	Post student writing on <a href="#">Jamboard</a> , <a href="#">Google slides</a> , <a href="#">Flipgrid</a> , or <a href="#">Seesaw</a> and allow time for peers to respond to that writing on the platform or LMS. Encourage students to make comments about something they liked or appreciated about each piece (see resources to the left).

Mathematics		
Cycle of Learning	Lesson Outline	Digital Modifications
<b>Introduce</b> a rich task/challenge to students and ask them to reflect on their initial explanations or ideas for solving.	Introduce students to a series of numbers or math problems on individual notecards or poster paper. Ask students, working in small groups, to examine the cards and list what they <a href="#">notice/wonder</a> about the numbers/math problems on a poster board.	To make digital notecards, use <a href="#">Google Slides</a> : allow students to look at the slides and list in <a href="#">Padlet</a> , <a href="#">Google docs</a> , or other Learning Management System (LMS) what they notice/wonder about the slides. This may be asynchronous or synchronous.
Provide students <b>opportunities to think</b> about the task, select a strategy, and attempt to solve.	Have each small group hang their poster board, then all groups <a href="#">gallery walk</a> , jotting comments on sticky notes about their observations of what is written on each poster board. Sticky notes are attached to the poster boards so the whole group engages in <a href="#">collaborative learning</a> .	Have students meet via <a href="#">Zoom</a> ; put students in break out rooms and share <a href="#">Padlet</a> , <a href="#">Google Slide</a> information in breakout rooms. Students will list in <a href="#">PearDeck</a> slides, <a href="#">Google Slides</a> , or other LMS comments on other students' notices/wonderings.



Provide students <b>opportunities to share their thinking</b> with others to reinforce their thinking and gain additional ideas and evidence to support their process and/or solution.	Each group takes their own poster board with attached sticky notes back to their group; they review comments and discuss new observations ( <a href="#">Talk Moves</a> ). They write new notice/wonders or write justification of their original notices. At this point, teachers may provide <a href="#">Socratic questioning</a> or <a href="#">sentence stems</a> to guide students. This provides <a href="#">think time/wait time</a> for students to process their thoughts.	Through <a href="#">Zoom</a> , all students come together and share what they notice/wonder. They return to their breakout rooms to discuss new observations/possibilities. Post ideas to <a href="#">Jamboard</a> , <a href="#">Google Docs</a> , <a href="#">Padlet</a> .
<b>Discuss as a class</b> strategy for solving the task, potential solutions and “non-solutions”, and connections to other mathematical and/or real-world examples.	Each small group presents their poster board to class and shares original thoughts, then explains new ideas or <a href="#">justification</a> of original ideas they had after the gallery walk and reading the comments to the whole group.	The group comes back together ( <a href="#">Zoom</a> ) and presents through <a href="#">Google slides</a> , <a href="#">PearDeck</a> , or other virtual medium new ideas they have discussed.
Provide students with an <b>opportunity to reflect</b> on their learning and demonstrate their current understanding.	Groups use knowledge of patterns and create their own patterns, posting for a 2nd gallery walk and challenging other groups to discover the pattern they have created. Have each group describe in an <a href="#">exit ticket</a> their pattern and why it is a pattern.	Students create in <a href="#">Google Docs</a> , <a href="#">Google Slides</a> , <a href="#">PearDeck</a> patterns of their own and post them for other groups of students to discover the patterns created. This final part may be asynchronous per individual and presented to the entire class through virtual options.
For free and open lessons aligned to each of the Oklahoma Academics Standards for Mathematics, go to the <b>Suggested Learning Progressions</b> provided for each grade level in the <a href="#">Oklahoma Mathematics Curriculum Framework</a> .		

## Social Studies

Cycle of Learning	Lesson Outline	Digital Modifications
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p. 9

Engage students in thinking about or discussing <b>important questions</b> .	Ask the question - <b>What, if anything, is worth fighting for?</b> Ask students to use the strategy <a href="#">Think, Write, Pair, Share</a> to discuss answers for the essential question.	Post the question: <b>What, if anything, is worth fighting for?</b> on your class Learning Management System (LMS), email to students, or place on a <a href="#">Google Jamboard</a> . Ask students to type their answers and also ask students to comment on other responses. (could also use the <a href="#">Think, Write, Pair, Share</a> for students to pair on email or LMS platform and the pair can share with the whole class.)
Engage students in thinking about or discussing <b>supporting questions</b> .	Ask supporting questions: <ul style="list-style-type: none"> <li>• What risks did colonists take to resist colonial authority?</li> <li>• How did the idea of natural rights conflict with King George's views?</li> <li>• What grievances did the colonists have with King George III?</li> <li>• How does the Declaration of Independence make an argument for independence?</li> </ul>	Post the questions on your class LMS, on a discussion board, on <a href="#">Google Jamboard</a> , or email students. Students can write their initial thoughts on a discussion board, virtual interactive notebooks, or <a href="#">Google Jamboard</a> .

<p>Provide time to <b>explore, gather, and analyze evidence</b> from sources to respond to the essential and supporting questions.</p>	<p>Write a breakup letter and have it crumpled up on the floor near the front of the room. When students are settled - act like you find the letter and read it out loud and be sure and read the letter is from the American colonies at the end - explaining to students that the Declaration of Independence is the most famous breakup letter. Here are the contents of the <a href="#">letter</a> you will need to create.</p> <p>Students will then complete a <a href="#">close read</a> of the Preamble, the first two paragraphs, the grievances, and then the last 3 paragraphs of the Declaration.</p>	<p>Post the breakup letter on the class LMS, <a href="#">Google Classroom</a>, or a <a href="#">Google Document</a>. Have students discuss why the Declaration might seem like a breakup letter using <a href="#">Think, Write, Pair, Share</a>, or having each student write their idea on a <a href="#">Google slide</a>, or have a <a href="#">Zoom</a> call and discuss in breakout rooms. Post the close read directions on the class LMS, <a href="#">Google Classroom</a>, or in a <a href="#">Google document</a> for students to complete.</p>
<p>Allow students to <b>communicate what they have learned</b> through discussion or a written task using evidence they have gathered from the sources to take action.</p>	<p>Use the <a href="#">Fishbowl</a> discussion for students to communicate the answers to the supporting questions.</p> <p>Have students play survivor to rank the grievances in order of importance to colonists or in order of the most negative actions. Students vote for 2 grievances and the top 10 are placed on the screen/board. The teacher will ask someone who voted for each strategy to defend why it should be on the board; eventually, the number will drop to 5 and you will be left with the top 5 grievances.</p> <p>Have students write their own Declaration of Independence from something they want to declare independence from - teacher</p>	<p>Use the <a href="#">Fishbowl</a> discussion strategy on <a href="#">Zoom</a> by creating breakout rooms where half the students in the breakout room are discussing and the other half are recording information and thinking of questions to ask. On a <a href="#">Zoom</a> call or other virtual meeting platform, have students vote by poll or in the chat to come up with the 10 finalists and then play survivor to get the list to 5. You can have students who voted unmute and defend their choice or place in the chatbox.</p> <p>Students can create their own declarations on a <a href="#">Google slide</a>, <a href="#">Google document</a>, Prezi, or you can have them complete this assignment on the class LMS.</p>

	approval for each student, must write in the format of the real Declaration of Independence.	
Provide students with an opportunity to <b>reflect on their learning</b> and <b>demonstrate their current understanding</b> .	<ul style="list-style-type: none"> <li>Exit Ticket using a strategy such as <a href="#">“3-2-1”</a></li> <li>Interactive notebook</li> <li>Quick write</li> </ul>	Ask students to submit a virtual exit ticket to determine current understanding and drive future planning decisions. Students can reflect in a virtual interactive notebook.

Science		
Cycle of Learning	Lesson Outline	Digital Modifications
<b>Introduce</b> a <a href="#">phenomenon</a> and ask students to observe and ask questions.	Present students with a real-world scenario or <a href="#">phenomenon</a> using text, images, video, a demonstration, and/or asking a question about the phenomena --- <b>Allow students to see a tennis ball bouncing off the floor or a wall</b> then have students jot down any questions they have about what they notice and wonder using a <a href="#">Driving Question Board</a> .	Post picture(s) or video of a phenomenon on your class Learning Management System (LMS), email it to students, or put it on a frame in <a href="#">Google Jamboard</a> . Ask students what they notice and wonder about the phenomenon, then using the post-it option in Google Jamboard, have students submit their questions.
Provide students with an opportunity to <b>investigate</b> a phenomenon then have them write down or draw their observations.	Have students carry out investigations and collect data (observations, measurements) that will help them answer the questions they generated, or pick one of the questions that will lead students to greater understandings of the science concepts/ideas you want them to gain from the science investigation --- <b>What happens to the tennis ball the harder I bounce it or throw it against the wall?</b>	Record a video of an investigation to share with students ( <a href="#">screencastify</a> or <a href="#">Edpuzzle</a> ) or use a digital simulation (i.e., <a href="#">PhET Simulations</a> ) that would provide opportunities for students to gather their own data to serve as evidence for answering their questions about the phenomenon.

	Then allow students to carry out the investigation.	
Provide students an opportunity to <b>share their observations</b> , any data collected, and <b>what they think may be causing the phenomena</b> they notice.	Have students organize and analyze the data they collected. Students can use tables or graphical displays to identify and describe the patterns they see with the collected data. Through small group and whole-class discussions, students can describe how the patterns lead them to a claim or explain the phenomena they noticed --- <b>The harder the tennis ball is dropped or thrown, the higher it bounces.</b> To support deep, meaningful conversations, educators can utilize these <a href="#">Crosscutting Concepts Prompts</a> , <a href="#">Talk Resource tools</a> or <a href="#">Talk Activities Flow Chart</a> . Students can develop a model (drawings) that illustrates how the patterns of evidence in the data help to explain the phenomenon, in this example ---- <b>Why do they think the tennis ball bounces higher the harder they throw or drop it?</b>	To upload individual/group data or pictures of any model drawings to a <a href="#">Google document</a> or <a href="#">Google Slide</a> . Students can also use <a href="#">Flipgrid</a> to record short videos describing/explaining the data they collect or model drawings. Engage students in a synchronous or asynchronous “poster walk,” where students look for similarities and differences between student data or model drawings. Provide questions on the platform used for the “poster walk” that encourage students to leave comments and questions about what they notice and wonder.
Help students <b>reinforce or refine their understanding</b> of the phenomena with <b>accurate science ideas</b> .	Provide students with informational text or a video that might help them understand what is causing the phenomena, then lead a whole-class discussion where the teacher introduces science ideas that explain the phenomena. <b>When you throw a ball, you give the ball more energy. Now the ball can do something it couldn't do before; it can bounce different distances based upon how slow or fast you throw it.</b>	Host a synchronous (whole class virtual) session on <a href="#">Zoom</a> , <a href="#">Google Meet</a> , and guide students’ discussions or share science ideas that help them refine their explanation for the phenomena.

Give students an opportunity to <b>apply their new knowledge</b> to other phenomena similar to the original phenomena.	Assess students' ability to apply what they have learned to a new phenomenon or real-world problem by asking to use the same process to help them explain the new phenomenon or problem.  Find the full lesson example <a href="#">here</a> .	Introduce a new phenomenon using the same tools as you did at the start of the lesson. Ask students to submit their explanations or models for the new phenomena via email, <a href="#">Seesaw</a> , <a href="#">Google Forms</a> or <a href="#">Google Classroom</a> (or within your District's learning management system).
This process can also be utilized for design challenges. Instead of introducing a phenomenon, introduce a design challenge.		

The cycles of learning provided for each subject area can be utilized as an instructional routine when planning any lesson or unit and provide consistency for teachers and students this year. Cycles of learning typically happen in 1-2 class periods during in-person learning. In blended or distance learning, this cycle may need to be completed over multiple asynchronous (on students' own time) or synchronous (common class time) experiences. Examples of cycles of learning for other subject areas are available at <https://sde.ok.gov/covid19-instruction-support>.

**NOTE:** For specific guidance related to Special Education and English Learner instruction, visit the [OSDE Office of Special Education](#) and [Office of English Learners websites](#).

## Blended or Distance Learning

### How can I adapt my instruction for blended or distance learning approaches?

Some schools are already planning to offer students opportunities to engage in blended or distance learning for a semester or the full school year. When planning for long-term blended or distance learning models, instructional planning considerations above should be leveraged.

For districts using the in-person model, schools and teachers should consider developing week-long distance learning units that can be easily deployed if the need arises. Effective instructional routines can be used in both in-person and distance learning environments. Think about these key shifts between in-person and distance learning as you plan:

### Key Shifts from In-Person to Distance Learning

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p. 14



In-Person Learning	Distance Learning
Learning happens in school with consistent access to resources and materials	Learning happens in a variety of physical environments with varied access to resources and materials
Explicit instruction, independent and/or group work, and one-on-one support during daily class periods	Explicit instruction, independent and/or group work, and one-on-one support through flexible scheduling of asynchronous and synchronous learning  Synchronous learning sessions may occur with small or whole groups 1-2 times a day for 15-20 minutes, or through some other version of flexible scheduling with asynchronous learning rounding out instruction. Daily independent reading is encouraged and can be leveraged across subject areas.
Evidence of ongoing student learning is readily visible or understood through discussions, student work, and other representations	Evidence of ongoing student learning is collected in intentional ways through digital tools such as email, Learning Management Systems, video recordings, etc.
Teacher and peer feedback through written feedback on student work, classroom discussions, and conferring	Teacher and peer feedback through comments in collaborative platforms, audio- or video-recorded feedback, using synchronous meeting opportunities to provide complex feedback in real-time
Daily interactions with students to understand student progress, struggles, and well-being	Intentionally designed check-ins to understand student progress, struggles and well-being

For general guidance on distance learning, reference the [OSDE document Distance Learning Grades 3-5](#).

### Additional Resources for Distance or Blended Learning:

- **English Language Arts:**
  - [NCTE: Resources for Virtual Instruction and Online Learning](#)
  - [Read, Write, Think](#)
  - [Readworks](#)

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p. 15

- [University of Florida Literacy Institute Virtual Teaching Hub](#)
- [Florida Center for Reading Research Student Activities](#) (printables for offline practice)
- **Math:**
  - [Math Sample Learning Menu](#)
  - [No-Tech, Low-Tech, and High-Tech Distance Learning Instructional Resource Database](#)
- **Science:**
  - [Science Sample Learning Menu](#)
  - [Science Inquiry at Home Example](#)
  - [Teach Engineering: University of Colorado Boulder](#)
- **Social Studies:**
  - [Inquiry tasks for Social Studies](#)
  - [Sample Social Studies Choice Board](#)
  - [Videos, games, and activities](#) aligned to state standards

## Launching Instruction with Digital Tools

For more guidance for effectively implementing virtual instruction, blended learning, or creating digital variations of instruction to enact social distancing, the Return to Learn: Launching Instruction with Digital Tools will be available soon at <https://sde.ok.gov/covid19-instruction-support>. The guidance is organized around the following principles to support all learners:

- select appropriate digital tools and implement with care,
- create clear and effective communication strategies,
- build and maintain community, and
- empower student choice.

## Classroom Assessment

How will students be provided opportunities to showcase their learning and for teachers to provide feedback to students on their learning?

Assessments can be incorporated throughout a cycle of learning for students. Providing students multiple opportunities to showcase their thinking throughout the cycle of learning will allow teachers to better understand what students are currently capable of and support equitable, on-grade-level approaches to assessment.

- Formative Assessment can be used to determine any “just-in-time” instruction needed and to determine where students are and are heading in their learning journeys.

- Interim and Summative Assessments can be used to determine the learning that has occurred during a unit or multiple units of grade-level instruction.

### Assessment Examples and Resources

ELA	<b>Formative Assessment</b> Formative assessments based on the grade-level Literacy Progressions located in the <a href="#">Oklahoma ELA Curriculum Framework</a> . <a href="#">Exit tickets and Think-Pair-Share</a> are both examples that work well with ELA content.
Math	<b>Formative Assessment</b> <a href="#">Formative Assessment Probes</a> and formative assessments for each big idea in the grade-level Suggested Learning Progressions are available on the <a href="#">Oklahoma Math Curriculum Framework</a>
Science	<b>Formative Assessment</b> Formative assessments are embedded throughout a cycle of learning (see pages -5-13) any time students share their thinking verbally, in writing, or through model drawings. The <a href="#">informal formative assessment cycle</a> can be used as well as <a href="#">strategies for emerging bilinguals</a> .
Social Studies	<b>Formative Assessment</b> Key concepts and learning progressions in the <a href="#">Social Studies practices</a> can be leveraged for classroom assessments. <a href="#">Exit Tickets</a> and <a href="#">Think-Write-Pair-Share</a> are both examples that work well with social studies content.
<b>Interim and Summative Assessment</b> <ul style="list-style-type: none"> <li>○ Common Assessments made by your school and/or district</li> <li>○ Assessments from district-adopted curriculum resources</li> <li>○ Sample Unit Assessments for Mathematics can be found in the <b>Suggested Learning Progression</b> of the <a href="#">Oklahoma Math Curriculum Framework</a></li> <li>○ Sample Unit Assessments for Science can be found through <a href="#">Stanford</a> and the <a href="#">Kentucky Department of Education</a>.</li> </ul>	

## Connections and Integration with Other Disciplines

How can instruction support integration and reinforcement of other content and disciplinary practices?

As showcased throughout the guidance document, integration across disciplines can serve as a valuable instructional strategy for providing rich learning experiences that reinforce concepts and skills throughout the school year. Bundling standards within a subject or across subjects can also allow for students to learn more content and practice more skills within a single lesson or unit, making space and time for learning of the essential concepts represented in the [Oklahoma Academic Standards](#). The following table provides a few strategies for authentic connections or integration across disciplines. Other examples can and should be considered.

Examples of Type of Integration	Science	Social Studies
Use of Informational Text and Authentic Literacy Integration	<p><b>Text can be used to</b> introduce students to a <a href="#">phenomenon</a>, but <b>should not be used to</b> explain the science at the beginning of the investigation. <b>For example</b>, students might be introduced to the idea that the moon looks different in the night sky through a short story or non-fiction text, providing students with an introduction to the phenomenon and second-hand observations.</p> <p>Text can be used after students have engaged in a science investigation and had a chance to make observations, collect data and form an initial explanation for why and how a phenomenon occurs, then used to</p>	<p>Providing students <b>regular access to primary source documents</b> such as newspaper articles, paintings, journals, speeches, and political cartoons and engaging in close-reading activities can lead to a deeper understanding of historical events. <a href="#">The Oklahoma Curriculum Framework for Social Studies</a> provides free and open primary sources linked to all grade-level standards and objectives for social studies.</p>

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p. 18

	gain new science ideas that help to explain the phenomena. <b>For example</b> , students could draw how the moon looks every night for a month in a science journal then read informational text through a science reader or textbook explaining why this happens.	
Writing or Presenting Information and Authentic Literacy Integration	<b>Different modes of writing can be incorporated</b> into the science instruction by having students write or draw what they notice or wonder, write initial explanations for phenomena they investigate and revise that explanation based on new information.	<b>Different modes of writing can be incorporated into social studies</b> instruction by having students paraphrase information from primary source texts, compare and contrast different perspectives, express their thoughts or opinions on a topic/debate, summarize their findings, or reflect on the question/discussion.
Use of Data and Mathematical Thinking	Students can collect, organize, interpret and draw conclusions from data to identify and understand patterns that might make a phenomenon apparent or explain a phenomenon.	Students can interpret and draw conclusions from data on charts and graphs, to identify and understand patterns associated with topics in social studies and history.

## Student Social-Emotional Learning and Educator Well-Being

### How can instruction in this discipline support social-emotional learning for students?

Students will return to school this fall amid two profound crises: an unprecedented global pandemic and social upheaval as the nation reckons with its legacy of systemic racial oppression. For this reason, as educators plan for a strong start to the 2020-21 school year, it will be critical to prioritize well-being and connection, which research shows are prerequisites to effective teaching and learning.

**NOTE:** Consider incorporating [sample teaching activities](#) provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to support core competencies of social-emotional learning for students this year.

Evidence-based approaches to elementary instruction and assessment showcased throughout the guidance document can also support social-emotional learning for students if students are provided opportunities to share and showcase their thinking through low-stakes or no-stakes settings. Here are a few additional suggestions for supporting student well-being and social-emotional learning:

- Establish Collaborative Norms and a [Supportive Learning Environment](#) at the beginning of the year.
- Introduce a growth [mindset](#) at the beginning of the year to reinforce the idea that learning is a journey.
- Provide students opportunities to engage in instructional tasks that connect to their interests and surroundings.
  - Provide resources that engage students in [curriculum-based math games](#)
  - Provide students with opportunities to read and write about topics of interest to them.
  - Provide students with opportunities to engage in issues that connect to their communities.
- Provide students with the opportunity to revise their thinking based on newly acquired information to help them gain confidence and feel a sense of autonomy in their learning.
- Structure opportunities for students to engage in partner, small-group, and whole-group discussions through in-person and distance learning experiences.
- Provide authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their strengths and interests.
- Provide consistent check-in opportunities for students throughout the year.
- Be intentional about connecting social-emotional learning to subject-specific lessons.
  - During discussions of characters in literature or figures in history, ask about the difference between what those people intended, and what happened as a result of their actions to help students understand the difference between our intent and the impact of our actions/words.
  - To support students with identifying solutions to interpersonal conflict that meet needs of self and others, provide strategies for students to engage in productive group discussions where they may have different ideas about how characteristics of plants or animals make it easier for that organism to survive in its surroundings or what causes the moon to look different in the night sky from night-to-night.



- In math, implement Unit Zero from the grade-level Suggested Learning Progressions in the [Oklahoma Math Curriculum Framework](#) at the beginning of the year to reinforce the idea that math is about learning, not about performing, math is about making sense of your surroundings, math is filled with conjectures, creativity, and uncertainty, and mistakes are beautiful things.
  - **For more examples of subject-specific connections** to social-emotional learning, go [here](#).

**NOTE:** Consider sharing these documents with families of students: [Self-Care for Parents and Caregivers](#) | [Guidance for Distance Learning Environment: Helpful Tips for Families](#) | [Family Guide to Positive Behavior in Distance Learning Environments](#)

## What are ways to ensure regular self-care as an educator?

Before teachers can be expected to provide healthy and safe environments for students, it is important that they also take time to attend to their personal care and well-being. Doing a personal check-in using the questions below can be a good place to start.

- How am I taking care of my physical needs, including getting enough sleep, exercise, and nutrition?
- Do I have a routine? If so, which parts of the routine are working well, and which could be improved on? If not, how can I use a routine to reduce stress and encourage healthy behaviors?
- Do I have a sense of balance between work and other life demands? How can I take steps to “turn off” work and spend time doing other things that bring joy?
- Am I staying connected with friends and family? How do I need to make adjustments given current limitations?

Here are a few additional resources to support teacher well-being at this time:

- [Self-Care for Teachers and Educational Professionals](#)
- Free interactive sessions from [Pure Edge](#), to support self-care.
- [Social-Emotional Toolkit for Educators](#)

## How can students experiencing chronic stress be supported?

Students are going to have a variety of reactions to the realities of 2020, largely based on where they are in their development and the kind of coping mechanisms they possess. For some, a sudden and drastic change in routine or the anxiety and fear they are experiencing can lead to a loss of previously

acquired developmental skills. Here are a few examples of how to create a safe space for students who may be experiencing chronic stress due to past and recent events:

- Leverage the [SEL Hacks](#) and [read this blog](#) showing how to create a safe, nurturing, relationship-based environment for students both in-person or through distance learning.
- Provide age-appropriate and factual information to students about COVID-19, but try to focus on how [adults are trying to keep them safe](#).
- Consider reactions students may have to the pandemic and ways to support them ([English](#) | [Spanish](#)).
- Consider the effect discussions about the pandemic may have on students who may have experienced the effects of COVID-19 and other diseases in family and acquaintances. Caution should be generously applied in any case where such context may create discomfort or harm for any students.
- Encourage students to verbalize their feelings. Helping them put their emotions into words can give them a sense of control in the situation.
- Help students build connections, with you and with each other. This may be more challenging given the need for social distancing or distance learning, but caring connections with others are more important than ever (see building classroom community resources above).
- Routine and predictability are important. If possible, try to communicate with students about any changes before they happen. Given potentially quick changes that may happen this year, explaining the changes as or after they happen can help students adjust as well.
- Explore [The National Child Traumatic Stress Network Resource Guide for Trauma-Informed School Strategies During Covid-19](#). This document gives deeper insight into Covid-19 related chronic stress and tangible strategies for teachers and administrators.

## Equity and Inclusion

### What curriculum choices and instructional practices support equity and access to quality instruction?

While the guidance provided throughout this document promotes equitable teaching and learning practices through research-based practices, educators need to spend time reflecting on, planning for, and implementing strategies that support more equitable and inclusive learning environments for students in the 2020-21 school year. In addition to the equitable instructional practices referenced throughout the document, the chart below lists practices to keep in mind given the current realities of returning to school:

More Equitable Practices	Less Equitable Practices
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p. 22

Making sure that students and families have what they need to access instruction or communication, and shifting practices where necessary to ensure access for all.	Deciding on one form of instructional delivery or family communication and sticking to only that.
Providing all students grade-level learning, regardless of their starting points. All students are capable of progressing to the next grade level this fall and mastering that content.	Never giving students access to on-grade-level content because of the perceived deficits they entered this school year with or providing “over-remediation” instead of focusing on below-grade-level work only when it is necessary for a student to complete grade-level work. <sup>1</sup>
Noticing/paying attention to students’ thinking to see how students position and identify themselves and each other. Learning about the different worlds your students live in, and incorporating content that comes from those worlds. <sup>3</sup>	Using examples and other materials that are limited in their diversity and/or representation of cultures and experiences or “leave out” students’ identities.
Creating and engaging as a community by working with other educators and with your students throughout the year to work on building equity-oriented communities. <sup>3</sup>	Staying in a “silo” without consulting or working with other educators to build equity-oriented school communities.
Offering multiple opportunities and methods for students to demonstrate their proficiencies.	Using only one form of assessment to measure student progress.
Providing opportunities for self-reflection and student-reflection.	Continuing with a pacing guide or curriculum map without pausing for reflection or making adjustments based on student need and reflection.

<sup>1</sup> TNTP. (2020, April). *Learning Acceleration Guide*. TNTP.  
[https://tntp.org/assets/covid-19-toolkit-resources/TNTP\\_Learning\\_Acceleration\\_Guide.pdf](https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf)

Focusing on preventive and proactive discipline practices.	Relying heavily on exclusionary (actions that remove students from instruction) or punitive discipline.
Including family voice and choice in the classroom. Caregivers are seen as partners with a wealth of knowledge to bring about their child.	Making assumptions about family wants and needs. Caregivers are seen as a hindrance to the instructional environment.

## What are productive structures to organize students for instruction?

Decisions about how students will be organized for instruction will vary within schools and across school districts. These decisions may reflect beliefs about how and which students can and should learn. To promote equitable access to a high-quality education, we must have productive structures for organizing students<sup>2</sup>.

- Assign students to teachers using structures that ensure heterogeneous ability groups, being mindful of potential inequities, such as access to technology, as schools shift between in-school and out-of-school learning.
- Create strategically mixed groups of students with a variety of strengths within classes and have them collaborate to complete rich tasks in a variety of media, including digital and print.
- Ensure that highly qualified teachers are in place for initial instruction and any intervention plans.

## Teacher Self-Reflection

Equity-based teaching requires reflection, which involves not just reflecting on your pedagogy and your classroom norms, but also considering how you identify yourself and how others identify you. Before and during the school year, reflect on your own identity, positions, and beliefs in regards to biased and sorting-based routines.<sup>3</sup> Consider examining your curriculum and instructional practices for inherent or implicit bias by exploring the following questions:

- Do I withhold certain instructional practices or content from certain groups of students based on assumptions or beliefs about their capacity, home-life, culture or some other factor assumed to make them less ready?
- Do my instructional practices invite in multiple voices and perspectives?

<sup>2</sup> NCTM/NCSM. (2020, June). *Moving Forward: Mathematics Learning in the Era of COVID-19*. NCSM. [https://www.mathedleadership.org/docs/resources/NCTM\\_NCSM\\_Moving\\_Forward.pdf](https://www.mathedleadership.org/docs/resources/NCTM_NCSM_Moving_Forward.pdf)

<sup>3</sup> Chao, Gutierrez, Murray. *What Are Classroom Practices That Support Equity-Based Mathematics Teaching?* NCTM. <https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Classroom-Practices-That-Support-Equity-Based-Mathematics-Teaching/>

- Do I find time to provide individual attention to my students during instruction or assessment feedback loops?
- Do my assignments and tasks limit the curiosity, creativity and potential of students?
- Am I providing my content-area knowledge rather than helping students develop their own?
- How might my curriculum and instruction perpetuate an education system that marginalizes certain students?

**NOTE:** Test your own implicit bias and learn about strategies for overcoming these biases using information provided through [Harvard University's Project Implicit](#).

## Creating an Anti-Bias Classroom

Current events addressing systemic racism in our nation remind us to examine our own biases as educators and any bias in our curriculum and instruction. When we focus on creating a classroom focused on anti-bias education, we provide opportunities for students to use their lived experiences and interests to deepen their understanding and skills as they relate to grade-level learning objectives. Here are strategies for facilitating an anti-bias classroom:

- Bring equitable, [culturally-responsive teaching](#) practices and professional learning opportunities to your classroom, school, and district.
- Allow students choice in their learning processes and products.
- Focus on students' strengths and areas of growth with targeted meaningful feedback that promotes learning, rather than labeling as less ready.
- Help students develop and maintain positive social identities and encourage multiple perspectives to be brought to the classroom.
- Bring diverse instructional voices, knowledge, and skills to curriculum and instruction.
- Analyze curriculum for access to high cognitive demand learning experiences that are meaningful and connected to students' lived experiences.
- Help students recognize unfairness and bias in the world around them and give them tools to stand up against injustice in their everyday lives.
- Build a culture that allows for risk-taking and sees mistakes as opportunities to learn.
- Incorporating engagement strategies that maximize [student ownership](#) of their learning.

## Safety Considerations: Physical Environment and Supplies

Educators planning for in-person, blended, and distance learning instructional delivery models should **always defer to the safety guidelines provided by your school or district**. As the Covid-19

situation continuously develops, also consult the current [Oklahoma Department of Health \(OSDH\)](#) and [Centers for Disease Control \(CDC\)](#) health and safety guidelines.

The following elementary classroom safety considerations are not intended to replace a district's emergency or crisis safety plan and are not an exhaustive list of the health and safety needs to be considered.

## Physical Learning Environment

Elementary instruction utilizes a variety of learning environments: classrooms, library media spaces, computer labs, gymnasiums, and combination classrooms/lab rooms. Often materials are shared between students. Some physical considerations:

- Desks and students should remain spaced at least 6 feet apart, to the extent possible, and face the same direction rather than students facing each other or working in physical groups. Spacing could also be encouraged through markings on tables and the floor.
  - Utilize digital tools and class discussions to maintain collaborative learning opportunities.
- Keep doors open or consider holding some classes outdoors or in larger spaces such as gymnasiums, vacant hallways, auditoriums, and cafeterias, if possible.
- Frequently wipe down high-touch surfaces such as desks, tables, chairs, door handles, and light switches.
- Where students typically wait in line, place tape markings to indicate social distancing.
- Educators are strongly encouraged to use assigned seating.

## Classroom Materials

- Classrooms should reduce the use of shared items that may be difficult to clean. Items that must be shared, such as computers and tablets, should be cleaned between use. Provide methods for safe and sanitary disposal of used materials.
- Encourage students to bring their own items, when feasible, such as pencils, markers, rulers, scissors, calculators, and glue.
- Provide an individual set of manipulatives to each student. Consider using digital manipulatives as an alternative, when appropriate.
  - [ELA digital manipulatives](#)
  - [Math digital manipulatives](#)
- Use digital resources and platforms when possible. If digital resources are unavailable and students will be using documents they can't keep, consider placing paper copies in plastic page protectors, then wipe off the protectors after each use with a cleaning wipe or soap and water.



- Instead of turning in paper copies of assignments, consider taking a picture to view/submit student work digitally, allowing for closer examination and/or digital collaboration.
- Keep each student's belongings separated from those of others and in individually labeled containers, cubbies, or areas.

## Additional Considerations

Learning relies on the interaction between students and teachers and among students to construct knowledge and skills. Teachers may need to modify collaborative learning practices to maintain collaboration while minimizing risk.

- Limit guests and visitors to the classroom while remaining mindful that parents and families play a vital role in their child's education; involve guest speakers through virtual means
- Evaluate planned student activities for safety and student interactions, but also their value for engaging students in meaningful thinking and learning. Consider alternatives that teach the same concepts and skills. Build in extra time for sanitizing activities.
- Include instruction that teaches the routines and procedures that students should use in the class and out-of-school. Consider the traffic flow when distributing materials and other movements. Minimize the number of students that need to move. Establish personal student practices such as wearing masks, washing hands, and sharing materials. Use signage that encourages the practices.
- Modify grouping practices. Consider having students partner together and share as they remain at a proper distance or groups of students could share learning experiences through remote means. The use of cameras and large-scale projection can enhance group learning experiences.

## Ongoing Support for Instruction

OSDE will continue to provide ongoing support for instruction during the 2020-2021 academic year. Go to the [Curriculum and Instruction page](#) on the OSDE website to see upcoming professional learning opportunities, office hours, and additional instructional resources. Each page will have upcoming professional learning opportunities, office hours, and additional instructional resources.

### Professional Learning Opportunities

- [Tech Tool Tuesday Recordings](#)- Learn about different education technology tools for instruction.
- [EngageOK Sessions](#) - Access videos on various topics by going to the EngageOK website.
- [Oklahoma Council of Teachers of English](#)

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p. 27

- [Oklahoma Council of Teachers of Mathematics](#)
- [Oklahoma Council for the Social Studies](#)
- [Oklahoma Science Teaching Association](#)
- [The Reading League](#) and [The Reading League Oklahoma](#)

## OSDE Hosted Virtual Meetings

Join OSDE staff and teachers around the state for monthly professional learning opportunities during the 2020-21 school year.

### Grades 3-5 Virtual Meetings

- Every 3rd Tuesday of each month, 4:30-5:30 p.m.
- First meeting will occur on August 18th
- Zoom information will be communicated through the ELAOK Elementary, OKMath Elementary, Science and Social Studies Newsletters. Subscribe [here!](#)

### Reading Sufficiency Virtual Meetings

- First meeting will occur on Tuesday, August 18th, at 1:30 p.m.
- Every 2nd Tuesday of each month, 1:30-2:30 p.m.
- Zoom information will be communicated through the OKRSA Newsletter. Subscribe [here!](#)
- These virtual meetings are also appropriate for RSA coordinators and school administrators.

## Social Media Connections

ELA	Math	Science	Social Studies
Join Facebook groups: <ul style="list-style-type: none"> <li>• <a href="#">#ELAOK</a></li> <li>• <a href="#">#ELAOK Elementary</a></li> <li>• <a href="#">#OKEarlyEd</a></li> </ul>	Join Facebook groups: <ul style="list-style-type: none"> <li>• <a href="#">#OKMath</a></li> <li>• <a href="#">#OKMath Elementary</a></li> </ul>	Join Facebook groups: <ul style="list-style-type: none"> <li>• All grades <a href="#">#OKSci</a></li> <li>• <a href="#">#OKSci Elementary</a></li> <li>• <a href="#">#OKSci5th</a></li> </ul>	Join Facebook groups: <ul style="list-style-type: none"> <li>• <a href="#">OKCSS</a></li> <li>• <a href="#">#OKSS Elementary</a></li> <li>• <a href="#">OKCHE</a></li> <li>• <a href="#">OKAGE</a></li> <li>• <a href="#">OKeconed</a></li> </ul>
Twitter accounts and hashtags to follow:	Twitter accounts and hashtags to follow:	Twitter accounts and hashtags to follow:	Twitter accounts and hashtags to follow:

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p. 28

<ul style="list-style-type: none"> <li>• <a href="#">Deb Wade</a></li> <li>• <a href="#">Melissa Ahlgrim</a></li> <li>• #elaok</li> </ul>	<ul style="list-style-type: none"> <li>• #okmath</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Heather Johnston</a></li> <li>• @ngsschat</li> <li>• #oksci</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Brenda Chapman</a></li> <li>• @OKCSS</li> <li>• @OKCHE</li> <li>• @OKAGEEDUCATION</li> <li>• @OKECONE DU</li> <li>• #okcss</li> </ul>
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## Contact Information

We are here to help in any way we can. Feel free to email any of the following people at OSDE if you have questions or need support.

- **Melissa Ahlgrim**, Director of Reading Sufficiency, [melissa.ahlgrim@sde.ok.gov](mailto:melissa.ahlgrim@sde.ok.gov)
- **Brenda Beymer-Chapman**, Director of Social Studies, [brenda.chapman@sde.ok.gov](mailto:brenda.chapman@sde.ok.gov)
- **Heather Johnston**, Director of Science and Engineering, [heather.johnston@sde.ok.gov](mailto:heather.johnston@sde.ok.gov)
- **Susan Kirk**, Director of Elementary Mathematics, [susan.kirk@sde.ok.gov](mailto:susan.kirk@sde.ok.gov)
- **Karen Leonard**, Director of Education Technology and Computer Science, [karen.leonard@sde.ok.gov](mailto:karen.leonard@sde.ok.gov)
- **Deb Wade**, Director of Elementary English Language Arts, [deb.wade@sde.ok.gov](mailto:deb.wade@sde.ok.gov)