



# **SHARED WRITING**

## **Instructional Model**

## **Facilitator Guide**

### Module 1

#### SHARED WRITING AND THE SWIM APPROACH

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# Facilitator Guide

## Module 1: Shared Writing and the SWIM Approach

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# Audience and Purpose

The SWIM professional learning facilitator guide helps professional learning leads, coaches, or other educators who deliver professional learning to teachers of students with intellectual disabilities to meet grade-level general or alternate academic expectations in writing as part of English Language Arts.

## Module Description

This module is the first of two modules that introduce Shared Writing and the Shared Writing Instructional Model (SWIM). Module content is in the table below.

<b>Agenda</b>	<b>Module Handouts</b>	<b>Video</b>	<b>Module Activity</b>	<b>Assessment</b>
*	*	*	**	*

This module includes two activities. One is a check for understanding, and the other is a self-reflection Qualtrics survey. Upon completion of the survey, participants will receive an automated email with their responses to guide their instruction and share with their coaches, if assigned one.

The lesson agenda, handout and answers to the module assessment are in Appendix A.

Recommended times for learning are estimates. Learning time may be adjusted to accommodate participant needs and for additional adult learning strategies not addressed in this guide.

# General Module Instructions

- Before learning
  - Make introductions and provide housekeeping information participants may need.
  - Provide the purpose for learning and name of the module
  - Provide materials/handouts
  - Demonstrate how to access the module through the SWIM Resource Collection website.
  - Support participants access the module using the guide posted on the website.
- During learning
  - Help participants make a connection between the agenda and the module structure as they work through the module content.
  - While the module is displayed, avoid reading the text in the module verbatim. Use the text as a guide to communicate the content of the learning.
  - Guide participants in completing the activities.
- After learning
  - Ensure participants complete the assessment to move to the next module.
  - Provide a ticket out the door for formative assessment of learning.

## Recommendations for Facilitators

Facilitators are encouraged to utilize effective strategies that engage participants and support their learning. These include, but not limited to 1) preparing prior to the professional learning session, 2) valuing people and their ideas, 3) communicating clearly, 4) keeping discussions on topic, and 5) managing time to respect announced beginning and ending times (Project Core, [www.project-core.com](http://www.project-core.com), @2019 Center for Literacy and Disabilities Studies, Department of Allied Health Science, UNC-Chapel Hill).

# Module 1: Shared Writing and SWIM Approach to Writing Overview

## Objective

The objective of this module is to explore the shared writing instructional strategy and a new approach to shared writing.

## Learning Outcomes

- Participants will understand the goal of writing.
- Participants will understand the elements and strategies of shared writing.
- Participants will understand the SWIM approach to shared writing.

## Preparation for Learning

- Recommended time: 1.5 hours
- Recommended class size: 5–50 participants
- Equipment: Computer and LCD projector with external speakers and sound system
- Materials/Handouts: Agenda

# Agenda

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view a SWIM lesson recording.
2	Goal of Writing	5 minutes	Definition of writing and the writing process	
3	Shared Writing	15 minutes	Examination of elements and instructional strategies of shared writing	Participants will view a SWIM lesson recording and complete an activity.
4	SWIM Approach to Writing	10 minutes	How SWIM is a new approach to writing	Participants will view the SWIM video "All Students are Writers."
5	SWIM Approach to Writing	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
6	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.

# Appendix A

# Agenda

## Module 1: Shared Writing and the SWIM Model

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view a SWIM Module recording.
2	Goal of Writing	5 minutes	Definition of writing and the writing process	
3	Shared Writing	15 minutes	Examination of shared writing, shared writing, and the elements and instructional strategies of shared writing	Participants will view a SWIM Module recording and complete an activity.
4	SWIM Approach to Writing	10 minutes	How SWIM is a new approach to writing	Participants will view the SWIM video "All Students are Writers."
5	SWIM Approach to Writing	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
6	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.



## Module 1: Shared Writing and the SWIM Model Lesson Activity

### Elements of Shared Writing and Instructional Strategies

Element of Shared Writing	Instructional Strategies for Shared Writing
Increase active engagement in writing	<ul style="list-style-type: none"><li>• Allow students to choose a topic that is engaging.</li><li>• Use multimedia and illustrations to support engagement.</li><li>• Offer positive feedback related to instructional goals.</li></ul>
Ensure access to an appropriate writing tool	<ul style="list-style-type: none"><li>• Select a tool for writing instruction that offers access to all 26 letters of the alphabet (e.g., paper and pencil, keyboard, alternate pencil, alternate keyboard).</li></ul>
Discuss the topic and purpose and plan a text to be read	<ul style="list-style-type: none"><li>• Model identifying the main goal of the writing task.</li><li>• Model and discuss identifying the topic or opinion to be expressed in writing.</li></ul>
Discuss elements of writing and ask questions to elaborate	<ul style="list-style-type: none"><li>• Ask questions about word choice.</li><li>• Ask questions to prompt elaboration.</li><li>• Model arranging points, reasons, or evidence in a logical order.</li><li>• Ask questions to activate prior knowledge.</li></ul>
Use think-alouds to model strategies aligned to instructional focus	<ul style="list-style-type: none"><li>• Respond to student writing and offer interpretations.</li><li>• Ask clarifying questions.</li><li>• Model the use of planning, translating, and reviewing strategies.</li></ul>

## Module 1: Shared Writing and the SWIM Model

### Assessment Answers

1. What is the primary goal of writing?
  - a. Provide opportunities for students to practice fine motor skills, positioning, and inclusion
  - b. Increase student writing, mechanics, and grammar
  - c. Facilitate thoughts, ideas, and information, and provide students with the tools to express their ideas in writing**
  - d. Reinforce positive behaviors and academics for adult life outcomes
  - e. Increase student communication and awareness of themselves and others
  
2. What are the elements of a shared writing instructional approach?
  - a. Increase active engagement in writing
  - b. Ensure access to an appropriate writing tool
  - c. Discuss the topic and purpose and plan a text to be read
  - d. Discuss elements of writing and ask questions to elaborate
  - e. Use think-alouds to model strategies aligned to instructional focus
  - f. All the above**
  
3. What are the two types of shared writing instructional strategies?
  - a. Shared writing and guided shared writing
  - b. Shared writing and shared interactive writing**
  - c. Shared writing and transitional writing
  - d. Shared writing and co-constructed writing
  
4. Which are NOT examples of shared writing or shared interactive writing (choose all that apply)
  - a. “You do; I help.”
  - b. “Show me you can do it alone.”
  - c. “You do it first, then I do.”
  - d. “First, I do, then you do.”
  - e. All the above**

5. Which of the following reflects the SWIM approach to writing?
- a. All students can learn writing, even if they can't hold a pencil.
  - b. Writing is more than copying a proper letter shape. When we write, we use reading and writing skills to think about, organize, and communicate ideas and information.
  - c. SWIM promotes grade-level expectations and writing as a form of self-expression for students with intellectual disabilities.
  - d. The SWIM sequence offers a flexible, self-regulated instructional routine that gets students excited about communicating their ideas through writing.
  - e. **All the above**