Facilitator Guide

Module 4

The SWIM Cycle: Deliver
SWIM Sequence

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SWIM Sequence

Contents

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 aligned to the *Deliver* phase of the SWIM cycle and extends the development of a student case study. This module consists of five lessons. They are: 1) Step 1: Choose a Topic and Purpose of Writing, 2) Learn about the Topic, 3) Plan for Writing, 4) Write with a Purpose, and 5) Evaluate and Review for Purpose. Lesson content is in the table below.

Module Lesson	Agenda	Lesson Handout	Video	Lesson Activity	Assessment
Lesson 1	*	*	*	*	
Lesson 2	*	*	*	*	
Lesson 3	*	*	*	*	
Lesson 4	*	*	*	*	
Lesson 5	*	*	*	*	*

Teachers will use their student's SWIM sequence plans as handouts to make connections to their student case study plans and lesson content.

Lesson activities are self-reflection Qualtrics surveys. 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.

Lesson 3, Step 3 includes content that addresses the depth and breadth of writing instructional strategies for the different writing levels, and the different text structures for the purposes of writing. For this reason, it is recommended that facilitators provide ample time to learn the content and provide a follow-up review to check for understanding before moving on to Lesson 4.

Lesson agendas 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 are not limited to 1) preparing prior to the professional learning session, 2) value 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, @2019 Center for Literacy and Disabilities Studies, Department of Allied Health Science, UNC-Chapel Hill).

Lesson 1: Overview

Step 1: Choose a Topic and Purpose of Writing

Objective

The objective of this module is to explore the goals and activities of Step 1: Choose a Topic and Purpose of Writing of the SWIM Sequence.

Learning Outcome

- Participants will understand how to instruct students.
  - Choose a topic
  - Activate background knowledge about the topic
  - Determine the purpose and audience for writing

Essential Questions

- What is a topic?
- What do we want to write about?
- What do we know about the topic?
- What is our purpose for writing about this topic?
- Who would want to read our writing?

Preparation for Learning

- 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	Choosing a Topic	10 minutes	Considerations on selecting topics	Participants will view a SWIM lesson recording.
3	Activating Background Knowledge	5 minutes	Strategies to activate student background knowledge on a selected topic	Participants will view a SWIM lesson recording.
4	Selecting the Purpose and Audience for Writing	5 minutes	Review of the different text types and purposes of writing: informative, explanatory, and opinion writing	Participants will view a SWIM lesson recording.
5	Self-Reflection and Evaluation	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.	

Lesson 2: Overview

Step 2: Learn about the Topic

Objective

- The objective of this module is to explore the goals and activities in Step 2 of the SWIM Sequence routine.

Learning Outcomes

- Participants will understand how to instruct students in
  - Exploring topic resources
  - Gathering information about the topic
  - Elaborating on the purpose of the text

Essential Questions

- What more do we want to know about the topic?
- What questions do we want to answer?
- How can we learn about this topic?
- Where can we find information on this topic?
- What text am I reading?
- What is our purpose for reading
- What is our purpose for 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 SWIM lesson recording.
2	Exploring Topic Resources	10 minutes	Strategies on how to learn about the topic	Participants will view SWIM lesson recording.
3	Gathering Information About the Topic	5 minutes	Strategies to learn about the topic	Participants will view SWIM lesson recording.
4	Elaborating on the Purpose of the Text	5 minutes	Strategies to develop ideas around the purpose of writing	Participants will view SWIM lesson recording.
5	Self-Reflection and Evaluation	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	

<u>Lesson 3</u>: Overview

<u>Step 3</u>: Plan for Writing

Objective

- The objective of this module is to explore the goals and activities in Step 3 of the SWIM Sequence routine.

Learning Outcomes

- Participants will understand how to instruct students in
  - Selecting strategies for translating communication into writing
  - Setting goals to meet the purpose of writing
  - Setting up tools for writing
  - Setting goals for the amount and quality of information in the text

Essential Questions

- What information supports the topic?
- What words go with our topic?
- What ideas and words most accurately convey what was learned about the topic?
- What resources can we use to express student ideas and plan for writing?
- How will we meet our writing goals?
- Are there writing tools we can use that meet our purpose for writing?
- How is information organized?
- Why is information organized in different ways?
- What text structure do we use to meet our purpose for writing?
- What letters or words will we use to write about the topic?
- How do we put words together to make a sentence?
- How do we write a paragraph?
- What can we use to help us follow the rules of 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	Selecting Strategies for Translating Communication into Writing	5 minutes	Strategies for selecting student ideas, words, and phrases to include in the written text	Participants will view a SWIM lesson recording.
3	Setting Goals to Meet the Purpose of Writing	10 minutes	Strategies for grouping relevant information in writing to meet the text structure of the purpose of writing	Participants will view a SWIM lesson recording.
4	Setting up Tools for Writing	10 minutes	Examples of writing tools to organize and support students to produce a written text	Participants will view a SWIM lesson recording.
5	Setting Goals for the Amount & Quality of Information in the Text	5 minutes	Self-regulation strategy to manage the writing task and monitor progress	Participants will view a SWIM lesson recording.
6	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
7	Wrap Up	15 minutes	Closing information and ticket out the door	

Lesson 4: Overview

Step 4: Write with a Purpose

Objective

The objective of this module is to explore the goals and activities of Step 4: Write with a Purpose of the SWIM Sequence.

Learning Outcome

- Participants will understand how to instruct students.
- Participants will understand the range of writing strategies that provide the on and off-ramp to shared writing.

Essential Questions

- What writing instructional frameworks support the writing level of my student?
- How are these strategies aligned to the SWIM writing levels in the SWIM Learning Map Neighborhoods?
- What instructional strategies support gradually adding on more writing responsibilities with support for students at the Emergent and Transitional writing levels?
- What instructional strategies support gradual release of writing responsibilities for my student at the transitional and conventional writing level?

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	Translating Thoughts and Ideas into Written Communication	20 minutes	Strategies to construct a text with writing instructional strategies aligned to the SWIM writing levels	Participants will view a SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap Up	15 minutes	Closing information and ticket out the door	

Lesson 5: Overview

Step 5: Review and Evaluate for Purpose

Objective

The objective of this module is to explore the goals and activities of Step 5: Review and Evaluate for Purpose of the SWIM Sequence.

Learning Outcome

- Participants will understand how to instruct reviewing and evaluating the writing product to
    - Ensure clarity, accuracy, and if the purpose of writing is met
    - Revise the text as needed
    - Evaluate how the purpose of writing was met

Essential Questions

- How do we evaluate our writing?
- Did we write what we wanted to say?
- Will the reader of our writing understand what we wanted to say?
- Why is it important to use correct spelling?
- What can we use to improve our writing?
- Did we meet our purpose of 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	Read the Writing Product Together and Evaluate if the Purpose Was Met	15 minutes	Strategies for revising and editing text and evaluation on purpose at the SWIM writing levels	Participants will view a SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.

Appendix A

Agenda

Module 4: The SWIM Sequence

Lesson 1: Choose a Topic and Purpose of Writing

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	Choosing a Topic	10 minutes	Considerations on selecting topics	Participants will view a SWIM lesson recording.
	Activating Background Knowledge	5 minutes	Strategies to activate student background knowledge on a selected topic	Participants will view a SWIM lesson recording.
3	Selecting the Purpose and Audience for Writing	5 minutes	Review of the different text types and purposes of writing: Informative, explanatory, and opinion writing	Participants will view a SWIM lesson recording.
4	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
5	Wrap Up	15 minutes	Closing information and ticket out the door	

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Lesson 2: Learn About the Topic

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
2	Exploring Topic Resources	10 minutes	Strategies on how to learn about the topic	Participants will view SWIM lesson recording.
3	Gathering Information About the Topic	5 minutes	Strategies to learn about the topic	Participants will view SWIM lesson recording.
4	Elaborating on the Purpose of the Text	5 minutes	Strategies to develop ideas around the purpose of writing	Participants will view SWIM lesson recording.
5	Self-Reflection and Evaluation	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	

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Lesson 3: Plan for Writing

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	Selecting Strategies for Translating Communication into Writing	5 minutes	Strategies for selecting student ideas, words, and phrases to include in the written text	Participants will view a SWIM lesson recording.
3	Setting Goals to Meet the Purpose of Writing	10 minutes	Strategies for grouping relevant information in writing to meet the text structure of the purpose of writing	Participants will view a SWIM lesson recording.
4	Setting up Tools for Writing	10 minutes	Examples of writing tools to organize and support students to produce a written text	Participants will view a SWIM lesson recording.
5	Setting Goals for the Amount & Quality of Information in the Text	5 minutes	Self-regulation strategy to manage the writing task and monitor progress	Participants will view a SWIM lesson recording.
6	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
7	Wrap Up	15 minutes	Closing information and ticket out the door	

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Module 4: The SWIM Sequence

Lesson 4: Write with a Purpose

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	Translating Thoughts and Ideas into Written Communication	20 minutes	Strategies to construct a text with writing instructional strategies aligned to the SWIM writing levels	Participants will view a SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap Up	15 minutes	Closing information and ticket out the door	

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Lesson 5: Review and Evaluate for Purpose

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	Read the Writing Product Together and Evaluate if the Purpose Was Met	15 minutes	Strategies for revising and editing text and evaluation on purpose at the SWIM writing levels	Participants will view a SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.

Module 4: The SWIM Cycle: Deliver: The SWIM Sequence Assessment Answers

1. Which of the following are considerations for topic selection?
   a. Topics must be engaging for students.
   b. Experiences that students have had such as field trips, assemblies, cafeterias, or playground visits are often great places to start in assisting students to choose a topic as background knowledge is present.
   c. A book experienced through shared reading can provide topics for writing.
   d. All the above.

2. What text comprehension strategies do students at the Emergent writing level use to learn about the topic?
   a. Shared reading
   b. Shared dialogic reading
   c. Anchor-read-apply & guided reading
   d. Shared dialogic reading & anchor-read-apply
   e. Shared reading and shared dialogic reading

3. SWIM Learning Map writing level instructional goals provide the level of mechanics, grammar, and words expected when constructing a text.

   T or **F**

4. Match the on-ramp and off-ramps to the writing strategies for SWIM instruction.

Emergent	Shared writing
	Shared interactive writing
Transitional	Shared writing
	Shared interactive writing
	Guided writing
Conventional	Shared writing
	Shared interactive writing
	Guided writing
	Independent writing

5. During shared and shared interactive writing, the teacher will model and correct grammar, spelling, and punctuation while writing the text after the text has been written.
   T or F