SWIM Sequence Plan Steps 1 & 2: Research to Build and Present Knowledge

The purpose of the SWIM Sequence plans used with SWIM formative assessment tables is to guide instruction of the SWIM Sequence. Plans are differentiated depending on the writing level and grade band of the student. SWIM Sequence plans are comprised of four sections, 1) SWIM Learning Map assignment, 2) evidence-based practices, 3) Universal Design for Learning (UDL) aligned instructional materials & strategies, and 4) SWIM Sequence steps.

Section I: SWIM Learning Map Assignment

SWIM Learning Map Neighborhood	Grade Band	Writing Level
Research to Build and Present Knowledge	K–2	Conventional

Section II: Evidence-Based Practices

Title	Description
Formative Assessment	Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners (CCSSO 2021).
Vocabulary	Tier 1 Vocabulary: Basic vocabulary (e.g., book, girl, run)
	Tier 2 Vocabulary: High-frequency, multiple-meaning vocabulary
	Tier 3 Vocabulary: Low-frequency, context-specific vocabulary

Title	Description
Text Comprehension Strategies	Shared reading is the interaction between an adult and a student or group of students while they read a book together. During shared reading, the goal is for the student or students to eventually direct the interaction by labeling pictures, asking questions, making comments, and directing the way that the adult navigates through the pages in the book. Shared dialogic reading involves an adult and child having a dialogue around the text they are reading. During dialogic reading, the adult asks questions to help the child explore the text and story components, increase their vocabulary, and talk about the text. Anchor-Read-Apply is an instructional approach that supports students in learning how to activate background knowledge based on prior experience or build new background knowledge that they can connect to information contained in or related to the text. Guided Reading is an instructional approach where the teacher provides prompts and feedback as students practice newly learned skills. Independent Reading occurs when a student reads on their own with minimal or no assistance.
Graphic Organizers	A visual learning tool to help students organize their ideas, clarify, or simplify complex concepts, help with problem solving or decision making, or be used to plan research or brainstorm ideas.
Self-Regulation Strategies	Self-regulated strategy development (SRSD) is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self-regulation to strategy instruction for writing. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self-regulation skills and independent learning (TEAL Center).

SWIM Formative Assessment Process

Formative assessment is a process that is both planned and ongoing for each lesson. Planning requires the development of specific questions and tasks within each of the SWIM sequence steps that best meet the range of learning needs of students. Formative assessment that is ongoing is enacted while learning is occurring, not after the learning takes place (CCSSO 2023). The following strategies are provided to support the teaching and learning process between students and teachers during SWIM.

Before Each Lesson

☐ All students have a personal communication system with core and robust vocabulary.
☐ All students have access to a personalized writing tool (alternative pencil or communication device) that includes all 26 letters of the alphabet.
☐ SWIM learning goals and student success criteria are modeled and reviewed by students.
☐ Students review and communicate learning goals and success criteria.

During Each Lesson

☐ Use wait time, so that students have the time to make comments or answer questions. Collect student comments or answers as evidence of student learning.
☐ Engage students by using UDL strategies and creating opportunities for extended conversations.
☐ Provide descriptive feedback to students that reflect the student learning goals and student success criteria.

After Each Lesson

☐ Support students to self-assess on how and what they learned.
☐ Check for student understanding of learning goals by reviewing success criteria.
☐ Provide descriptive feedback and extend the thinking of your students.

Section III: UDL (Universal Design for Learning) Aligned Instructional Materials & Strategies

The following example instructional materials and strategies can support educators implement UDL, a framework to improve and optimize teaching and learning within the five steps of the SWIM Sequence Routine.

Engagement Strategies for Recruiting Interest/Sustaining Effort & Persistence/Self-Regulation
☐ Student Choice

Representation Strategies for Perception/Receptive Language/Comprehension
Varied organization strategies for information to guide information processing and multimedia usage ☐ Visual, tactual, or multimedia information ☐ Other:
Vocabulary ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Action and Expression
Strategies for Physical Action/Expressive Communication with Fluency
Writing Tools

<u>Writing Tools</u>
- ☐ Pen or Pencil
- ☐ Computer Keyboard
- ☐ Onscreen Keyboard
- ☐ Sentence Frame
- ☐ Paragraph Frame
- ☐ Other

Section IV: SWIM Sequence Steps

Step 1: Choose a Topic and Purpose of Writing

☐ Choose a topic

Brainstorm ideas, think about categories of topics, and narrow down the topic.

Questioning Strategies	Tasks & Activities
• What are things you know about? • Who are the important people in your life? • What things are important to you? • Where do you like to go? • What do you like to do? • What should we write about?	• Use think-aloud to brainstorm ideas and choose a topic. • Help students think about different categories of things to write about (e.g., favorite places to visit, friends, etc.). • Make a list of topics and read them together. • Narrow down the topic.

☐ Activate background knowledge about the topic

Learn the connections between prior experience and the topic.

Questioning Strategies	Tasks & Activities
- What do you remember about…? - What can you tell me? - What do you know about this? - When did you see this? - When did you do it? - Did you like it? - Did you not like it? - What does it look, sound, taste, or feel like? - What new words can we use? - How is it the same? - How is it different?	- Use think-aloud to support students recall what they know about the topic by using details to describe their experiences, people, places, things, or events. - Scribe student reflections within a graphic organizer or other outline strategy (e.g., K: What I "know" about the topic of KWHL chart).

☐ **Determine the purpose and audience for writing**

Use mentor text, student ideas and words that most accurately convey what was learned about the topic.

Questioning Strategies	Tasks & Activities
• Do you want to tell someone about the topic, describe it or explain something about the topic? • Who would want to read our writing? • What do they know about the topic? • What is their opinion about the topic? • What will they learn from our writing?	• Use think-aloud to help students determine the purpose for writing (e.g., give information or explain how to do something sequence, problem solution, cause and effect, compare and contrast). • Generate a list of potential audiences. • Choose the audience that best fits the writing topic.

Step 2: Learn about the Topic

☐ **Explore Topic Resources**

Explore sources of information on the topic through experiences, texts, video, photographs, illustrations, or pictures.

Questioning Strategies	Tasks & Activities
• What do you want to learn about the topic? • What do we have that can help us learn about the topic? • Where can we find information about the topic? • Who can we talk to so we can learn about the topic? • What can we do to learn about the topic?	• Scribe student responses to questions in a graphic organizer or other outline strategy (e.g., W: What I want to learn about the topic within a KWHL chart). • Use think-aloud to help students know how to gather information about the topic (family members, experiences, text, video, or other digital information. • Scribe student responses into a graphic organizer or other outline strategies (e.g., H: How will I learn about the topic within a KWHL chart).

☐ **Gather Information about the Topic**

Use topic resources to meet the purpose of writing.

Questioning Strategies	Tasks & Activities
- What pictures or things in the text (or experience) go with the topic? - What can we say about the topic? - What are some things we have learned about the topic? - Have we answered our questions about the topic?	- Support students to know where and how to gather information about their topic. - Ensure students are using the appropriate level of text comprehension strategy to read and gather facts and details about the topic or have students explore various informational sources about the topic (e.g., experiences, interviews, video, etc.). - Use think-aloud to support students to gather facts, details, and other information about their topic. - Scribe facts and details into a graphic organizer or other outline strategies (e.g., L: What I've "learned" about the topic within a KWHL chart). - Note: - Read the text for multiple purposes (e.g., preview-picture walk, make predictions, preview key vocabulary, explore text structure). - Reread the book several times and engage in word or letter work after many readings of the text. - While reading the book, model some of the pages, pointing with a finger left to right, engaging the student in print referencing (concepts of print, word meaning, letters, words, and phrases).

☐ **Elaborate on the purpose of the text**

Develop ideas by providing supporting details.

Questioning Strategies	Tasks & Activities
• What more can we learn and tell others about the topic?	• Encourage students to learn more about the topic. • If needed, have students revisit the information sources. • Scribe additional facts and details within the graphic organizer or outline strategy.