



SWIM Sequence Plan: Steps 3–5 Informative & Explanatory Writing

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 and strategies, and 4) SWIM Sequence steps.

Section I: SWIM Learning Map Assignment

SWIM Learning Map Neighborhood	Grade Band	Writing Level
Informative & Explanatory Writing	2–4	Emergent

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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	Core and personal vocabulary. Core vocabulary is a term for a relatively small set of words that are used most frequently in oral and written language. Personal vocabulary are words that are related to or affect a person (e.g., mom, favorite toy, etc.).
Partner Assisted Scanning	Partner-assisted scanning occurs when the communication partner (a teacher, paraprofessional, or peer) points to each option pausing long enough at each for the students with physical and communication impairments to respond “yes” if the item is their desired choice. Partner-assisted scanning is most often used when directly pointing to a response is too difficult for a student.
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.

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

Section III: UDL Aligned Instructional Materials and Strategies

The following example instructional materials and strategies can support educators implement UDL, a framework to improve and optimize teaching and learning within the 5 steps of the SWIM Sequence.

Engagement Strategies for Recruiting Interest, Sustaining Effort and Persistence, and Self-Regulation
<input type="checkbox"/> Student Choice
<input type="checkbox"/> Print Rich Environment

Representation Strategies for Perception, Receptive Language, and Comprehension
<u>Varied organization strategies for information to guide information processing and multimedia usage</u>
<input type="checkbox"/> Symbols or drawings
<input type="checkbox"/> Photographs of school related topics, experiences, familiar people, and places
<input type="checkbox"/> Remnants from personal experiences
<input type="checkbox"/> Familiar subjects
<input type="checkbox"/> Symbols, objects, illustrations, pictures and props related to shared reading text or experience
<input type="checkbox"/> Other
<u>Vocabulary</u>
<input type="checkbox"/> Personal
<input type="checkbox"/> Core

Action and Expression

Strategies for Physical Action/Expressive Communication with Fluency

Communication

- Multi-Modal Communication
- Individual student communication devices
- Classroom communication displays

Writing Tools

- Pen or pencil
- Alternate keyboard
- Alternate pencil
- Other

Section IV: SWIM Sequence Steps

Step 3: Plan for Writing

□ Select strategies for translating communication into writing

Choose symbols, objects, words, pictures, or illustrations that most accurately convey what was learned about the topic.

Questioning Strategies	Tasks & Activities
<ul style="list-style-type: none"> • What's in our book? • What's in this other book? • What did we see in the video? • What words/symbols/pictures/objects/videos can we use to say about...? • What does this word/symbol/object/video mean? • What words go with our topic? • What things about the topic should we write about? • What words/symbols describe the topic? • What objects, pictures/drawings, or videos can we use to describe it? • What should we write first? • What's next? • What words describe the topic? • What else do you want to write? • Can you say more? 	<ul style="list-style-type: none"> • Use a classroom communication display and/or student personal communication device to model comments or questions and to have a conversation with the student. • Revisit the shared reading text, photographs, objects, or other information sources. • In the shared reading text, point out the words and pictures. • For all means of learning about the topic (e.g., shared reading, experience, exploration of photographs, objects, and other information resources), refer to the scribed words and model these words within student personal communication device. • Support students choose the words, pictures or illustrations that most accurately convey what they learned about the topic (facts, details, and information about the topic). • Model how to recognize the topic is about a person, place, or thing • Model symbols or words, photographs, and objects describe the topic. • Scribe additional student comments or answers to questions (facts, details, and information about the topic). • Using think alouds while scribing.

Step 4: Write with a Purpose

□ Translate thoughts and ideas into written communication.

Construct a text with guidance and support, focusing on writing letters and letter sound relationships.

Questioning Strategies	Tasks & Activities
<ul style="list-style-type: none"> • What are we writing about? • What can we say about it? • Does this go with it? • Can you look at this (pointing to symbols/objects/pictures/videos)? • What object, picture, or drawing goes with our writing? • Can you tell me about it? • What does this say? • Can we draw or choose a picture for it? • Can we choose a video for it? • Which word/symbol/object would you like to write? • What will we use to write? • What letters can we use to write our words? • What letter do you want to use? • What is the letter's sound? • What do you want to put here? • What goes here? • Should this go before or after that? • What is the last thing you want to cover? 	<ul style="list-style-type: none"> • Use a classroom communication display and/or student personal communication device to model comments or questions and to have a conversation with the student. • Refer to the scribed words. • Model how to use an alternative pencil or other personalized writing tool • While student uses an alternative pencil or personalize writing tool, use partner assisted scanning for student to <ul style="list-style-type: none"> ○ identify which words to write ○ which letters to write • Model letter sound relationships. • Scribe letters and words the student wrote using alternative pencil. • Use think alouds and model how to write words and sentences while scribing.

Step 5: Review and Evaluate for Purpose

Read the written text together and evaluate how the purpose was met.

Review what was written and decide if there is more to communicate about the topic.

Questioning Strategies	Tasks & Activities
<ul style="list-style-type: none">• Did we write what you wanted to say?• Can we say more?• Can we include more or different objects, pictures/drawings, or videos?• Do we need to make it different?• What do we need to do to make it different?• Who do you want to share your writing with?	<ul style="list-style-type: none">• Use a classroom communication display and/or student personal communication device to model comments or questions and to have a conversation with the student.• Attribute meaning to the students' writing.• Encourage students to write more about the topic.• Return to Steps 2–4 for additional text construction.• Use student communication device and think alouds while scribing.• Reinforce students know that writing is about communicating their ideas.• Support students share their writing.