



SWIM 5 Step Sequence Plan: Informative and 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 |
|---|------------|---------------|
| Research to Build and Present Knowledge | K–2 | Emergent |

| SWIM Learning Map Neighborhood | Grade Band | Writing Level |
|-----------------------------------|------------|---------------|
| Informative & Explanatory Writing | K–2 | 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 | SWIM Sequence Steps |
|--|----------------------------|
| <u>Topic choices</u> <input type="checkbox"/> Familiar shared reading text <input type="checkbox"/> Experience <input type="checkbox"/> Experience Book <input type="checkbox"/> Personal Experience <input type="checkbox"/> Events <input type="checkbox"/> Family Members <input type="checkbox"/> Friends <input type="checkbox"/> Other | Step 1 and 2 |
| <input type="checkbox"/> Student Choice <input type="checkbox"/> Print Rich Environment | Steps 1–5 |

| Representation Strategies for Perception, Receptive Language, and Comprehension | SWIM Sequence Steps |
|---|----------------------------|
| <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 | Steps 1–5 |
| <u>Text comprehension strategies to learn, communicate, and collect information about the topic.</u> <input type="checkbox"/> Shared Reading | Step 2 |
| <u>Vocabulary</u> <input type="checkbox"/> Personal <input type="checkbox"/> Core | Steps 1–5 |

| Action and Expression Strategies for Physical Action and Expressive Communication with Fluency | SWIM Sequence Steps |
|--|----------------------------|
| <u>Communication</u> <input type="checkbox"/> Multi-Modal Communication <input type="checkbox"/> Individual student communication devices <input type="checkbox"/> Classroom communication displays | Steps 1–3 |
| <u>Writing Tools</u> <input type="checkbox"/> Pen or pencil <input type="checkbox"/> Alternate keyboard <input type="checkbox"/> Alternate pencil <input type="checkbox"/> Other | Steps 4 and 5 |

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 and Activities |
|--|---|
| <ul style="list-style-type: none">• 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 do you want to write about? | <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 to identify words and symbols of familiar persons, places, things, or events.• Use wait time for students to communicate.• Scribe student comments or answers to questions (avoid yes/no questions).• Use think alouds while scribing.• Make a list of student selected topics and read from the list.• Support students select a topic from the list using partner assisted scanning. |

□ Activate background knowledge about the topic

Learn the connections between prior experience and the topic.

| Questioning Strategies | Tasks and Activities |
|--|---|
| <ul style="list-style-type: none">• What is it?• What can you tell me?• Can you tell who?• What can you say about who?• What do you know about this?• When did you see this?• When did you do this?• How is it the same?• How is it different?• Did you like it?• Did you not like it?• What does it look, sound, taste, or feel like?• What new words can we use?• What is the name of...? | <p>Use a classroom communication display and/or student personal communication device to model comments or questions and to have a conversation with the student.</p> <ul style="list-style-type: none">• Introduce and model new symbols, objects, and words that describe familiar persons, places, things, or events.• Support students to identify words/objects/symbols of familiar persons, places, things, or events.• Use wait time for students to communicate.• Scribe student comments or answers to questions (avoid yes/no questions).• Use think alouds while scribing. |

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

| Questioning Strategies | Tasks and Activities |
|---|---|
| <ul style="list-style-type: none">• What can you say about the topic?• 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? | <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 to identify words, symbols, and objects of familiar persons, and reason for writing.• Introduce and model new symbols/words/objects to describe familiar persons, places, things, or events.• Use wait time for students to communicate.• Scribe student comments or answers to questions (avoid yes/no questions).• Use think alouds while scribing. |

Step 2: Learn about the Topic

□ Explore Topic Resources

Explore informational resources on the topic through experiences, experience books, familiar texts, video, objects, photographs, or pictures.

| Questioning Strategies | Tasks and Activities |
|--|--|
| <ul style="list-style-type: none">• What do you want to know about the topic?• What do we have that can help us learn about the topic?• Should we read a book?• Do we want to watch a video?• Do we want to use our computer?• Do something?• Who could you ask about the topic? | <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 and model how to ask questions on what to learn about the topic.• Introduce and model new symbols to describe familiar persons, places, things, or events.• Provide informational resources on the topic (e.g., activity, experience books, other familiar text, video, objects, photographs, and illustrations).• Have students select which resource they will use to learn about the topic.• Scribe student comments or answers to questions (avoid yes/no questions).• Use think alouds while scribing. |

□ Gather Information about the Topic

Use topic resources to meet the purpose of writing.

| Questioning Strategies | Tasks and Activities |
|---|---|
| <ul style="list-style-type: none">• What are some things we have learned about the topic?• What do we want to say about our topic?• What do you notice about the words, pictures, objects, and videos?• What do you want to say?• Can you say who?• Can you say what?• Can you tell me where?• Can you tell me when? | <ul style="list-style-type: none">• While learning about the topic (during shared reading, experiences or exploring objects, photographs, or pictures)<ul style="list-style-type: none">○ use a classroom communication display and/or student personal communication to model words/symbols/objects and to have a conversation with the student.○ Take photographs or collect objects (experience book) of the experience or exploration of other informational sources.○ during shared reading use the CAR strategy. On each page make a comment, ask for and invite participation, use wait time. After the student makes a comment, add a little more for language expansion.• Scribe student comments or answers to questions (facts, details, and information about the topic).• Use think alouds while scribing. |

□ Elaborate on the purpose of the text

Develop ideas by providing supporting details.

| Questioning Strategies | Tasks and Activities |
|---|---|
| <ul style="list-style-type: none">• What else do you want to say?• Can you tell me 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.• Introduce and model new symbols/words/objects to describe familiar persons, places, things, or events.• Revisit the shared reading text, photographs, objects, or other information sources. Have additional conversations on the topic.• Scribe additional student comments or answers to questions (facts, details, and information about the topic).• Use think alouds while scribing. |

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 and 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 and 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 and 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, object, pictures, and videos)?• Can you tell me about it?• 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 and 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 pictures or drawings?• 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?• How will we share our writing? | <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. |