SWIM Sequence Plan _Steps 1 and 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 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

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 five steps of the SWIM Sequence.

Engagement
Strategies for Recruiting Interest, Sustaining Effort and Persistence, and Self-Regulation
Topic choices ☐ Familiar shared reading text ☐ Experience ☐ Experience Book ☐ Personal Experience ☐ Events ☐ Family Members ☐ Friends ☐ Other
☐ Student Choice ☐ Print Rich Environment

Representation
Strategies for Perception, Receptive Language, and Comprehension

Varied organization strategies for information to guide information processing and multimedia usage
☐ Symbols or drawings
☐ Photographs of school related topics, experiences, familiar people, and places
☐ Remnants from personal experiences
☐ Familiar subjects
☐ Symbols, objects, illustrations, pictures, and props related to shared reading text or experience
☐ Other
Text comprehension strategies to learn, communicate, and collect information about the topic.
☐ Shared Reading
Vocabulary
☐ Personal
☐ Core

Action and Expression
Strategies for Physical Action and Expressive Communication with Fluency

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

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	Task and Activities
• 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?	• 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	Task and Activities
- 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...?	- 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, objects, and words that describe familiar persons, places, things, or events. - Support students to identify words, objects, 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.

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

Questioning Strategies	Task and Activities
• 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?	• 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	Task and Activities
• 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?	• 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	Task and Activities
- 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/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?	- While learning about the topic (during shared reading, experiences or exploring objects, photographs, or pictures) - use a classroom communication display and/or student personal communication to model words, symbols, and 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	Task and Activities
• What else do you want to say? • Can you tell me more?	• 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, and 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.