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 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	Transitional

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 fringe vocabulary. Core vocabulary is a term for a relatively small set of words that are used most frequently in oral and written language. Fringe vocabulary is used less frequently and are more specific to a subject, or individual (zoo, school principal, etc.).
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.
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 reflects 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 (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.

Engagement
Strategies for Recruiting Interest/Sustaining Effort and Persistence/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/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/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	Tasks and 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 alouds to brainstorm ideas to choose a topic. - Help students think about different categories of things to write about (e.g., favorite places to visit, friends.). - 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 and Activities
• 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 alouds 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.**

Understand the purpose of writing is to share an opinion.

Questioning Strategies	Tasks and Activities
• Do you want to tell someone about how you feel about the topic? • Who would want to know your opinion? • What do they know about the topic? • What is their opinion about the topic? • What will they learn from our writing?	• Use think alouds to help students know they are writing to others to share their opinion. • 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 and 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? - What can we say about the topic? - What are some things we have learned about the topic? - Does this go with our topic? - Have we answered our questions about the topic? - What can we use to gather information about the topic? - What texts or videos present information about the topic? - What can we write from the book that will help us remember things about our 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 alouds to help students know how to gather information from sources. - Scribe student responses into a graphic organizer or other outline strategy (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 and Activities

• What can we say about the topic?
 	
• What are some things we have learned about the topic?
 	
• Can we look at our book?
 	
• What is this?
 	
• What is in the pictures/drawings?
 	
• Who is in the pictures/drawings?
 	
• Have we answered your questions about the topic?
	• Use shared or shared dialogic reading or anchor read apply text comprehension strategies to read and gather facts and details about the topic.
	
	• Use think alouds to help students gather information about the topic that supports their opinion.
	
	• Scribe information into a graphic organizer or other outline strategy (e.g., L—what I've learned about the topic within a KWHL chart).
	
	• Note:
	
	    o Read the text for multiple purposes (e.g., preview-picture walk, make predictions, preview key vocabulary, explore text structure).
	
	    o Reread the book several times and engage in word or letter work after many readings of the text.
	
	    o While reading the book, model some of the pages, pointing with your finger from left to right, and engage student in print referencing (concepts of print, word meaning, letters and words).

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

Develop ideas by providing supporting details.

Questioning Strategies	Tasks and 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 to gather more information. • Scribe additional facts and details within the graphic organizer or outline strategy.