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

The purpose of the SWIM Sequence plans 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 comprise 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	4–6	Transitional

Outcome: Multiple stages involved in acquiring the ability to gather relevant information about a topic from information sources.

SWIM Learning Map Neighborhood	Grade Band	Writing Level
Opinion Writing	4–6	Transitional

Outcome: Multiple stages of composing an opinion text about a student-selected topic.

Grade	Iowa Core Essential Elements
Fourth	**EE.W.4.1** Write opinions about topics or text. a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion.
Fifth	**EE.W.5.1** Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion.
Sixth	**EE.W.6.1** Write claims about topics or text. a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text.

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 is 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. • 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 reflects 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 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 and Strategies

The following example instructional materials and strategies can support educators to 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
Writing Tools: ☐ Pen or pencil ☐ Alternate keyboard ☐ Alternate pencil ☐ 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 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 (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 and Activities
- What do you remember? - 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 to 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 (for example, K— what I know about the topic— within a KWHL chart).

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

Understand that the purpose of writing is to inform others about the topic.

Questioning Strategies	Tasks and 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-alouds to help students determine the purpose for writing (for example, 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 resources on the topic through experiences, texts, video, illustrations, or pictures to state an opinion about the topic.

Questioning Strategies	Tasks and Activities
- What do we want to learn about the topic? - What can we use to gather information about the topic? - What should we use to learn about the topic? - What types of books or videos tell us about the topic? - What goes with the topic? - What doesn't go with the topic?	- Scribe student responses to questions in a graphic organizer or other outline strategy (for example, W— what I want to learn about the topic— within a KWHL chart). - Use think-alouds 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 strategy (for example, 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.

Example Essential Questions	Tasks and Activities
• 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? • How can we organize what we learned in these categories? • What can we write from the book that will help us remember things about our 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 model students' information that supports their opinion. • Scribe facts and details into a graphic organizer or other outline strategy (for example, L— what I've learned about the topic— within a KWHL chart).

☐ Elaborate on the purpose of the text

Develop ideas by providing supporting details.

Example Essential Questions	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.