



SHARED **WRITING** **Instructional Model**

SWIM Learning Map Tool Guide

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the University of Kansas

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Introduction

The SWIM Learning Map Tool is an instructional decision-making support tool used at the beginning of a SWIM Cycle to identify the place in the learning maps where instruction should begin. Results from the SWIM Learning Map Tool are used to assign student writing level and grade band within the SWIM Learning Map Neighborhoods, Research to Build and Present Knowledge, Informative and Explanatory Writing, and Opinion Writing. The SWIM Learning Map Tool is designed as a Qualtrics survey. Upon completion of the tool, teachers will receive an automated email that provides a summary of results.

The SWIM Learning Map Tool is composed of three sections. They are 1) student communication and writing production skills, 2) writing level and grade band assignment, and 3) formative assessment learning goals and student success criteria. This guide provides directions on how to complete each section of the tool as the first step of planning for SWIM instruction.

Student Communication and Writing Production Skills

Direction: Complete the following two questions that address your student's communication and writing skills. Both questions will be single-select multiple-choice response options.

Communication: What is the highest skill the student regularly demonstrates during **all English language arts** (ELA) instruction, including both reading and writing?

- A. Communicates fluently using standard grammar and syntax
- B. Combines three or more words, signs, or symbols according to grammatical rules to communicate an idea
- C. Uses two spoken words, signs, or symbols at a time to communicate an idea
- D. Uses only one spoken word, sign, or symbol at a time to communicate an idea
- E. Does not express ideas during ELA instruction; may use conventional gestures (e.g., waving, nodding and shaking head, thumbs up or down), looking, pointing, or vocalizations to respond to ideas expressed by others
- F. Does not express ideas during ELA instruction; uses only unconventional vocalizations, gestures, or body movements or exhibits behaviors that are not intentionally communicative

Writing Skills: What is the highest skill that the student regularly demonstrates during **writing** instruction?

- A. Writes text that includes multiple paragraphs without copying and by using spelling (with or without word prediction)
- B. Writes paragraph length text without copying and by using spelling (with or without word prediction)
- C. Writes sentences or complete ideas without copying and by using spelling (with or without word prediction)
- D. Writes words or simple phrases without copying and by using spelling (with or without word prediction)
- E. Writes words using letters to accurately reflect some of the sounds
- F. Writes or selects strings of letters but not grouped into words
- G. Scribbles or approximates letter forms; “wavy” or “loopy” writing
- H. Draws lines and curves that appear to represent objects
- I. Shows engagement during writing
- J. Does not show engagement during writing

Writing Level and Grade Band Assignment

Directions: Your student’s writing level has been assigned based on the highest skills regularly demonstrated. Select the grade band for each SWIM Learning Map Neighborhood that best reflects your student’s instructional level.

Note: Listed below are the range of writing levels and grade bands.

Emergent

Research to Build and Present Knowledge

- Grades K–2: Name and describe familiar persons, places, things, and experiences.
- Grades 2–4: Describe and answer simple questions about personal experiences using words, illustrations or tactile information, and specific details.
- Grades 4–5: Recall information about personal experiences to answer questions about a topic.

Informative and Explanatory Writing

- Grades K–2: Express a preference to and select a topic.
- Grades 2–4: Share information about a topic through the identification and selection of relevant visual, tactual, and multimedia information.
- Grades 4–6: Recognize and identify an idea about a familiar topic.

Opinion Writing

- Grades K–2: Identify feeling words and opinions about a topic.
- Grades 2–4: State an opinion about a familiar book through the identification and selection of relevant visual, tactual, and multimedia information.
- Grades 4–6: Recognize and identify reasons and evidence when stating an opinion about a familiar text.

Transitional

Research to Build and Present Knowledge

- Grades K–2: Answer questions about concrete details related to personal experiences and informational texts.
- Grades 2–4: Gather relevant information about a topic from personal experiences and information sources.
- Grades 4–6: Gather relevant information about a topic from information sources.

Informative and Explanatory Writing

- Grades K–2: Early stages of composing an informative or explanatory text about a student selected topic.
- Grades 2–4: Multiple stages of composing an informative or explanatory text about a student selected topic.
- Grades 4–6 Multiple stages of composing an informative or explanatory text about a student selected topic.

Opinion Writing

- Grades K–2: Early stages of composing an opinion text about a student-selected topic or book.
- Grades 2–4: Multiple stages of composing an opinion text about a student-selected topic or book.
- Grades 4–6: Multiple stages of composing an opinion text about a student-selected topic or book.

Conventional

Research to Build and Present Knowledge

- Grades K–2: Grade-level academic targets involved in recalling and gathering relevant information about a topic.
- Grades 2–4: Grade-level academic targets involved in recalling or gathering relevant information about a topic from personal experiences and information sources.
- Grades 4–6: Grade-level academic targets involved in recalling or gathering relevant information about a topic from personal experiences and information sources.

Informative and Explanatory Writing

- Grades K–2: Grade-level academic targets involved in composing informative or explanatory texts about a student-selected topic.
- Grades 2–4: Grade-level academic targets involved in composing informative or explanatory texts about a student-selected topic.
- Grades 4–6: Grade-level academic targets involved in composing informative or explanatory texts about a student-selected topic.

Opinion Writing

- Grades K–2: Grade-level academic targets involved in composing opinion texts about a student-selected topic or book.
- Grades 2–4: Grade-level academic targets involved in composing opinion texts about a student-selected topic or book.
- Grades 4–6: Grade-level academic targets involved in composing opinion texts about a student-selected topic or book.

Formative Assessment Learning Goals and Student Success Criteria

Directions: Based on the writing level and grade band selected, please review the formative assessment tables for each SWIM Learning Map Neighborhood, Research to Build and Present Knowledge, Informative and Explanatory Writing, and Opinion Writing. Select the level of learning goals with student success criteria for your student in this SWIM Cycle.

Note: Listed below are the range of writing levels and formative assessment tables.

Formative assessment tables are provided as printable PDFs in the links below.

Emergent

Grades: K–2

- [SWIM Grade Band K-2 Research to Build and Present Knowledge Emergent.pdf](#)
- [SWIM Grade Band K-2 Informative & Explanatory Emergent.pdf](#)
- [SWIM Grade Band K-2 Opinion Emergent.pdf](#)

Grades: 2–4

- [SWIM Grade Band 2-4 Research to Build and Present Knowledge Emergent.pdf](#)
- [SWIM Grade Band 2-4 Informative & Explanatory Emergent.pdf](#)
- [SWIM Grade Band 2-4 Opinion Emergent.pdf](#)

Grades: 4–6

- [SWIM Grade Band 4-6 Research to Build and Present Knowledge Emergent.pdf](#)
- [SWIM Grade Band 4-6 Informative & Explanatory Emergent.pdf](#)
- [SWIM Grade Band 4-6 Opinion Emergent.pdf](#)

Transitional

Grades: K–2

- [SWIM Grade Band K-2 Research to Build and Present Knowledge Transitional.pdf](#)
- [SWIM Grade Band K-2 Informative & Explanatory Transitional.pdf](#)
- [SWIM Grade Band K-2 Opinion Transitional.pdf](#)

Grades: 2–4

- [SWIM Grade Band 2-4 Research to Build and Present Knowledge Transitional.pdf](#)
- [SWIM Grade Band 2-4 Informative & Explanatory Transitional.pdf](#)
- [SWIM Grade Band 2-4 Opinion Transitional.pdf](#)

Grades: 4–6

- [SWIM Grade Band 4-6 Research to Build and Present Knowledge Transitional.pdf](#)
- [SWIM Grade Band 4-6 Informative & Explanatory Transitional.pdf](#)
- [SWIM Grade Band 4-6 Opinion Transitional.pdf](#)

Conventional

Grades: K–2

- [SWIM Grade Band K-2 Research to Build and Present Knowledge Conventional.pdf](#)
- [SWIM Grade Band K-2 Informative & Explanatory Conventional.pdf](#)
- [SWIM Grade Band K-2 Opinion Conventional.pdf](#)

Grades 2–4

- [SWIM Grade Band 2-4 Research to Build and Present Knowledge Conventional.pdf](#)
- [SWIM Grade Band 2-4 Informative & Explanatory Conventional.pdf](#)
- [SWIM Grade Band 2-4 Opinion Conventional.pdf](#)

Grades 4–6

- [SWIM Grade Band 4-6 Research to Build and Present Knowledge Conventional.pdf](#)
- [SWIM Grade Band 4-6 Informative & Explanatory Conventional.pdf](#)
- [SWIM Grade Band 4-6 Opinion Conventional.pdf](#)

Upon completion of the SWIM Learning Map Tool, an automated email will be sent to teachers that includes teacher responses to student communication and writing skills survey questions, the recommended formative assessment tables, and directions on how to select student SWIM sequence plans for instruction.

Here is a link to access the [SWIM Learning Map Tool](#).