SWIM Sequence Plan Steps 3–5: Informative & 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 & strategies, and 4) SWIM Sequence steps.

Section I: SWIM Learning Map Assignment

SWIM Learning Map Neighborhood	Grade Band	Writing Level
Informative & Explanatory Writing	K–2	Conventional

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	Tier 1 Vocabulary: Basic vocabulary (e.g., book, girl, run) Tier 2 Vocabulary: High-frequency, multiple-meaning vocabulary Tier 3 Vocabulary: Low-frequency, context-specific vocabulary

Title	Description
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. 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 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 of 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 are example instructional materials and strategies that can support educators implement UDL, a framework to improve and optimize teaching and learning within the five steps of the SWIM Sequence Routine.

Engagement Strategies for Recruiting Interest/Sustaining Effort & Persistence/Self-Regulation
☐ Student Choice

Representation Strategies for Perception/Receptive Language/Comprehension
Varied organization strategies for information to guide information processing and multimedia usage ☐ Visual, tactual, or multimedia information. ☐ Other:
Vocabulary ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Action and Expression Strategies for Physical Action/Expressive Communication with Fluency
Writing Tools ☐ Pen or Pencil ☐ Computer Keyboard ☐ Onscreen Keyboard ☐ Sentence Frame ☐ Paragraph Frame ☐ Other

Section IV: SWIM Sequence Steps

Step 3: Plan for Writing

☐ **Select strategies for translating communication into writing**

Choose student ideas and words that most accurately convey what was learned about the topic.

Questioning Strategies	Tasks & Activities
• What is our topic? • What would the audience want to know about the topic? • What ideas should we include in our writing? • What information about the topic do we want to cover? • How can we describe these things? • Can we draw or find a picture about our topic? • What words can we use to tell what we've learned? • What words can we use to explain the topic? • Are there special words about the topic? • Do we know the meaning of the words we are writing? • What does this phrase tell us about the topic? • Can we draw or find a picture about our topic? • What words can we use to end our writing?	• Support students in selecting words, phrases, words, pictures, or illustrations that best communicate their ideas about the topic.

☐ Set goals to meet the purpose of writing

Identify the text structure and purpose for writing.

Questioning Strategies	Tasks & Activities
- What is our reason for writing? - What does writing look like in our book? - How do our information sources organize and arrange their words and sentences? - How should we put our ideas together when we write? - What can we use to organize our writing? - What is the best way for us to organize our ideas? - What will our writing look like? - How can we learn to write our sentences? - What order should we put our sentences in?	- Review the texts used to gather information about the topic. - Discuss with the student what elements of writing in the text were good and label what made it so (e.g., picture of the honeybee life cycle with facts). - Support students to set goals for writing based on the purpose of writing, text structure, and student learning goals.

☐ Set up tools for writing

Use a variety of writing tools, references, or technologies to create an outline of the text for the purpose of writing.

Questioning Strategies	Tasks & Activities
- How will we meet our writing goals? - What is the best way for us to organize our ideas? - What will our writing look like? - How can we learn to write our sentences? - What can we use to organize our writing? - What order should we put our sentences in?	- Use think-aloud to select a graphic organizer or other writing tool aligned to the purpose of writing. - Organize the goal-related information appropriately within it (e.g., sentence/paragraph frame). - Provide students with resources to draw, illustrations, or pictures they can include in their writing to express their ideas and plan for writing.

☐ **Set goals for the amount and quality of information in the text**

Review a writing checklist for text production.

Questioning Strategies	Tasks & Activities
- How do we start our writing? - How can we introduce the topic? - How will we spell our words? - What sounds do we hear when we spell our words? - What are words made of (letters)? - How do we write letters into words? - What words should we put together to make a sentence? - How can we end our writing? - How do we end our writing?	- Use think alouds and model - how much to write, what content will be included, what vocabulary words will be used in writing, and conventions of writing within the writing. - how to spell words by sounding them out or using word knowledge. - varied sentence structures (e.g., simple, compound, complex, and compound-complex) to plan for writing.

Step 4: Write with a Purpose

☐ **Translate thoughts and ideas into written communication.**

Turn ideas into writing. Use a variety of writing tools, stay on topic, write using an appropriate level of writing mechanics and grammar, and self-correct to improve the text.

Questioning Strategies	Tasks & Activities
- How should we begin our writing? - How can we make sure we are writing your opinion about the topic? - Do we always write about the topic or something else? - Are we following our goals for writing? - What letters, words, parts of words or sentences did we write? - What sounds do we hear? - Do the written letters have the same sounds? - What words did we write? - Did we write sentences into a paragraph? - Do we know when we are not following the rules of writing? - Can we find words that need to be fixed? - Did we fix them? - How will we end our writing?	- Review writing tools or technologies used in Step 3 and discuss how they'll be used to write about the topic. - Use think-aloud during shared interactive writing to create a common text together. - Discuss how to write what students want to say. - Model and support students in paying attention to key aspects of composing tasks (e.g., spelling, sentence construction). Demonstrate how to include additional information that gives meaning to the topic (e.g., visual, tactile, or multimedia). - Read the writing product together.

Step 5: Review and Evaluate for Purpose

☐ **Read the writing product 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 & Activities
• Did we write what we wanted to say? • Can our writing be read by others? • Will our readers understand what we wanted to say? • Can we say it better? • Do we need to say more? • Did we follow the rules of writing? • Do we need to correct our writing? • How can we share our writing with others?	• Discuss student learning goals and success criteria with students. • Read the writing together and use the review strategy. • Attribute meaning to the written product. • Provide descriptive feedback on clarity and cohesiveness and conventions of writing. • Help students decide if the reader can understand their writing. • Determine if the text matches the purpose and goals of the writing. • If additional information is needed, return to Steps 2–4 to further develop the written product.