



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 and strategies, and 4) SWIM Sequence steps.

Section I: SWIM Learning Map Assignment

SWIM Learning Map Neighborhood	Grade Band	Writing Level
Informative and Explanatory Writing	2–4	Transitional

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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	<ul style="list-style-type: none"> • 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 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 (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
<input type="checkbox"/> Student Choice <input type="checkbox"/> Print Rich Environment

Representation Strategies for Perception/Receptive Language/Comprehension
<u>Varied organization strategies for information to guide information processing and multimedia usage</u> <input type="checkbox"/> Symbols or drawings <input type="checkbox"/> Photographs of school related topics, experiences, familiar people, and places <input type="checkbox"/> Remnants from personal experiences <input type="checkbox"/> Familiar subjects <input type="checkbox"/> Symbols/objects/illustrations/pictures and props related to shared reading text or experience. <input type="checkbox"/> Other:
<u>Vocabulary</u> <input type="checkbox"/> Personal <input type="checkbox"/> Core

Action and Expression

Strategies for Physical Action/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 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 and Activities
<ul style="list-style-type: none"> • What is our topic? • What is our topic about? • What should we include in our writing? • What should we leave out of our writing? • What can we say about our topic? • 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? • Are there special words about the topic? • Do we know the meaning of the words we are writing? • What words or phrases can we use to make our ideas go together? • What does this phrase tell us about the topic? • Are there certain words we need to include? • What does this phrase tell us about the topic? • What can we use to show someone said something? 	<ul style="list-style-type: none"> • Review the graphic organizer or outline strategy used in Steps 1 and 2. • Provide students with resources to draw or provide illustrations or pictures they can include in their writing to express their ideas and plan for writing. • Use think alouds and modeling to <ul style="list-style-type: none"> ○ select words, phrases, pictures, or illustrations that best communicate their ideas about the topic ○ decide what content will be included and the order of the content to meet the purpose of writing

□ **Set goals to meet the purpose of writing.**

Identify the text structure and purpose for writing.

Questioning Strategies	Tasks and Activities
<ul style="list-style-type: none">• What is our reason for writing?• What are we telling about our topic?• What are we explaining about our topic?• What does writing look like in our book?• What way can we tell or explain about the topic?• How can we put together things we learned that are the same?• How can we put these into groups?• How can we put our groups into paragraphs?• How can we end our writing?	<ul style="list-style-type: none">• Review texts used to gather information about the topic as example mentor texts.• Discuss with the student what elements of writing in the text were good and label what made it so (e.g., word choice, illustrations, text structure).• 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 and Activities
<ul style="list-style-type: none">• 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/paragraphs/sections?• How can we write our sentences so that they can be understood by others?• What order should we put our sentences or paragraphs in?	<ul style="list-style-type: none">• Use think alouds to<ul style="list-style-type: none">○ select a graphic organizer or other writing tool aligned to the purpose of writing○ organize the goal-related information appropriately within it (e.g., paragraph frame or graphic organizer)○ model what content will be included and what vocabulary words and conventions of writing will be used○ use classroom or personal word wall

□Set goals for the amount and quality of information in the text

Review a writing checklist for text production.

Questioning Strategies	Tasks and Activities
<ul style="list-style-type: none">• Do we know how words go together to make a sentence?• Can we put our sentences into a paragraph?• How do we write so that we are following the rules of writing?• How can we make sure our writing can be read by others?• How many paragraphs or sections should we include in our writing?• What do we use so others know the words we are writing are from someone else?	<ul style="list-style-type: none">• Introduce a writing checklist at the appropriate level of writing conventions that are aligned to purpose of writing and student learning goals.• Use think-alouds and writing examples to model how to use the checklist during Step 4.• Support students' literacy learning in the areas of phonological and orthographic awareness, concepts of print, letter and word learning, and spelling strategies.• Model how to spell words by sounding them out or using word knowledge.• Model 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 appropriate level of writing mechanics and grammar, and self-correct to improve text.

Questioning Strategies	Tasks and Activities
<ul style="list-style-type: none">• How should we begin our writing?• How can we make sure we are staying on topic?• Are we following our goals for writing?• Do our sentences make sense?• Do our sentences fit into our paragraphs?• Do our paragraphs fit into our sections?• Do we know when we are not following the rules of writing?• Can we find words or sentences that need to be fixed?• Did we fix them?• How will we end our writing?	<ul style="list-style-type: none">• Review writing goals, tools or technologies used to plan for writing in Step 3.• Use think-alouds during shared interactive writing to create a common text together.• Model and support students write about their topic through an informative and explanatory text structure.• 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 and Activities
<ul style="list-style-type: none">• Did we write what we wanted to say?• Will our readers understand what we want to say?• Can our writing be read by others?• 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?	<ul style="list-style-type: none">• 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, grammar, and mechanics.• Determine if the text matches the purpose and goals of the writing set in Step 3.• If additional information is needed, return to Steps 2–4 to further develop the written product.