SWIM Sequence Plan: Steps 3–5: Opinion 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) UDL (Universal Design for Learning)-aligned instructional materials and strategies, and 4) SWIM Sequence steps.

Section I: SWIM Learning Map Assignment

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

Title	Description
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 includes 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 would the audience want to know about the topic and your opinion?
• What ideas do we want to present about our opinion about the topic?
 	
• What information about the topic do we want to cover?
 	
• How do we want to express your opinion?
• What should we include in our writing?
• What should we leave out of our writing?
• How can we describe these things?
 	
• What illustrations, multimedia, and graphics do we want to include in our writing to support your opinion?
• What words can we use to tell what we've learned and how you feel about 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 your opinion on the topic?
• Are there certain words we need to include?
• What words or phrases show how your claim and reasons go together?
• What words or phrases can we use to write with a formal writing style?
	• Review the graphic organizer or outline strategy used in Steps 1 and 2.
	
	• Provide students with resources to express their opinion and plan for writing.
	• Use think alouds and modeling to
	   ○ select words, phrases, pictures, or illustrations that best communicate their opinion, reasons, evidence, and claims about the topic
	   ○ decide what content will be included, what vocabulary words will be used in writing, the conventions of writing, 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 & Activities
- What is our topic? - What is our purpose of writing? - What does writing look like in our book? - How do our information sources organize and arrange their words, sentences, and paragraphs to give an opinion? - How do we want to lay out our writing on the page? - How do we start our writing? - How can we introduce the topic and our opinion of the topic? - What are the reasons for your opinion? - Is our claim supported by clear reasons and relevant evidence? - How can we end our writing?	- 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 in setting 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

• What tools can we use to meet our writing goals?
 	
• What is the best way for us to organize our ideas?
 	
• What order should we put down our ideas?
 	
• What will our writing look like?
 	
• How can we write our sentences/paragraphs?
 	
• What can we use to organize our writing?
 	
• What format should we use to help our reader understand our writing?
	• Use think alouds to
	
	   o select a graphic organizer or other writing tool aligned to the purpose of writing
	
	   o organize the goal-related information appropriately within it (e.g., paragraph frame or graphic organizer)
	
	   o model what content will be included and what vocabulary words and conventions of writing will be used
	
	   o use of classroom or personal resources to write the text

☐ **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 write our sentences/paragraphs so that we are following the rules of writing? - How will we group our facts and details with your reasons? - How will we use our illustrations, pictures, or graphics to support your opinion? - What linking words or phrases will we use in our writing? - Where will we use our linking phrases or words? - How will we use a formal writing style? - How can we write using words and ideas that are relevant and precise? - How can we compose an argument with organized reasons and evidence supporting your claim? - How can we make sure our writing can be read by others?	- Introduce a writing checklist at the appropriate level of writing conventions that are aligned to student learning goals. - Use think alouds and writing examples to model how to use the checklist during Step 4.

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 & 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? - Do our sentences make sense? - Did we write sentences into a paragraph? - Do we know when we are not following the rules of writing? - Can we find words, sentences, or paragraphs 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 alouds during shared interactive writing to create a common text together. - Draw attention to word construction through hearing and writing the sounds and linking known words to new words. - Use letter-sound knowledge to read words. - Discuss how to write what students want to say. - Read the writing product together with the student and correct mistakes while writing.

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? • Will the reader of our writing understand what we wanted 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?	• 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.