



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	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	<ul style="list-style-type: none"> • 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	<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. • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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
<u>Topic choices</u> <input type="checkbox"/> Familiar shared reading text <input type="checkbox"/> Experience <input type="checkbox"/> Experience Book <input type="checkbox"/> Personal Experience <input type="checkbox"/> Events <input type="checkbox"/> Family Members <input type="checkbox"/> Friends <input type="checkbox"/> Other:
<input type="checkbox"/> Student Choice

Representation Strategies for Perception/Receptive Language/Comprehension
<u>Varied organization strategies for information to guide information processing and multimedia usage</u> <input type="checkbox"/> Visual, tactual, or multimedia information <input type="checkbox"/> Other:

Representation

Strategies for Perception/Receptive Language/Comprehension

Text comprehension strategies to learn, communicate, and collect information about the topic

- Shared Reading
- Shared Interactive Reading
- Guided Reading
- Anchor-Read-Apply
- Independent Reading

Vocabulary

- Tier 1
- Tier 2
- Tier 3

Action and Expression

Strategies for Physical Action/Expressive Communication with Fluency

Graphic Organizers

- KWHL
- Lists
- Notes
- Other:

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
<ul style="list-style-type: none"> • What can we say about your feelings on the topic or book? • Why do you feel that way? • How can we describe your feelings? • Can we draw or find a picture about how you feel about our topic? • From what we've learned, how do you feel about the topic? • What would the audience want to know about how you feel about the topic? • Should we include it in our writing? • What words can we use to tell what you feel about the topic? • Are there special words about the topic that you would like to use? • Do we know the meaning of the words we are writing? • What does this phrase tell us about your opinion on the topic? • What words should we put together to make a sentence? • What is the reason for your opinion? • What linking words can we use to let others know the reasons for your opinion? 	<ul style="list-style-type: none"> • Review the graphic organizer or outline strategy used in Steps 1 and 2. • Use think alouds and model how much to write, what content will be included, and what vocabulary words and conventions of writing will be used. • Support students in selecting words, phrases, pictures, or illustrations that best communicate their opinion about the topic. • Support students in setting goals for writing based on the purpose of writing, text structure, and student learning goals.

Set goals to meet the purpose of writing.

Identify the text structure and purpose for writing.

Questioning Strategies	Tasks & Activities
<ul style="list-style-type: none">• What is our purpose of writing?• Shall we use our information sources to show us how to write about our topic?• What does writing look like in our book?• How do our information sources organize and arrange words and sentences 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?• How can we end our writing?	<ul style="list-style-type: none">• Review the texts used to gather information about the topic that supports their opinion.• Use think alouds and discuss what elements of writing in the text were good and label what made it so (e.g., opinion writing text structure, supporting illustrations or graphics).

□ **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
<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• Use think alouds 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 or provide illustrations or pictures they can include in their writing to express their ideas and plan for writing.• 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
<ul style="list-style-type: none">• How do we start our writing?• 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 will we use our illustrations, pictures, or graphics to support your opinion?• What linking words or phrases will we use in our writing?• How can we make sure our writing can be read by others?• How do we end our writing?	<ul style="list-style-type: none">• Introduce writing review strategy for the appropriate level of conventions of writing (e.g., writing checklist).• Use think alouds and writing examples to model how to use the review strategy.• Support students' literacy learning in the areas of phonological and orthographic awareness, concepts of print, letter and word learning, and spelling strategies.

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.

Example Essential Questions	Example Shared Writing Instructional Strategies
<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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.

Example Essential Questions	Shared Writing Instructional Strategies
<ul style="list-style-type: none">• 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?	<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.