



## SWIM Five-Step Sequence Plan: 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 comprise 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
Research to Build and Present Knowledge	2–4	Transitional

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## Section II: Evidence-based Practices

Title	Description
<b>Formative Assessment</b>	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).
<b>Vocabulary</b>	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.).
<b>Text Comprehension Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Guided Reading is an instructional approach where the teacher provides prompts and feedback as students practice newly learned skills.</li> <li>• Independent Reading occurs when a student reads on their own with minimal or no assistance.</li> </ul>
<b>Graphic Organizers</b>	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.
<b>Self-Regulation Strategies</b>	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 to 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 and 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, and Self-Regulation	SWIM Sequence Steps
<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:	Steps 1 & 2
<input type="checkbox"/> Student choice <input type="checkbox"/> Print rich environment	Steps 1–5

<p style="text-align: center;"><b>Representation</b></p> <p style="text-align: center;">Strategies for Perception, Receptive Language, and Comprehension</p>	<p style="text-align: center;"><b>SWIM Sequence Steps</b></p>
<p><u>Varied organization strategies for information to guide information processing and multimedia usage:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Symbols or drawings</li> <li><input type="checkbox"/> Photographs of school related topics, experiences, familiar people, and places</li> <li><input type="checkbox"/> Remnants from personal experiences</li> <li><input type="checkbox"/> Familiar subjects</li> <li><input type="checkbox"/> Symbols, objects, illustrations, pictures, and props related to shared reading text or experience</li> <li><input type="checkbox"/> Other:</li> </ul>	<p style="text-align: center;">Steps 1–5</p>
<p><u>Text comprehension strategies to learn, communicate, and collect information about the topic:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shared Reading</li> </ul>	<p style="text-align: center;">Step 2</p>
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal</li> <li><input type="checkbox"/> Core</li> </ul>	<p style="text-align: center;">Steps 1–5</p>

<b>Action and Expression</b> Strategies for Physical Action/Expressive Communication with Fluency	<b>SWIM Sequence Steps</b>
<u>Communication:</u> <input type="checkbox"/> Multi-Modal Communication <input type="checkbox"/> Individual student communication devices <input type="checkbox"/> Classroom communication displays	Steps 1–3
<u>Writing Tools:</u> <input type="checkbox"/> Pen or pencil <input type="checkbox"/> Alternate keyboard <input type="checkbox"/> Alternate pencil <input type="checkbox"/> Other:	Steps 4 & 5

## Section IV: SWIM Sequence Steps

### Step 1: Choose a Topic and Purpose of Writing

#### Choose a topic

Brainstorm ideas, think about categories of topics, and narrow down the topic.

Questioning Strategies	Tasks and Activities
<ul style="list-style-type: none"><li>• What are things you know about?</li><li>• Who are the important people in your life?</li><li>• What things are important to you?</li><li>• Where do you like to go?</li><li>• What do you like to do?</li><li>• What should we write about?</li></ul>	<ul style="list-style-type: none"><li>• Use think alouds to brainstorm ideas to choose a topic.</li><li>• Help students think about different categories of things to write about (favorite places to visit, friends, etc.).</li><li>• Make a list of topics and read them together.</li><li>• Narrow down the topic.</li></ul>

**□ Activate background knowledge about the topic**

Learn the connections between prior experience and the topic.

<b>Questioning Strategies</b>	<b>Tasks and Activities</b>
<ul style="list-style-type: none"><li>• What do you remember?</li><li>• What can you tell me?</li><li>• What do you know about this?</li><li>• When did you see this?</li><li>• When did you do it?</li><li>• Did you like it?</li><li>• Did you not like it?</li><li>• What does it look, sound, taste, or feel like?</li><li>• What new words can we use?</li><li>• How is it the same?</li><li>• How is it different?</li></ul>	<ul style="list-style-type: none"><li>• Use think-alouds to support students to recall what they know about the topic by using details to describe their experiences, people, places, things, or events.</li><li>• Scribe student reflections within a graphic organizer or other outline strategy (for example, K— what I know about the topic— of KWHL chart).</li></ul>



**□ Determine the purpose and audience for writing**

Understand the purpose of writing is to share an opinion.

<b>Questioning Strategies</b>	<b>Tasks and Activities</b>
<ul style="list-style-type: none"><li>• What can you say about the topic?</li><li>• How do you feel about it?</li><li>• Who would you want to know how you feel about it?</li><li>• Who would want to know your opinion?</li><li>• What do they know about the topic?</li><li>• What is their opinion about the topic?</li><li>• What will they learn about you from our writing?</li></ul>	<ul style="list-style-type: none"><li>• Use think-alouds to help students know they are writing to others to share their opinion.</li><li>• Generate a list of potential audiences.</li><li>• Choose the audience that best fits the writing topic.</li></ul>

## Step 2: Learn about the Topic

### □ Explore Topic Resources

Explore resources on the topic through experiences, texts, video, illustrations, or pictures to state an opinion about the topic.

Questioning Strategies	Tasks and Activities
<ul style="list-style-type: none"><li>• What do we want to learn about the topic?</li><li>• What do we have that can help us learn about the topic?</li><li>• Who can we talk to so we can learn about the topic?</li><li>• Where can we find information about the topic?</li><li>• What type of book tells us about the topic?</li><li>• What can we do to learn about the topic?</li></ul>	<ul style="list-style-type: none"><li>• Scribe student responses to questions in a graphic organizer or other outline strategy (for example, W— what I want to learn— about the topic within a KWHL chart).</li><li>• Use think alouds to help students know how to gather information about the topic.</li><li>• Scribe student responses into a graphic organizer or other outline strategy (for example, H— How will I learn about the topic— within a KWHL chart).</li></ul>

**□ Gather information about the Topic**

Use topic resources to meet the purpose of writing.

Questioning Strategies	Tasks and Activities
<ul style="list-style-type: none"> <li>• What can we say about the topic?</li> <li>• What are some things we have learned about the topic?</li> <li>• Can we look at our book?</li> <li>• What is this?</li> <li>• What is in the pictures/drawings?</li> <li>• Who is in the pictures/drawings?</li> <li>• Have we answered our questions about the topic?</li> </ul>	<ul style="list-style-type: none"> <li>• Use shared or shared dialogic text comprehension strategies to learn about the topic.</li> <li>• Use think alouds to support students gather information that supports their opinion.</li> <li>• Scribe information into a graphic organizer or other outline strategy (for example, L—what I’ve learned about the topic— within a KWHL chart).</li> </ul>

**□ Elaborate on the purpose of the text**

Develop an opinion by providing supporting details.

Questioning Strategies	Tasks and Activities
<ul style="list-style-type: none"> <li>• What more can we learn and tell others about how you feel about the topic?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to tell more about how they feel about the topic.</li> <li>• If needed, have students revisit sources.</li> <li>• Scribe additional information within an opinion writing graphic organizer or outline strategy.</li> </ul>

### 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"><li>• What should we include in our writing?</li><li>• What should we leave out of our writing?</li><li>• What can we say about your feelings on the topic?</li><li>• How can we describe your feelings?</li><li>• Why do you feel that way?</li><li>• Can we draw or find a picture of how you feel about our topic?</li><li>• What should we include in our writing?</li><li>• What words can we use to tell what we've learned?</li><li>• Are there special words for how you feel about the topic?</li><li>• Do we know the meaning of the words we are writing?</li><li>• What does this phrase tell us how you feel about the topic?</li><li>• Are there certain words we need to include?</li></ul>	<ul style="list-style-type: none"><li>• Review the graphic organizer or outline strategy used in Steps 1 &amp; 2.</li><li>• 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.</li><li>• Use think alouds and modeling to<ul style="list-style-type: none"><li>○ select words, phrases, pictures, or illustrations that best communicate their ideas about the topic.</li><li>○ 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.</li></ul></li></ul>

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

Identify the text structure and purpose for writing.

<b>Questioning Strategies</b>	<b>Tasks and Activities</b>
<ul style="list-style-type: none"><li>• What is our topic?</li><li>• What is our purpose of writing?</li><li>• What does writing look like in our book?</li><li>• How do we start our writing?</li><li>• What can we say how you feel about our topic?</li><li>• What can we say to tell why you feel that way about the topic?</li><li>• How should we write how you feel?</li><li>• How do we end our writing?</li></ul>	<ul style="list-style-type: none"><li>• Review texts used to gather information about the topic as example mentor texts.</li><li>• Discuss with the student what elements of writing in the text were good and label what made it so (word choice, illustrations, text structure, etc.).</li><li>• Support students to set goals for writing based on the purpose of writing, text structure, and student learning goals.</li></ul>

□ **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.

<b>Questioning Strategies</b>	<b>Tasks and Activities</b>
<ul style="list-style-type: none"><li>• How should we start our writing?</li><li>• How should we put our ideas together when we write?</li><li>• What can we use to organize our writing?</li><li>• What is the best way for us to organize our ideas?</li><li>• What will our writing look like?</li><li>• How can we learn to write our sentences?</li><li>• What order should we put our sentences in?</li></ul>	<ul style="list-style-type: none"><li>• Use think-alouds to<ul style="list-style-type: none"><li>○ select a graphic organizer or other writing tool aligned to the purpose of writing.</li><li>○ Organize the goal-related information appropriately within it (for example, paragraph frame or graphic organizer).</li><li>○ Model what content will be included, what vocabulary words and conventions of writing will be used.</li><li>○ Use a classroom or personal word wall.</li></ul></li></ul>

□ **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"> <li>• Do we know the sounds of the letters in the words we want to write?</li> <li>• What sounds do we hear when we spell our words?</li> <li>• How will we spell our words?</li> <li>• How do we write letters into words?</li> <li>• Do we know how words go together to make a sentence?</li> <li>• How do we write our words into sentences?</li> <li>• How do we write our sentences so that we are following the rules of writing?</li> <li>• Can we put our sentences together?</li> <li>• How can we make sure our writing can be read by others?</li> <li>• How can our writing make sense to others?</li> <li>• How do we end our writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a writing checklist at the appropriate level of writing conventions that are aligned to purpose of writing and student learning goals.</li> <li>• Use think-alouds and writing examples to model how to use the checklist during Step 4.</li> <li>• Support students' literacy learning in the areas of phonological and orthographic awareness, concepts of print, letter and word learning, and spelling strategies.</li> <li>• Model how to spell words by sounding them out or using word knowledge.</li> <li>• Model varied sentence structures (simple, compound, complex, and compound-complex) to plan for writing.</li> </ul>

## 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"><li>• How should we begin our writing?</li><li>• How can we make sure we are writing your opinion about the topic?</li><li>• Do we always write about the topic or something else?</li><li>• Are we following our goals for writing?</li><li>• What letters, words, parts of words or sentences did we write?</li><li>• Did we write sentences into a paragraph?</li><li>• Do we know when we are not following the rules of writing?</li><li>• Did we find words or sentences that need to be fixed?</li><li>• Did we fix them?</li><li>• How will we end our writing?</li></ul>	<ul style="list-style-type: none"><li>• Review writing tools or technologies used in Step 3 and discuss how they'll be used to write about the topic.</li><li>• Use think alouds during shared interactive writing to create a common text together.</li><li>• Draw attention to word construction through hearing and writing the sounds and linking known words to new words.</li><li>• Use letter-sound knowledge to read words.</li><li>• Discuss how to write what students want to say.</li><li>• Read the writing product together with the student and correct mistakes while writing.</li></ul>



## 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"><li>• Did we write what we wanted to say?</li><li>• Will the reader of our writing understand what we wanted to say?</li><li>• Can our writing be read by others?</li><li>• Can we say it better?</li><li>• Do we need to say more?</li><li>• Did we follow the rules of writing?</li><li>• Do we need to correct our writing?</li><li>• How can we share our writing with others?</li></ul>	<ul style="list-style-type: none"><li>• Discuss student learning goals and success criteria with students.</li><li>• Read the writing together and use the review strategy.</li><li>• Attribute meaning to the written product.</li><li>• Provide descriptive feedback on clarity and cohesiveness, grammar, and mechanics.</li><li>• Determine if the text matches the purpose and goals of the writing set in Step 3.</li><li>• If additional information is needed, return to Steps 2–4 to further develop the written product.</li></ul>