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 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
Opinion Writing	K–2	Transitional

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	• 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.
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 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 to 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
☐ Student choice
☐ Print rich environment

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

Action and Expression
Strategies for Physical Action and 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
- What do you think about this book? - Can you tell me about this? - What can we say about your feelings on the topic? - You chose this, can you tell how you feel about it? - What words should we use? - Which one do you like best? - Which one do you not like? - Can we draw or find a picture about our topic? - What should we include in our writing? - Are there special words about the topic? - Do we know the meaning of the words we are writing? - Are there certain words we need to include? - What should we include in our writing? - What should we leave out of our writing?	- Review the graphic organizer or outline strategy used in Steps 1 & 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 - select words, phrases, pictures, or illustrations that best communicate their ideas 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 and Activities
- What is our topic? - What is our purpose of writing? - What does writing look like in our book? - How do we start our writing? - What can we say about how you feel about our topic? - What can we say to tell why you feel that way about the topic? - How should we write how you feel? - How do 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 (word choice, illustrations, text structure, etc.). - 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
- 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-alouds to - select a graphic organizer or other writing tool aligned to the purpose of writing. - review how to organize the goal-related information appropriately within it (for example, sentence frame). - Model what content will be included and what vocabulary words and conventions of writing will be used. - Use a classroom or personal word wall. - 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.

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

Review a writing checklist for text production.

Questioning Strategies	Tasks and Activities
- Do we know the sounds of the letters in the words we want to write? - What sounds do we hear when we spell our words? - How will we spell our words? - How do we write letters into words? - Which way do the letters go? - Which are words? - Which are pictures? - Do we know how words go together to make a sentence? - How do we write our words into sentences? - How do we write our sentences so that we are following the rules of writing?	- 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 (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 text.

Questioning Strategies	Tasks and Activities
- Can you tell me about your writing? - What letters, words, or parts of words did we write? - What sounds do we hear? - Do the written letters have the same sounds? - Did we always write about the topic or something else? - Do we know when we are not following the rules of writing? - Did we find words that needed to be fixed? - Did we fix them?	- 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. - 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 and 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.