

Type Two Writing

***Definition:* Type Two writing shows that the writer knows something about a topic; it is a correct or acceptable answer to a teacher's prompt.**

Description: Type Two writing is not open-ended like Type One. In this writing, the teacher is looking for specific answers or ideas in response to a prompt. Type Two writing typically has students writing definitions, remembering facts, making explanations, or giving an opinion supported by facts.

Like Type One, Type Two writing experiences are quick-writes. They require a minimum of preparation and explanation, and they don't take a great deal of class time. And since the teacher is looking only for content — not for spelling, capitalization, and punctuation — the assessment can be done quickly and easily. Type Two writing can be incorporated easily into almost any activity in any of the content areas and at almost any point in the learning process. Type Two is simply another way of checking for student learning or understanding.

Uses: The key to successful Type Two writing is to provide students with clear prompts or questions that have easily understood criteria. Teachers routinely check for understanding dozens of times each day by posing questions and problems for their students to answer. Type Two writing accomplishes the same goal but with an added advantage: Every student responds, not just those called on. Good Type Two prompts are similar to questions we ask of our students throughout the day. Here are several examples of Type Two writing prompts.

- "Write three things that Olaf did in the story to try to solve the problem he had."
- "Write a paragraph that tells three ways that sharks and whales are alike and three ways they are different."
- "Describe three of the activities we discussed that Colonial children did in their spare time."
- "List at least four of the ways we have discussed that our school can reduce the amount of trash we throw away."
- "Explain to me five different ways to count to 100."
- "List the materials you will need to make an electromagnet."
- "Describe three examples of objects shaped like triangles that you can see from your desk."

- "Write a definition of an antonym and give me two pairs of words as examples."
- "Write a word problem that would require subtraction to solve it."

All these prompts are brief, specific, related to past classroom activities or discussions, and have clear criteria. They simply ask students to demonstrate understanding, recall information, or apply ideas.

Format: As with Type One, students use the top line to head their paper, putting their name on the right side and writing "Type Two" on the left side. They should write on every other line. Only one draft is done for Type Two.

Form: The primary goal of Type Two writing is to check for understanding, so the students may respond with lists, short answers, or sentences. However, another major goal of using Type Two writing is to help students develop fluency in their written expression. Therefore, most teachers ask students to write their responses in sentences rather than lists (even though evaluation is based solely on the content of their answer).

Evaluation: Type Two writing is best for those situations where the teacher is looking for specific or predictable responses. I have found that using quantifiable criteria (four ways, two differences, three examples) makes Type Two writing prompts clear to students and easier to assess.

Evaluation for Type Two writing should be kept simple so that you can assess the papers quickly. Feedback on Type Two writing typically is a checkmark or minus sign — quick and easy to understand. Don't make Type Two writing complicated. Remember that Type Two writing is designed for quick assessment of student understanding or knowledge and for developing student writing fluency. Keeping Type Two simple means you are likely to use it more often. The more often it is used, the better.

On the next page are examples of Type Two writing. In Example E, a second-grade student is asked to write three of the differences between the lives of Colonial children and modern children. This student writes three of the many differences that the class discussed during the unit on Colonial families and gets an approving checkmark from the teacher. In Example F, a third-grade student describes two ways to "skip count" to fifty, a lead-in to a class discussion on counting with money and solving problems. In Example G, a fifth-grade student writes a definition of matter as a follow-up to a science discussion.

Type Two writing, like Type One, is used instead of individual questions answered orally by students. Both types require all students to respond in writing to the question or prompt. Frequent use of these writing experiences promotes learning and develops students' comfort and confidence in using the written language.

EXAMPLE E

3 Differences



Kristin
Mar. 24

1. They wore heavy clothes.
2. The children could not speak unless their parents told them.
3. They did not get a lot of time to play.

EXAMPLE F

Excellent

Type 2

Carly

You can count to 50 in two ways. The first way is to count by 5's. You count by fives like this 5, 10, 15, 20, 25, 30, 35, 40, 45, 50! You can also count by tens. You count to 50 in tens like this, 10, 20, 30, 40, 50!

EXAMPLE G

Type 2 - Definition

Lashonna

X Matter is something that takes up
X space. It can be a solid, gas,
X or liquid. Solid matter can be
X heavy or light.