



## Literacy at Hartford Public High School

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### Thoughts for Each Day

Do you manage or discipline your classroom?

Do you teach procedures to your students?

What is your procedure for taking attendance? For passing in papers? For having students ask for help? For dismissing students at the end of a class period?

Do you rehearse your students in the procedures that you have set up?

What signals do you have for letting your students know that it is time to begin a lesson?

How often do you yell or scream at a class to come to order?

How do you handle a student who does not follow your procedures?

### Type Two Writing

Type two writing shows that the writer knows something about a topic; it is a correct or acceptable answer to a teacher's prompt. It is not open ended like a type one prompt; the teacher is looking for specific answers.

Type two writing is asking for content information. The teacher is not overly concerned with spelling, punctuation, capitalization, and grammar.

Type two writing can be incorporated easily into almost any activity and any content area. The use of clear prompts or questions

provides teachers with an opportunity to monitor all students' learning.

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 who are called upon.

Type two writing is best when the teacher is looking for specific or predictable responses. Prompts should be written clearly for students to follow: e.g., list four ways that ...; name two types of ...; list three examples of ....

Evaluation should be quick and simple. Feedback can be as simple as a plus or minus sign.

Some examples of type two writing prompts include:

- Explain two ways that --- and --- are similar.
- In your own words, write the meaning of --- in a way that a classmate would understand and be able to answer on a test.
- Explain three ways that --- and --- are different.
- Describe two ways that --- occurs in everyday living.
- Tell me three things that are wrong with this statement: ----.
- Explain two ways that you can tell the difference between a --- and a ---.
- If the answer is ---, write two questions that would go with that answer.