



The Power of the Short Type Three Turning Type Twos into Threes

Note to Teachers: Bigger isn't always better, even with writing. One of the biggest misconceptions about Type Three writing is that Type Threes must be long. In fact, "writing short" has numerous benefits, such as forcing writers to weed out extraneous information, encouraging focus and clarity, and zeroing in on key content. Short pieces also take less time to write and less time to grade—win-win! While many teachers rely primarily on Type Two writing for short content area pieces (and rightly so), short Type Threes offer a powerful alternative, increasing expectations without significantly increasing time spent.

How to Turn Twos into Threes

1. Start with a great Type Two prompt that clearly addresses a key concept or skill, e.g., "Identify the five stages of cell division and briefly describe each."
2. Draw the first Focus Correction Area (FCA) directly from the **language in the prompt**, adding quantifiers or clarifiers as needed: "Identify the **five stages** of cell division and briefly **describe** each."
 - FCA 1: **Five stages/name and describe in order**
3. Push students to use **correct content vocabulary** in their responses. This improves the quality of the responses and provides an opportunity for students to use key vocabulary in context. Choose an appropriate quantifier for the task and remind students to *circle* the vocabulary they use, which builds accountability and makes scoring easier.
 - FCA 2: **Six or more cell vocabulary, circled**
4. The third FCA is your choice. This is an opportunity to add content, style, or organizational elements that will improve the response or address a common or anticipated mechanical error or pet peeve. Some possibilities:
 - FCA 3: Include a labeled diagram (an additional and relevant content FCA)
 - FCA 3: Sequence words (perfect for organizing the five steps)
 - FCA 3: Formal, scientific style (eliminate conversational or texting language)
 - FCA 3: Correct spelling of stages (an anticipated error)
 - FCA 3: Complete sentences (a pet peeve)



Final Type Three Prompt with FCAs

Identify the five stages of cell division and briefly describe each.

- Five stages/name and describe in order (Answer to the prompt/quantified when possible)
- Six or more cell vocabulary, circled (# of content vocabulary, circled)
- Labeled diagram (Your choice—a content FCA that refines the response, a grammar pet peeve, etc.)

Short Type Three Prompts from Content Areas

Literacy

Define and state a plausible theme for *To Kill a Mockingbird*.

- Define/identify theme in *To Kill a Mockingbird*
- Three or more literary terms, circled
- Correct capitals—titles, characters

Math

Identify two mistakes in this student's work and explain how to fix them.

- Two mistakes/how to fix each
- Three math vocabulary, circled
- Complete sentences

Social Studies

Explain the Three-Fifths Compromise and why it was such a significant part of the Constitution.

- Definition/significance
- Four or more unit vocabulary, circled
- Correct capitals—historical documents, events

Health

What is the difference between antidepressants and stimulants? Provide an example of each.

- Two differences/one example of each
- Five or more unit vocabulary, circled
- Formal style



Music

After watching the video of our performance at last night's concert, identify two areas that we have mastered and one area that is still in need of improvement.

- Two areas mastered with examples
- One area to improve with example
- Five music vocabulary, circled

Art

In five lines or more, explain how Van Gogh's life and surroundings influenced his art.

- Two influences identified and explained
- Four or more art terms, circled
- Correct capitals—artists, works of art, places