Type Twos to Promote Comprehension

Type Two Writing is perfect for eliciting quick responses before, during, and after reading and for encouraging students to summarize, make connections, interpret, and analyze text in a low-risk environment. Try some of the prompts below to help students make sense of what they read, whether it's an article from a scientific journal, a picture book, or a multistep word problem. Remember to provide a line, item, or content quota for each prompt; to incorporate general academic vocabulary into the prompts when possible; and to keep response time short for maximum frequency.

Informative Text (All Content Areas)

➢ Identify 3* facts from the passage in your own words.
➢ Summarize the passage excerpt (75–150 words) in 15 words or less.
➢ After reading the passage, identify and number 2 to 4* central ideas in your own words, in the order they appeared in the text.
➢ Paraphrase (write in your own words using about the same number of words) the passage. Be sure to include 2* key points.
➢ After reading the article in its entirety, go back and divide it into 4* distinct sections. Create a 5- to 8-word subtitle for each section in the margin.
➢ Describe 2* ways this article connects to what we are learning in class.
➢ Describe 2* ways the passages [themes, viewpoints, structures, etc.] are similar and/or 2* ways they are different.
➢ The author of this article makes a strong claim about [topic]. Identify the author's claim and list the 3* main supporting arguments made.
➢ In 3 to 5* sentences, clearly explain how this piece of evidence supports the given claim.
➢ Based on what we've read so far, predict what the next section of the passage might be about. Fill 4* lines.

Fictional Text

➢ List 4 to 5* events in the order they happened in the passage.
➢ Identify the theme [conflict, setting, point of view, etc.] in the novel or passage and support your answer using 2 or 3* pieces of evidence from the text.
➢ Describe 2* ways the characters [passages, themes, etc.] are similar and/or 2* ways they are different.
➢ Identify one trait of the main character and support your answer with 2 or 3* pieces of evidence from the text.
➢ Describe 1* text-to-text connection you made while reading this passage.
➢ Describe 2* things the character in the story did to solve the problem [try to make friends, face an inner conflict, etc.].
➢ Identify at least 2* examples of how the author gave us clues about what was going to happen at the end.
➢ The chapters in this novel do not have titles. After reading the next chapter, determine a title for the chapter and use 2 or 3* details from the text to support your choice.
➢ Write 1 or 2* sentences that introduce the context of the following quote from the passage.
➢ In 3 to 5* sentences, clearly explain how this piece of evidence supports the given claim.

Math

- After reading the word problem, identify both the given information and what we need to find.
- Based on this word problem, identify the units for the answer and explain how you know.
- Explain 1* way these two word problems are similar and 1* way they are different.
- Read the definition of [parallelogram, equivalent fractions, median, exponent, etc.] and paraphrase (write in your own words) its meaning.
- The following word problem contains given information only. What possible math questions might be asked based on the information given?

Science

- Briefly summarize the written instructions for today's lab in your own words. Be sure to include all 5* steps.
- After reading the article, map out the 4* steps in the process of [photosynthesis, the food chain, mitosis, etc.] using the flow chart.
- Based on your reading of two opposing views on [climate change, genetic engineering, fossil fuels vs. renewable energy, etc.], which side would you take? Identify at least 3* pieces of evidence from the article that support your view.
- Translate each of the following sentences [or similar, based on content] into formal scientific style.
    - The bridge fell because the cement was bad.
    - I wrote the numbers from the experiment down and thought about them.
    - The rock was huge and really cool looking.
- Based on your reading of the article, explain 2* differences between [proteins and carbohydrates] or 2* similarities [between generic and name-brand medications] [insert your content as appropriate].

Especially for Primary-Grade Writers

Remember, emerging writers can respond to prompts by drawing, labeling, and/or writing simple sentences or strings of words.

- Draw and label a picture of something the character in the story did to try to solve the problem.
- Draw 2 pictures of events that happened in the story—one from the beginning of the story and one from the end of the story.
- Draw a picture of the main character in the story showing at least 3* details about what the character looks like or does. Label the details you show in your picture.
- Draw and label a picture of 2* facts we learned from our reading.
- Based on our reading, draw and label the parts of a [butterfly, community, habitat, etc.]
- After we read about what a [machine, friend, president, etc.] is, draw and label a picture that shows what you learned.
- Look at this pictogram and write down 2* facts that you can observe from the data.

* *Or some other appropriate number*