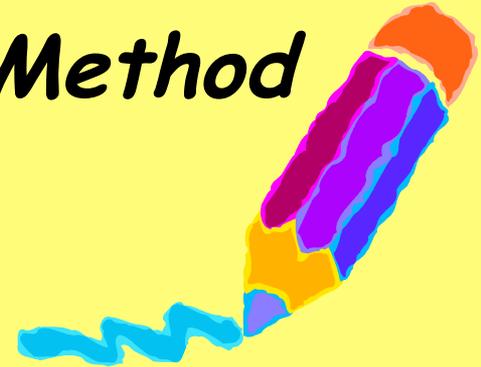


*Four Square Writing Method*  
for  
Grades 1-3

*Four Square Writing Method*  
for  
Grades 4-6



*Four Square Writing Method*  
for  
Grades 7-9

**By  
Judith S. Gould  
and  
Evan Jay Gould**

**Teaching and Learning Company  
1204 Buchanan St.,  
P.O.Box 10  
Carthage, IL 62321-0010**

## Categorizing: Understanding Similarities

Before writing takes place, a thought process must occur.

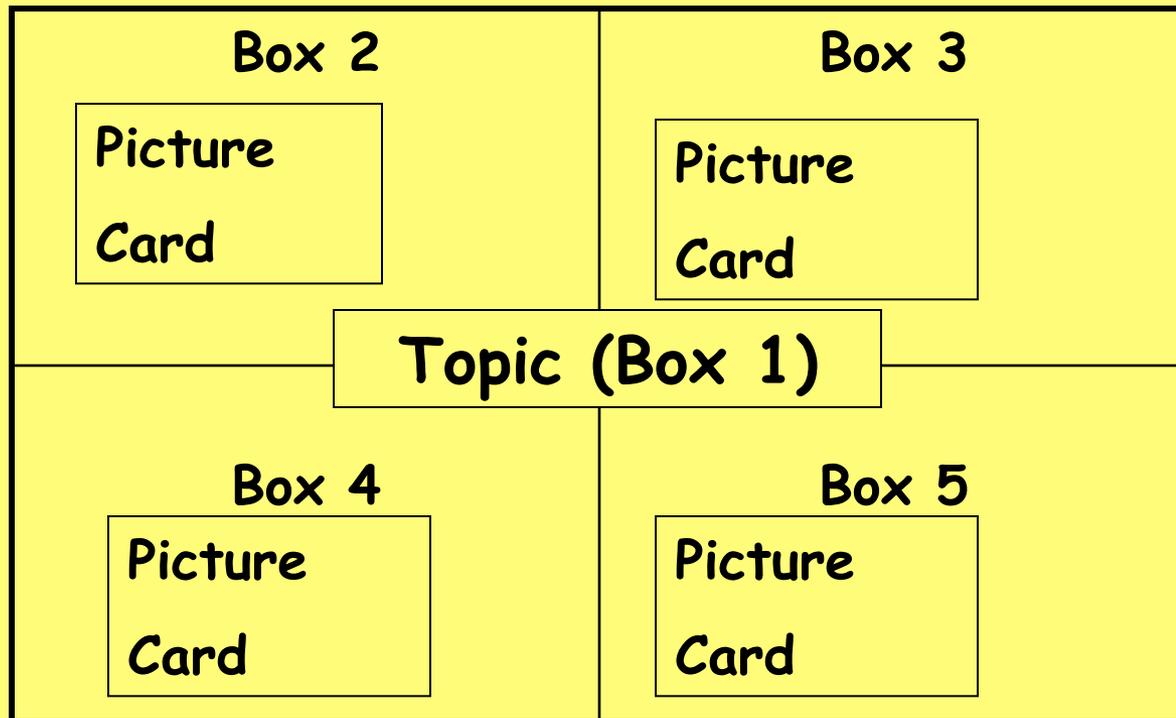
Our desired outcome for writing is a **focused, organized and detailed composition**; therefore, we must begin with exploring the **relationships between ideas and objects**.

Reasoning is developed by **classifying and categorizing** the items in our everyday world. This reasoning can be developed into that prewriting thought process.

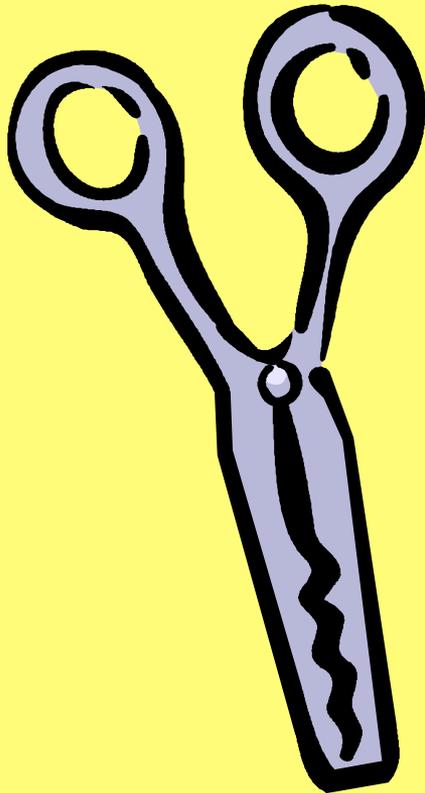
Do a “**brown-bag**” activity, in which students are given bags full of random items. The students are challenged to **separate** the items into different groups. Each group must have **something that is the same** about all items in the group. Modeling and coaching are necessary, but most children happily sort the items on the criteria of **color, size, or use**.



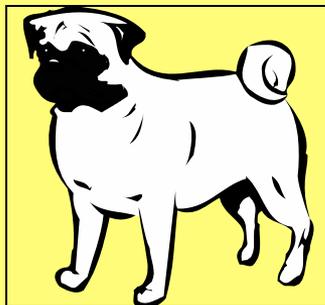
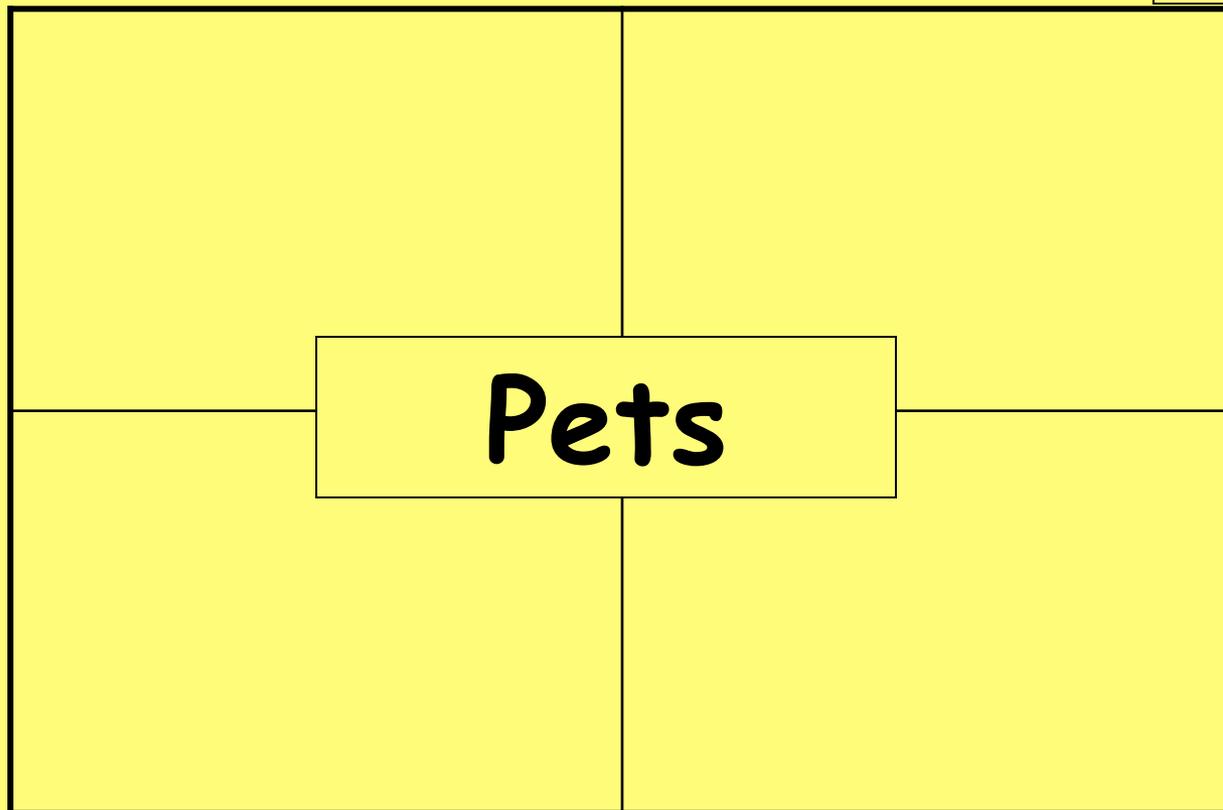
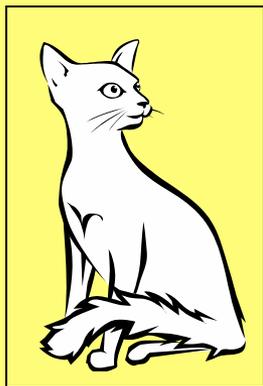
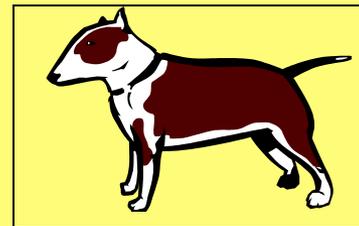
After several repetitions with real items, this activity can then be done with picture cards. This moves the activity up one level of abstraction and towards producing written thought. At this stage the four square organizer can be introduced and used on a felt board or magnetic board with the appropriate backing on the picture cards.



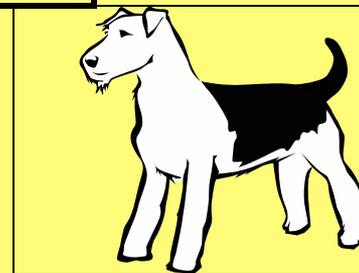
After students have achieved mastery in the picture card exercise, they are ready for the more abstract cut-and-paste activity.



Cut out pictures that belong in the four square and paste in the four boxes.



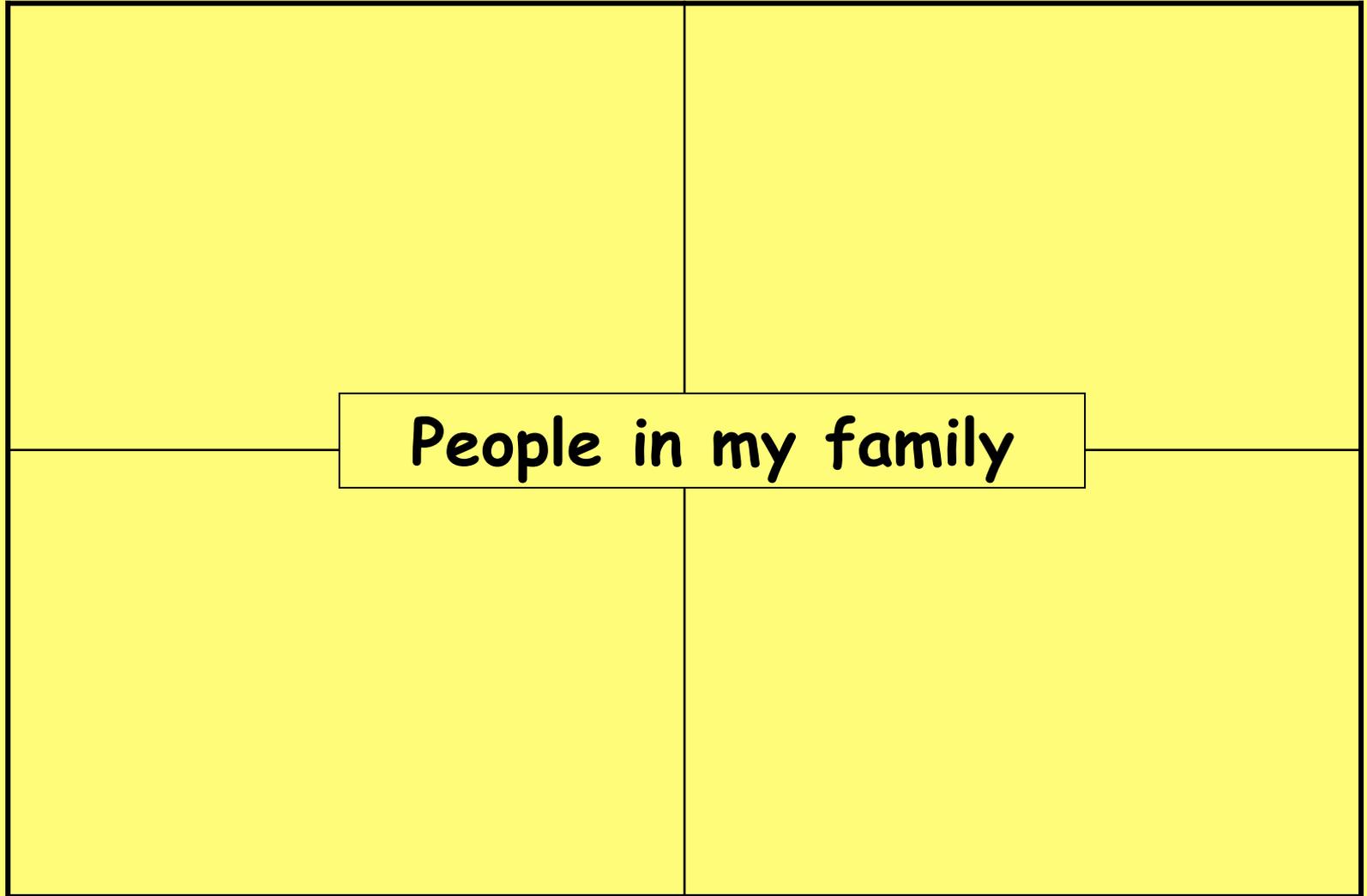
Color the pictures.

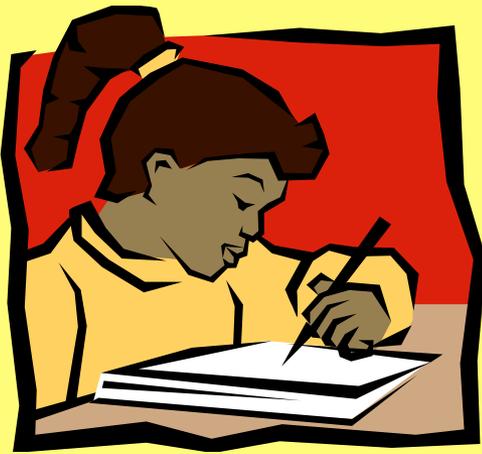


After practice with cut-and-paste activities, the students can be moved to a “blank four square” worksheet or journal page. The topic is written in the middle and the students must draw the items in the outer boxes. Encourage labeling of their pictures, and allow any spellings they come up with at this point. It is recommended that the conventional spelling be penciled in because students often do not remember what they themselves have drawn or written.



Draw the pictures that belong in the four square and label them.



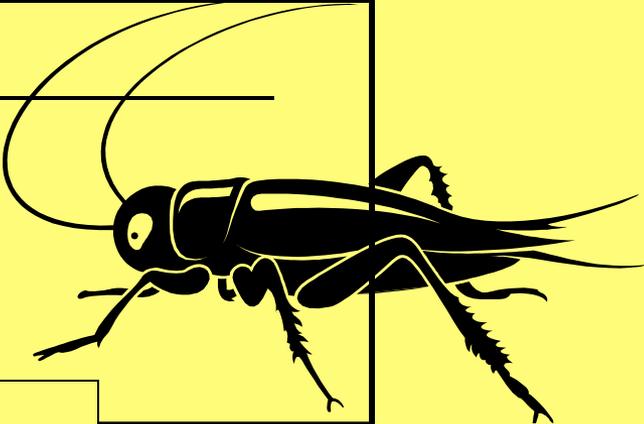


The “blank four square” can be successfully used as a daily journal page. The students can copy the word that goes in the center and complete the categorization in the outer boxes. Topics for this activity are nearly limitless. Pages can be done as you study shapes, numbers and colors. Four squares can be completed on a letter being studied by simply drawing four items that begin with the letter sound. Common items can be classified by writing toys, foods, animals, sports or other popular topics in the center.

When students are comfortable using the four square as a format for compiling like ideas, they can move to the next level - writing a single sentence to summarize their feelings. The teacher will prompt them to think about the topic and how it makes them feel.

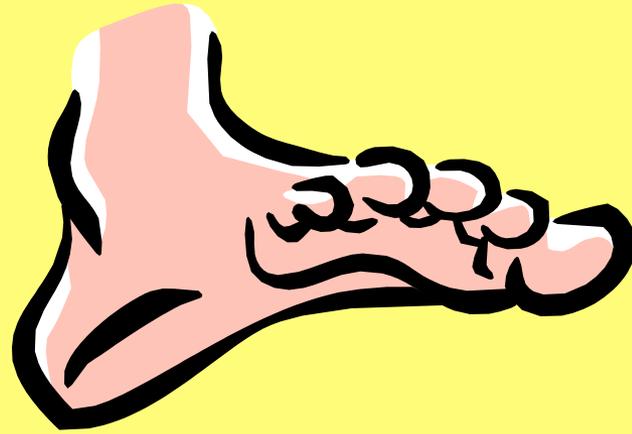


Give three examples and a feeling sentence. The sentence should have topic and emotion word.

<hr/>	<hr/>
	
<b>Insects</b>	
<hr/>	<b>Feeling Sentence:</b> <hr/> <hr/> <hr/> <hr/>

Cloze activity if needed: \_\_\_\_\_ make me feel \_\_\_\_\_.

## BIG STEP



The next step requires the center box to contain a complete sentence. Also, each box must contain a complete sentence which states a reason, example or explanation that proves the center box true. The teacher will need to take time to work on the difference between fact and opinion.

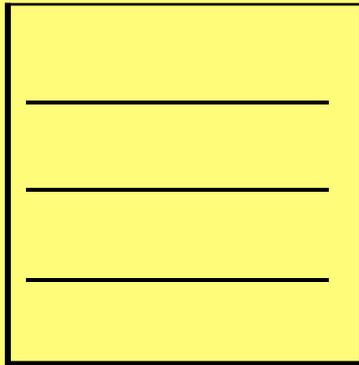
Write three sentences that prove the topic.  
Then write a feeling sentence. You may draw  
pictures to go with your sentences.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p>Summer is a great season.</p>	
<hr/> <hr/> <hr/>	<p><b>Feeling Sentence:</b></p> <hr/> <hr/> <hr/>

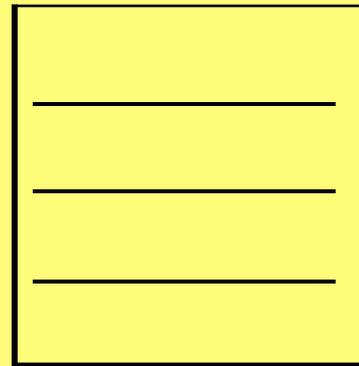
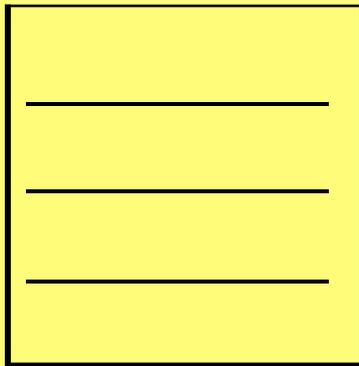
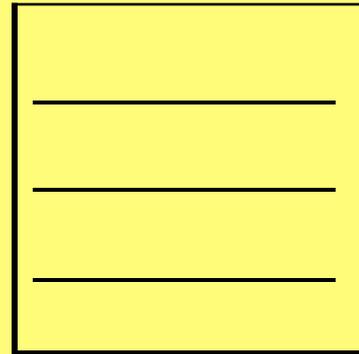


# Mini Four Square Books

Directions: Complete the four square and illustrate.  
Then cut along lines. You may make construction  
paper covers. Staple together to form a “book.”



I like to  
have  
friends.



Now it's time to write a paragraph. The rules for paragraph writing are introduced. This is a good time to look at chapter books and observe what paragraphing looks like.

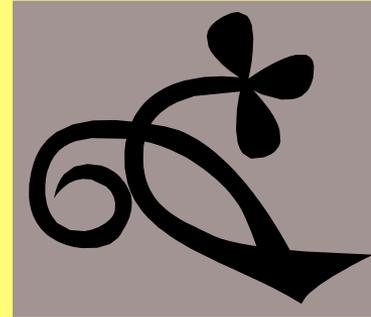
1. Indent the first word only. (Two fingers...)
2. Fill the line completely. (No blank spaces at the end of a line... Each sentence need not start on its own line.)





## 4 Square + 1 = Adding More Details for Elaboration

1. Ask for an example.
2. Tell us why it is so great.
3. Tell more about it.



(This level is usually reached by end of 1<sup>st</sup> grade.)

Once a level of mastery is reached with the five-sentence paragraph, students can begin to build an eight-sentence paragraph. By adding one additional detail sentence in each box, the students are elaborating on the original reason, example or explanation. Elaboration of a point is requisite of good writing, and even first graders are able to accomplish this using the four square plus one formula.

**Directions: complete the four square + 1.  
Remember that the details should support the first sentence in the box.**

**It would be fun to meet Mickey.**

**Detail: \_\_\_\_\_**  
\_\_\_\_\_

**I would like to go on the rides.**

**Detail: \_\_\_\_\_**  
\_\_\_\_\_

**It would be great to visit Disney World.**

**The parade is great.**

**Detail: \_\_\_\_\_**  
\_\_\_\_\_

**I would love to go to Disney World.**

The tools so far have been appropriate for the primary grades, where the reasonable goal is to write one well-supported paragraph with good detail and organization. However, the four square, by design, is a tool for writing a five-paragraph essay of the three-pronged-thesis-and-development type.

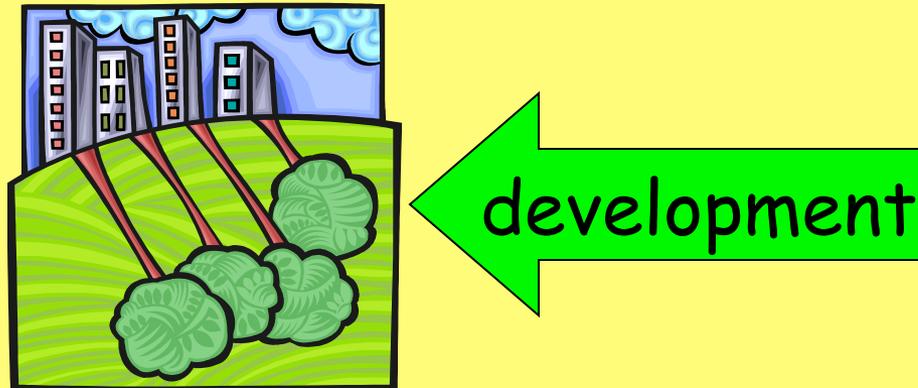
Now, we will put aside the “feeling sentence” for the “wrap-up” sentence. We will also abbreviate the supporting ideas in the four square to a word or short phrase and eliminate the use of complete sentences. Four square will take on a role as more of a prewriting tool, rather than a drafting tool.

**Directions:** Write a reason, example or explanation in each box to support the center box. Then write a wrap-up sentence to complete the four square.

<b>Learn</b>	<b>Friends</b>
<b>School is a great place.</b>	
<b>Play</b>	<b>School is a great place because we learn, meet friends and play.</b>

## Four Square + 3

The reasons, examples or explanations developed in the previous step now need further development. In a sense, boxes 2, 3 and 4 will each be four squared independently. These details will make up the substance of the body paragraphs of our multiple-paragraph essay. Using the four square to develop these ideas ensures that details are aligned with the main ideas and topic sentences start every paragraph.

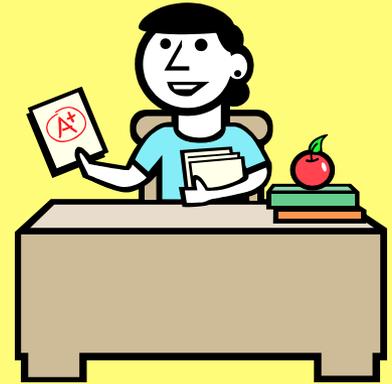


**Directions:** Write a reason, example or explanation in each box to support the main idea sentence in the center box. Then give three details for each. Write a wrap-up sentence.

<b>Learn</b> 1. Reading 2. Math 3. Science	<b>Friends</b> 1. Share lunch 2. Invite over 3. Do homework together
<b>School is a great place.</b>	
<b>Play</b> 1. In centers 2. On playground 3. On play day	<b>School is a great place because we learn, meet friends and play.</b>



# Evaluating Four Square + 3



Student Name \_\_\_\_\_  
Topic \_\_\_\_\_

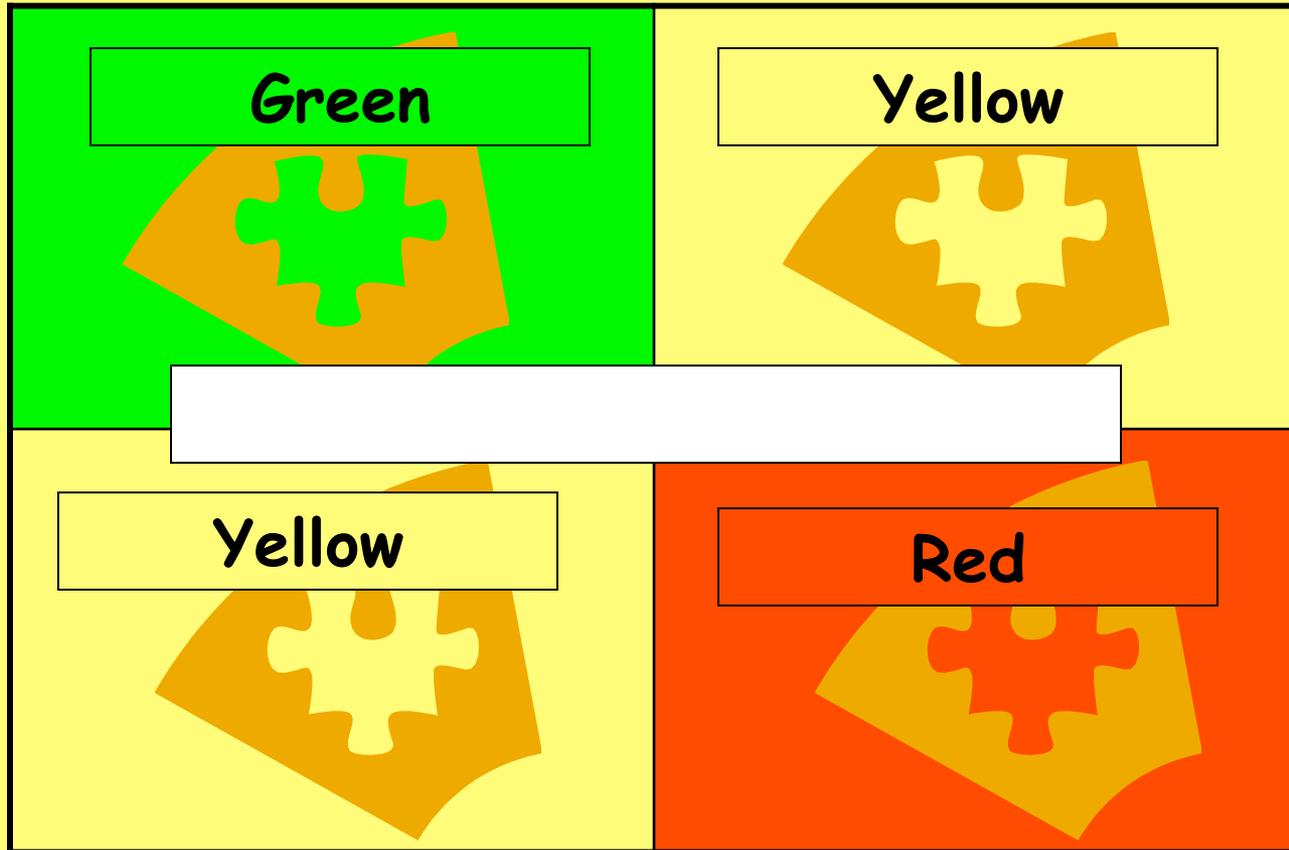
	Yes	No
Are the four square reasons quantifiable and not opinions?	___	___
Is there repetition of detail?	___	___
Are the details logical expansion of the reasons?	___	___
Are the details quantifiable and factual, free of opinion?	___	___
Are there mechanical errors in the wrap-up sentence?	___	___

By now students are developing their thesis (box 1, the middle box) into three reasons, examples or explanations (boxes 2, 3, and 4) and supporting elaboration. These “reason” boxes should be different from one another. These differences necessitate the use of transitions between ideas.

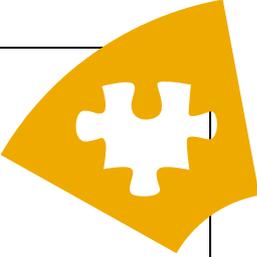
Four Square + 3 + C (Connecting Words)

Color-coded wall posters of connecting words help the students to know which words are appropriate for different situations.

# Wall Poster



Color the border of this wall poster  
green.

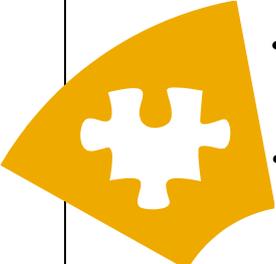
One reason 

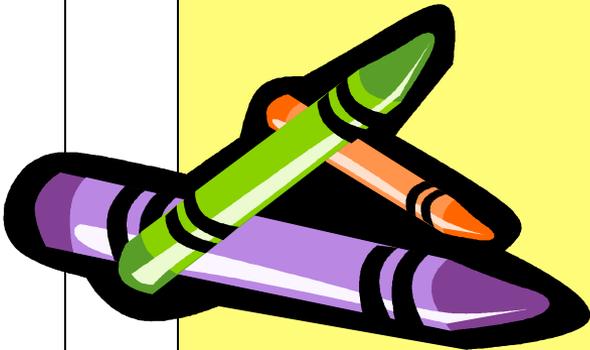
First

For example

One example

To begin with

To start with 



Color the border of this wall poster yellow.

Second

Third

Another reason

Another example

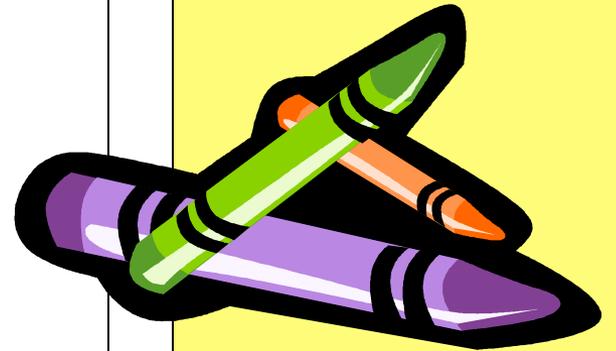
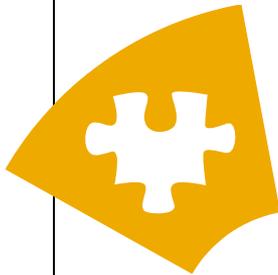
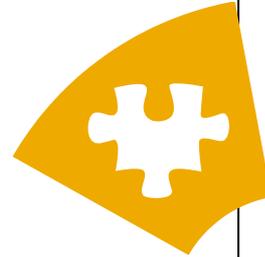
Also

As well as

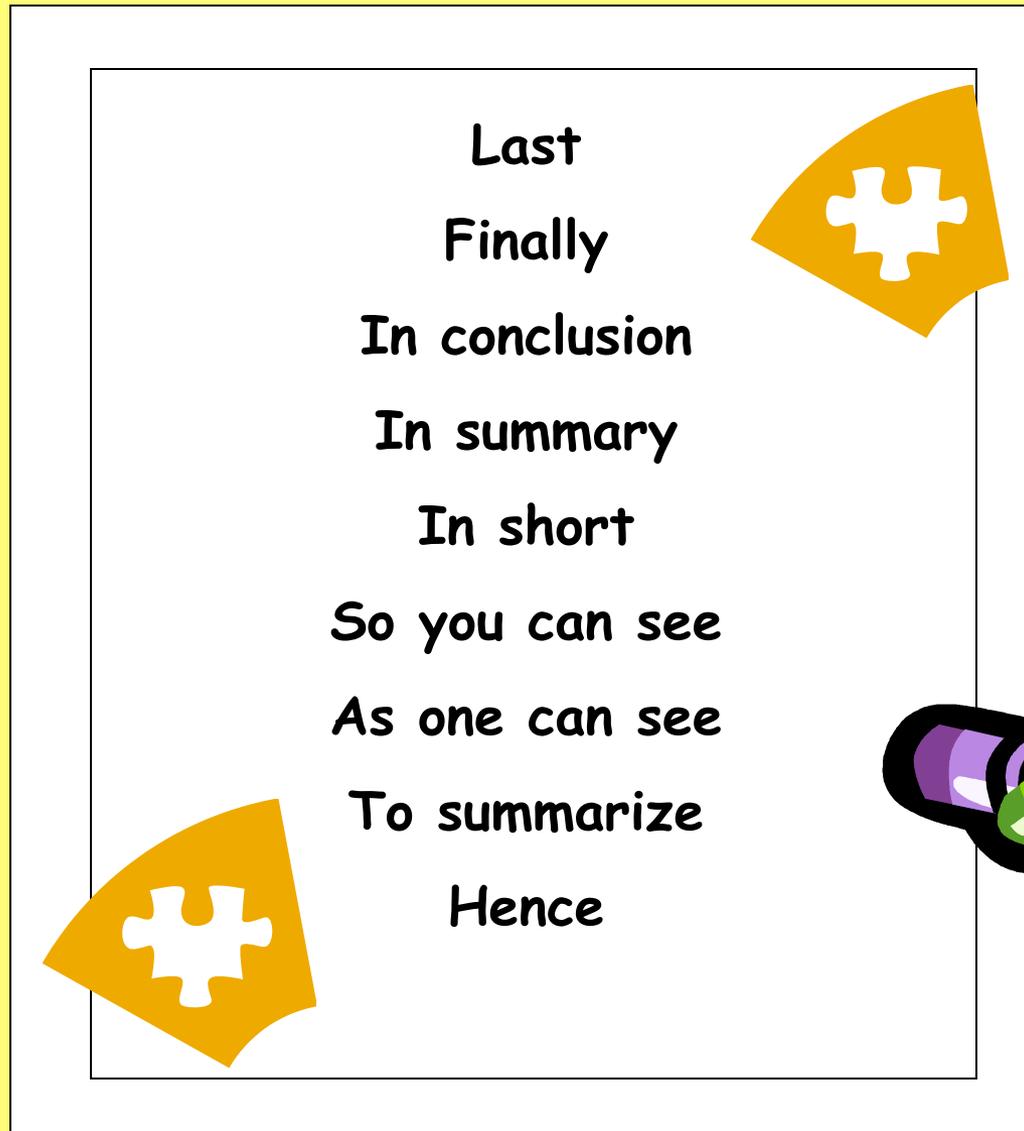
Too

In addition

Additionally



Color the border of this wall poster red.



Write a reason, example or explanation in each box to support the main idea sentence in the center box. Give three details for each. Choose connecting words. Write a wrap-up sentence.

First

Connecting Word

Learn

1. Reading
2. Math
3. Science

Also

Connecting Word

Friends

1. Share lunch
2. Invite over
3. Do homework together

School is a great place.

Next

Connecting Word

Play

1. In centers
2. On playground
3. On play day

Wrap-Up Sentence

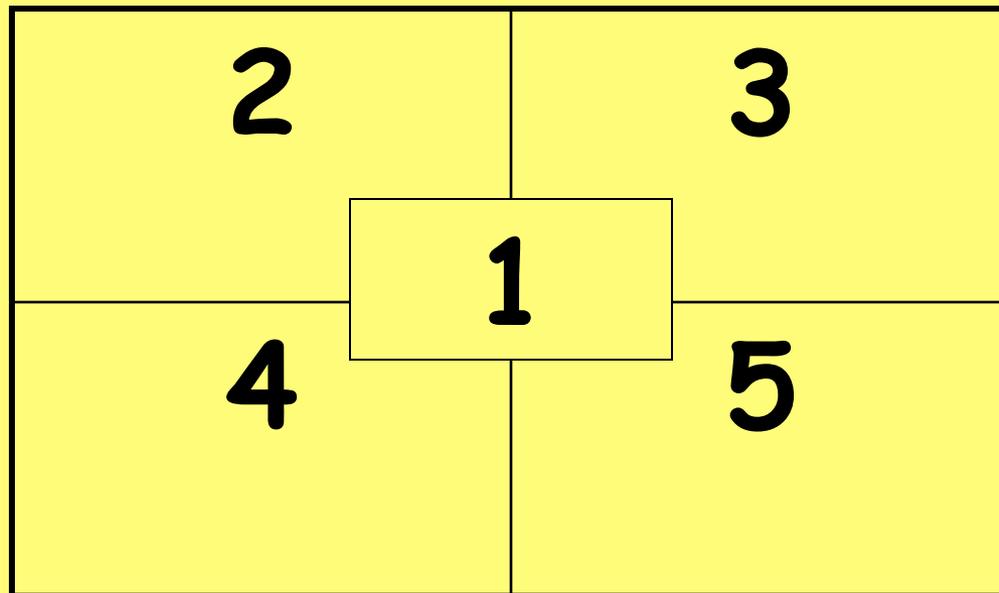
So you can see

School is a great place because we learn, meet friends and play.

# Four Square + 3 + C = 5 Paragraphs

## Taking the Writing off the Organizer

Using a whole-class format, build a four square together. As the teacher is modeling the composition, the students are copying it. This is a good time for instant reminders of paragraphing, capitalization, and punctuation rules.



Directions: For the given four square, write the information in the five-paragraph format.

<b>First</b> <b>Sleep Late</b> 1. Wear pajamas 2. Don't shower 3. Lie around	<b>Also</b> <b>Play around</b> 1. Roller blade 2. Board games 3. Cards
<b>Weekends are great.</b>	
<b>Next</b> <b>Stay Up Late</b> 1. Sleepovers 2. Scary Movies 3. Popcorn	<b>In conclusion</b> <b>Weekends are great because you can sleep late, play around and stay up late.</b>



# Improving the Introductory Paragraph: Writing the “Thesis Statement”

## First Paragraph:

1. Topic Sentence (Center of Four Square)
2. Wrap-Up Sentence (Without Connecting Word)
3. Personal Feeling Sentence

## Example:

School is a great place. It's great because we learn, meet friends and play at school. I wish I could go to school every day.

# Improving the Final Paragraph: Concluding the Composition

## Final Paragraph:

1. Wrap-Up Sentence with Connecting Word
2. Personal Feeling Sentence, Question or Exclamation

## Example:

As one can see, school is a great place because we learn, meet friends and play at school. I just love school, don't you?

## Other Forms of Composition

**DESCRIPTIVE**

**NARRATIVE**

**EXPOSITORY**

**PERSUASIVE**

# Narrative

<p>In the beginning Cat food commercial came on</p> <ol style="list-style-type: none"><li>1. Dancing cats</li><li>2. Singing about food</li><li>3. I said "How</li></ol>	<p>During the commercial My cat got angry</p> <ol style="list-style-type: none"><li>1. Arched his back</li><li>2. His hair stood up</li><li>3. Hissed aloud</li></ol>
<p>Just then He spoke to me</p> <ol style="list-style-type: none"><li>1. Called the commercial foolish</li><li>2. Said the food was gross</li><li>3. Told me never to buy it again</li></ol>	<p>The day my pet spoke to me Who? My cat and I What? Relaxing Where? At home When? In the evening Why? It had been a long day</p> <p>Since that day Never spoken again Stopped buying food My cat is not allowed to watch TV.</p>

One evening I was relaxing at home. My cat and I were watching television. It had been a long day, and I needed some time to wind down.

In the beginning of our favorite show, a commercial came on for a brand of cat food I usually buy. This commercial had adorable little dancing cats. The cats were singing about the cat food. I thought it was cute, and I laughed out loud.

During this commercial my cat got angry. He stood up and arched his back. The hair on his back was standing up. He let out an ear-splitting scream.

Just then, he started talking. He called the commercial foolish and snarled at the television. My cat told me that brand of cat food was gross. Then he told me never to buy it again. I had always thought that he liked the stuff!

Since that day my cat has not spoken again. I did stop buying that brand of cat food. But because of his ill-mannered hissing and growling, my cat has had a limit placed on his television time.

**EDMOND PUBLIC SCHOOLS  
NARRATIVE WRITING RUBRIC - GRADE 4**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Score \_\_\_\_\_  
4-EXCELLENT, 3-ACCEPTABLE, 2-BELOW AVERAGE, 1-UNACCEPTABLE

Score	Traits
_____4 _____3 _____2 _____1	<p><b>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Narrative</b> is logically sequenced, with clear beginning, middle, and end. (Events are described in time order, with conclusion telling what happened as a result of the events.)</li> <li><input type="checkbox"/> <b>Transition words</b> or phrases connect paragraphs smoothly. (First, Later, Finally . . .)</li> <li><input type="checkbox"/> <b>Lead sentence</b> grabs the reader's attention. (Start with one of the following: something unexpected, a quote, some dialogue, a question. . .)</li> </ul>
_____4 _____3 _____2 _____1	<p><b>SENTENCE VARIATION IN PARAGRAPHS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introductory participial phrase</b> (<u>Listening</u> carefully, she heard . . .) (<u>Frightened</u> by the noise, she jumped . . .)</li> <li><input type="checkbox"/> <b>Compound sentence</b> (Ashley screamed loudly, but Serina ran away.)</li> <li><input type="checkbox"/> <b>2 independent clauses separated by a semicolon</b> (Lisa called for help; no one came.)</li> <li><input type="checkbox"/> <b>Appositive phrase</b> (Jacob, the best speller in the class, won the contest.)</li> <li><input type="checkbox"/> <b>Introductory prepositional phrase</b> (From the bottom of the well, a noise . . .)</li> <li><input type="checkbox"/> <b>Introductory adverb clause</b> (When John finished his homework, he . . .) (Until, Since, After, Before . . .)</li> <li><input type="checkbox"/> <b>Variety of sentence length</b></li> </ul>
_____4 _____3 _____2 _____1	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Vivid, lively</b> verbs are used. (Weak: Lea was bossy. Strong: Lea bossed her brother constantly.)</li> <li><input type="checkbox"/> <b>Imaginative, unusual</b> adjectives are used. (beautiful, angelic, magnificent, awe-inspiring)</li> <li><input type="checkbox"/> <b>Vague, overused, repetitive language</b> is avoided (a lot, very, really, then, big, pretty, and, like . . .).</li> </ul>
	<p><b>FIGURATIVE LANGUAGE - Give the reader a mental picture using the following:</b></p>

# Descriptive Essay

One reason

The grass

1. Green
2. Neat
3. No weeds

Also

Memorial Park

1. Plaques
2. Jerseys
3. Baseballs

Yankee Stadium is a beautiful place.

Too

The electricity

1. Always there
2. Shouting fans
3. Memory of greatness

As one can see

Yankee Stadium is a beautiful place because of the grass, Memorial Park and the electricity in the air.

Yankee Stadium is a beautiful place. The beauty can be seen in the grass and Memorial Park, and it can be felt in the electricity in the air. I love to visit there.

One reason it is so beautiful is the grass. It is always frog-green. The lawn is manicured and perfectly cut. Weeds are prohibited from entering.

Also, Memorial Park is a special place. One can view the plaques that have so delicately engraved in remembrance. There are jerseys to view that were well-worn by the greats. They have tattered, old baseballs which have priceless signatures.

The electricity in the air is beautiful, too. It is always there, and you can see it in the eyes of the children visiting. The shouting of the fans sounds like the Mormon Tabernacle Choir to the ears of a baseball lover. One can sense the memory of greatness because their spirits live in the air at Yankee Stadium.

As one can see, Yankee Stadium is a beautiful place because of the grass, Memorial Park and the electricity in the air. You should catch a game today.

**EDMOND PUBLIC SCHOOLS  
DESCRIPTIVE WRITING RUBRIC - GRADE 4**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Score \_\_\_\_\_  
4-EXCELLENT, 3-ACCEPTABLE, 2-BELOW AVERAGE, 1-UNACCEPTABLE

Score	Traits
<p>___ 4 ___ 3 ___ 2 ___ 1</p>	<p><b>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Main idea (thesis)</b> is clearly written in the introductory paragraph so that the reader understands what the writer is planning to describe.</li> <li><input type="checkbox"/> <b>Topic sentences</b> in the middle (body) paragraphs clearly relate to main idea.</li> <li><input type="checkbox"/> <b>Supporting details clearly relate</b> to the topic sentences.</li> <li><input type="checkbox"/> <b>Transition words/phrases</b> connect paragraphs smoothly. (First, Finally, In addition, On the other hand . . .)</li> <li><input type="checkbox"/> <b>Introduction, body, and conclusion</b> provide logical sequencing of ideas, leading to an understandable description.</li> </ul>
<p>___ 4 ___ 3 ___ 2 ___ 1</p>	<p><b>SENTENCE VARIATION IN PARAGRAPHS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introductory participial phrase</b> (<u>Burning</u> like the sun, the diamond . . .) (<u>Carved</u> from a massive cliff, the statue . . .)</li> <li><input type="checkbox"/> <b>Compound sentence</b> (Lauren kept her secret, and no one else ever knew.)</li> <li><input type="checkbox"/> <b>2 independent clauses separated by a semicolon</b> (Ed studies karate; he works hard.)</li> <li><input type="checkbox"/> <b>Appositive phrase</b> (Lexi, my next door neighbor, is a Girl Scout.)</li> <li><input type="checkbox"/> <b>Introductory prepositional phrase</b> (With her pen in her hand, Daniela began to write.)</li> <li><input type="checkbox"/> <b>Introductory adverb clause</b> (After Eva wrote the poem, she had it published.) (Until, Since, Before, When, Although . . .)</li> <li><input type="checkbox"/> <b>Variety of sentence length</b></li> </ul>
<p>___ 3 ___ 2 ___ 1</p>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Vivid, lively verbs are used.</b> (Weak: Lu <u>is</u> a soccer player. Strong: Running like the wind, Lu <u>blasts</u> the ball down the field.)</li> <li><input type="checkbox"/> <b>Imaginative, unusual adjectives are used.</b> (scary, menacing, bloodcurdling, chilling)</li> <li><input type="checkbox"/> <b>Vague, overused, repetitive language</b> is avoided (a lot, very, really, then, big, pretty, and, like . . .).</li> </ul>
<p>___ 4 ___ 3 ___ 2 ___ 1</p>	<p><b>FIGURATIVE LANGUAGE - Give the reader a mental picture using the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Metaphor</b> (Callie's braids are thick, soft, twisted ropes of gold.)</li> <li><input type="checkbox"/> <b>Simile</b> (Justin was as weak as overcooked pasta.)</li> </ul>

# Expository Essay

**One reason**

**Big Kitchen**

1. Room to cook
2. Lots of food
3. Big refrigerator

**Also**

**Fireplace**

1. Warm
2. Crackling
3. Smoky smell

**My home is a special place.**

**Third**

**My Porch**

1. Screened
2. Relaxing
3. Cool

**In summary**

**My home is a special place because it has a big kitchen, a fireplace and a porch.**

My home is a special place. It is special because it has a fireplace, a big kitchen, and a porch. It is a wonderful place to live.

One reason my home is special is because I love my big kitchen. It has plenty of room to cook. There is a lot of room for all the food I like to eat. I like my large refrigerator most of all.

Also, my fireplace is wonderful. On chilly nights it keeps my warm as a mitten. I love to listen to the crackling. The smoky smell reminds me of the days when I go camping.

Third, my home has a terrific porch. The porch is screened, which is lucky for me. I am a bug magnet! My porch is a great place for relaxing. Even on warm nights the porch is cool because you can enjoy the evening breezes.

In summary, my home is special because it has a big kitchen, a fireplace and a porch. I couldn't imagine living anywhere else.

**EDMOND PUBLIC SCHOOLS  
EXPOSITORY WRITING RUBRIC - GRADE 4**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Score \_\_\_\_\_

**4-EXCELLENT, 3-ACCEPTABLE, 2-BELOW AVERAGE, 1-UNACCEPTABLE**

Score	Traits
_____4 _____3 _____2 _____1	<p><b>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Main idea (thesis)</b> is clearly written in the introductory paragraph.</li> <li><input type="checkbox"/> <b>Topic sentences</b> in the middle (body) paragraphs give support to the central thesis (main idea) and are supported by detail sentences (facts, statistics, etc.).</li> <li><input type="checkbox"/> <b>Concluding paragraph</b> summarizes points presented.</li> <li><input type="checkbox"/> <b>Transition words/phrases</b> connect paragraphs smoothly. (First, Finally, In addition)</li> <li><input type="checkbox"/> <b>Introduction, body, and conclusion</b> provide logical sequencing of ideas, leading to an understandable explanation, instruction, comparison/contrast, problem/solution, etc.</li> </ul>
_____4 _____3 _____2 _____1	<p><b>SENTENCE VARIATION IN PARAGRAPHS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introductory participial phrase</b> (<u>Towering</u> over the ruins, the pharaoh's statue . . . ) (<u>Buried</u> by years of sandstorms, the ancient statue . . . )</li> <li><input type="checkbox"/> <b>Compound sentence</b> (Jenny left the room angrily, <b>but</b> Andy did not move.)</li> <li><input type="checkbox"/> <b>2 independent clauses separated by a semicolon</b> (Jen left the room; Andy stayed.)</li> <li><input type="checkbox"/> <b>Appositive phrase</b> (Jillian, my cousin from Paris, travels around the world.)</li> <li><input type="checkbox"/> <b>Introductory prepositional phrase</b> (<b>In</b> the back of the class, Sam yawned quietly.)</li> <li><input type="checkbox"/> <b>Introductory adverb clause</b> (<b>Although</b> Sam yawned, he was paying attention to the lesson.) (Until, Before, After, When . . . )</li> <li><input type="checkbox"/> <b>Variety of sentence length</b></li> </ul>
_____4 _____3 _____2 _____1	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Vivid, lively verbs</b> are used. (Weak: Sally <u>was</u> angry. Strong: Sally <u>breathed</u> fire.)</li> <li><input type="checkbox"/> <b>Imaginative, unusual adjectives</b> are used. (happy, contented, blissful, delighted)</li> <li><input type="checkbox"/> <b>Vague, overused, repetitive language</b> is avoided (a lot, very, really, then, big, pretty, and . . .).</li> </ul>

# Persuasive Essay

**One reason**

**Chores**

1. Trash
2. Walk dog
3. Do dishes

**Also**

**Study Hard**

1. Spelling
2. Math
3. Science

**Kids should get bigger allowances.**

**In addition**

**Use Manners**

1. Please
2. Thank you
3. Cover mouth when I yawn

**Hence**

**Kids should get bigger allowances because we do chores, study hard and use our manners.**

Kids should get bigger allowances because we do chores. Kids are always studying hard. We even use manners! It isn't easy being a kid, and we deserve a little reward.

One reason for a larger allowance is all the chores we do. We take out stinky trash every night. Walking the dog is really not fun. And who likes doing dishes?

Also, kids study hard, and that should be worth something. Spelling words take a long time to learn. For math we have to add and subtract. Science homework keeps us busy, too.

In addition, kids use their manners, so they should get something in return. Why do you think we say "please"? "Thank you" is another way we are polite. Let's face it, we don't cover our mouths while yawning for nothing.

Hence, kids should get bigger allowances because we do chores, study hard and use our manners. How can you disagree?

**EDMOND PUBLIC SCHOOLS  
PERSUASIVE WRITING RUBRIC - GRADE 4**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Score \_\_\_\_\_  
 4-EXCELLENT, 3-ACCEPTABLE, 2-BELOW AVERAGE, 1-UNACCEPTABLE

Score	Traits
_____4 _____3 _____2 _____1	<p><b>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Main idea (thesis)</b> tells your opinion. It is clearly stated in the <b>introductory paragraph</b>.</li> <li><input type="checkbox"/> <b>Topic sentences</b> in the middle (body) paragraphs strongly support main idea.</li> <li><input type="checkbox"/> <b>Factual supporting details</b> clearly relate to topic sentences.</li> <li><input type="checkbox"/> <b>Transition words/phrases</b> connect paragraphs smoothly. (First, Finally, In addition, On the other hand, In conclusion . . .)</li> <li><input type="checkbox"/> <b>Introduction:</b> Tell your opinion and three reasons why you support it. <b>Middle (body) paragraphs:</b> Tell your reasons (one in each paragraph). Support your reasons with facts. <b>Conclusion:</b> State your opinion again and urge the audience to agree with you.</li> </ul>
_____4 _____3 _____2 _____1	<p><b>SENTENCE VARIATION IN PARAGRAPHS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introductory participial phrase</b> (<u>Listening</u> to the legislators' arguments, he . . .) (<u>Convinced</u> by the powerful argument, she . . .)</li> <li><input type="checkbox"/> <b>Compound sentence</b> (The North had the railroads, <b>but</b> the South had cotton.)</li> <li><input type="checkbox"/> <b>2 independent clauses separated by a semicolon</b> (The North was industrial; the South was agricultural.)</li> <li><input type="checkbox"/> <b>Appositive phrase</b> (President Lincoln, the great communicator, gave his speech.)</li> <li><input type="checkbox"/> <b>Introductory prepositional phrase</b> (<u>With that point in mind</u>, he made the decision.)</li> <li><input type="checkbox"/> <b>Introductory adverb clause</b> (<u>Since he caused the problem</u>, he was punished.) (Although, Until, After, Before, When . . .)</li> <li><input type="checkbox"/> <b>Variety of sentence length</b></li> </ul>
_____4 _____3 _____2 _____1	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Vivid, lively verbs</b> are used. (Weak: The council's decision <u>was</u> wrong. Strong: The council's decision <u>angered</u> the public.)</li> <li><input type="checkbox"/> <b>Imaginative, unusual adjectives</b> are used. (big, immense, enormous, vast)</li> <li><input type="checkbox"/> <b>Vague, overused, repetitive language is avoided</b> (a lot, very, really, then, big . . .)</li> </ul>

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