4 SQUARE WRITING
Objectives:

• Identify the benefits of the four square writing method.

• Practice the steps of planning a paragraph or a 5 paragraph essay using the 4 Square method.

• Shift from 4 Square planning template into writing a single paragraph or 5 full paragraphs essay.
KWL CHART

Know

Want to Know

Learned

NAME: __________________________ DATE: __________________________
Why?

- To communicate over distances
- To communicate across time
- To participate in society
- To remember and record
- To “make thought visible” and express your inner self
What do we write?

- Notes
- emails
- letters
- essays
- stories
- Signs
- advertisements
- subtitles
- articles
- Diaries/journals
- magazines
- plays
- recipes
- Labels/brands
- brochures
- maps
- textbooks
**Task**: Plan your writing lesson on the time frame below.
These are the steps in the writing process.
What are the steps?
1 Prewriting
Planning and Thinking

• Getting your thoughts down on paper.
• Free-write, outline, notes
• Discuss, think
Graphic Organizers
4 SQUARE WRITING
What is 4 Square Writing?

- Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing.
Benefits of 4 Square Writing

- Provides a simple graphic organizer, which can be used school-wide, grade K-12

The template:
- Makes students’ writing more focused
- Helps students organize their ideas
- Helps students to elaborate by adding details
- Emphasizes transitions
- Scaffolds the writing process for student success
Where does the 4 Square fit into the “big picture”?

Grades K-2
- The 4 Square can be a stand alone paragraph

Grades 3-12
- The 4 Square is the body of a larger essay or writing piece.
- The 4 Square at this level ONLY provides the body and a 3-pronged thesis statement.
- Introduction and conclusion must be taught separately.
To make this strategy successful for all of your students you **must**:  

- Keep it simple!
- Teach the 4 Square on its own
- Provide multiple opportunities for practice with each new step of the 4 Square – repetition for automaticity
- Don’t move on to another step of the 4 Square until your students have mastered the current step

**Remember, the goal is for students to internalize the template’s structure and be able to use it quickly and efficiently as a planning tool for any writing task!**
Writing Prompts

• **Writing Situation:** Everyone has a fond memory of a special day.

• Think about a day that stood out among all the others.

• **Directions for Writing:** Write a paragraph/ essay telling about your special day.
Prepare the graphic organizer.

Now fold your paper into 4 squares.
Another way
First Paragraph (Introduction)

TOPIC SENTENCE

- Center of 4 Square

USE A HOOK

PREPARES READER

TIES ALL SQUARES TOGETHER
I will never forget my sixth birthday.

Fold the paper into four squares. Begin with one well written topic sentence placed in a box in the center. This will become the topic sentence.
I will never forget my sixth birthday.

My grandmother threw me a surprise party.

My parents gave me a wonderful gift.

My friends and I went to the zoo.

It was the best birthday ever.
4 SQUARE + 1
I will never forget my sixth birthday.

My grandmother threw me a surprise party.
  • She baked my favorite chocolate fudge cake.

My parents gave me a wonderful gift.
  • They surprised me with a golden retriever puppy.

My friends and I went to the zoo.
  • We rode the elephants.

It was the best birthday ever.
I will never forget my sixth birthday. My grandmother threw me a surprise party. She baked my favorite chocolate fudge cake. My parents gave me a wonderful gift. They surprised me with a golden retriever puppy. My friends and I went to the zoo. We rode the elephants. It was the best birthday ever.
4 SQUARE + 3
I will never forget my sixth birthday.

My grandmother threw me a surprise party.

- favorite cake
- tons of presents
- exciting games

My parents gave me a wonderful gift.

- golden retriever
- named Goldie
- best friend

My friends and I went to the zoo.

- elephant ride
- walked for miles
- rode train

It was the best birthday ever.
I will never forget my sixth birthday. My grandmother threw me a surprise party. She baked my favorite chocolate fudge cake. I got tons of presents. We had such fun playing exciting games. My parents gave me a wonderful gift. They surprised me with a golden retriever puppy. I named her Goldie. She is my best friend today. My friends and I went to the zoo. We rode the elephants. The zoo was so large we walked for miles. Finally we gave up and rode the train. It was the best birthday ever.
4 SQUARE + 3 + T
I will never forget my sixth birthday. My grandmother threw me a surprise party. My parents gave me a wonderful gift. My friends and I went to the zoo.

- favorite cake
- tons of presents
- exciting games
- golden retriever
- named Goldie
- best friend

Early in the day:
- elephant ride
- walked for miles
- rode train

After lunch:

Later:

Indeed:

It was the best birthday ever.

Adding a transition word to each box will help the text to flow.
I will never forget my sixth birthday.

Early in the day, my grandmother threw me a surprise party. She baked my favorite chocolate fudge cake. I got tons of presents. We had such fun playing exciting games.

After lunch, my parents gave me a wonderful gift. They surprised me with a golden retriever puppy. I named her Goldie. She is my best friend today.

Later, my friends and I went to the zoo. We rode the elephants. The zoo was so large we walked for miles. Finally we gave up and rode the train.

Indeed, It was the best birthday ever.
Improving the first paragraph (introductory).
Getting a year older may be bad for some, but I will never forget my sixth birthday. The attention that I received from friends and family made me feel warm inside. It was a very special day for me.

On to the essay......
Getting a year older may be bad for some, but I will never forget my sixth birthday. The attention that I received from friends and family made me feel warm inside. It was a very special day for me.

Early in the day, my grandmother threw me a surprise party. She baked my favorite chocolate fudge cake. I got tons of presents. We had such fun playing exciting games.

After lunch, my parents gave me a wonderful gift. They surprised me with a golden retriever puppy. I named her Goldie. She is my best friend today.

Later, my friends and I went to the zoo. We rode the elephants. The zoo was so large we walked for miles. Finally we gave up and rode the train.

Indeed, It was the best birthday ever.
Improving the Final Paragraph (summary)

- Wrap-up Sentence with a Transition
- Personal/Feeling Sentence, Question or Exclamation (closing with a punch!)
Getting a year older may be bad for some, but **I will never forget my sixth birthday.** The attention that I received from friends and family made me feel warm inside. It was a very special day for me.

Early in the day, my grandmother threw me a surprise party. She baked my favorite chocolate fudge cake. I got tons of presents. We had such fun playing exciting games.

After lunch, my parents gave me a wonderful gift. They surprised me with a golden retriever puppy. I named her Goldie. She is my best friend today.

Later, my friends and I went to the zoo. We rode the elephants. The zoo was so large we walked for miles. Finally we gave up and rode the train.

Indeed, **it was the best birthday ever.** The wonderful surprises from my family and friends will stay with me forever.
From this basic format to......
Step 1: Write the topic sentence in box 1.

- Read the prompt. “Write about your favorite meal.”
- Use the words from the prompt to write your topic sentence. “Write about your favorite meal.”
- My favorite meal is spaghetti and meatballs.
1. My favorite meal is spaghetti and meatballs.
Step 2: Brainstorm 3 Reasons

1. My favorite meal is spaghetti and meatballs.

2. Easy to cook

3. Fun to eat

4. Delicious
Step 3: Write a Thesis Statement

1. My favorite meal is spaghetti and meatballs.

My favorite meal is spaghetti and meatballs because it is easy to cook, fun to eat, and delicious.
### Step 4: Adding supporting details

<table>
<thead>
<tr>
<th>Easy to cook</th>
<th>Fun to eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>• roll up meat</td>
<td>• twirl on fork</td>
</tr>
<tr>
<td>• throw in pot</td>
<td>• slurp it</td>
</tr>
<tr>
<td>• pour store-bought sauce</td>
<td>• splatter the sauce</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delicious</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• tomatoes</td>
<td>My favorite meal is spaghetti and meatballs because it is easy to cook, fun to eat, and delicious.</td>
</tr>
<tr>
<td>• Italian spices</td>
<td></td>
</tr>
<tr>
<td>• filling meat</td>
<td></td>
</tr>
</tbody>
</table>

1. My favorite meal is spaghetti and meatballs.

2. Easy to cook

3. Fun to eat

4. Delicious
Step 5: Adding transitions

First 2
Easy to cook
• roll up meat
• throw in pot
• pour store-bought sauce

Also 3
Fun to eat
• twirl on fork
• slurp it
• splatter the sauce

Third 4
Delicious
• tomatoes
• Italian spices
• filling meat

1. My favorite meal is spaghetti and meatballs.

So you can see
My favorite meal is spaghetti and meatballs because it is easy to cook, fun to eat, and delicious.
WRITE THE CRITERIA FOR WRITING ON BOARD AND SHARE IT WITH THE STUDENTS BEFORE THEY START WRITING AND ON THE FINAL DRAFT ASK THEM TO CHECK IF THEY HAVE APPLIED THE CRITERIA OR NOT
Differentiation

WHAT ABOUT THE LOW ABILITY STUDENTS
Practice

NOW IT IS YOUR TURN
Moving from a 4 to a 5 or 6

- Vocabulary
- Sentence Development (Sentence Stretchers)
- Hook
- Visual Expression
To catch the reader, use a hook in the introductory paragraph.

- Ask the reader a question.
- Use a catchy phrase or quote.
- Create a tongue twister.
- Make an exclamatory sentence.
- Use a lead in sentence that entices the reader to read on.
Visual Expression

At this point the teacher has no more control over the class than a blind race car driver would in a NASCAR race.

Use metaphors and similes to give your essay more visual expression. http://www.metaphors.com/
Next stop....

Holistic Scoring

http://jc-schools.net/write
## Writing Assessment Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score 1 Deficient</th>
<th>Score 2 Flawed</th>
<th>Score 3 Limited</th>
<th>Score 4 Competent</th>
<th>Score 5 Strong</th>
<th>Score 6 Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Incoherent</td>
<td>Weak organization</td>
<td>Inadequate organization</td>
<td>Adequately organized</td>
<td>Generally well organized</td>
<td>Well organized</td>
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<td></td>
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<tr>
<td><strong>Development</strong></td>
<td>Undeveloped</td>
<td>Not developed</td>
<td>Not developed</td>
<td>Developed</td>
<td>Generally well developed</td>
<td>Well developed</td>
</tr>
<tr>
<td></td>
<td>No details</td>
<td>Little or no relevant details</td>
<td>Does not explain key ideas</td>
<td>Explains and illustrates some key ideas</td>
<td>Explains and illustrates most key ideas</td>
<td>Clearly explains and illustrates key ideas</td>
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<tr>
<td><strong>Language Syntax</strong></td>
<td>Limited or inappropriate word choice</td>
<td>Limited or inappropriate word choice</td>
<td>Limited or inappropriate word choice</td>
<td>Adequate facility in the use of language</td>
<td>Demonstrates some syntactic variety</td>
<td>Strong Syntactic variety</td>
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<td></td>
<td>Facility in use of language</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Serious and persistent writing errors</td>
<td>Serious errors in mechanics, usage, sentence</td>
<td>Accumulation of errors in mechanics, usage,</td>
<td>Some errors in mechanics/ usage</td>
<td>Generally few errors in mechanics/ usage</td>
<td>Few errors in mechanics/ usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>structure, or word choice</td>
<td>sentence structure</td>
<td></td>
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</tbody>
</table>
Speaking Vs Writing

- “Writing is a way of talking without being interrupted.” -- Jules Renard

- Isn't it surprising how many things, if not said immediately, seem not worth saying ten minutes from now? ~Arnot L. Sheppard, Jr.
http://kemyani.com/machform/view.php?id=17524&mf_resume=4f0b38c0d6