WORLD'S KEY

COMMON CORE State Standards

Writing

LEVEL 3



WORLD'S KEY



WORLD'S KEY

WRITING

LEVEL 3

2023



شركة البشرى للتربية والعلوم
المدارس الدولية

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WRITING

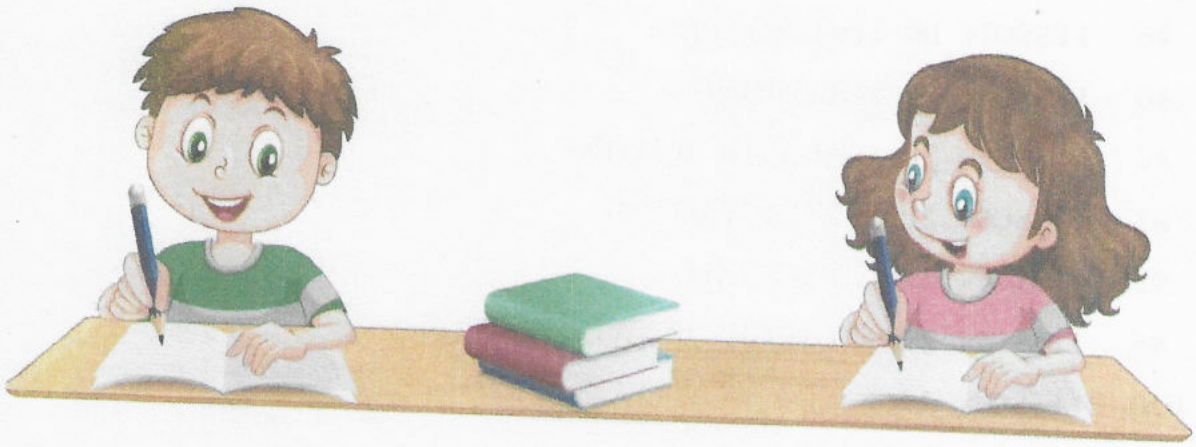


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What Is Writing?

Writing is an effective, creative, and fun process in which students are motivated to express their ideas, interests, and feelings.

Throughout this book, students will work on simple and fun activities, as well as exercises that will bolster their writing skills.

These skills will continue to develop through daily exposure and practice.



Think left and think right and
think low and think high.
Oh, the thinks you can think up
if only you try!

Dr. Seuss



LESSON 1

About Me

1. My full name is _____, and I am _____ years old.

2. I go to _____ School.

3. My favorite subject is _____. I like it because _____

4. I find difficulty in _____

5. I want to get better at _____

6. I want to learn more about _____

7. The best day I have had at school is when _____

8. When I grow up, I want to be a(n) _____

9. I want to do this job because _____

10. I am special because _____

11. **Draw** or **paste** a picture of yourself.
Ask your classmates to describe you with three words.

LESSON 1

About Me

1. My best friend's name is _____

2. We like to _____

3. My best friend is good at _____

4. He/She is a good friend because _____

5. I am a good friend because _____

6. I remember when my friend and I _____

7. If I see someone at recess who is alone, I will _____

_____

_____

_____

8. If I see someone being bullied, I will _____

_____

_____

_____

9. I think it is important to have friends because _____

_____

_____

_____

10. **Draw** or **paste** a picture of your best friend.
Write three words that best describe him/her.

_____ _____ _____

_____ _____ _____

_____ _____ _____

LESSON 2

More About Me

1. There are _____ members in my family.

2. I love my family because _____

3. My family loves me because _____

4. My favorite thing to do with my family is _____

5. My family is special because _____

6. At home, I help with _____

7. The funniest person in my family is _____

because _____

8. The game we enjoy playing together the most is _____

9. **Draw** or **paste** a picture of your family.
Write three words that best describe your family.

LESSON 2

More About Me

1. My hobbies are _____

2. On my first day of school, I usually feel _____

because _____

3. After school, I like to _____

4. During school holidays, I _____

5. Once, I got in trouble because _____

6. Once, I was extremely happy because _____

7. The hardest thing I have to do at school is _____

8. I think school rules are _____

because _____

9. My school is my second home because _____

Combining Sentences

Some sentences with similar ideas and structure can be combined into a proper and more detailed sentence.

Ways to combine sentences:

Combining Subjects	Lina is my sister. Faten is my sister. → Lina and Faten are my sisters.
Combining Predicates	My dog jumps. My dog rolls. My dog barks. → My dog jumps, rolls, and barks.
Combining Sentences	I ate cheese pasta. I didn't like it. → I ate cheese pasta, but I didn't like it.

Use a comma when:

- there are more than two subjects
- there are more than two predicates
- the two sentences are joined with a coordinating conjunction, such as *and, or, but, so, for, nor,* and *so,* and both subjects of the sentences are written

Do not use a comma when:

- the two sentences share either the same subject or the same predicate

A. **Choose** the correct combined form of the sentences below.

1. Layla walks to school. Lina walks to school.

   (a) Layla walks to school and Lina walks to school.

   (b) Layla and Lina walk to school.

2. I want to buy a bike. I don't have enough money.

   (a) I want to buy a bike but I don't have enough money.

   (b) I want to buy a bike, but I don't have enough money.

3. We read the rule. We discussed the rule. We copied the rule.

   (a) We read the rule, discussed the rule, and copied the rule.

   (b) We read, discussed, and copied the rule.

4. Jawad is an excellent swimmer. Jawad is an excellent football player.

   (a) Jawad is an excellent swimmer and Jawad is an excellent football player.

   (b) Jawad is an excellent swimmer and football player.

B. **Add** a comma where necessary.

1. The players practiced all week long but they lost the game.

2. We gathered money baked cupcakes and sold them to our neighbors.

3. Rami, Rawad and Ahmad are remarkable athletes.

4. Sami arranged the chairs and we set up the stage for our performance.

C. **Combine** the following sentences using *and*, *or*, *but*, or *so*.

1. We could start the movie now. We could wait for Hala.

2. I love cats. I am allergic to them.

3. It is raining heavily. We cannot go outside now.

4. The cake is moist. The frosting is delicious.

D. **Read** the paragraph below.
Combine the sentences where possible.
Rewrite the corrected version on the lines provided.

My friends and I decided to have a slumber party. We wanted everything to be perfect. We prepared everything by ourselves. We got popcorn. We squeezed fresh juice. We prepared pasta salad. Hala wore pink pajamas. Lina wore pink pajamas. I wore pink pajamas. Hala wanted to start with the first game. Layla did not arrive on time. We agreed to do this more often. We had so much fun!

Expanding Sentences

A brief sentence can be expanded by adding more details to make it more interesting.

To expand a sentence:

1. remember the five W's

Who	What	Where	Why	When

2. add adjectives where possible

What kind	How many	Which one
beautiful	some	this

3. add adverbs where possible

happily	quickly	lovingly

Example:

Who:	Jamal
What:	sat
Where:	on the sofa by the fire
Why:	he felt cold
When:	after lunch
Adjectives:	cozy sofa / warm fire
Adverb:	calmly

After lunch, Jamal sat calmly on the cozy sofa by the warm fire because he felt cold.

A. **Choose** the suitable adverb and adjective as organized in the choices.

1. My mom _____ reads for me a _____ story every night.
   - (a) calmly ; short
   - (b) entirely ; boring
   - (c) loudly ; low

2. Hadi _____ defended his _____ sister.
   - (a) quietly ; dangerous
   - (b) bravely ; shy
   - (c) accidentally ; rude

3. Samer _____ rides the _____ bus to town.
   - (a) nearly ; small
   - (b) deeply ; red
   - (c) usually ; yellow

4. I _____ exercise to maintain a _____ body.
   - (a) daily ; healthy
   - (b) yearly ; sick
   - (c) monthly ; fast

B. **Add** suitable adjectives to the underlined words in the following sentences.

1. Hadi drew a _____ dinosaur.
2. _____ boys were playing football on the field.
3. The _____ lady walked her _____ dog.
4. A _____ girl rode her _____ bike.

C. **Add** details to the sentence below.
Rewrite the expanded sentence on the lines provided.

1. We were bored.

When? _____

Where? _____

Why? _____

2. Girls and boys went to school.

When?

Why?

How many?

3. The classroom has windows.

What shape?

What color?

How many?

Paragraphs

A paragraph is a group of complete sentences that are related to one main idea.

A paragraph often includes:

- a topic sentence
- supporting details
- a concluding sentence

The Topic Sentence

The topic sentence tells the readers what they are reading about. It is usually the first sentence in the paragraph. It conveys the main idea.

The Supporting Details

The supporting details are the key details that tell the readers more about the main idea.

The Concluding Sentence

The concluding sentence can be a summary, an opinion, or an expression of feelings toward the main idea. It is usually the last sentence in the paragraph.

A. **Read** the paragraph below, and then **answer** the following questions.

Ancient people did not have a written language for their events and stories. Instead, they learned things by telling and listening to stories. Some drew pictures on cave walls. Some made up chants to the rhythm of drums. Other storytellers made belts or necklaces. Colored threads, beads, and special knots stood for different events. These people used unique and different ways to remember stories and events.

1. What is the main idea of the paragraph?

2. **Write** the topic sentence of the paragraph.

3. How many supporting details does the author provide?

(a) four supporting details

(b) five supporting details

(b) six supporting details

4. Which detail tells more about the main idea?

(a) Some people became storytellers.

(b) People told different kinds of stories.

(b) Colored threads, beads, and special knots stood for different events.

5. Which detail is not related to the main idea?

(a) Ancient people did not have a written language for their events and stories.

(b) People enjoyed making colorful necklaces to wear.

(b) Storytellers made belts to remember certain events.

6. **Write** the concluding sentence of the paragraph.

B. **Read** the topic sentence below.
Match the sentences to their correct heading.
Rewrite the sentences as a whole paragraph.

Topic Sentence

The blue whale is the largest animal ever known to have lived on the planet.

The blue whale can weigh as much as thirty elephants. •

Blue whales are fascinating animals. •

It has a big heart and a big tongue, too. •

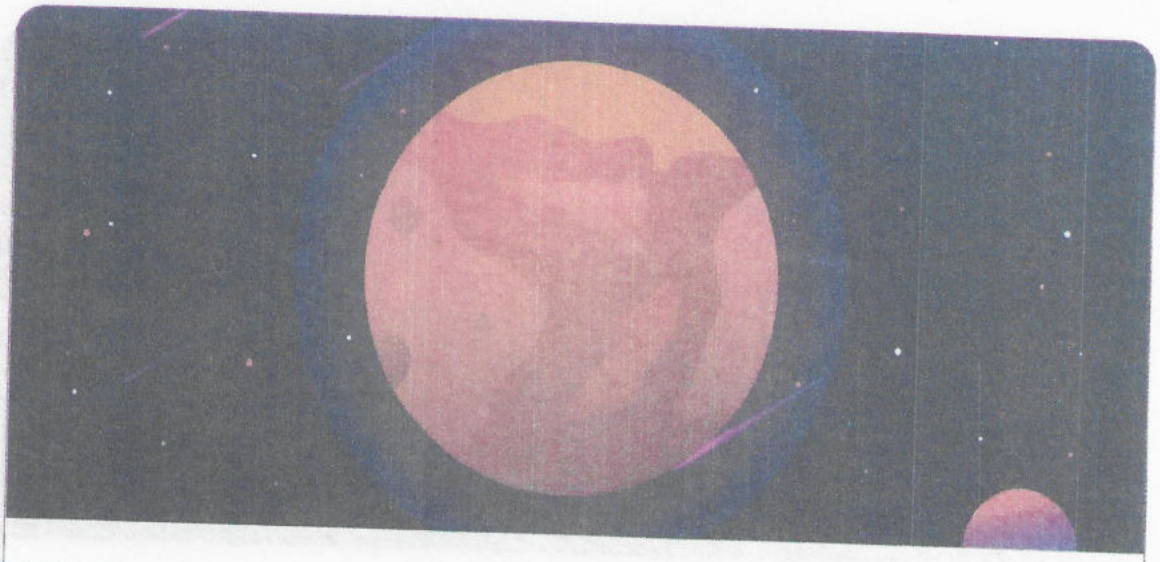
The average life of a blue whale is around 80 years. •

• Supporting Detail

• Concluding Sentence

More About Paragraphs

A. **Read** the supporting details and the concluding sentence given below.
Write a suitable topic sentence.



Mars, often referred to as the Red Planet, derives its name from its distinctive red color. Its surface features dusty red soil, and the airborne dust makes the sky look pink. The planet is covered with rocks and sand, too. Some scientists believe that there were rivers on Mars. But now, it is just a desert. There are many more interesting facts about Mars!

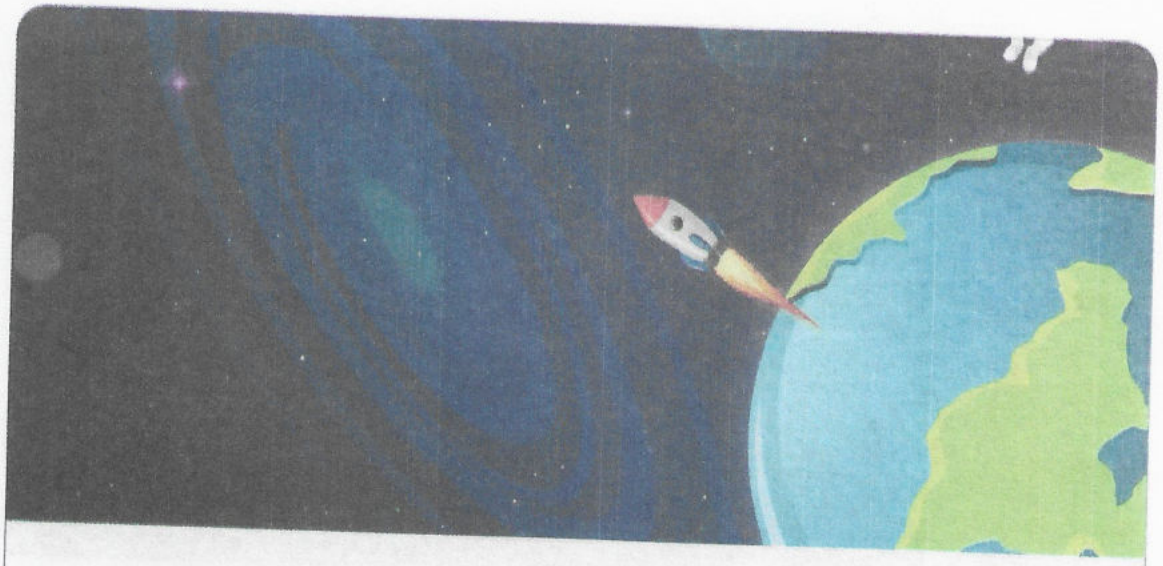
B. **Read** the paragraph below.
Add two more suitable supporting details to complete the paragraph.



The Sun lies at the heart of our solar system. All planets orbit the Sun. This massive star is composed of fiery gases, emitting light and heat that sustain life on Earth.

In summary, the Sun keeps behind it interesting facts which need to be discovered.

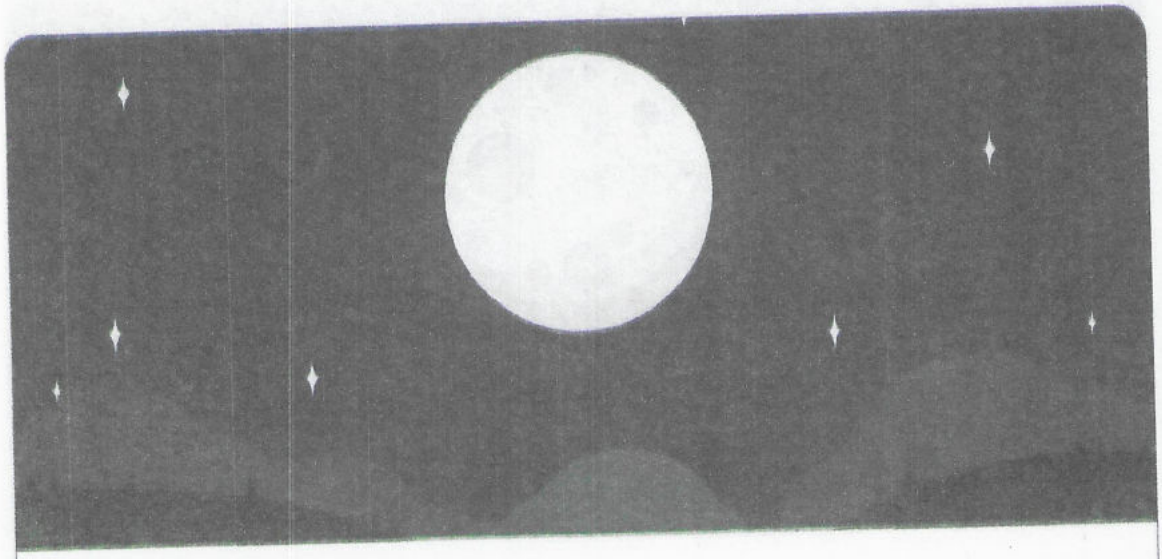
C. **Read** the paragraph below.
Add two more suitable supporting details to complete the paragraph.



Earth is a unique planet where we live. Out of all the places we know in the universe, Earth is the only one where life exists.

Our planet home, Earth, is really unlike any other planet!

D. **Read** the paragraph below.
Add a suitable concluding sentence.



The Moon is a big object that rotates around Earth. Right after the Sun, it is the second brightest object we see in the sky. The Moon reflects light from the Sun, so it looks brighter from Earth during the night. The Moon orbits Earth once every twenty-seven days. We can only see around 60% of the Moon's surface.

Descriptive Words

We can use descriptive words to add a touch to sentences and make them more lively.

What Kind

- The cat is sitting by the window.

The **fluffy brown** cat is sitting by the **big** window.



How Many

- Mom waters the pots.

Mom waters the **two** pots every **single** day.



Which One

- There is a blue house.

That blue house is behind **these** boats.



A. **Describe** the nouns below using suitable descriptive words from the word bank.

playful	scrumptious	fresh		rough
light	soft	huge	colorful	hot

1. balloon



2. milk



3. rock



4. cake



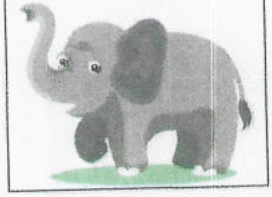
5. monkey



6. teddy bear



7. elephant



8. fire



9. parrot



B. **Look** at the following picture.
Write two sentences about the picture using some descriptive words.



1.

2.

C. **Look** at the following picture.
Write two sentences about the picture using some descriptive words.



1. _____

2. _____

Figurative Language

Figurative language refers to figures of speech used to improve a piece of writing. It goes beyond the actual meaning of the words.
Using figures of speech helps the reader create a vivid mental picture or physical sensation.

Simile

- A simile directly compares two things using the words 'as' or 'like'.

The baby slept like an angel.



Metaphor

- A metaphor indirectly compares two things without using 'as' or 'like'.

Time is money!



Personification

- Personification gives human qualities to animals or objects.

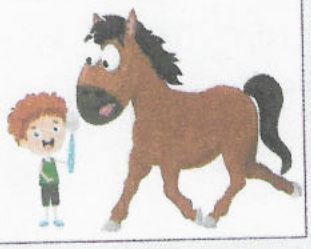
The sun peaked happily from behind the clouds.



Hyperbole

- Hyperbole is where exaggeration is used to create a strong effect.

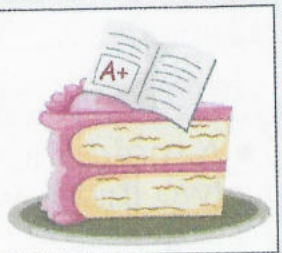
  I am so hungry, I could eat a horse!



Idiom

- An idiom is a group of words that has a hidden meaning, different from the meaning of its given words.

  Our exam was a piece of cake!



Onomatopoeia

- Onomatopoeia is a special word that imitates the sound of a thing.

  She heard a big BOOM and got scared.



A. **Match** the following.

You are as sweet as candy!		•	• Idiom
Talk to me; I'm all ears!		•	• Personification
BEEP! BEEP! The traffic is horrible!		•	• Simile
This homework will take years to finish!		•	• Onomatopoeia
The table of food is inviting me to a delicious dinner.		•	• Hyperbole

B. **Work** with your partner.
Write a sentence for each of the following figures of speech.

Simile

Metaphor

Personification

Sensory Words

Sensory language involves using words that evoke sensations of sight, sound, smell, touch, and taste, bringing imagination to life.

Sight

- Words for sight tell us about color, shape, and appearance.

We rode a bright, colorful air balloon.



Sound

- Words for sound tell us about different sounds.

I can hear the sizzling sound of the potatoes in the frying pan.



Smell

- Words for smell help us know about the fragrance of different things or objects.

  The aromatic scent of the rose filled the room.



Touch

- Words for touch tell us how things feel or what texture they have.

  The boy can feel the smooth, hot sand.



Taste

- Words for taste tell us what flavors things have.

  My orange juice has a tangy yet delightful flavor.



A. **Match** the following.

bitter sweet sour spicy	salty buttery milky tasty	•	• Words for Sight
silky spongy sticky greasy	slimy rough smooth delicate	•	• Words for Sound
messy crowded tidy colorful	dark bright peaceful shiny	•	• Words for Smell
squeaky thundering buzzing loud	noisy quiet deafening banging	•	• Words for Touch
fresh burned minty stinky	floral aromatic smelly garlicky	•	• Words for Taste

B. **Refer** to the list of sensory words on page 42.
Use your choice of sensory words to write a sentence for each of the following.

Sight

Sound

Smell

Touch

Taste

Feelings

A feeling word is a word that tells how you feel about something. Many different words can be used to describe emotions or feelings toward a situation.

How I Feel

When it's time to go out,
I feel excited.
When my friends come along,
I feel delighted.
When it's time to leave,
I feel a little sad.
But I'm sure we'll go out again.
That makes me glad!
I love playing with my friends;
They make me feel precious.
But when they hang out without me,
I feel somewhat jealous.
My friends are always there for me
to make sure I'm never depressed.
For such loving people in my life,
I feel lucky, powerful, and so blessed!

A. **Select** how you would feel in each of the following situations.

1. You are going to travel the next day with your family.

◯ lonely ◯ sad ◯ excited

2. During the night, you hear a strange sound.

◯ scared ◯ happy ◯ mad

3. You are sitting alone during recess.

◯ excited ◯ lonely ◯ alarmed

4. You didn't study well for your exam.

◯ worried ◯ thrilled ◯ lucky

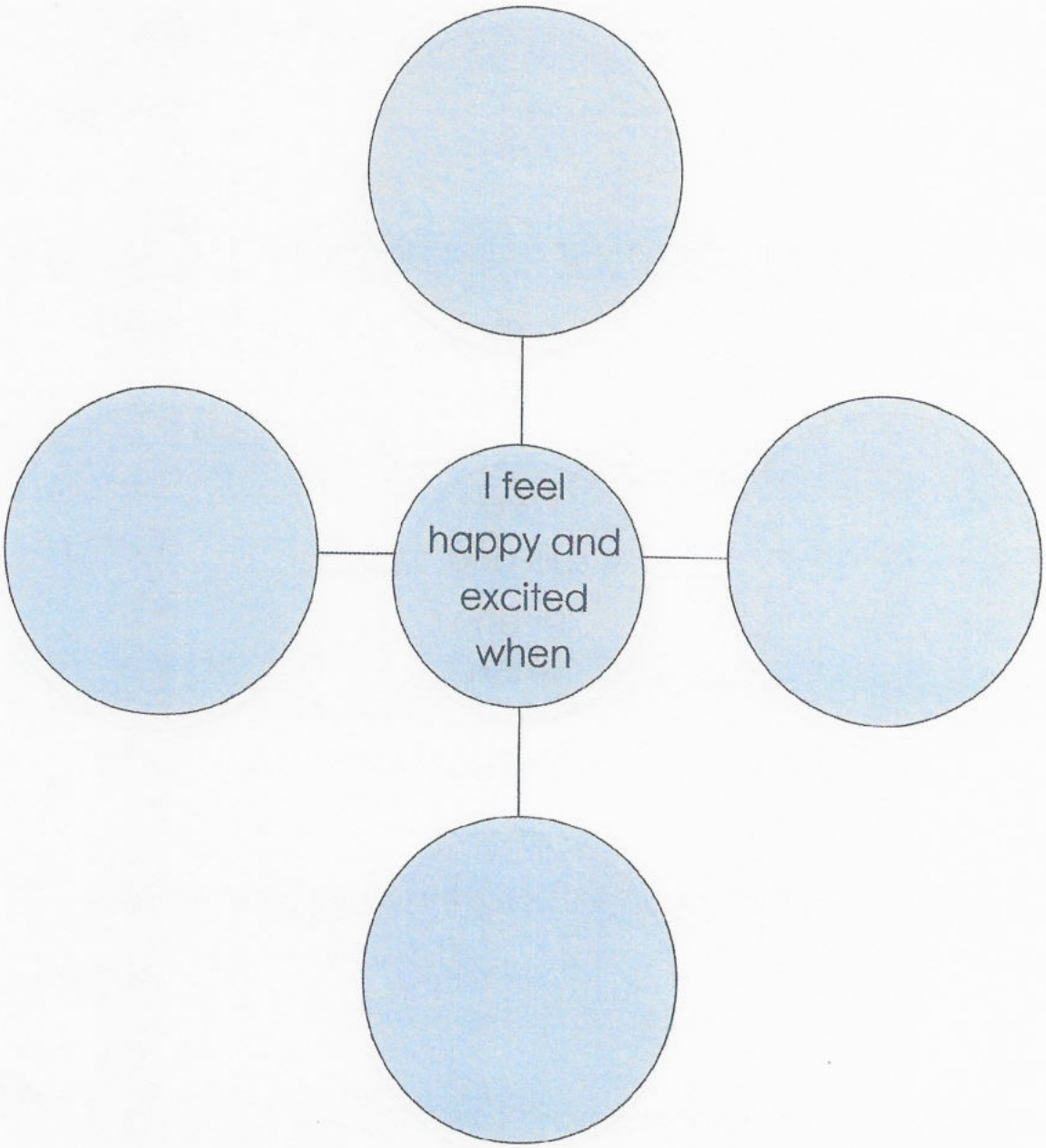
5. Your best friends arranged a birthday surprise for you.

◯ ashamed ◯ frustrated ◯ surprised

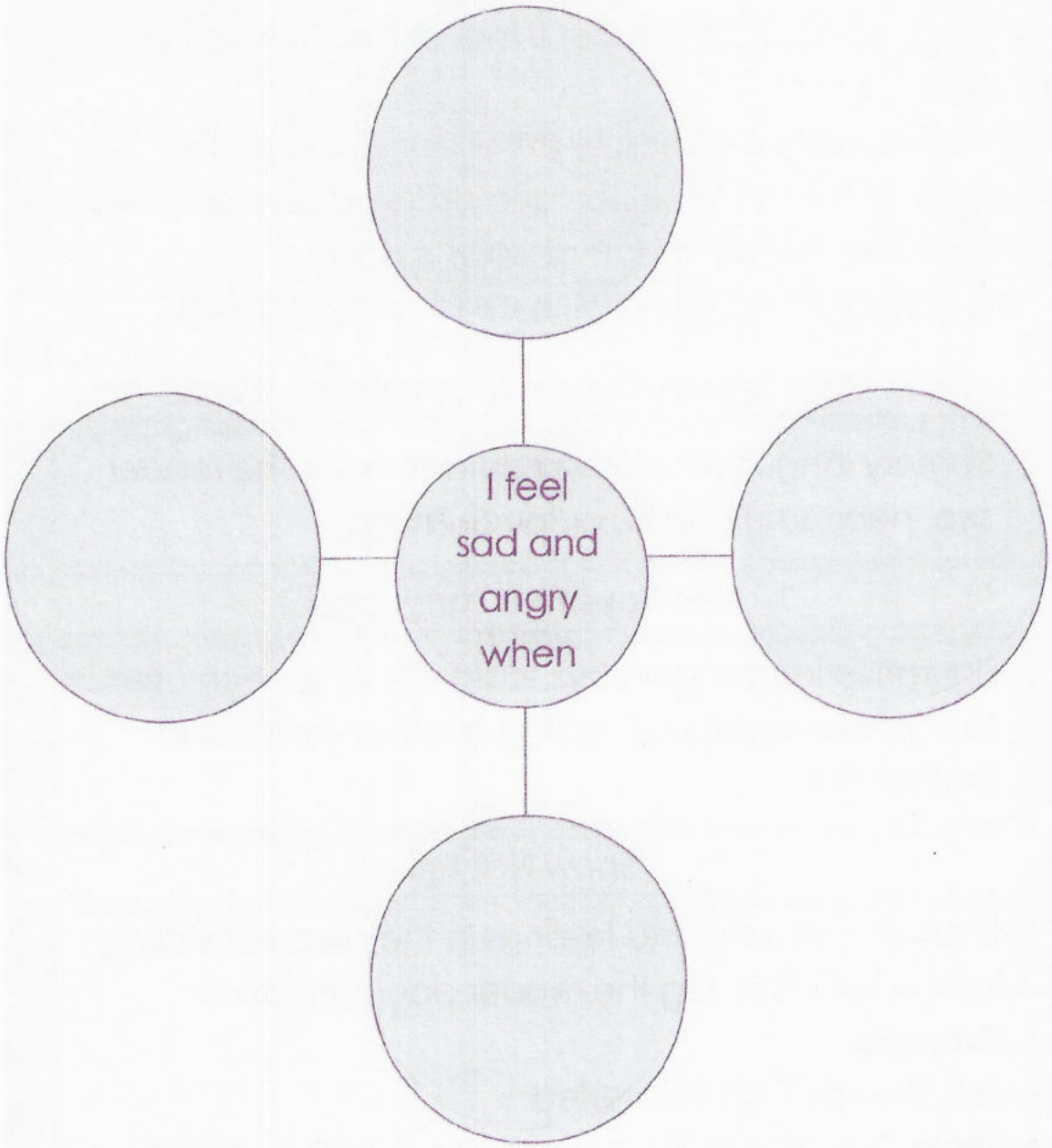
6. You accidentally broke your favorite toy.

◯ angry ◯ embarrassed ◯ glad

B. **Fill in** the web below by writing about what makes you feel happy and excited.



C. **Fill in** the web below by writing about what makes you feel sad and angry.



Descriptive Writing

Descriptive writing is a style of writing that uses vivid language and sensory details to paint clear and vivid images of a person, place, thing, or experience in the reader's mind.

It aims to create a sensory experience and evoke emotions by providing rich and detailed descriptions so the reader will feel a part of what is going on.

This can be done by using three main techniques.

Add Sensory Details & Descriptive Words

Sensory language uses words that make the reader see, hear, smell, taste, or touch things.

Use Figurative Language

Figurative language refers to figures of speech used to improve a piece of writing, such as similes and metaphors.

Show Not Tell

Show the actions and feelings in the piece of writing instead of informing the reader about them.

Example:

Tell: The girl feels frightened.

Show: The girl is biting her nails, and her hands are shaking.

The Process of Writing a Descriptive Paragraph

- *Step 1*: Choose an interesting topic you intend to write about.
- *Step 2*: Start brainstorming ideas using the five senses.
- *Step 3*: Write an attractive topic sentence (fact, attractive question, funny incident).
- *Step 4*: Describe the topic in detail using the three techniques.
- *Step 5*: Tie all the ideas together and share your feelings to conclude your paragraph.

A Piece of My Heart

Many traits make my little brother a special person. He is like a bundle of joy and energy, always ready to explore the world with his curious eyes. With his endless laughter and adorable smile, he brightens up the room and fills everyone's heart with happiness. His innocence and playfulness make every moment unforgettable. His tiny hands and feet are always in motion, discovering everything around him. As he takes his first steps into this big world, you cannot help but be amazed by his growing personality and the special bond forming between him and the world. Truly, I am left speechless when describing that piece of my heart!

A. Your teacher is your role model that inspires you all year long.

Complete the descriptive plan organizer below by brainstorming suitable details to describe your teacher.

Descriptive Plan Organizer	
Sensory Details	
Figurative Language	
Show Not Tell	

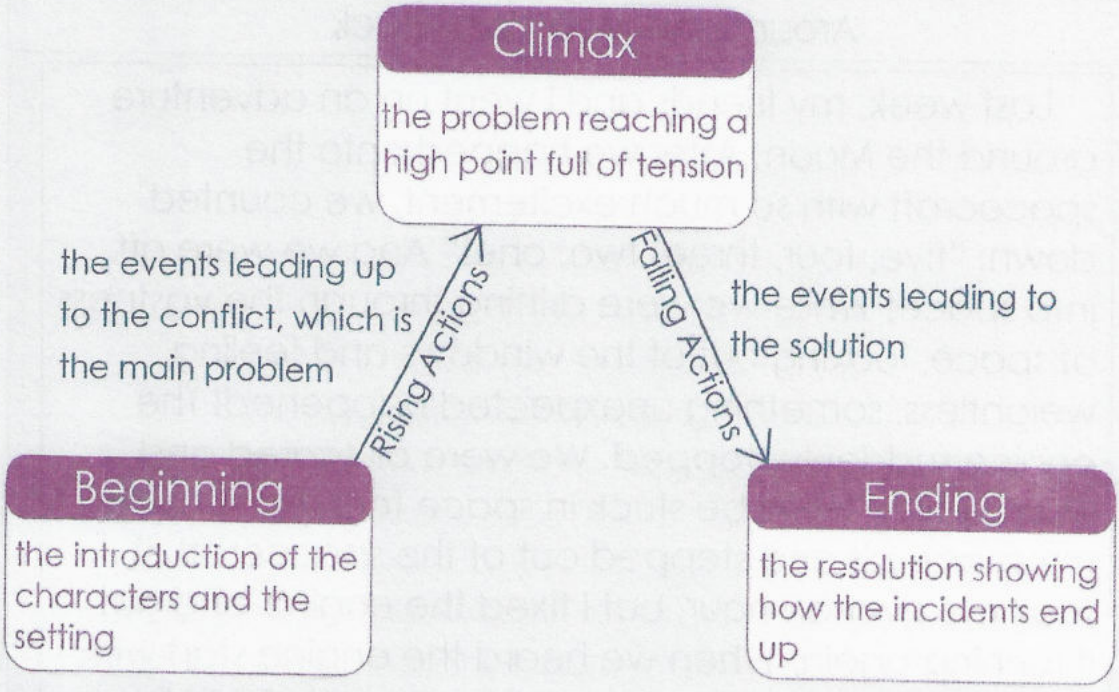
B. **Refer** to the descriptive plan organizer, and then **write** the paragraph on the lines provided below.
Do not forget to **add** a catchy title.

LESSON 12

Narrative Writing

Narrative writing is a form of storytelling where the author recounts a series of events, experiences, or incidents in a creative and engaging manner. It can be written to entertain or teach a moral lesson. Narrative writing tells the events of a story in chronological order.

Narrative Writing Structure



Keep in mind that every story needs a catchy title. This can be done at the end of the writing process since a good title might come to you as you are writing your story.

The Steps of Narrative Writing

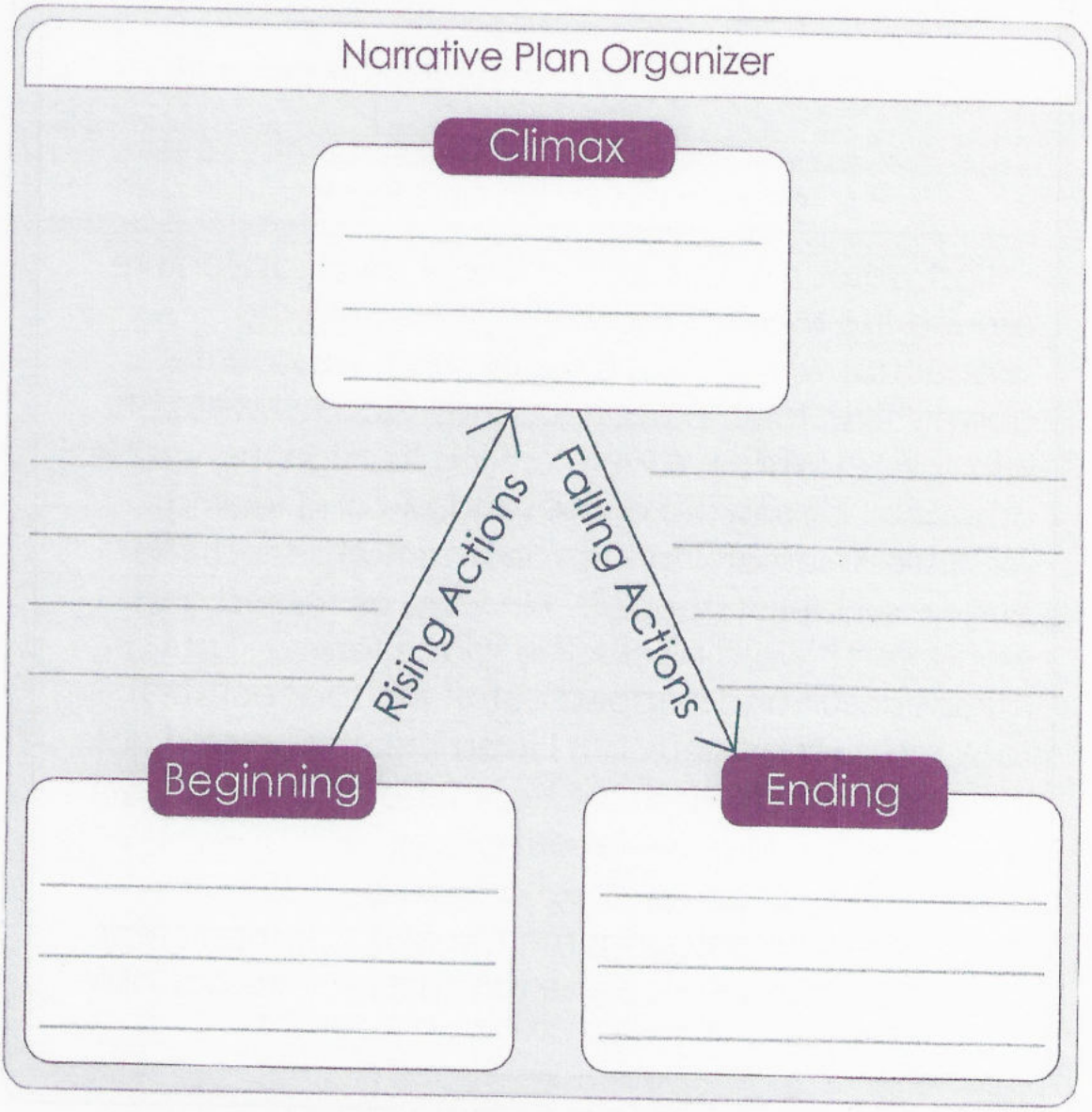
- *Step 1*: Think about an interesting topic
- *Step 2*: Start brainstorming ideas.
- *Step 3*: Choose the suitable story elements.
- *Step 4*: Write the story.
- *Step 5*: Come up with a catchy title for the story.

Around the Moon and Back

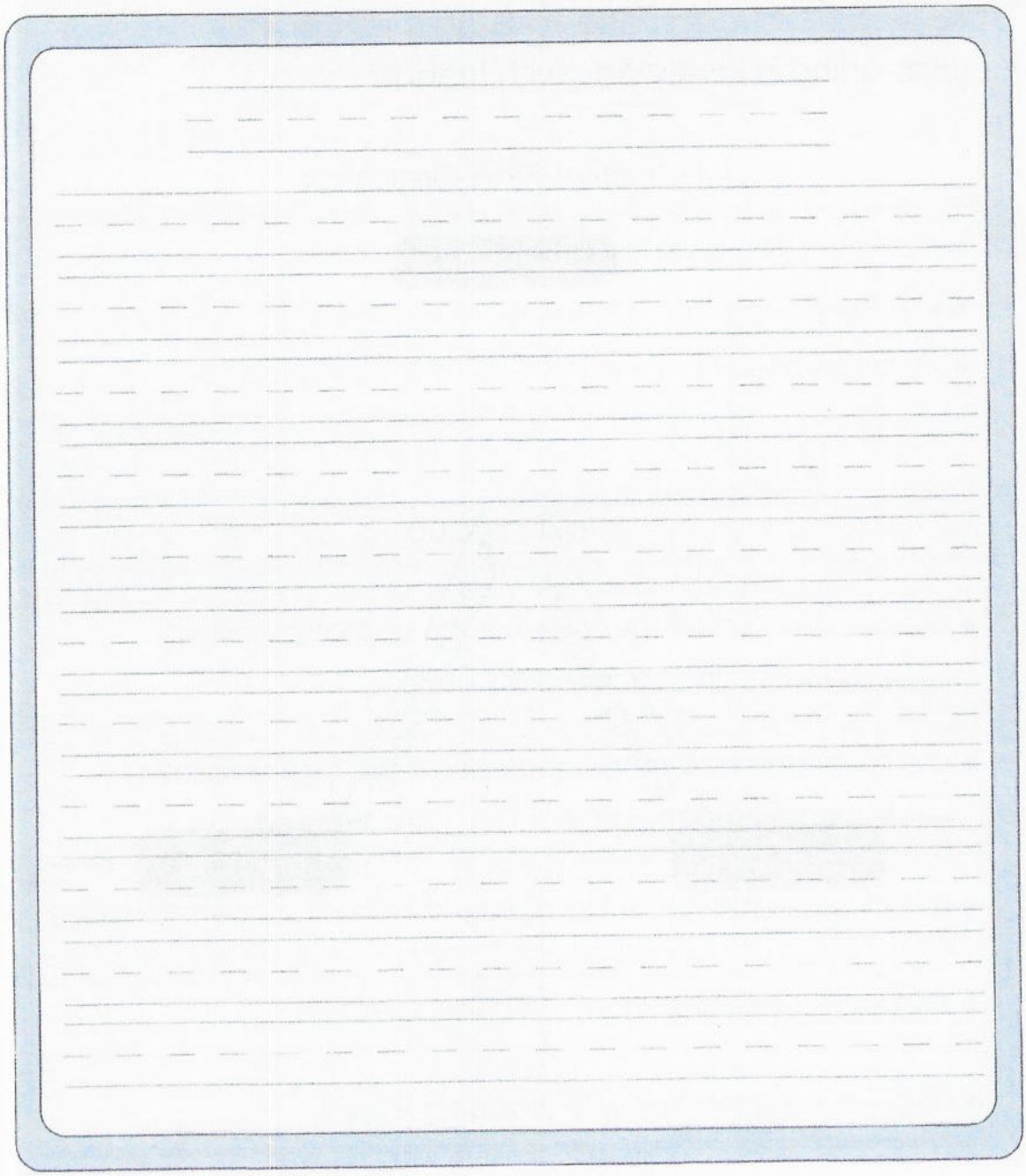
Last week, my friends and I went on an adventure around the Moon. After we hopped onto the spacecraft with so much excitement, we counted down: "five, four, three, two, one!" And we were off into space! While we were drifting through the vastness of space, looking out of the windows and feeling weightless, something unexpected happened! The engine suddenly stopped. We were all scared and wondered if we'd be stuck in space forever. I put on my spacesuit and stepped out of the spacecraft. It took me over an hour, but I fixed the engine and got it running again. When we heard the engine start with a comforting hum, we let out a huge sigh of relief. We carried on our journey around the Moon. This adventure was amazing! The mix of excitement, fear, and finally fixing the engine made it an unforgettable experience.

A. **Choose** and **complete** the narrative plan organizer to write a story about one of the following topics.

- ○ Helping a needy person
- ○ Collecting funds for charity
- ○ Spending a lovely day with friends



B. **Refer** to the narrative plan organizer, and then **write** the story on the lines provided below.
Don't forget to **add** a catchy title.



Dialogue

Dialogue is a conversation between two or more characters. It provides information and helps understand the attitude of each one through the way they communicate and interact with each other.

A good dialogue

- shows the fluency of language
- expresses ideas in a simple and realistic way
- provides more information about the characters

In a dialogue

- use a comma after the tagline if the quotation follows
  ⟶ Rawad said, "I finished my project."
- use a comma before the quotation if the tagline follows
  ⟶ "I submitted my project,too," said Waleed.
- put the punctuation of the dialogue inside the quotation marks
- start with a new line when switching speakers
- begin each quotation with a capital letter

A. **Read** the dialogue between Hiba and Layla about playing games.

Good morning, Layla. How are you today?

Hiba

Hello. I am fine, and you? That's a new bike. Do you ride it every day?

Layla

I'm fine, too. Yes! I like exercising on my bike. It's fun and helps me become energetic all day long.

Hiba

My mom bought me this skateboard so I can exercise and have fun, too!

Layla

How about we exercise together every day after school?

Hiba

Deal. That sounds like fun! Now, let's skate and paddle around the park.

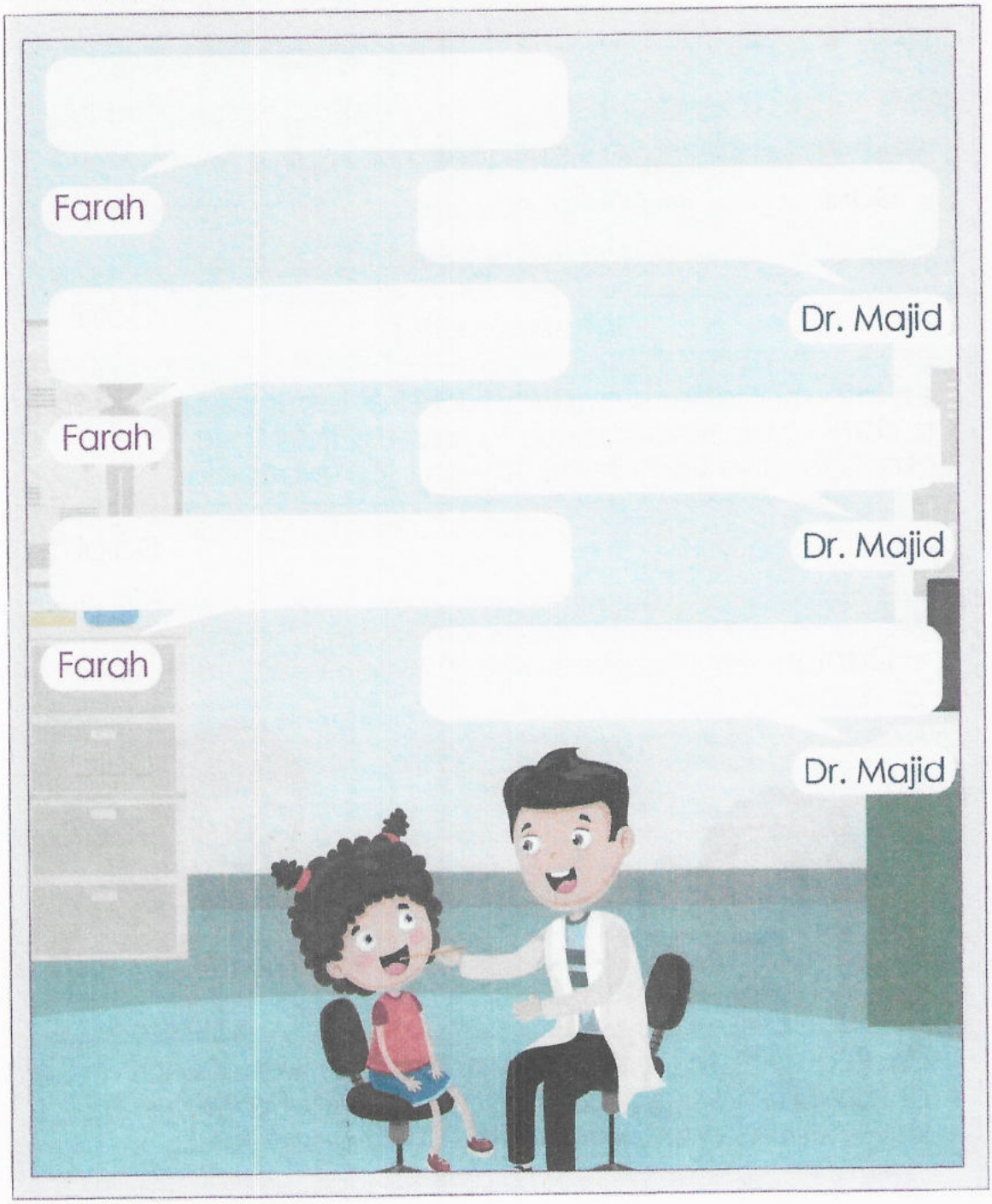
Layla



B. **Look** at the picture below.
Write a suitable dialogue between Dani and Dalal about planting the garden.



C. **Look** at the picture below.
Write a suitable dialogue between Dr. Majid and Farah in the doctor's clinic.



Letter

A letter is like a special kind of message that people write to each other. It can be written, typed, or printed on paper. People use letters to communicate with each other when they are not together. They put the letter in an envelope and send it through the mail. It is important for everyone to learn how to write a letter, whether it is for business or just entertaining with friends and family.

Informal Letter

An informal letter is a special kind of letter people write to their close surroundings to express their love, emotion, and friendliness toward some people.

- Thank-you Letter

This letter is written to thank someone and show appreciation and gratitude toward a certain action or deed.

- Postcard

A postcard is like a mini letter with pictures sent to friends or family to tell them about an adventure.

- Friendly Letter

People write this letter to stay in touch with friends or family who are not close by. This letter is written to share stories and events with family and friends.

Steps of Writing a Letter

- *Step 1*: Write the sender's address in the top right-hand corner of your letter.
- *Step 2*: Write the date underneath your address.
- *Step 3*: Write the name of the receiver on the left-hand side and below the date. Greet or salute the receiver using 'Dear', 'Hello', or 'Hi', and then add a comma after the person's name.
- *Step 4*: Tell the person why you are writing to him/her.
- *Step 5*: End your letter using an appropriate closing. You can use 'Love from' or 'See you soon', followed by a comma and your signature.

A Letter to a Friend

Lina Nassar
Twinkle Bld, Flat 2
Star Road, Beirut
Sunday, May 2, 2023

Dear Mariam,

I am writing you to thank you for the lovely skates you bought me on my birthday. I couldn't believe my eyes when I saw your gift. It was beautifully wrapped. I enjoy playing with it all afternoon, every day.

With love,

Lina Nassar

LESSON 14

A. **Write** a letter expressing gratitude to your mother for her efforts and actions.



B. You have just been on a field trip to a farm. **Write** a thank-you letter to the farmer who welcomed you there. Express your gratefulness and joy toward the visit.



LESSON 15

Steps of Writing

The writing process is a five-step plan to end up with a creative piece of writing. The five steps of writing are:
1. Prewriting
Brainstorm ideas and organize the main idea.
2. Drafting
Create the first draft of your writing.
3. Revising
Improve your writing.
4. Editing
Proofread your work.
5. Publishing
Create a clean final copy of your writing.

Prewriting

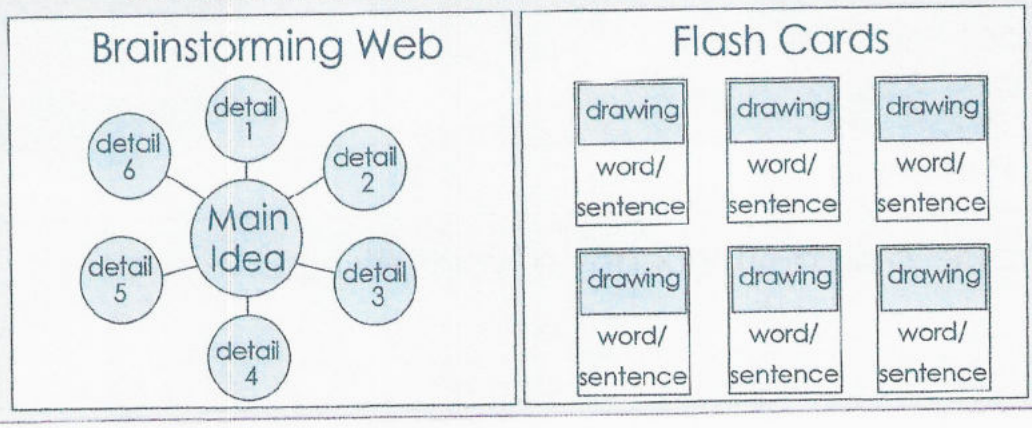
Prewriting is the first step in the writing process, in which the focus lies on two of the writing traits.

- ideas
- voice (purpose & audience)

All the gathered ideas should be connected to the writing prompt, which is a short phrase that sparks the imagination and provides a little push that is needed to start writing.
Think about the reason behind this topic and who you would want to read it.

Start the prewriting step using several methods, such as:

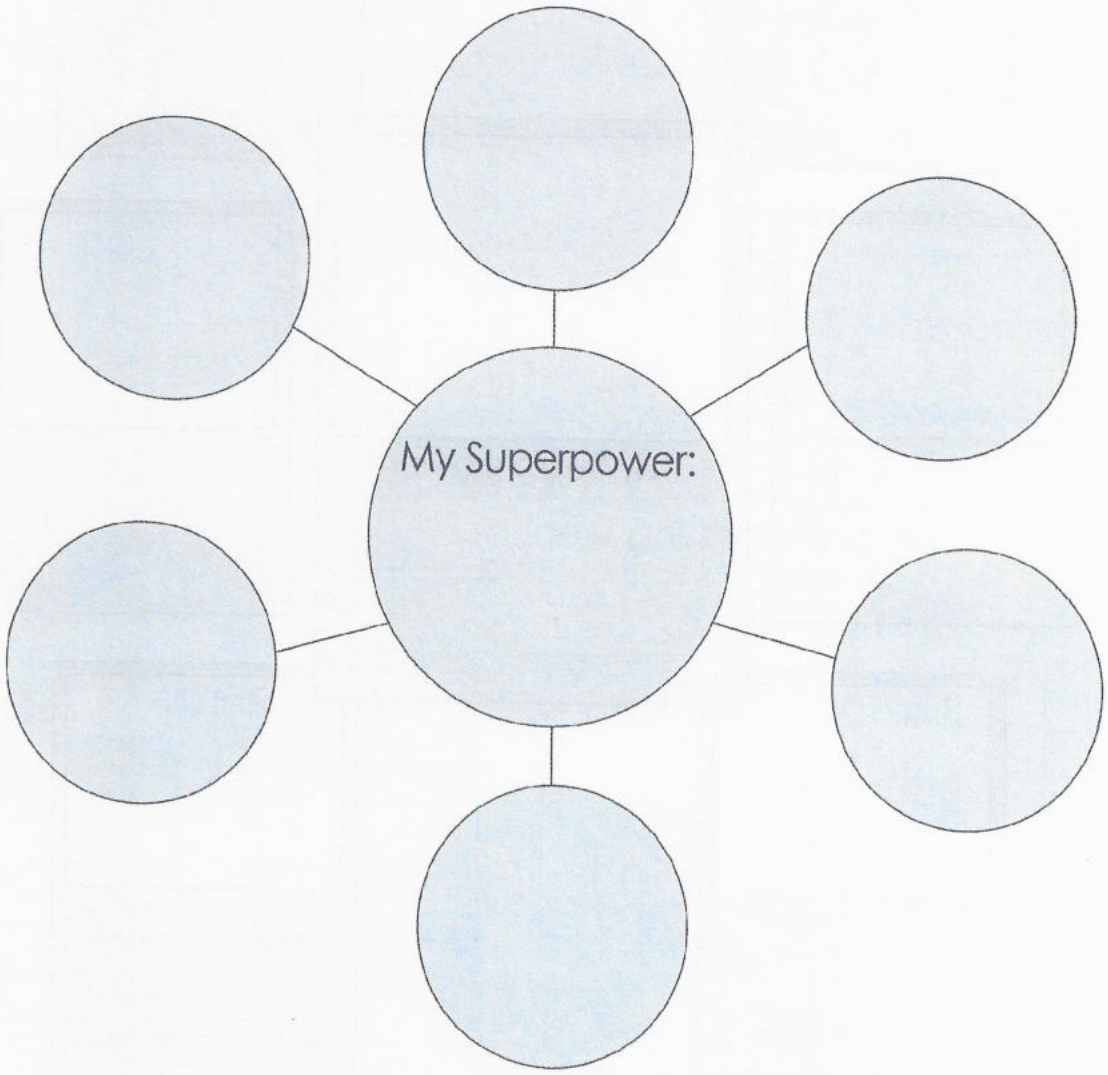
- brainstorming web
- flash cards



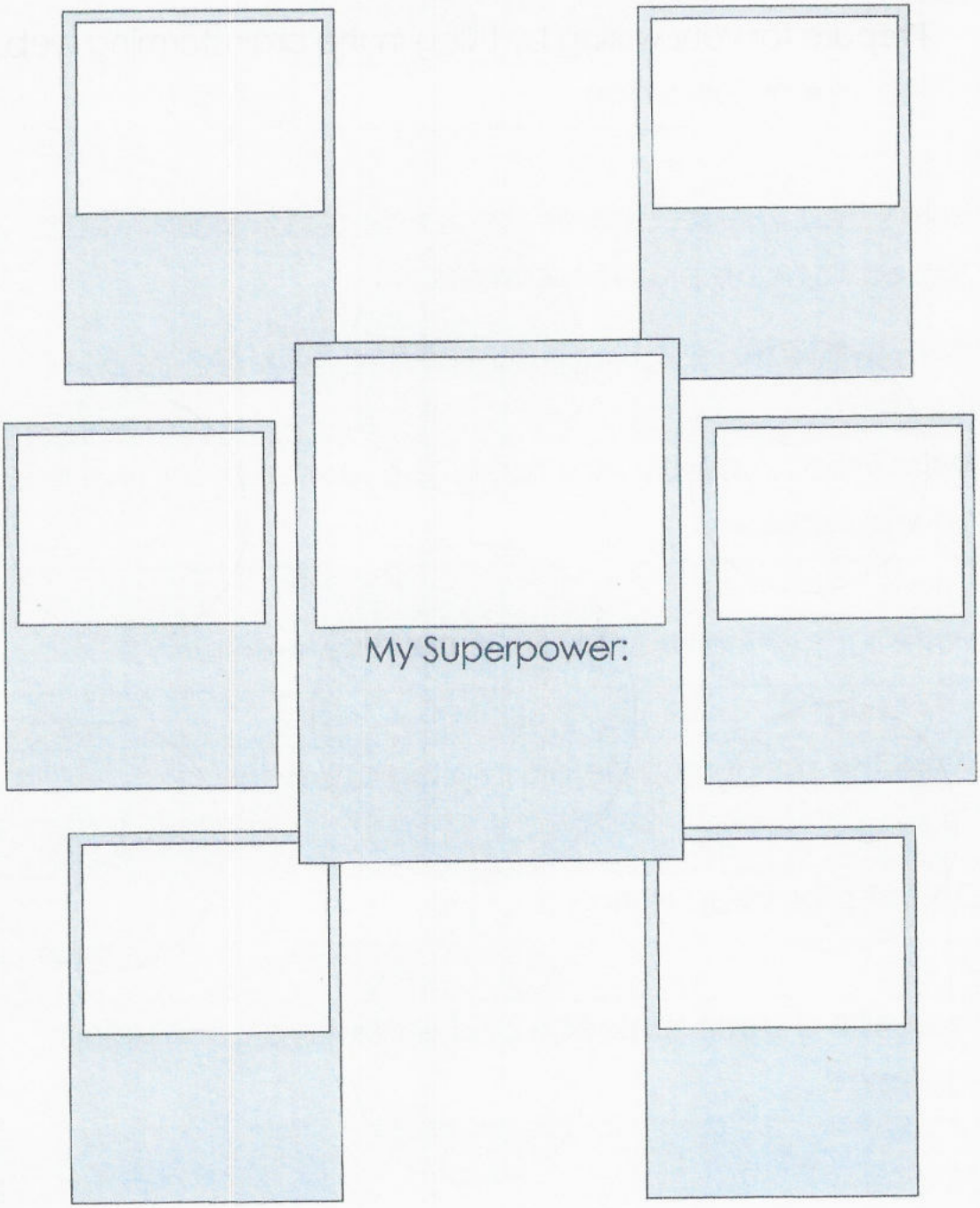
A. **Consider** the following prompt.

If you could have any superpower other than being invisible, what would you choose? What would you use it for?

Prepare for your writing by filling in the brainstorming web.



B. **Apply** the same ideas in part "A" on the flash cards below. You can write words, sentences, or just draw pictures.



LESSON 16

Drafting

Drafting is the second step in the writing process, in which we can focus on one of the writing traits.

- organization

In this step, the ideas gathered during brainstorming are turned into complete sentences.

Remember the following when writing your first draft.

Write ideas in a way that allows the reader to understand your purpose.
Write supporting details relevant to the main idea.
Write the supporting details in a logical order.
Do not proofread during this step.
Start with a topic sentence and end with a concluding sentence.

A. Before your first attempt to write the first draft, **check** the following checklist.

1. Do my brainstorming ideas stick to the main idea?

- ○ yes
- ○ no

2. What is the purpose of my piece of writing?

- ○ to inform
- ○ to persuade
- ○ to entertain

3. Who is my audience?

- ○ teachers and classmates
- ○ family members
- ○ general public

4. A well-structured paragraph should have at least three supporting details. Did I brainstorm enough supporting details?

- ○ yes
- ○ no

First Draft Sample

Below is an example of a first draft. It is related to the prompt on page 66.

- Topic Sentence

I would like to fly becuase there are so many things i could do,

- Supporting Details

i could fly and see everything and everyone. I could watch over our Neighburhod, to make sure everyone is safe. Freinds and I could together fly around and have a grate time together. i could also carry my freinds along. My mom would be cleaning the house.

- Concluding Sentence

I wish i could fly with birds all day long becuase being able to fly is awsome!

B. **Refer** to the graphic organizers on pages 66 and 67.
Write your first draft below.

- Topic Sentence

- Supporting Details

- Concluding Sentence

Revising

Revising is the third step in the writing process, in which we can focus on three of the writing traits.

- ideas
- word choice
- sentence fluency

During this step, the writer should check if the ideas are flowing smoothly and are all related to the same main idea.

Remember the following when revising your first draft.

Is the topic sentence clear?
Does it attract the reader?
Do all details support the main idea?
Does the conclusion sum up the main idea?
Are all the transitions suitable? Are the sentences clear and arranged in a logical order?

A. Before revising and rewriting the first draft, **check** the following checklist.

1. Is the topic sentence clear and attractive?

   ○ yes

   ○ no

2. Are the supporting details arranged in a logical order?

   ○ yes

   ○ no

3. Are all the supporting details related to the main idea?

   ○ yes

   ○ no

4. Does the concluding sentence sum up the main idea?

   ○ yes

   ○ no

Revised Sample

Below is an example of the revised first draft.

- Topic Sentence

I would like to fly becuase there are so many things i could do,

not attractive enough, instead: If I could have supperpower in the hole world, I would like to fly really high like an eegle.

- Supporting Details

switch sentences three and four

i could fly and see everything and everyone. I could watch over our Neighburhod, to make sure everyone is safe. Freinds and I could together fly around and have a grate time together. i could also carry my freinds along. ~~My mom would be cleaning the house~~.

irrelevant, instead: I wouldn't even get stuck in trafic ever again!

- Concluding Sentence

I wish i could fly with birds all day long becuase ~~being able to fly is~~ awsome!

replace with: that would be

B. **Refer** to page 71.

Rewrite the first draft after revising it.

- Topic Sentence

- Supporting Details

- Concluding Sentence

Editing

Editing is the fourth step in the writing process, in which we can focus on the following writing trait.

- conventions

During this step, the writer should check for:

1. spelling mistakes
2. punctuation marks
3. capitalization
4. grammar usage

When editing, use the following proofreading marks and symbols for a more efficient overall process.

Some of the Proofreading Marks and Symbols


remove


add



spell out


capitalize


lowercase


indent


add a period

A. Before rewriting the edited draft, **check** the following checklist.

1. Did I use proper punctuation marks?
   - ○ yes
   - ○ no

2. Did I start all the sentences with capital letters?
   - ○ yes
   - ○ no

3. Did I check all words for spelling mistakes?
   - ○ yes
   - ○ no

4. Did I use the correct verb forms?
   - ○ yes
   - ○ no

5. Did I pay attention to the subject-verb agreement in all the sentences?
   - ○ yes
   - ○ no

Edited Sample

Below is an example of the edited first draft.

- Topic Sentence

If I could have any (sp) superpower in the (sp) whole world, I would like to fly really high like an (sp) eagle.

- Supporting Details

I could fly and see everything and everyone. I could watch over our n (sp) neighborhood, to make sure everyone is safe. I could also carry my (sp) friends along. My (sp) friends and I could together fly around and have a (sp) great time together. I wouldn't even get stuck in (sp) traffic ever again.

- Concluding Sentence

I wish I could fly with birds all day long (sp) because that would be (sp) awesome!

B. **Refer** to page 75.

Rewrite the revised draft after editing it.

- Topic Sentence

- Supporting Details

- Concluding Sentence

Publishing

Publishing is the fifth and final step in the writing process. In this step of writing, the final draft should be ready for submission.

The goal is to create a perfect piece of writing. You may apply the following five steps known as FLASH.

FLASH

- **F**ormat: the paragraph should include:
  - topic sentence
  - supporting details
  - concluding sentence
- **L**ook: including illustrations to help get the message to the reader
- **A**ccuracy: copying the revised draft accurately to avoid making mistakes
- **S**pacing: making sure there is enough spacing to have a clear draft
- **H**andwriting: using clear handwriting when writing the published copy

Published Sample

Below is an example of the final published piece of writing.

Fly High Like an Eagle

If I could have any superpower in the whole world, I would like to fly high like an eagle. I could fly and see everything and everyone. I could watch over our neighborhood to make sure everyone is safe. I could also carry my friends along. My friends and I could fly around and have a great time together. I wouldn't even get stuck in traffic ever again. I wish I could fly all day long because that would be awesome!



A. **Refer** to page 79.
Write the final draft on the lines provided below.
Add a suitable title.

B. **Draw** or **paste** pictures to show the superpower you have chosen.

LESSON 20

Dialogue Writing

A. **Complete** the dialogue below based on the given writing prompt.

You went on a trip to a museum. You met a friend and told him about what you saw and learned on this trip.

Hello, how are you? You had a busy weekend, didn't you? Where did you go?

Your friend's name

_____

Hi! I'm fine, thank you. How about you? We visited an awesome museum!

_____

_____

Your name

_____

_____

_____

_____

_____

B. **Complete** the dialogue below based on the given writing prompt.

Hadi and Jawad are both invited to attend Bilal's birthday dinner next weekend. They meet and start arguing over what to get Bilal on his birthday.

Hadi

_____

_____

Jawad

_____

_____

Hadi

_____

_____

Jawad

_____

_____

Hadi

Jawad

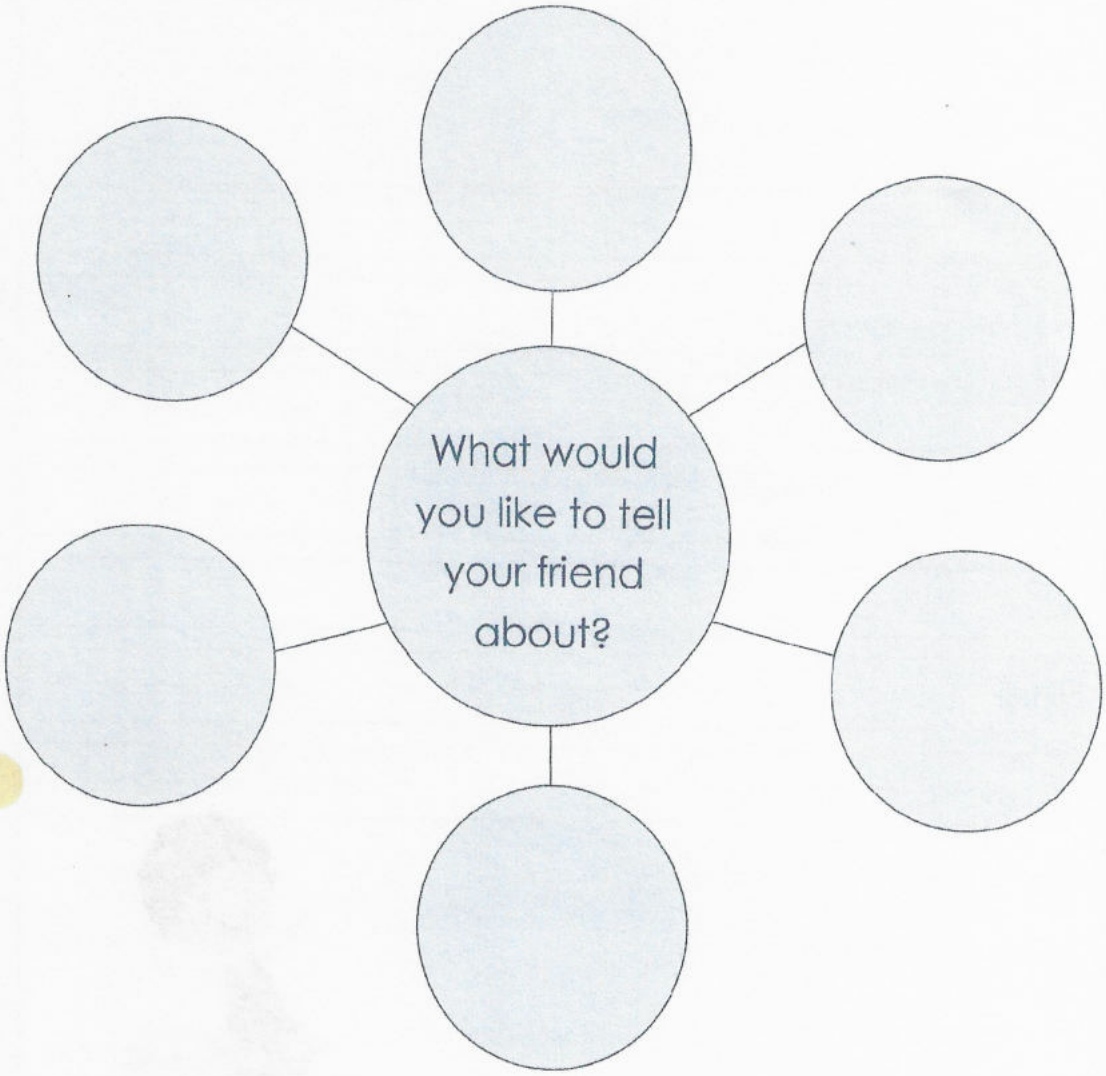
Hadi

Jawad

LESSON 21

Letter Writing

A.1. **Write** a letter to a friend asking him what he has been up to lately. **Tell** your friend some interesting things that also happened to you.
Fill in the brainstorming web.



A. 2. **Write** the letter here.



B. 1. **Write** an invitation letter to your friends inviting them to join the end-of-year celebration of your remarkable achievement and the hard work you have all accomplished together throughout the year.
Fill in the brainstorming web.



B. 2. **Write** the letter here.



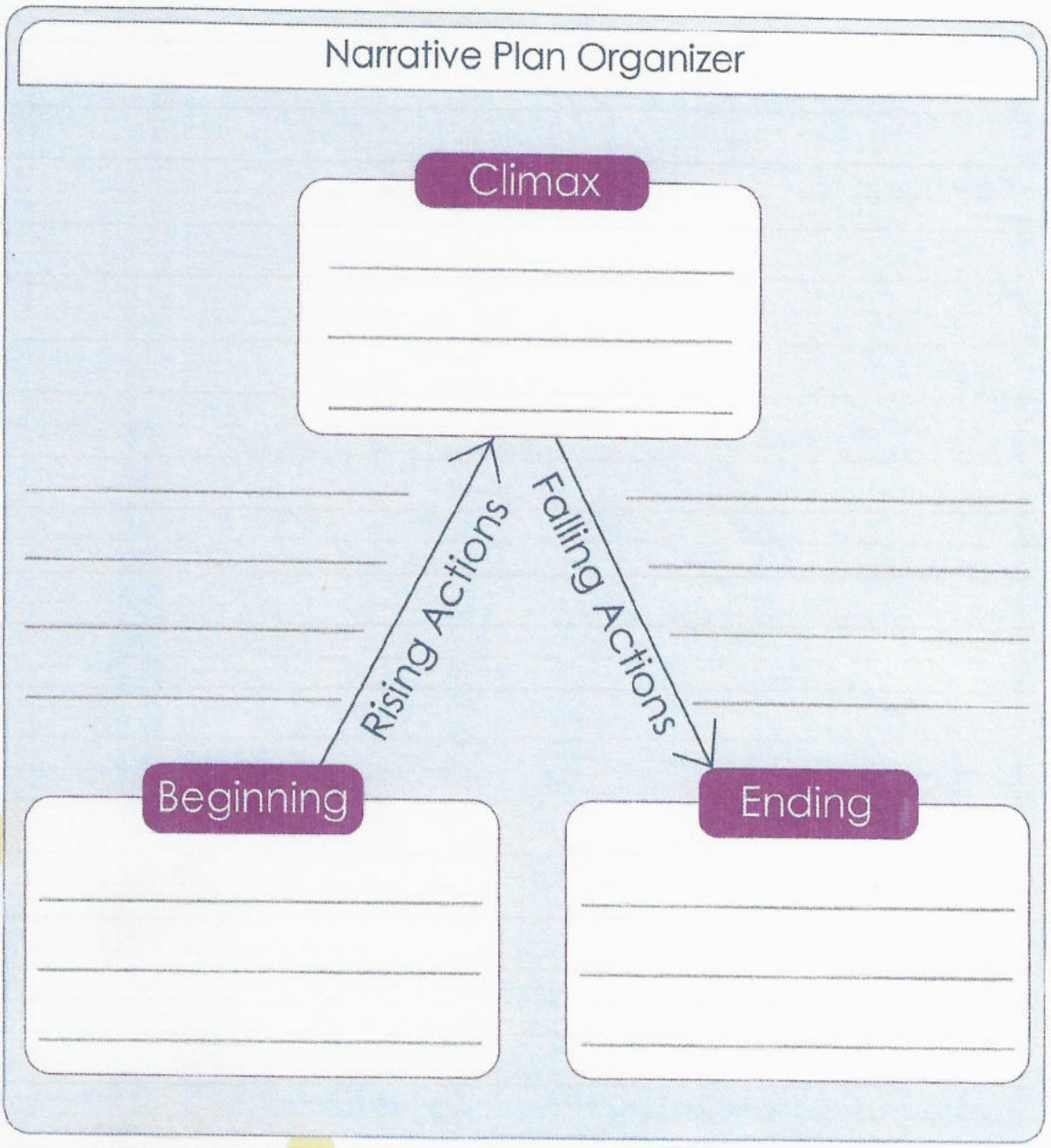
LESSON 22

A Tall Tale

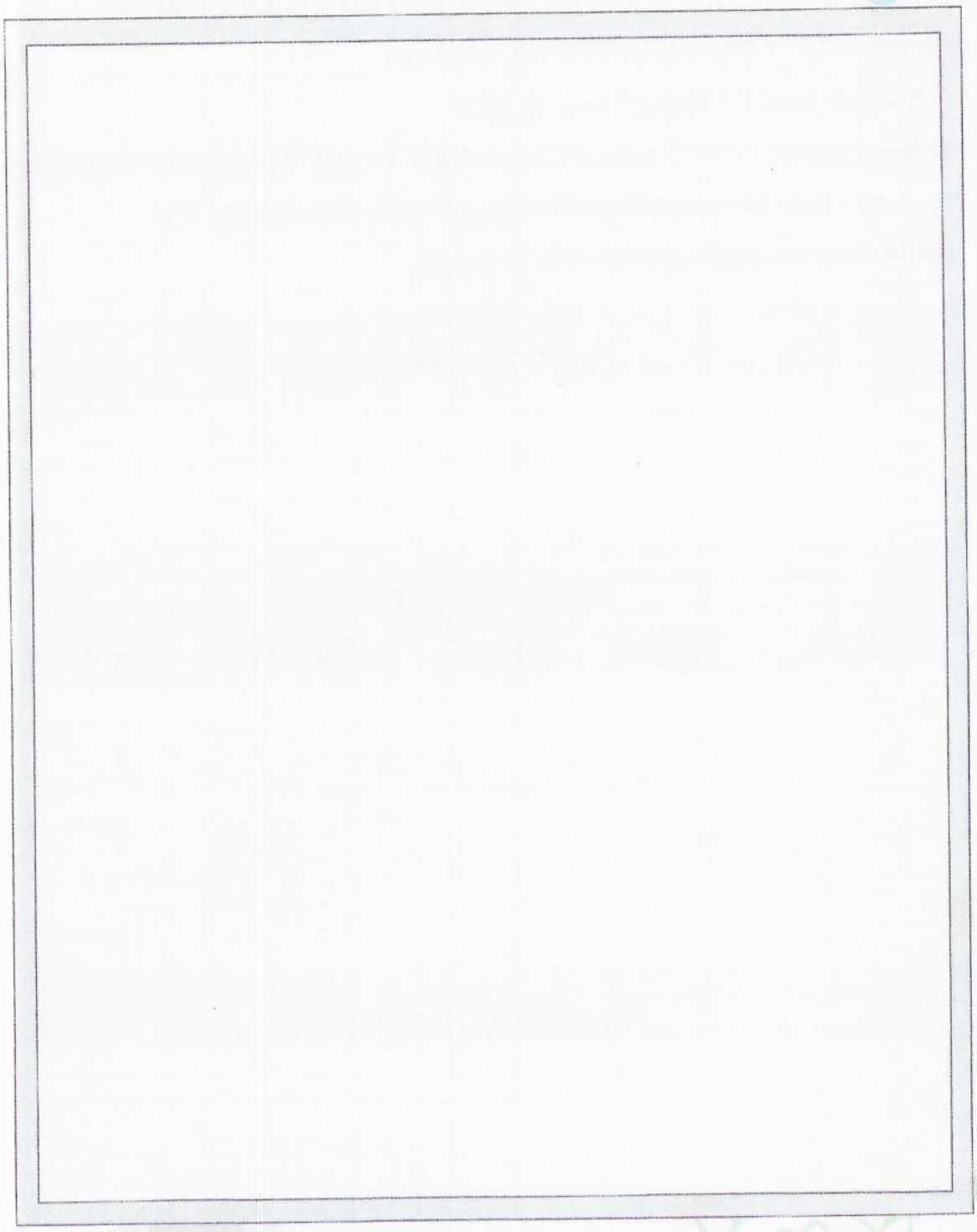
Imagine you woke up one day and found out that all the toys in your room had come to life.

Write about what happened.

Fill in the story plot here.



Draw or **paste** pictures that tell about your story.



LESSON 23

Fly High or Swim Deep

Imagine what it is like to fly high like an eagle or swim alongside dolphins in the big ocean.
Choose one of these two topics.
Think about how it would feel. **Use** lots of descriptive words to help the readers feel like they're really there, too.
Fill in the brainstorming chart here.

Topic Sentence

Sensory Details

Sight	Sound	Smell	Touch	Taste

Figures of Speech

Write, **edit**, and **revise** the first draft here.