



DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



READING AND WRITING SKILLS

Quarter 3 – Module 6

- **Formulating Assertions and Counterclaims**
- **Determining Textual Evidence**



English – Grade 11 Alternative Delivery

Mode

Quarter 3– Module 6 -Reading and Writing Skills on formulating assertions and counterclaims and determining textual evidence.

Second Edition, 2021

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

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WHAT I NEED TO KNOW

In the exercise of reading critically, you enter into a dialogue with the author. With this, you interact with the texts through formulating assertions as well as counterclaims. In doing so, evidences are needed in support to further better the quality of one's standpoint or perspectives.

This lesson presents activities that will enable you to make sound judgment.

Learning Competency

- Formulate evaluative statements about a text read (EN11/12RWS-IVac-9);
 - a. assertions about the content and properties of a text read (EN11/12RWS-IVac-9.1); and
 - b. counterclaims in response to claims made in a text read (EN11/12RWS-IVac-9.2)
- Determine textual evidence to validate assertions and counterclaims made about a text read (EN11/12RWS-IVac-10)

Learning Objectives:

At the end of this module, you should be able to:

1. Formulate assertions and counterclaims.
2. Extract textual evidences that validate learners' counterclaims and assertions.
3. Use critical thinking in writing a 300-word critique on the text's claim and counterclaim



WHAT I KNOW

Task 1

Directions: Identify the following. Choices are inside the box. Write your answers in your notebook.

Assertions
Inferences

Convention
Preference

Fact
Opinion

Claim

- _____ 1. Declarative sentences that claim something is true about something.
- _____ 2. This is a statement that can be proven objectively by direct experience, testimonies of witnesses, verified observations or the results of the research.
- _____ 3. It is a way in which something is done, similar to traditions and norms.
- _____ 4. This is based on facts but is difficult to objectively verify because of the uncertainty of producing satisfactory proofs of soundness.
- _____ 5. It is based on personal choice; therefore they are subjective and cannot be objectively proven or logically attached.
- _____ 6. These are conclusions drawn from evidences and reasoning.
- _____ 7. It is another term for assertion.



WHAT'S IN

Task 2

Directions: Read and Answer the question below.

In love, which is more important, WORDS or ACTION?
Explain.



WHAT'S NEW

Task 3

Directions: Read and analyze the conversation below. Then, answer the questions that follow.

<i>Assertion/Claim</i>	Bob: That was a lame movie!
<i>Evidence</i>	Suzy: Why? Bob: The special effects were bad. The monsters were obviously fake.
<i>Counterclaim</i>	Suzy: I thought the movie was good because the acting was believable.
<i>Refutation</i>	Bob: Yes the acting was good but the horrible special effects were too distracting and caused some awkward moments.

Source: slideshare.net/resanoe185/argumentative-writing-ppt-grades-1011-4-5

Explore!

1. What is an assertion/claim?
2. Are the evidences given by Bob enough to prove that the movie is lame?
3. What is a counterclaim?
4. How is a counterclaim formulated?



WHAT IS IT

ASSERTIONS vs. COUNTERCLAIMS

According to Joey F. Valdriz (2016), assertions are declarative sentences that claim something is true about something. It is a sentence that is either true or false. It must be noted that one's formulated assertions should be stable all throughout. This can only be achieved when it is duly supported with pieces of evidences.

COMMON TYPES OF ASSERTIONS

1. **FACT-** This is a statement that can be proven objectively by direct experience, testimonies of witnesses, verified observations or the results of the research.

Example: The sampaguita's roots are used for medicinal purposes, such as an aesthetic and sedative.

2. **CONVENTION-** It is a way in which something is done, similar to traditions and norms. This depends on historical precedent, laws, rules, usage and customs.

Example: Sampaguita belongs to the genus *Jasminium* of the family *bleaceae*.

3. **OPINION-** This is based on facts but is difficult to objectively verify because of the uncertainty of producing satisfactory proofs of soundness.

Example: The popularity of sampaguita flowers is most evident in places worship.

4. **PREFERENCE-** It is based on personal choice; therefore they are subjective and cannot be objectively proven or logically attached.

Example: Sampaguita are the most beautiful and most fragrant of all flowers.

Moreover, skills in making inferences and drawing conclusions are very important in deriving these evaluative statements such as making assertions. According to Padilla, et al (2017), inference is a skill wherein a reader "reads between the lines" to gather valuable information and evidences. When evidences are not duly provided, the writer has to look for clues and suggestions as stipulated by the writer and link it to their experience.

Building Inference Skills (Bazerman, 2000 as cited by Padilla, et al, 2017)

1. Try to read beyond the words. Fill in details and information based on the writer's suggestions.

2. Question yourself as you read. "Why is this person doing what she is doing?" you might ask as you read. "What can I infer from the scene?" Supply the answers on the basis of the writer's clues and your own experience.

3. If a writer describes a person, try to understand the person from how she moves, what she says, what she looks like. You can infer things about character from the way a person behaves. Try to build a picture of the person in your mind; base your picture on the writer's description of action and appearance.

4. If you find that you cannot easily answer a question about what you have read,

remember to use inference skill. Return to the part of the reading where you expect the answer. Then see if the writer suggests something that you yourself have to supply in clearer terms.

Inferences are conclusions drawn from evidences and reasoning. Inferences have indicators for conclusions and reason as shown in some of them that appear in the following table.

Conclusion Indicator	Reason Indicator
Therefore	Because
Thus	Is based on
Which proves that	Is proved/is proven
Which means that	As indicated by
Which shows that	Is shown by
From which it follows that	Which follows from
Consequently	Is a consequence of
Which leads to	Since
Which I why	As
What follows from this is obvious	For the reason that
Which points to the conclusion that	In view of the fact that
Which allows us to infer that	May be inferred from

Formulating Counterclaims

In liberal countries like the Philippines, people are blessed to engage in discussions regardless of one's standpoint or opinion over a certain matter. The most important thing is how one substantiates/supports his claim so everything goes with utmost tact and courtesy. Disagreeing to an idea or a point is no new thing for everyone. For instance, convincing your classmates to agree on your idea over a subject of discussion or even persuading your boss to side with you about any organizational concerns. This is also pivotal in deriving a solution to a problem. Intellectual tensions are definitely present but coming up with a viable and well-formulated counterclaim will be an advantage over the other's viewpoints. With this, it is a must that you equip yourself with a skill in formulating counterclaims.

According to Bell High School, Bell CA, there are quite a number of simple steps in order to formulate counterclaims effectively:

1. Write your counterclaim: You need to write a sentence that contradicts the claim.

Example:

Claim: Everyone should eat chocolate ice cream.

Counterclaim: Some people are allergic to chocolate.

2. Explain your counterclaim: The more real you make your opposition, the more right you will seem when you prove it.

Example:

- People who are allergic will want to avoid eating chocolate ice cream.
- 3. Support your counterclaim with credible pieces of information. With this, one must cite the source and at the very least stipulate/ include three reasons or pieces of evidences.

Example:

- These people have to avoid eating chocolates as allergies can trigger a life threatening reaction as anaphylaxis (Mayo Clinic).

Points to Remember

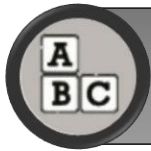
1. Make the counterclaim real
 - Do not misrepresent people whom you disagree with as this will weaken you as it appears that you fear the truth. Remember to bring up a counterclaim that expresses a valid objection. Moreover, as you write your counterclaims, do not forget to attack ideas not people.
2. Never write counterclaim that you cannot support.
 - Bringing up the opposing viewpoint and then failing to show why you are right will cause your audience to doubt your credibility.
3. Make it clear that you do not agree with the claim
 - You need to be sure of your standpoints as well as supporting ideas so you will not sound simply contradicting yourself.
4. Do not repeat your supporting evidences.
 - This can only be made possible when you are well-read and well-acquainted about your topic.

Source:

http://rhe306.drw.utexas.edu/sites/rhe306.drw.utexas.edu/files/Worksheet_Claim-counterclaim.pdf

DETERMINING TEXTUAL EVIDENCE

In performing both formulation of assertions and counterclaims, it is very important for the learner to support their standpoints with “textual evidence.” Textual evidences are specific parts of the text that validate their assertions and counterclaims. This is vital in the exercise of their critical thinking skills.



WHAT'S MORE

Task 4 Every Claim Has A Counterclaim

Directions: Fill out what are asked in the table.

My Claim <i>I believe that...</i>	My Counterclaim <i>I understand, however...</i>
Homework should be required for every student, every night.	
	Students should be able to drive at a younger age.
Students should have access to social media during the school day.	
	The school days should be longer.



WHAT I HAVE LEARNED

Task 5

Directions: Reflect on what you have learned after taking up this lesson.
Write this in your notebook.

I thought _____

I learned that _____



WHAT I CAN DO

Task 6

Directions: Using the selection below, write a 300-word critique on the text's assertion and counterclaim. Validate the assertion and counterclaim by examining textual evidences.

Note: (Guide in critiquing)

- | | |
|--------------|---|
| Paragraph #1 | - Pick the writer's claim and explain what type of claim is used |
| Paragraph #2 | - Cite textual evidences that support the writer's claim. Talk about how credible are the resources used. |
| Paragraph #3 | - Do you agree/disagree with the writer? Assuming you disagree with the writer's claim, how will you frame your counterclaim? |
| Paragraph #4 | - Insightful statement to end your essay. |

Read:

Should Public Schools Begin the Day with Silent Prayer Time?

The approach in which it is done can be different. If a teacher says, "Alright, now you have five minutes to say your prayers to God, and then we start the class," then it can be seen as imposing religious beliefs; some children might not believe in God, some might believe in many gods, so such a phrase could be fairly called intrusive. However, this "prayer time" can be introduced in a different way. A teacher might say, "Alright, children, now you have five free minutes. You can say your prayers, or meditate, or simply think about something good, and then we begin class. But no talking!" In this case, there is no inculcation, since children have a number of alternatives of what to do in the allotted time (FRU).

In connection with this, it is important to mention why this "prayer time" (or meditation time, or positive thinking time—call it as you will) is valuable. Any prayer is a set of positive affirmations and images; the same refers to meditation or imagining something pleasant. Researchers have long ago proved the fact that positive thinking has invigorating effects on the human

body; in particular, positive thinkers enjoy an increased life span, lower rates of stress, a better psychological condition, physical well-being, better coping skills, and so on (Mayo Clinic). Considering this, it is unclear how it would harm children's mental condition or cognitive capabilities if they had regular short sessions of positive thinking—in any of its forms.

Moreover, modern public schools in the U.S. provide education to children belonging to numerous religious confessions, ideological systems, and with different cultural backgrounds. The discussed time before classes would be a chance to show children what tolerance is in practice; children would learn how to respect the views of people surrounding them. This would also help to make children in classes more closely-knit, respecting, and friendly to each other (IFR).

Although there are numerous opponents of so called “prayer time” in public schools, in fact there is nothing bad about it. When introduced properly, and children have alternatives to what to do during this time (for example, meditate or think about something pleasant), such sessions can positively affect them. Children would learn to respect beliefs other than theirs, and would learn what tolerance is in practice. Besides, they would enjoy all the benefits of positive thinking, such as an increased life span, a better psychological and physical condition, better coping skills, and so on.

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“Positive Thinking: Reduce Stress by Eliminating Negative Self-talk.” Mayo Clinic. N.p., n.d. Web. 26 May 2015.

“Teaching Tolerance on Practice.” IFR. N.p., 12 July 2012. Web. 26 May 2015.

Source:

<https://academichelp.net/samples/academics/essays/persuasive/silent-prayer-time.html>

Scoring rubric

CRITERIA	Unacceptable	Acceptable	Target	Exemplary	Score
Logic & Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unclear introduction or conclusion	Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusions	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	
Language	Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.	
Spelling and Grammar	Writing contains numerous errors in spelling and grammar which interfere with comprehension	Frequent errors in spelling and grammar distract the reader	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is essential error-free in terms of spelling and grammar	
Development of Ideas	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed	Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear	Supports most ideas with effective examples, references, and details, makes key distinctions	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions	
Purpose	The purpose and focus of the writing are not clear to the reader	The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing.	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece	

Source: https://www.unb.ca/fredericton/cetl/tls/resources/teaching_tips/tt_assessment_methods/grading_rubrics.html



ASSESSMENT

Task 7

Directions: Write TRUE if the statement is true and write FALSE if false.

- _____ 1. In formulating counterclaims, you must make it real.
- _____ 2. In formulating counterclaims, never write counterclaim that you cannot support.
- _____ 3. In formulating counterclaims, you can repeat your supporting evidences.
- _____ 4. In formulating counterclaims, make it clear that you do not agree the claim.
- _____ 5. A thesis is any information that helps prove the claim.

- _____ 6. The author's purpose is to convince us that the claim is true.
- _____ 7. A claim is strong if it is debatable.



Glossary

Atheism- Disbelief or lack of belief in the existence of God or gods.

Clique- A narrow exclusive circle or group of persons especially : one held together by common interests, views, or purposes

Invigorating - Making one feel strong, healthy, and full of energy.

Rastafarianism - A religious movement among Black Jamaicans that teaches the eventual redemption of blacks and their return to Africa

Scientology- A religious system based on the seeking of self-knowledge and spiritual fulfillment through graded courses of study and training

Squint- Look at someone or something with one or both eyes partly closed in an attempt to see more clearly or as a reaction to strong light.

Ungrateful- Not feeling or showing gratitude.

Wretch- an unfortunate or unhappy person.



Answer Key

Task 1
1. Assertions
2. Fact
3. Convention
4. Opinion
5. Preference
6. Inferences
7. Claim

Task 2- Answers may vary

Task 3- Answers may vary

Task 4- Answers may vary

Task 5- Answers may vary

Task 6- Answers may vary

Task 7- 1. True
2. True
3. False
4. True
5. False
6. True
7. True

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