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Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



Reading and Writing Skills

Quarter 3 - Module 2 Properties of a Well-Written Text



English – Grade 11
Alternative Delivery Mode
Quarter 3 – Module 2: Properties of a Well-Written Text
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

This lesson will help you achieve a clear picture of what to express in your writing. To do this, you must consider the properties that make up a well-written text.

Learning Competency

- Evaluate a written text based on its properties (organization, coherence and cohesion, language use and mechanics)

Learning Objectives:

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

1. Identify the properties of a well-written text.
2. Evaluate a written text based on its properties.
3. Perform various tasks independently.



WHAT I KNOW

Task 1

Directions: Read each item carefully. Choose the letter of the correct answer and write it in your activity notebook.

1. Which of the following is not a property of a well-written text?
 - a. Coherence and Cohesion
 - b. Organization
 - c. Paragraphing
 - d. Writing Mechanics
2. A well-written text is...
 - a. the writer's knowledge of the fundamental properties of grammar
 - b. built around effective paragraphing, on coherence and on established conventions
 - c. the properties that show the interplay of both the physical aspects of organization and deeper textual aspects
 - d. constitutes proper paragraphing and logical order of presentation of ideas

Which property of a well-written text constitutes proper paragraphing and logical order of presentation of ideas?

- | | |
|-----------------|---------------------------|
| e. Organization | c. Coherence and Cohesion |
| f. Language Use | d. Writing Mechanics |
3. Which property of a well-written text constitutes features that facilitate textual continuity?
- | | |
|-----------------|---------------------------|
| a. Organization | c. Coherence and Cohesion |
| b. Language Use | d. Writing Mechanics |
4. Which property of a well-written text refers to the appropriate language to be used in writing/speaking?
- | | |
|-----------------|---------------------------|
| a. Organization | c. Coherence and Cohesion |
| b. Language Use | d. Writing Mechanics |
5. Which property of a well-written text refers to the established writing conventions for words that you use?
- | | |
|-----------------|---------------------------|
| a. Organization | c. Coherence and Cohesion |
| b. Language Use | d. Writing Mechanics |
6. This refers to the overall understandability of what you write or say and involves summarizing the overall argument; putting separate, major points into separate paragraphs; and beginning each paragraph with a 'topic sentence', followed by supporting sentences.
- | | |
|-----------------|---------------------------|
| a. Organization | c. Coherence and Cohesion |
| b. Language Use | d. Writing Mechanics |
7. This refers to the "grammatical" aspects of writing and is focused on the degree to which sentences (or even different parts of a sentence) are connected so that the flow of ideas is easy to follow.
- | | |
|-----------------|---------------------------|
| a. Organization | c. Coherence and Cohesion |
| b. Language Use | d. Writing Mechanics |
8. It is organizing ideas by dividing text into paragraphs and making the writer's thinking visible to the readers.
- | | |
|-----------------|-----------------|
| a. Organization | c. Paragraphing |
| b. Outlining | d. Summarizing |
9. Which of the following is not a mechanic of writing?
- | | |
|------------------|-------------------|
| a. Language Used | c. Punctuation |
| b. Grammar | d. Capitalization |

Source: <https://quizizz.com/admin/quiz/5c442c2b7a02ac001a17780b/well-written-text-properties>



WHAT'S IN

Task 2

Directions: Read the scenario below.

You are working as an editor for a national broadsheet. One of the writers from the Opinion Section submitted this text, and you are tasked to evaluate it before editing.

Evaluate the following text based on the properties written in the table. Rate each property accordingly.

I will not allow my child, Brian, to play violent video games. Why? It's because violent video games could make my child more aggressive. And if he will be continuously exposed to this kind of games, he might also imitate what he sees. And I don't want that to happen. There's a tendency that my child would hate other people for no reason at all. Oh my gosh! I just realized that he might not have friends and he might be bullied in school because of this! What a truly frightening thought! What if Brian never marries in the future because he is so anti-social? I might not have grandkids if that happens!

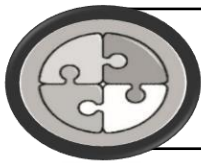
Also, I'm not sure about this, but I think playing violent video games will also affect his brain. That's what his doctor told me during our most recent consultation with him. During this consultation, we also found out that Brian has ADHD and so banning him from playing this kind of game is even more important now. The health of my child cannot be compromised because of this! And his social skills must also be honed by playing with others in real life, not through this kind of violent games.

Parents whose child plays games like this must watch their child closely to see if these games affect their social and physical behavior. We cannot allow our society to be ruined because of this! It is up to us parents to monitor the behavior of our children and preserve the peace of our community. Therefore, we must say "No" to our kids playing violent video games! THE FUTURE IS NOW IN OUR HANDS.

Source: Academic Reading and Writing by Jessie s. Barrot PhD

Copy the table below in your activity notebook.

Property	Score
Presentation of a focused idea	/20
Connection of ideas	/20
Logical arrangement of ideas	/20
Use of appropriate tone, style and level of formality	/20
Appropriate use of punctuation and spelling	/20
TOTAL	/100



WHAT'S NEW

Task 3

Directions: Read the paragraph and answer the questions that follow.

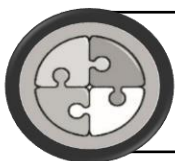
My First Day

My first day of college was a disaster. First, I went to the wrong classroom for math. I was sitting in the class, surrounded by people taking notes and paying attention to how to do equations, which would have been okay if I was supposed to be in an algebra class. In reality, I was supposed to be in geometry, and when I discovered my error, I had already missed the first twenty minutes of a one-hour class. When I got to the correct class, all twenty-five students turned and looked at me as the teacher said, "You're late." That would have been bad enough, but in my next class my history teacher spoke so fast I could not follow most of what he said. The only thing I did hear was that we were having a quiz tomorrow over today's lecture. My day seemed to be going better during botany class, that is, until we visited the lab. I had a sneezing fit because of one of the plants in the lab and had to leave the room. When I finally finished my classes for the day, I discovered I had locked my keys in the car and had to wait for my brother to bring another set. My first day of school was so bad that I know the rest will have to be better.

Source: <https://stlcc.edu/docs/student-support/academic-support/college-writing-center/topic-sentence-paragraph.pdf>

Explore!

1. What is the topic sentence of the paragraph?
2. How is the topic sentence developed?
3. Are the supporting details enough to support the main idea?
Why? Why not?
4. How are ideas organized?



WHAT IS IT

Knowledge of the aspects that make a well-written text will enable you to ensure the quality of your work. More importantly, the message you want to communicate will effectively come through if your work is well-developed by observing good organization, arranging ideas logically, using acceptable language, and applying correct conventions in writing.

Properties of a Well-Written Text

1. **Organization** is about the arrangement of ideas, incident, details evidence and order. It is achieved when ideas are logically and accurately arranged. Knowledge of the parts of a composition is a great help in adhering to the correct organization of ideas. The sentences within a paragraph must also be organized logically.

Text without Organization	Text with Organization
Thomas Edison was simply the one who created the first commercially viable light bulb. It is widely believed that he invented the light bulb. What made Edison's light bulb successful was his use of carbonized bamboo as the filament. This made the bulb last longer and it was cheap enough to be available for the masses. He only improved on previous works of inventors who also worked on the same project.	Although it is widely believed that Thomas Edison invented the light bulb, in reality he was simply the one who creates the first commercially viable light bulb. Along with his team, Edison improves the previous works of investors who also worked on the same project. Compared to previous versions, what made his light bulb successful was his use of carbonizes bamboo as filament. This made the bulb last longer and it was cheap enough to be available for the masses.

2. **Coherence and Cohesion** are achieved when ideas are logically, clearly, and smoothly linked to one another; without it, the reader may not be able to comprehend your composition. Although these two concepts are interrelated, they are distinct. **Coherence** occurs when ideas are connected at the conceptual level or idea level. It can be seen through well-defended arguments and organized points. Unlike coherence, **cohesion** is the connection of ideas at the sentence level. It can readily be seen in a text through the smooth flow of the sentences and the connection of the ideas. Cohesion can be applied using three techniques. The first one is using pronouns to refrain from using a specific word repeatedly. The second technique is using transitional devices to connect sentences with linked ideas. The last technique employs a repetition of keywords to tie up the paragraphs subtly.

Text without Coherence and Cohesion	Text with Coherence and Cohesion
<p>Amelia Earhart was a legendary woman who made her name in aviation by setting various records. In 1928, she became famous as the first woman who flew across Atlantic Ocean. She was only a passenger, with pilot Wilmer Stultz and co-pilot/mechanic Louis Gordon manning the controls. In 1932, she flew on her own over the Atlantic. She flew from Honolulu Hawaii to Oakland California. She became the first person to fly over both the Atlantic and Pacific Oceans. Between 1930 and 1935, Earhart set seven women's speed and distance aviation through different aircrafts. She disappeared in 1837 while attempting to fly around the world. On board her plane was her only crew member, Fred Noonan. Extensive search efforts were not able to find a trace of both aviators.</p>	<p>Amelia Earhart was a legendary woman who made her name in aviation by setting various records. In 1928, she became famous as the first woman who flew across Atlantic Ocean. However, during this trip she was only a passenger, with pilot Wilmer Stultz and co-pilot/mechanic Louis Gordon manning the controls. In 1932, she finally got to fly on her own over the Atlantic. She set another record when she flew from Honolulu Hawaii to Oakland California in 1935, thus becoming the first person to fly over both the Atlantic and pacific Oceans. Between 1930 and 1936, Earhart set seven women's speed and distance aviation through different aircrafts.</p>

3. **Language Use** refers to the acceptable style of language for a particular form of text. The way language is used is one of the clearest indicators of a well-written text. It enables the writer to effectively communicate ideas without confusing the reader. Effective language used is achieved by observing the following time-tested principles in writing.

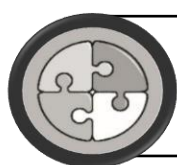
- a. Use clear and concise sentences. On average, a sentence is 18 words long. Note that this does not require every sentence to be composed of exactly 18 words.
- b. Avoid redundancies, wordiness, cliches, and high falutin language.
- c. Avoid excessive use of "there" and "it" structures.
- d. Use precise vocabulary.
- e. Be consistent with your pronoun's point of view.

- f. Avoid sexist language. This issue can be addressed by using articles (a, an, the), using plural pronouns, using his or her instead of his, writing through a second person point of view, or using gender-neutral nouns.
 - g. Use appropriate level of formality. The more formal texts use an academic tone while less formal ones usually use a personal or colloquial tone.
4. **Mechanics** refers to the conventions of writing which includes capitalization, punctuation, spelling, numerals, abbreviations, acronyms, and contractions. In academic and more formal texts, the following should be observed.
- a. Always use standard English.
 - b. Avoid contractions. (e.g., shouldn't)
 - c. Avoid exclamation marks unless they are part of a direct quotation.
 - d. Mention the full name of an institution or organization with the abbreviation in parenthesis, in first mention. Thereafter, use the abbreviation.
 - e. Numbers from zero to ten should be spelled out while numbers higher than ten should be written in figures.
 - f. Generally, citations are used in academic and formal texts. However, they are sparingly used in business texts.

Text without Mechanics	Text with Mechanics
Pluto was demoted to a dwarf planet in 2006 after the General Assembly of the IAU, as it only met 2 out of the association's three requirements to qualify as a Planet (Library of Congress). The dispute started when Caltech astronomy prof Mike Brown discovered an Asteroid bigger than Pluto in 2005 (Cain, 2012). The science community went wild! Brown's findings sparked a debate on whether this new planet, which he named Eris, should be added to the roster of 9 Planets. The controversy prompted the International Astronomical Union to meet up and delineate what a 'planet' is. They came up with three requirements to classify a celestial body as a planet and removed the Planet Status of Pluto	Pluto was demoted to a dwarf planet in 2006 after the general assembly of the International Astronomical Union (IAU), as it only met two out of the association's three requirements to qualify as a planet (Library of Congress). The dispute started when Mike Brown, a professor of astronomy at the California Institute of Technology (Caltech), discovered an asteroid bigger than Pluto in 2005 (Cain, 2012). Brown's findings sparked a debate on whether this new planet, which he named Eris, should be added to the roster of nine Planets. The controversy prompted the IAU to meet up and delineate what a 'planet' is. They came up

based on the new definition.	with three requirements for classifying celestial bodies as planets and removed the planet status of Pluto based on the new definition.
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Source: Academic Reading and Writing by Jessie S. Barot PhD.



WHAT'S MORE

Task 4

Directions: Read the text about Facebook. Then, analyze by describing how a focused idea is presented, how the texts are organized, how the ideas are linked to one another, how language is used, and how effectively the mechanics (spelling, punctuation, and abbreviation) are followed. Cite specific examples in your explanation. Copy the table hereunder for your answer.

People use Facebook for their personal use to communicate with their friends and relatives. For example, if there are important events to celebrate, a Facebook user can just send a personal message, post an invitation his/her timeline, or create an event and invite friends. Facebook is also extensively used to interact with other people. Reconnecting with childhood friends and former colleagues is also made easy; a user just needs to type the name of the person in the search tab and then add that person as a friend.

The second major function of Facebook is for academic purposes. It has several features that can be used for teaching. For instance, teachers can simply update their statuses or send messages to make announcements on submission deadlines and assignments. Facebook can also be used as a venue for students to display their works, such as speaking performances and essays. By sharing their outputs to others and receiving praise or constructive comments, students would have a sense of authorship. Intellectual discussions can also be conducted on Facebook through its chatting features.

Undoubtedly, Facebook is a viable tool for personal and academic success. Not only does it enhance and provide a positive influence in classroom practices, it also helps individuals collaborate, communicate, and

reconnect. Nevertheless, people should still be responsible enough so that this great invention would not be misused and put to waste.

	Description
Organization	
Coherence/Cohesion	
Language Use	
Mechanics	

Source: Academic Reading and Writing by Jessie s. Barrot PhD



WHAT I HAVE LEARNED

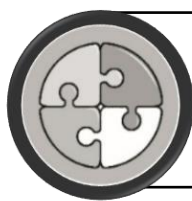
Task 5

Directions: In your notebook, complete the following statements.

1. I have learned that

2. I have realized that

3. I will apply what I've learned

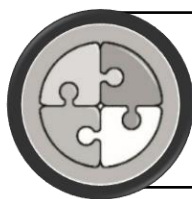


WHAT I CAN DO

Task 6

Directions: In not more than (seven) 7 sentences, explain the importance of considering the properties of a well-written text in conveying meaningful ideas through writing expository texts. Your answer will be rated based on the rubric below.

CRITERIA	PERFORMANCE INDICATORS	POINTS	SCORE
CONTENT (6 points)	Complete and thoughtful explanation of idea	2	
	Strong organization and structure	2	
	Vivid supporting details included	2	
MECHANICS (4 POINTS)	Written in complete sentences	2	
	Correct and appropriate grammar, punctuation, spelling, etc.	2	
TOTAL POINTS		10	



ASSESSMENT

Directions: Read the following statements very carefully. Write Y if the statement indicates a property of a well-written text; write N if it does not.

- _____ 1. In a unified text, all the supporting ideas are relevant to the main thought.
- _____ 2. In an academic text, contractions are of importance.
- _____ 3. The less formal texts use a personal or colloquial tone.
- _____ 4. "There" and "it" structures are frequently used in the text.
- _____ 5. Cohesion is the connection of ideas at the conceptual or idea level.
- _____ 6. The use of correct language enables the writer to communicate ideas effectively.
- _____ 7. Coherence occurs when the ideas are connected at the sentence level.
- _____ 8. A sentence should be composed of exactly 18 words.
- _____ 9. In academic texts, Standard English is always used.
- _____ 10. When ideas are logically and accurately arranged, mechanics in writing is achieved.



GLOSSARY

Coherence - is a literary technique that refers to logical connections of ideas in a written text.

Cohesion - is the connection of ideas at the sentence level.

Mechanics - is a set of convention on how to spell, abbreviate, punctuate and capitalize a composition.

Paragraph organization - refers to the way sentences are ordered and structured to create a unified and cohesive body of text.

Answer Key

Task 1

1. c
2. b
3. a
4. c
5. b
6. d
7. b
8. c
9. c
10. a

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)

Assessment

1. Y
2. N
3. Y
4. N
5. N
6. Y
7. N
8. N
9. Y
10. N



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Barrot, Jessie S. 2016. *Academic Reading and Writing*. Cebu City: C and E Publishing, Inc.

n.d. *Well- Written Text Properties- Quiz*. <https://quizizz.com/admin/quiz/6c442c2h7>.

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