

SCHOOLS DIVISION OF PASAY CITY

MODULES IN GRADE 11

ACADEMIC TRACK - HUMMS

SECOND SEM - QUARTER 1 - WEEK 1



PATNUBAY NG MAG-AARAL SA PAGGAMIT NG MODYUL

Ang mga Modyul na iyong natanggap ay nilikha upang makatulong sa iyo at iba pang mag-aaral sa pagpapatuloy ng inyong pag-aaral sa tahanan. Bago mo simulan ang pagtuklas ng mga bagong aralin sa iyong mga modyul, kailangang ihanda mo muna ang sarili. Siguruhing ikaw ay nakapaghehersisyo na at nakakain na sa tamang oras bago simulan ang iyong mga aralin (maaaring sa umaga matapos ang almusal o hapon matapos ang pananghalian). Isaistantabi muna ang iba pang pinagkakaabalahan. Ihanda ang mga kagamitang pampaaralan tulad ng kwaderno, panulat, krayola at iba pa, at siguruhing mabibigyan mo ng pokus ang pag-aaral gamit ang mga modyul na iyong natanggap.

PAANO GAMITIN ANG MODYUL?

- 1** Basahin, unawaing mabuti at sundin ang panutong nakasaad sa bawat pahina ng modyul.
- 2** Basahin at unawaing mabuti ang iyong aralin sa araw na ito na makikita sa unang pahina ng iyong modyul. Isulat sa kwaderno ang mga mahahalagang impormasyon, terminolohiya, depinisyon at iba pang narapat mong tandaan sa iyong aralin sa araw na ito. Mahalagang magawa mo ito upang maalala ang mga kasanayang nalinang at magkaroon ka ng sanggunian sa gagawin mong pagrepaso sa iyong mga aralin kung ikaw man ay may nakalimutan.
- 3** Sikaping maisagawa ang lahat ng pagsasanay na makikita sa modyul. Ang mga ito ang makatutulong sa iyo upang lubusang maunawaan ang iyong aralin at malinang ang mga kasanayan sa pagkatuto.
- 4** Kung hindi mo gaanong naunawaan ang iyong aralin at ikaw ay may mga katanungan tungkol sa iyong mga gawain at pagsasanay, kumunsulta ka sa iyong magulang, kapatid o sino mang kasama sa tahanan na magsisilbing tagapagdaloy ng aralin.
- 5** Para sa mga karagdagang kaalaman o katanungan na may kinalaman sa iyong aralin, sumangguni sa iyong guro at tawagan siya sa numero na makikita sa iyong natanggap na Learning Package.
- 6** Huwag kalilimutan na isumite sa paaralan (sa pamamagitan ng iyong magulang o kapatid o sino mang nakatatandang kamag-anak) tuwing Lunes ang mga natapos na Modyul noong nakaraang linggo.
- 7** Matapos ang pagsusuri at pagwawasto ng guro sa isinumite mong Modyul, pag-aralan mo ang kabuuang marka o iskor na makukuha mo batay sa pagbabalitang gagawin sa iyo ng iyong guro. Ang iskor o markang ito ang iyong magiging batayan kung kakailanganin mo pa ang higit na pagsasanay at pagsubaybay ng iyong guro at tagapagdaloy ng aralin sa tahanan.
- 8** Sana ay mag-enjoy ka sa paggamit ng iyong natanggap na mga Modyul!

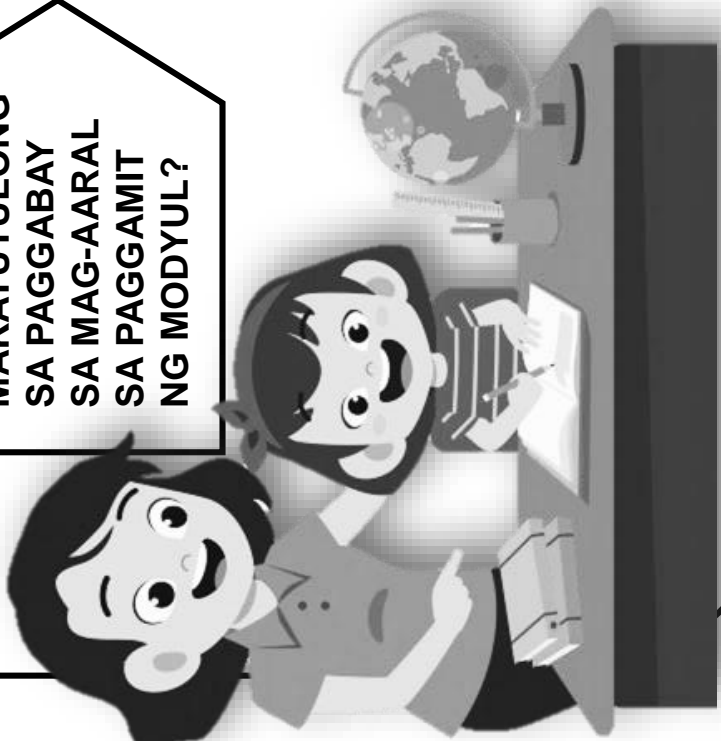


PATNUBAY NG MAGULANG/ TAGAPAGDALOY NG ARALIN SA PAGGABAY SA MAG-AARAL SA PAGGAMIT NG MODYUL

Ang Patnubay na ito ay nilikha para po sa inyong mga magulang, nakatatandang kapatid o kamag-anak ng ating mga mag-aaral. Ito po ay upang magabayan po ninyo, bilang tagapagdaloy ng aralin, ang mag-aaral sa kanyang paggamit ng Modyul. Sa Modyul po na inyong natanggap nakapaloob ang mga araling pagaaralan ng mag-aaral sa inyong tahanan. Narito rin po ang mga pagsasanay para sa paglinang ng mga kasanayan sa pagkatuto ng mag-aaral. Naniniwala po kami na napakalaki ng inyong magiging bahagi at impluwensiya sa magaganap na pagpapatuloy ng pagaaral ng inyong kapamilyang mag-aaral sa inyo mismong tahanan.

**PAANO PO KAYO
MAKATUTULONG
SA PAGGABAY
SA MAG-AARAL
SA PAGGAMIT
NG MODYUL?**

- 1** Ihanda po muna ang sarili bago simulan ang paggabay sa mag-aaral. Isaisantabi po muna ang iba pang mga gawain upang magkaroon ng pokus at sapat na panahon sa paggabay sa mag-aaral. Siguruhin din pong handa na ang mag-aaral sa kanyang pag-aaral.
- 2** Tulungan po ang mag-aaral sa pagbasa at pag-unawa ng kanyang aralin sa araw na ito na makikita sa unang pahina ng Modyul. Maaari pong dagdagan pa ninyo ito base sa inyong naging karanasan o pag-aaral. Gabayan ang mag-aaral sa pagsusulat sa kwaderno ng mahahalagang impormasyon, terminolohiya, depinisyon at iba pang nararapat niyang tandaan sa kanyang aralin sa araw na ito.
- 3** Gabayan po ang mag-aaral na maisagawa ang lahat ng pagsasanay na makikita sa modyul. Ang mga ito ang makatutulong sa kanya upang lubusang maunawaan ang kanyang aralin. Bigyan siya ng tamang oras sa pagsagot sa mga pagsasanay at pagsusulit.
- 4** Hikayatin po ang mag-aaral na sumangguni sa inyo o sa kanyang guro kung hindi niya gaanong naunawaan ang kanyang aralin at siya ay may mga katanungan tungkol sa kanyang mga gawain at pagsasanay.
- 5** Huwag pong kalilimutan na isumite sa paaralan tuwing Lunes ang mga natapos na Modyul ng mag-aaral noong nakaraang linggo.
- 6** Matapos ang pagsusuri at pagwawasto ng guro sa isinumite Modyul, kasama ang mag-aaral ay pag-aralan po ninyo ang kabuuang marka o iskor na makukuha ng mag-aaral batay sa pagbabalitang gagawin ng guro. Ang iskor o markang ito po ang inyong maginging batayan kung kakailanganin pa ng mag-aaral ang higit na pagsasanay at pagsubaybay ninyo at ng ng kanyang guro.
- 7** Maraming Salamat po sa inyong paggabay at pagsubaybay sa ating mag-aaral!



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DEPARTMENT OF EDUCATION- NATIONAL CAPITAL REGION

SCHOOLS DIVISION OF PASAY CITY

MODULE IN READING AND WRITING

Second Semester / First Quarter / Week 1 / Day 1



WHAT I NEED TO KNOW (OBJECTIVE):

Describes a written text as connected discourse



WHAT'S NEW (YOUR LESSON FOR TODAY)

What Is Text?

A **text** is generally considered as written material, especially longer pieces of writing as in a book, a letter or a newspaper. It refers to a group of ideas put together to make a point or one central idea.

A text shall have the following characteristics (M. Jorgensen & L. Phillips, 2002):

1. **Cohesion** – the connection of ideas at the sentence level. It is focused on how the ideas are being connected in a certain phrase or sentence.
2. **Coherence** – the connection of ideas at the paragraph level. It is concerned with how the sentences and paragraphs are linked together that they would express a single idea.
3. **Intentionality** – dwells into the purpose of the author/writer.
4. **Informativity** – the quantity of new information in the text.
5. **Acceptability** – how factual the pieces of information are.
6. **Situationality** – the socio-cultural appropriateness of the text. Is it appropriate or acceptable to the target reader?
7. **Intertextuality** – the connection of the succeeding discourse to the previous one. It also talks about the existence of the succeeding text because of the previous one.

What Is Discourse?

The term **discourse** comes from the word “discursus”. In medieval Latin, it means “argument,” and in late Latin, it means “conversation.” Some texts indeed are in the form of discussion in which writers express their opinions. Other texts are like a conversation because the writers talk to the readers.

A **discourse** is a formal and often lengthy discussion of a topic, where concepts and insights are arranged in an organized and logical manner. It is often associated with speech, but it may also be written. It usually serves as a writer’s or a scholar’s analysis of a concept or theory proposed by another writer.

Purposes of a Discourse

1. **To inform** - a discourse may aim to inform; such discourse provides a descriptive and comprehensive discussion on the topic. It points out what one should know about a topic or subject.
2. **To persuade** - a discourse that aims to persuade tries to convince the readers that the proposed claim or solution is better than any other proposal.
3. **To entertain** - a discourse that aims to amuse provides a source of entertainment for its readers.

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Types of Discourse

1. Argumentation

- In this type of discourse, the writer aims to persuade the audience or readers. He or she presents valid claims or counterclaims, each supported by evidence, to prove a point.

Example:

TV shows categorized as reality make people lose the sense of reality. Directors force the audience to believe that all challenges tackled by the players every day take place in real life, and the consequences are sometimes adverse. Studies by Dr. Gibson from Michigan University prove excessive viewing of TV shows belonging to this category result into a higher level of aggression among the general population of the United States. These shows should have different rankings to prevent adolescents from watching them.

2. Description

- This type of discourse is based on the main impression of the author about the topic or subject. His or her impression is influenced by prior knowledge, culture, environment, and experiences, among others.

Example:

The idiosyncrasy of this town is smoke. It rolls sullenly in slow folds from the great chimneys of the iron-foundries, and settles down in black, slimy pools on the muddy streets. Smoke on the wharves, smoke on the dingy boats, on the yellow river-- clinging in a coating of greasy soot to the house-front, the two faded poplars, the faces of the passers-by.

3. Exposition

- This aims to inform, clarify, and explain a phenomenon. It defines what something is and provides an in-depth discussion about topics that are usually less explored.

Example:

The Civil War was caused because of conflicts between states on the subjects of states' rights and slavery. Before the war, the southern states relied on slaves to plant and harvest the crops. These southern states wanted to make decisions separate from the northern states and banded together as The Confederates, threatening to leave the U.S. The northern soldiers were victorious in the Civil War, reestablishing that states in the South had to confirm to U.S. laws, including the abolishment of slavery.

4. Narration

- This type of discourse is like storytelling. It recalls events chronologically. It is told in the first-, second-, or third-person point of view. Moreover, its structure may be linear or nonlinear.

Example:

You have friends who actually care about you and speak the language of the inner self. You have avoided them of late. Your soul is as disheveled as your apartment, and until you can clean it up a little you don't want to invite anyone inside.

Text as a Connected Discourse

A text is a connected discourse, which means that all ideas in the text must be related in the sense that they would express only one main idea, or that the text must have unity by combining all ideas to emphasize a central idea.

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PRACTICE EXERCISE 1:

Read and examine the four texts below. Describe each text and determine the purpose of each one. Write your answers on the corresponding column on the table.

| Text | Description | Purpose |
|---|-------------|---------|
| There is no specific treatment for disease caused by a novel Corona virus. However, many of the symptoms can be treated and therefore treatment based on the patient’s clinical condition. Moreover, supportive care for infected persons can be highly effective. | | |
| The child and his mother: A curious child asked his mother: “Mommy, why are some of your hairs turning grey?” The mother tried to use this occasion to teach her child: “It is because of you, dear. Every bad action of yours will turn one of my hairs grey!” The child replied innocently: “Now I know why grandmother has only grey hairs on her head.” | | |
| In emergencies, citizens can suddenly cooperate and collaborate. Change can happen. We’re going to need to work together as the effects of climate change ramp up. In order for capitalism to survive in any form, we will have to be a little more socialist. Here is an opportunity for us to see things differently — to see that we really are all connected — and adjust our behavior accordingly. | | |

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PRACTICE EXERCISE 2:

If you are to propose a/n solution/action that can help flatten the curve of the infected Covid-19 rate in the Philippines, what would be your best recommendation? Convince the readers that the proposed claim or solution is better than any other proposal by providing supporting details/ideas. You may ask the help of any family member in assessing the viability of the proposed action.

Proposed Action/Solution:

Supporting Detail/Reason 1:

Supporting Detail/Reason 2:

Conclude your recommendation:



GENERALIZATION

Text as a connected discourse presents ideas with specific purpose, distinct features, and that of which are coherently arranged.

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EVALUATION

Read and identify the type of discourse used on the given texts. Write your answer on the space provided before each number.

- _____ 1.

Here's a simple step-by-step guide for creating a blog on Bluehost (or any other web host):
1. Sign up with a web hosting (I recommend Bluehost).
2. Choose the hosting plan (you can pick the cheapest one).
3. Pick a domain name for your blog.
4. Complete hosting registration.
5. Install WordPress.
6. Log in and write a blog post.
- _____ 2.

A recent study confirmed that playing video games may cause children to become violent. However, this is only true for some children. Dr. Charlotte Cooper and Dr. Markey Vitasa of ABC University explained that children who manifest a combination of three personality traits—high neuroticism, disagreeableness, and low levels of conscientiousness—are more likely to be aggressive toward others after playing video games.
- _____ 3.

"I'm sweating, burning up, dizzy and shivering. The television is on but I can't make sense of it. This is a nightmare. I can't take more than sips of air and, when I breathe out, my lungs sound like a paper bag being crumpled up. This isn't right. I need to see a doctor."
- _____ 4.

I remember the time when I learned how to swim. I was only eight years old and afraid to bathe in a pool. I envied the kids who played with inflatable balls and animals. Whenever my family would visit the clubhouse, I would sit beside the pool and never really jump in to join them. Limited summer camp opened in our neighborhood, and my mom thought of enrolling my brother and me in a swimming class. Two days before the class started, my mom gave me a pep talk; that made me realize that I did not want to miss out the fun just because I was afraid.
- _____ 5.

I doubt that members of Congress really ruminated on both sides of the debate on this issue. I think congressmen will vote to pass this bill not because they genuinely believe death penalty will deter crime, but it will be their sycophantic gesture to please President, who they think will grant them political favors if they do what he wants. There will also be others who will vote for this bill because of pressure from the party leadership.

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DEPARTMENT OF EDUCATION- NATIONAL CAPITAL REGION

SCHOOLS DIVISION OF PASAY CITY

MODULE IN READING AND WRITING

Second Semester / First Quarter / Week 1 / Day 2



WHAT I NEED TO KNOW (OBJECTIVE):

Recognize written text as connected speech or connected Discourse



WHAT'S NEW (YOUR LESSON FOR TODAY)

In the previous lesson, we learned that written texts indeed are in the form of discussion in which writers express their opinions. Other texts are like a conversation because the writers talk to the readers. But where does this connection start? It is through **reading**.

What Is Reading?

Reading is an activity that challenges our beliefs, inspires our imagination, and expands our understanding of the world. It is not simply knowing what is written in a book, but involves a complex interaction between the text and the reader. This makes it possible for the readers to draw connection between ideas presented by the writer, get meaning from, and put meaning into them.

Recognizing Written Text as Connected Speech or Discourse

Two Kinds of Discourse:

1. **Literary Discourse** - is generally focused on creative works such as poetry, short stories, novels, plays, and even nonfiction. Also, it includes texts that are used strictly for business communication such as letters, memos, and resumes.

A. Poetic - this type of discourse is commonly found in creative works like poems, novels, short stories, and plays. It focuses on how language is used to form themes and convey ideologies. Some meanings in creative works are explicit, while some are implied, especially in poems. Ordinary words, especially those used in a poem, are made appealing through sound patterns.

Example:

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;

B. Expressive - this type of discourse is commonly found in journals, letters, diaries, and blogs. It is a personal narrative and is typically written in the first-person point of view. In the process, the writer reveals something about his or her identity. In literary terms, expressive discourses are referred to as creative nonfiction.

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Example:

Dear Friend, I am writing to you because she said you listen and understand and didn't try to sleep with that person at that party even though you could have. Please don't try to figure out who she is because then you might figure out who I am, and I don't want you to do that. I just need to know that people like you exist. Like if you met me, you wouldn't think I was the weird kid who spent time in the hospital. And I wouldn't make you nervous.

C. Transactional - this type of discourse is commonly found in instructional materials, advertisements, and editorial articles, among others. It is directive in nature as it provides detailed information on how something is done or achieved. Moreover, it encourages the reader to do something or to take action.

Example:

Online education can be an isolating experience if you don't take an active role in getting to know your classmates and teacher. Remember, the messages on the board and the emails you receive are from real people who are learning, just like you. It might seem overwhelming at first, but learn names, read their introduction post, discover things about your classmates. Forming a connection with even one classmate can help you through your class and possibly your degree program.

2. **Academic Discourse** - is expository or argumentative in nature.

Sometimes, it presents an individual's insights regarding a concept or method in a scholarly way. Moreover, it encourages the reader to do something or to take action. Its examples include academic essays, journals, book reviews, synthesis, literature review, and research, among others.

Difference Between Literary and Academic Discourses

| Academic Discourse | Literary Discourse |
|---|--|
| formal and scholarly use of language; does not use figures of speech and idioms | poetic and creative in its use of language |
| maintains an objective tone using the third-person point of view | features more than one point of view |



TODAY'S TASK

Read the given sentences and identify whether it is a literary or academic discourse. Write your answer on the space provided.

1. _____

“I marvel how Nature could ever find space For so many strange contrasts in one human face:
There’s thought and no thought, and there’s paleness and bloom
And bustle and sluggishness, pleasure and gloom.”

A Character (By William Wordsworth)

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2. _____

Further analysis of Memorial Hall, and of the archival sources that describe the process of building it, suggests that the past may not be the central subject of the hall but only a medium. What message, then, does the building convey, and why are the fallen soldiers of such importance to the alumni who built it? Part of the answer, it seems, is that Memorial Hall is an educational tool, an attempt by the Harvard community of the 1870s to influence the future by shaping our memory of their times. The commemoration of those students and graduates who died for the Union during the Civil War is one aspect of this alumni message to the future, but it may not be the central idea.

3. _____

“Contributing to domestic tourism does not mean ignoring the threat posed by COVID-19. Proper hygiene such as regular hand washing as well as cough etiquette must be observed. Health officials have stressed that airborne transmission of the virus has not been reported. As protection against droplet transmission, ordinary face masks, tissue paper, handkerchiefs and alcohol must be on hand in case a mild irritation induces sneezing or coughing. People who are immuno compromised should take extra precautions.” (The Philippine Star February 16, 2020 - 12:00am)



PRACTICE EXERCISE 1:

Read and examine each example. Identify the purpose (to inform, to entertain, to persuade) and the type of literary discourse are the following texts:

| Text | Purpose | Type of Literary Discourse |
|---|---------|----------------------------|
| <p>The Diary of a Young Girl (An Excerpt) By Anne Frank Sunday, 21 June 1942</p> <p>Everyone at school is waiting to hear what happens next. Who will move up a class, and who will stay down? We’re all trying to guess! I think my girlfriends and I will be OK, though we’ll have to wait patiently to find out. Most of my teachers like me, but old Mr Keesing gets angry with me because I often talk too much! He made me do some extra homework and write about ‘Someone Who Talks Too Much.’</p> | | |

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The Road Not Taken (An Excerpt)
By Robert Frost

I shall be telling this with a sigh Somewhere
ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

How to set up an email account

1. Choose the web host.
2. Look for the sign up button. Click it.
3. Provide the required information. 4. Think of a unique username and a password. (Tip: For the password, type in uppercase or add characters.)
4. Start using the newly setup email account.

Medea is portrayed as an empowered woman in Euripides’s play. It is a far cry from how women were viewed and represented in Ancient Greece. Women then were mainly portrayed as in charge of producing children, taking care of them, and being a mistress of the household. Medea’s character defies and challenges conformities. Her deeds, though evil in nature, stem from the strength of her mind... Medea, although elicits pity from the audience during the first part of the play as an abandoned wife and mother, in the end, is feared and abhorred as she proves to be aware of how wicked her deeds are and yet would not have it the other way around: “I understand what evil I am about to do but my wrath is stronger even than my thoughts...” (Euripides 27)



GENERALIZATION

A discourse can be classified into two kinds: Literal and Academic discourses. It is essential that through reading, we recognize how a discourse is formed and its purpose. Literal discourses can be poetic, expressive, and transactional. While for Academic discourses, these are always written in the formal language and has an objective tone.

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**EVALUATION:** Encircle the letter of the correct answer.

1. Which reading strategy is used in looking for the main idea of the reading text and identify the ideas that develop it?
A. Previewing C. Skimming
B. Reading D. Scanning
2. When you are looking at the readily available parts of the text, like titles and subtitles, and also visuals and graphs, you are using what reading strategy?
A. Reading C. Scanning
B. Previewing D. Skipping
3. Which type of literary discourse is directive in nature and provides information on how something is done?
C. Expressive C. Poetic
D. Literary D. Transactional
4. How would you classify a text that is an expressive discourse?
A. It encourages the reader to do something or to take action.
B. It focuses on how language is used to form themes and convey ideologies.
C. It is a personal narrative and is typically written in the first-person point of view.
D. It includes texts that are used strictly for business communication such as letters, memos, and resumes.
5. What is the difference between a literary discourse and an academic discourse in terms of language and point of view?
A. Both can have first person point of view.
B. Academic discourse uses informal language and third-person point of view while literary discourse has formal language and first-person point of view.
C. Literary discourse uses informal language and third-person point of view while academic discourse has formal language and first-person point of view.
D. Academic discourse uses formal language and third-person point of view while literary discourse has creative language and features more than one point of view.

PICTURE<http://clipart-library.com/clipart/1909911.htm>

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DEPARTMENT OF EDUCATION- NATIONAL CAPITAL REGION
SCHOOLS DIVISION OF PASAY CITY

MODULE IN READING AND WRITING
Second Semester / First Quarter / Week 1 / Day 3



WHAT I NEED TO KNOW (OBJECTIVE)
Techniques in selecting and organizing information.



WHAT'S NEW (YOUR LESSON FOR TODAY)

As a student, it is inevitable that you are to face a lot of research papers, reports, and different activities which will require you to gather useful information from different resources-be it online or on any printed materials. While most of your activities will focus on finding quality information and accessing the accuracy, one common challenge you would face is keeping that information organized.

In this lesson, you will learn the different techniques in selecting and organizing every bit of information you will be collecting before turning it into a meaningful output.

I. BRAINSTORIMING

Brainstorming is the process of coming up with ideas. You can brainstorm in order to decide on a topic, to explore approaches to your paper, or to deepen your understanding of a certain subject. It can be done individually or as a group.

Types of Brainstorming

A. Free writing is an exercise in which you write without stopping for a set period of time with no consideration of grammar, punctuation, spelling, or even logical progression.

Example:

B. Listing/bulleting is a technique when you jot down lists of words or phrases under a particular topic.

Example:

C. Cubing is a technique that helps you look at your subject from six different points of view (imagine the 6 sides of a cube and you get the idea). Take your topic or idea and

- 1) describe it,
- 2) compare it
- 3) associate it with something else you know, (meaning break it into parts)
- 4) analyze it
- 5) apply it to a situation you are familiar with
- 6) argue for or against it

D. Clustering, also known as idea mapping, is a strategy used to explore relationships and associations between ideas.

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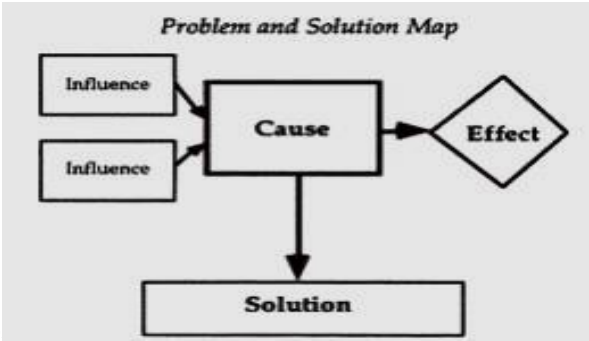
II. GRAPHIC ORGANIZERS

A **graphic organizer** is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

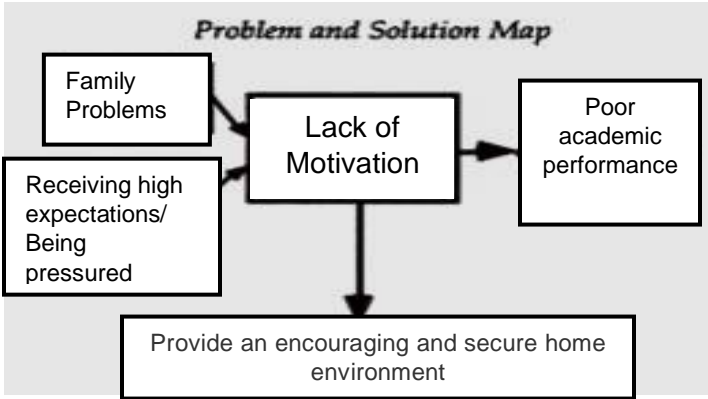
| Types of Graphic Organizers | |
|--|--|
| 1. A concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled. | <pre>graph TD; A[Early Means of Transportation] --> B[canoe]; A --> C[walking]; A --> D[horses]; B --> E[water]; B --> F[fast]; C --> G[land]; C --> H[slow]; D --> I[land]; D --> J[carry goods]</pre> |
| 2. A flow diagram or sequence chart shows a series of steps or events in the order in which they take place. Any concept that has a distinct order can be displayed in this type of organizer. | <pre>graph LR; A[1 Write your name on your paper in top left corner.] --> B[2 Write the date under your name.]; B --> C[3 Number your paper from 1 to 20.]</pre> |
| 3. A compare/contrast or Venn diagram is used to identify the similarities and differences between two or more concepts. | <pre>graph LR; subgraph "Character Comparison"; direction LR; Bill((Bill)); Both((Both)); Kendra((Kendra)); Bill --- Both; Both --- Kendra; end; Bill --- B["Happy Smart 4 siblings Baseball player"]; Kendra --- K["Wears glasses Basketball player 2 dogs Pretty"]; Both --- C["In the 4th grade Watch 'Rugrats' Like to read Math is favorite subject"]</pre> |
| 4. A cause-and-effect diagram highlights the direct relationship between different events or concepts. This tool is one of the most beneficial organizers because of its many applications in all subject areas. | <pre>graph LR; subgraph Causes; C1((It did not rain for 3 weeks)); C2((The temperature was 100 degrees)); end; subgraph Effects; E1[The bee could not find nectar]; E2[The plant did not reproduce]; end; ME[The flower died Main Event]; C1 --> ME; C2 --> ME; ME --> E1; ME --> E2</pre> |

Name: _____ Track/Strand: _____
Teacher: _____ Grade Level: _____

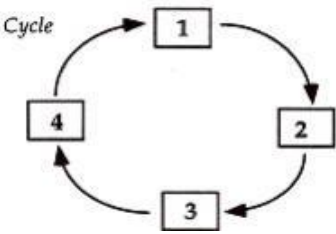
5. A **Problem-Solution Outline** helps students to compare different solutions to a problem



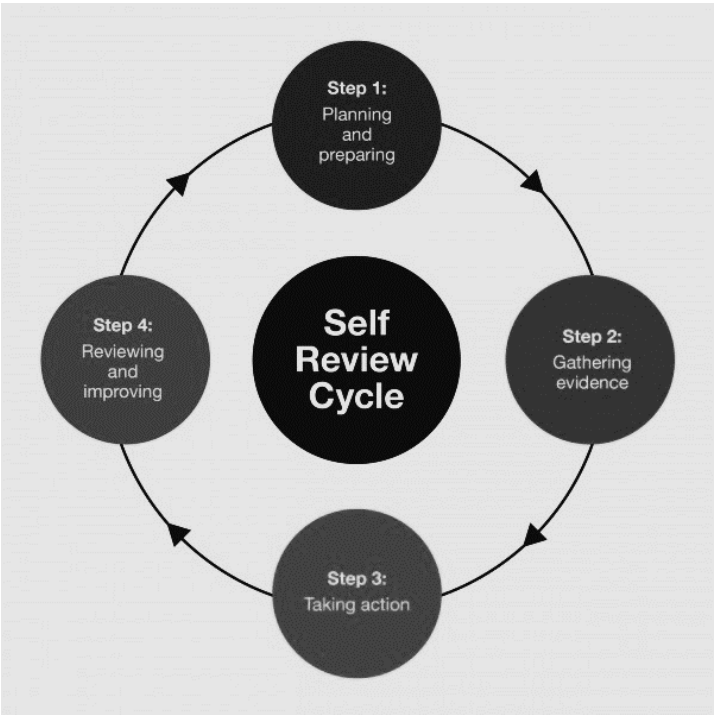
Example.



6. A **Cycle Map** is useful for organizing information that is circular or cyclical, with no absolute beginning or ending.



Example:



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PRACTICE EXERCISE 1:

Choose the most appropriate graphic organizer to present the given information.
Accomplish this inside the box.

Topic: Unemployment
Concepts

- 1. Fictional unemployment is unemployment that arises because of the time required to match job seekers with job openings.
- 2. Structural unemployment is unemployment that arises because those who are unemployed do not possess the skills demanded by employers or do not live in regions where the jobs are.
- 3. Seasonal unemployment is unemployment caused by seasonal shifts in labor supply and demand.
- 4. Cyclical unemployment is unemployment caused by the decline in the economy' aggregate production during recessions.



WHAT I CAN DO

List down the things that you did and are planning to do to help the people around you during the difficult times. It does not need to be big, you just got to have a big heart!

Things that I did to help..

Things that I plan to do to help..

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GENERALIZATION

Brainstorming is an informal way of gathering ideas, thoughts or information regarding a certain topic and organize it to create a meaningful context.

Graphic organizers on the other hand, are more organized and come in many different forms, each one best suited to organizing a particular type of information.



EVALUATION

- Which of the following is the greatest advantage of brainstorming?
A. It helps the writer draw few ideas about the topic.
B. Brainstorming provides writers a single way to express their ideas.
C. It promotes creativity and spontaneity of ideas related to the main topic.
D. It allows writers to propose ideas freely and creatively draw connections leaving the unrelated terms behind.
- Which of the following is NOT true about graphic organizers?
A. They help in understanding concept of part to whole.
B. They show and explain relationships between and among content.
C. They lessen the tendency of mistakes by focusing on multiple topics.
D. They enhance skills in generating new ideas, analyzing and compiling information.
- Which graphic organizer would help students in comparing and contrasting ideas?
A. Concept Map C. Venn Diagram
B. Flow Diagram D. Problem-Solution Outline
- Which brainstorming technique let the writers' thoughts flow as they will, putting pen to paper and write down whatever comes into their mind without worrying about writing conventions?
A. Cubing C. Free writing
B. Clustering D. Mapping
- In analyzing the steps involved in completing a task, that graphic organizer should be used?
A. Cycle Map C. Free writing
B. Flow Diagram D. Cause-and-effect diagram

PICTURES

https://www.google.com/imgres?imgurl=https%3A%2F%2Flistimg.pclipart.com%2Fpicdir%2Fs%2F525-5253159_logo-corona-virus-png-clipart.png&imgrefurl=https%3A%2F%2Fwww.pclipart.com%2Fpindetail%2FiTwmowJ_gambar-virus-corona-vector-clipart%2F&tbid=1vWac1N7DVwToM&vet=12ahUKEwidh5Wt1YfqAhXIAaYKHYPiCkMQMygAegUIARCEAQ..i&docid=yNJIsujrDZdJHM&w=320&h=273&itg=1&q=corona%20virus%20clipart&hl=en-US&ved=2ahUKEwidh5Wt1YfqAhXIAaYKHYPiCkMQMygAegUIARCEAQ

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DEPARTMENT OF EDUCATION- NATIONAL CAPITAL REGION
SCHOOLS DIVISION OF PASAY CITY

MODULE IN READING AND WRITING
Second Semester / First Quarter / Week 1 / Day 4



WHAT I NEED TO KNOW (OBJECTIVE)
Techniques in selecting and organizing information



WHAT’S NEW (YOUR LESSON FOR TODAY)

Another technique in selecting and organizing information is through **outlining**. An **outline** presents a picture of the main ideas and the subsidiary ideas of a subject. This technique will assist you both in longer writing, such as researched essays, where there may be large amounts of information to keep track of, and shorter essays to put the information in a logical order so that the reader can follow your main argument. This will help ensure your writing has unity, which means that all ideas relate to the central theme of the paragraph.

Writing an outline will help you to focus on the central theme and thereby include only those ideas which relate to it, while omitting any which are irrelevant. It aids in the process of writing by breaking down the task into more manageable components.

What are the features of a good outline?

In order to be effective, an outline will have the following three features.

- **Parallel structure.** Each heading and subheading should have the same form.
- **Coordination.** Each heading and subheading should have equal significance.
- **Subordination.** Headings should be more general, while subheadings should be more specific.

Example:

Equal Headings

| | |
|----|---------------|
| I. | Growing roses |
| A. | Basic steps |
| 1. | Planting |
| 2. | Watering |
| 3. | Fertilizing |
| 4. | Spraying |

Equal Subheadings

| | |
|----|---------------------------------|
| I. | Job opportunities in Region III |
| 1. | Agriculture |
| 2. | Business |
| 3. | Industry |

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What is Alphanumeric Outlining?

The most common type of outline that follows these characters, in this order:

- Roman Numerals
- Capitalized Letters
- Arabic Numerals
- Lowercase Letters

Example:

I. Topic / Title

II. Introduction of Essay

A. Write a few sentences that lead into the main point of your essay

B. End the paragraph with your thesis statement (3 main points you are going to support)

1. First point in thesis

2. Second point in thesis

3. Third point in thesis

III. Body of Essay

A. Topic One - First Point in Thesis

1. Support your point with either quotations or solid evidence

2. Have at least five sentences

B. Topic Two - Second Point in Thesis

1. Support your point with either quotations or solid evidence

2. Have at least five sentences

C. Topic Three - Third Point in Thesis

1. Support your point with either quotations or solid evidence

2. Have at least five sentence

IV. Conclusion

A. Write a few sentences summarizing your essay

B. Restate your thesis and how you proved your point

What are the general approaches in doing an outline?

There are two general approaches you can take when writing an outline for your paper:

A. The **topic outline** consists of short phrases. This approach is useful when you are dealing with a number of different issues that could be arranged in a variety of different ways in your paper. Due to short phrases having more content than using simple sentences, they create better content from which to build your paper.

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B. The **sentence outline** is done in full sentences. This approach is useful when your paper focuses on complex issues in detail. The sentence outline is also useful because sentences themselves have many of the details in them needed to build a paper and it allows you to include those details in the sentences instead of having to create an outline of short phrases that goes on page after page.

| <u>Topic Outline</u> | <u>Sentence Outline</u> |
|--|---|
| <p>Birds as Insect Controllers:</p> <p>I. How birds help</p> <p> A. Have high metabolism rate</p> <p> B. Eat nearly twice weight</p> <p> i. 3-oz. to 5 ½ oz.</p> <p> ratio in birds</p> <p> ii. 10-lb. to 18 1/3 lb.</p> <p> ratio in</p> <p> humans</p> <p>II. How environment helps</p> <p> A. Vegetation</p> <p> i. Windbreaks</p> <p> ii. Living fences</p> <p> iii. Shrub buffers</p> <p> B. Water</p> <p> i. Farm ponds</p> <p> ii. Grass waterways</p> | <p>Birds as Insect Controllers:</p> <p>I. Birds eat insects.</p> <p> A. The birds have a high metabolism rate.</p> <p> B. The birds eat almost twice their own weight.</p> <p> i. A 3-ounce baby bird will eat 5 ½ ounces of insects.</p> <p> ii. A 10-pound human baby would have to eat 18 1/3 pounds of food.</p> <p>II. The environment attracts birds.</p> <p> A. Planting the right vegetation attracts birds.</p> <p> i. Windbreaks provide birds protection.</p> <p> ii. Living fences provide birds nesting and roosting sites.</p> <p> iii. Shrub buffers provide birds protection.</p> <p> B. Developing water sources attracts birds.</p> <p> i. Farm ponds provide birds with water and food.</p> <p> ii. Grass waterways attract birds of different varieties.</p> |



PRACTICE EXERCISE 1:

Write an appropriate topic sentence that would have the following supporting details.

1. Topic Sentence: _____
- A. Cats do not need as much attention as dogs.
- B. Cats are more conscious of their own hygiene and lick themselves clean.
- C. Cats help get rid of pests like cockroaches and mice.
2. Topic Sentence: _____
- A. Investment in a better train system will decongest roads.
- B. It will also lessen urban pollution.
- C. A better train system will increase passenger safety.

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3. Topic Sentence: _____
A. Visiting the National Museum
B. Having a picnic in Luneta Park
C. Watching the sunset in Manila Bay



PRACTICE EXERCISE 2:

Write four subtopics that can be discussed under the given main topics. You may ask ideas or opinions of your parents or siblings about the topics presented.

1. War On Drugs
A. _____
B. _____
C. _____
D. _____
2. Enhance Community Quarantine
A. _____
B. _____
C. _____
D. _____
3. Press Freedom in the Philippines
A. _____
B. _____
C. _____
D. _____



GENERALIZATION

It is only possible to make an outline if you have familiarity with the subject. As you do research, you may find it necessary to add, subtract or change the position of various ideas. If you change your outline, ensure that logical relationship among ideas is preserved.



EVALUATION

Encircle the letter of the correct answer.

1. In writing a topic outline, which rule of outlining should you not follow? A.
Indent properly.
B. Place periods after ideas.
C. Have the heading and subheading be on the same form.
D. Make each heading and subheading having equal significance.

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2. What type of outline should you consider for a short, timed essay, and why?
 - A. A topic outline, to help you stay focused on the topic and avoid rambling
 - B. A sentence outline, to show the instructor you know how to do an outline
 - C. A sentence outline, to make it easier for paragraph development
 - D. No outline is necessary to organize information; write as ideas come to mind

 3. What should you focus on during the outlining process?
 - A. brainstorming possible arguments
 - B. opening and closing paragraphs
 - C. sentence structure, quality of ideas and logical order
 - D. creating a thesis statement which will be your main point/topic

 4. What is the benefit of using an outline to draft an essay?
 - A. Writers who use an outline always produce successful and engaging essays.
 - B. With an outline, writers don't have to worry so much about their final product.
 - C. An outline is the same thing as the first draft, so once the outline is written, the draft is done.
 - D. Outlines allow the writer to compile information and set a direction for the essay before jumping to a first draft.

 5. Why is using a full sentence outline beneficial for most standard essays?
 - A. Full sentence outlines allow for more creative writing.
 - B. With a full sentence outline, you can guarantee an essay's success.
 - C. The numbers and decimals involved in the other outline types are confusing.
 - D. While the sentence outline may be more time-consuming up front, it makes writing the first draft much easier.
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