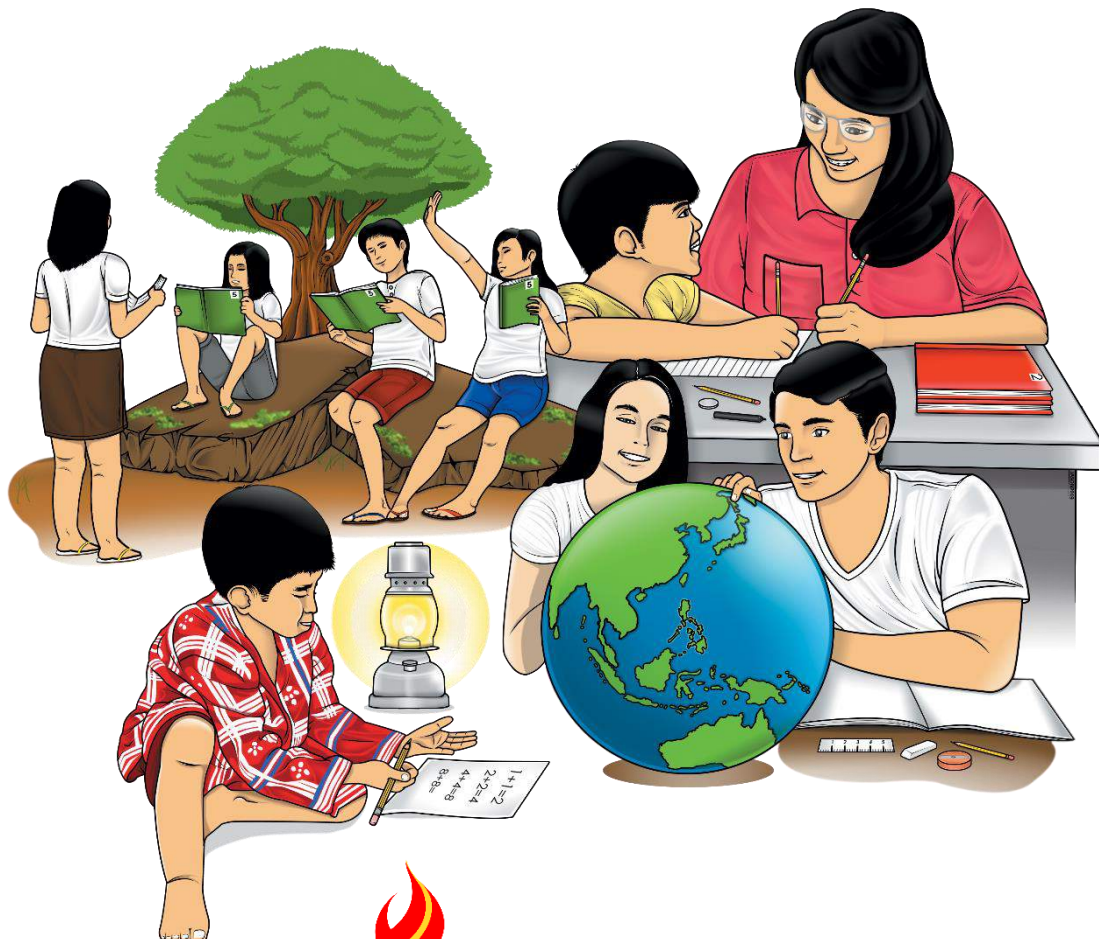


English

Quarter 4 – Module 1: Analyzing Visual and Multimedia Elements



English – Grade 5
Alternative Delivery Mode
Quarter 4 – Module 1: Analyzing Visual and Multimedia Elements
First Edition, 2020

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English

Quarter 4 – Module 1:

Analyzing Visual and Multimedia Elements

Introductory Message

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Thank you.

Lesson**1****Analyzing Visual and
Multimedia Elements*****What I Need to Know***

Hello and welcome to this module, Grade 5 learner!

Storybooks are collections of stories for children. Some storybooks are made up only of written words. Readers of these books have to imagine what is going on in the story by creating the images of the characters and the setting of the story and events in their minds. Other storybooks, however, include visual elements—drawings or photos—that aid readers to fully appreciate and understand the text. Sometimes, storybooks are made into films or online activities that include multimedia elements such as sounds and animations. These visual and multimedia elements affect how the readers or viewers interact with and respond to the story.

Through this module you will learn to:

- analyze how visual and multimedia elements contribute to the meaning of a text (EN5VC-IVd-1.7.1);
- identify examples of visual and multimedia elements;
- give correct meaning of a text with the aid of visual and multimedia elements; and
- observe politeness in communicating with classmates.



What I Know

Identify the images below. Select your answers from the boxes. Write your answers on a separate sheet of paper.

cartoons

comics

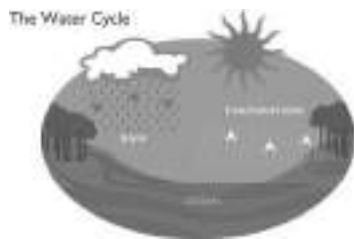
pictures

drawings

sketch

diagram

1.



("Water Cycle," 2011)

2.



(RalfDesign, 2019)

3.



(Evans, 2018)

4.



(Garret, 2008)

5.

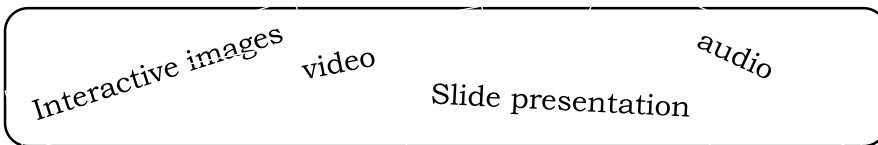


(Pirillo, 2008)

6.



(Belzen, 2010)

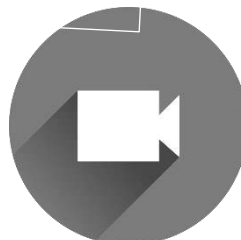


7.



(Anon., 2012)

8.



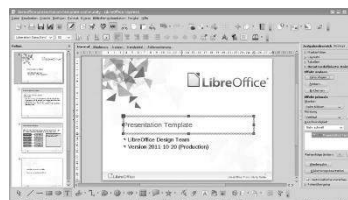
(Pixabay, 2016)

9.



(Joubel, 2013)

10.



(Vanger, 2012)



What's In

Read this story.

Aesop's Fable: The Crow and The Pitcher

In a spell of dry weather, when the birds could find very little to drink, a thirsty crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

The moral of the story: thoughtfulness and persistence will succeed.

Now, read this story.

Aesop's Fable: The Crow and The Pitcher

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The moral of the story: thoughtfulness and persistence will succeed.



(Winter 1919)

Which of the two versions of the story is more appealing to you? Why?



What's New

Look at this picture titled “The Boy and His Dog.” Then, answer the questions that follow. Write your answers on a separate sheet of paper.



1. What have you noticed with the picture at first glance?

2. As you take a longer look, what other details have you noticed?

3. What can you say about the boy and his dog? What qualities do they have?

4. Do you think the picture is more appealing if it is colored?

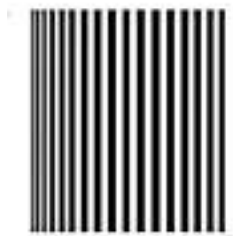


What Is It

Visual and multimedia elements are used to catch the readers' attention. They also aid readers in understanding the text.

The following are examples of **visual elements**:

- **Line** is the foundation of all drawings. It can suggest shape, pattern, growth, movement, form, depth, distance, rhythm and a range of emotions.



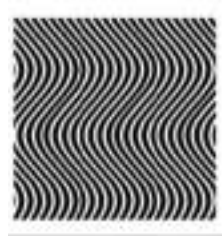
• **Vertical Lines**
It suggests height & strength.



• **Horizontal Lines**
It suggests calmness and distance.

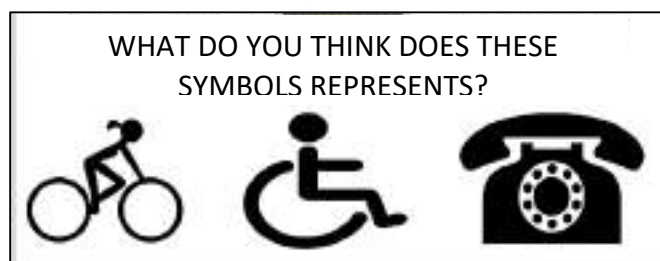


• **Jagged Lines**
It suggests excitement, unease and destruction.



• **Curved Lines**
It suggests comfort and ease.

- **Symbol** is a visual image that is used to represent a concept or an idea.

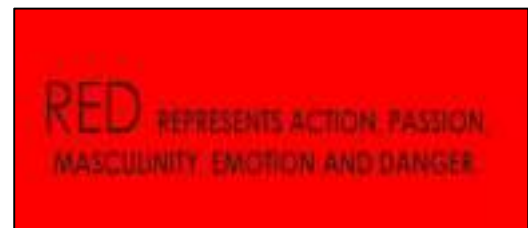
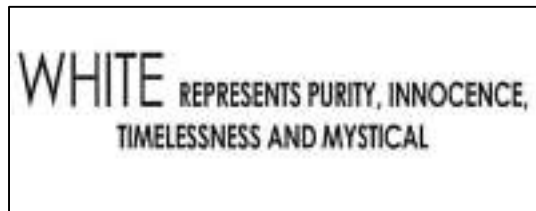


*Represents
bicycle/ bicycle
lane*

*Person with
disability*

Telephone

- **Color** has the strongest effect on our emotions. We use color to create the mood or the atmosphere of an artwork.



- **Gaze** refers to where the figure in the picture is looking. It implies looking at someone or something based on one's beliefs and judgment.



The mother is looking at her baby. The picture shows how much the mother loves her baby.



The man is looking at the cross. The picture shows the man's strong faith and trust in God.

- **Framing** is deciding what will be shown or what will not be shown in a photograph or picture. It is also about deciding whether the subject will fill the frame and appear close-up or will the screen be seen at a distance as part of a larger context.



The picture frames the father's way of interacting with his son.

The following are examples of **multimedia**:

- **Text** is one of the basic elements of multimedia. It conveys information to the audience, tell stories and describes things, interpret graphics and charts, inform people about an event, or tell something about a person.
- **Graphics** are part of visual presentation material. It displays information graphically, which cannot be expressed in letters and words.
- **Animation** is a collection of graphics applied with movement.
- **Audio** is produced by vibration as perceived by the sense of hearing. In multimedia, audio could come in a form of speech, sound effects and also music score.
- **Video** is a technology of capturing, recording, transmitting, and reconstructing moving pictures.



What's More

Read Perrault's version of Cinderella at this website.

http://www.gutenberg.org/files/29021/29021-h/29021-h.htm#Cinderella_or_The_Little_Glass_Slipper

In his version of the story, Perrault uses a serious tone. The story has a happy ending, but the narrator does not make jokes or describe any silly characters. Perrault's narrator also uses a sympathetic tone toward Cinderella. He feels sorry for her because she is a good person who has a difficult life. For example, he says that "the poor girl bore all patiently" and mentions that she "was no less good than beautiful." In contrast, the narrator describes her sisters as proud and cruel.

Now, watch the video about Cinderella. This video uses sound and animation to retell the story of Cinderella. How do these multimedia elements affect the tone and meaning of the story? Are the tone and meaning of this version different from Perrault's version?

<https://www.youtube.com/watch?v=XBNUXIML5AM> This video is 1 hour and 14 minutes long.



What I Have Learned

Complete the following sentences based on what you learned. Write your answers on a separate sheet of paper.

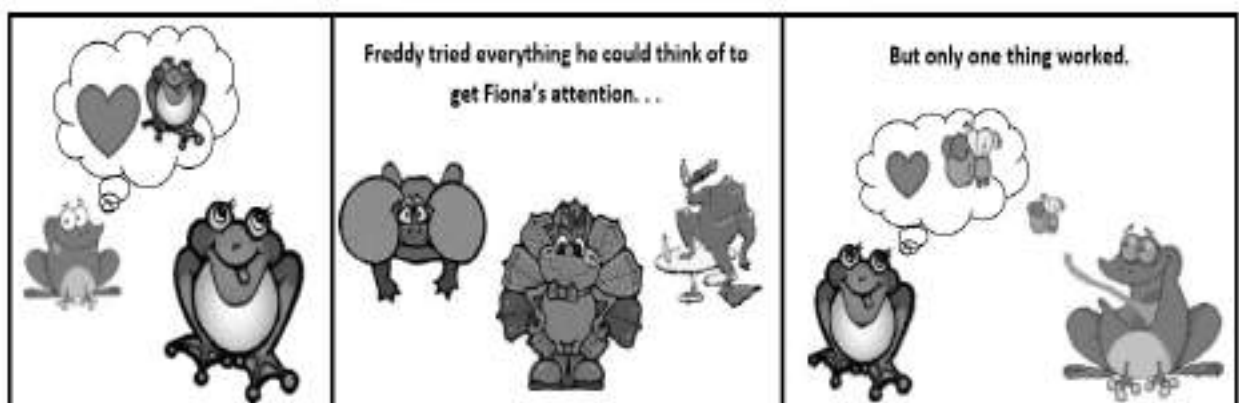
1. Text, graphics, and animations are _____ elements.
2. Lines, symbols, color, gaze, texture, and framing are _____.
3. Video is a technology of capturing, _____, transmitting, and reconstructing moving pictures.
4. Multimedia is a combination of multiple forms of media useful to _____.
5. Color has the _____ effect on our emotions.
6. Animation is a collection of graphics applied with _____.
7. Visual elements are any characteristics that we can _____.
8. Black represents evil, mysterious, power, and _____.
9. Symbols are _____ of concept or ideas.
10. _____ conveys information to the audience, tell stories and describes things



What I Can Do

A. Read the comic strip. Then, answer the questions below. Write your answers on a separate sheet of paper.

Title: _____



1. What motivated Freddy to do everything he could think of to get Fiona's attention?
 - a) Freddy wants to ask favor from Fiona.
 - b) Freddy is so in love with Fiona.
 - c) Fiona is the only frog to be friend.

2. How do you think Freddy caught the attention of Fiona based on the last strip?
 - a) Freddy caught the bee for Fiona.
 - b) Freddy called Fiona while imagining.
 - c) Freddy summoned the bee to notice him.
3. What could be the best title for this comic strip?
 - a) Freddy, Fiona, and the Bee
 - b) Fiona's extreme lover
 - c) The Diligent Lover Freddy Frog
4. What helped you most in understanding the story?
 - a) The written text or narration
 - b) Your own expert interpretation
 - c) The clever and symbolic drawings in the comic strip



Assessment

A. Read each item and write the letter of the correct answer on a separate sheet of paper.

1. Which of the following is a visual element that can contribute to a text?
 - A. A drawing of a character's home
 - B. An audio recording of a story
 - C. Sound effects during a scary story
 - D. Background music
2. Which of the following is an example of a multimedia element that can contribute to text?
 - A. An illustration at the ending of a story
 - B. A picture of a main character
 - C. A diagram about a new gadget
 - D. All of the above
3. It creates the mood or the atmosphere of an artwork.
 - A. line
 - B. color
 - C. gaze
 - D. symbol
4. It is produced by vibration as perceived by the sense of hearing.
 - A. video
 - B. text
 - C. animation
 - D. audio

5. You read a story on your tablet and there are bold words throughout the story. When you click on a bold word, a box appears on the screen and gives you the definition of the word. This is an example of a multimedia element that _____.
 - A. helps set the tone of the story
 - B. clarifies the meaning of the word
 - C. helps you hear the sounds the main character would hear
 - D. helps you visualize what events are happening in the story
6. What do we mean by multimedia?
 - A. The sound that is transmitted over the internet.
 - B. Images that are printed in a magazine.
 - C. Image, sound, text, and video that are combined.
 - D. Computer with speaker and video camera

B. Read the poem. Then answer the questions below. Write only the letter. Do this on a separate sheet of paper.

Balloons

Red and yellow, green and blue
 Lighter than air
 Up, up they flew!
 Over the trees,
 Across the lake,
 Upturned faces in their wake.
 Someone points up towards the sky
 No bigger than a pinprick
 They've sailed so high.



(Stackhowiak, n.d.)

1. What things are referred to as yellow, green, and blue?
 - a. air
 - b. sky
 - c. pinprick
 - d. balloons
2. What is meant by a "pinprick" in the poem?
 - a. skin discoloration
 - b. sharp needle
 - c. tiny dot
 - d. small boat
3. What images do you see in the poem?
 - a. The colorful balloons flying in the sky
 - b. People who are looking at the balloons
 - c. A calm lake surrounded by green nature
 - d. All of the above
4. What is the importance of illustration to the reader's understanding of the poem?
 - a. It helps the reader see the details about the poem more clearly.
 - b. It makes the poem more difficult or complicated.
 - c. It develops the imagination of the learner.
 - d. It makes the poem useless.



Additional Activities

Examine and describe each picture below. Write your answers on a separate sheet of paper.



1.



2.



3.



Answers Key

<p>What I Can Do</p> <p>1. B 2. A 3. C 4. C</p>	<p>Assessment</p> <p>A. 1. A 2. D 3. B 4. D 5. B 6. C</p> <p>B. 1. D 2. C 3. A 4. A</p>	<p>Additional Activities</p> <p>Answers vary but some ideas might sound like the following:</p> <p>1. They are happily viewing old photos and videos.</p> <p>2. Spending free time at the park is relaxing.</p> <p>3. The food is already set for celebration.</p>
<p>What I Know</p> <p>1. diagram 2. cartoons 3. pictures 4. drawings 5. comics 6. sketch 7. audio 8. video 9. interactive images 10. slide presentation</p>	<p>What I Have Learned</p> <p>1. multimedia 2. visual elements 3. recording 4. communication 5. strongest 6. movement 7. see 8. fear 9. representation 10. text</p>	

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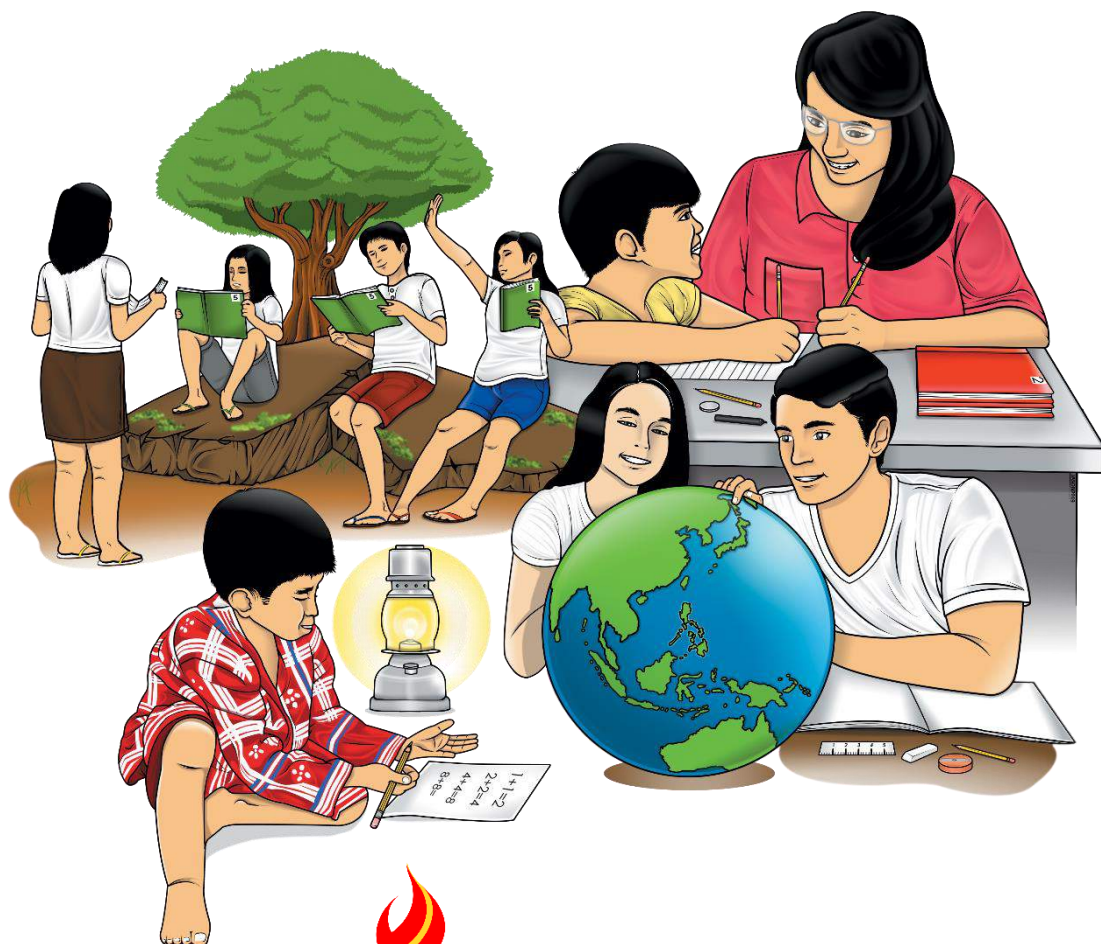
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English

Quarter 4 – Module 2, Lesson 1: Writing Paragraphs Showing Cause and Effect



English – Grade 5
Alternative Delivery Mode
Quarter 4 – Module 2, Lesson 1: Writing Paragraphs Showing Cause and Effect
First Edition, 2020

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English

Quarter 4 – Module 2, Lesson 1: Writing Paragraphs Showing Cause and Effect

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Good luck and happy learning!

Lesson**1****Writing Paragraphs
Showing Cause and Effect*****What I Need to Know***

Being able to write about a cause-and-effect situation is an important skill needed as you refine your understanding of the things around you.

At the end of this module, you are expected to:

- identify cause and effect relationships;
 - write a possible cause for a given effect;
 - write a possible effect for a given cause;
 - write sentences showing cause and effect;
 - write paragraphs showing cause and effect; and
- EN5WC-IIc-2.2.5
- appreciate the beauty of nature



What I Know

A. Answer the questions about each sentence. Write your answers in your notebook.

1. I got a toothache once I ate an excessive amount of candy.

What happened first?

CAUSE

What happened next?

EFFECT

2. Hanna went to the doctor because she is not feeling well.

What happened first?

CAUSE

What happened next?

EFFECT

B. Fill in the Cause and Effect of the following sentences. Write your answer in your notebook.

1. Ana was happy because she got to eat cake for dessert.

Cause: _____

Effect: _____

2. If Ara sells all the fish, then she will get her allowance.

Cause: _____

Effect: _____

C. Examine the paragraph below, underline once the CAUSE and twice the EFFECT.

1. Mina seldom brushes her teeth. Now she has cavities.
2. Lito and his family are now homeless because a strong typhoon destroyed their house.
3. Since it is a holiday, we went swimming at the sea.
4. To keep safe from COVID 19, people wear a face mask and a face shield.
2. Mining leads to soil erosion.



What's In

As you try to understand cause and effect relationship, you will realize that this is a combination of action and reaction. You can probably relate to an example in the paragraph below.

Read the paragraph and answer the following questions.

Mr. Sabinada was leaving for Palawan Monday morning. His car was out of order, so he took a red taxi. On his way at the airport he remembered that he forgot to bring his plane ticket so he called up his wife to bring the ticket to him before nine o'clock.

1. Who was leaving for Palawan?
2. Why did he take a red taxi?
3. What did he forget to bring?
4. Why did he call up his wife?
5. What is the cause? The effect?



What's New

The ocean is everyone's responsibility. Here are some lists of human actions that lead to destruction of our most important source of living. As you read the selection, try to take note and familiarize some transitional words that are used. Transitional words are underlined. List the causes and effects inside the table below which you will write in your notebook.

The ocean's delicate coral reefs are affected by changes caused by humans. To illustrate, dumping waste products and garbage in the sea results in changes in the natural environment. Due to the changes the ocean becomes polluted, and as a consequence, coral reefs are damaged. When the ocean becomes extensively, polluted, coral reefs die.

Causes	Effects



What Is It

Let's get to know more about a cause-and-effect relationship by defining the key words clearly.

A **cause** is the reason why something happens. It is the producer of the effect. An **effect**, on the other hand, is the result of the cause. It is produced by the cause.

When we speak about the sequence by which these two take place, the cause always happens first while the effect happens next. However, when they are written as parts of sentences, the order by which they appear may not be according to what happened first or next as shown in the examples below.

A heavy rain lasted for two hours, so the streets were flooded.

(cause)

(effect)

The streets were flooded because the heavy rain lasted for two hours.

(effect)

(cause)

In order to identify the relationship properly, ask what happens first and what happens next.

Once you master identifying the cause-and-effect relationship, you can already begin writing cause-and-effect relationships in sentences and paragraphs.

In addition, to properly connect the relationships, transitional words such as because, if, so, thus, consequently, therefore, due to the fact, since, as a result of, the reason for, nevertheless, lead to, and caused by are used in the paragraph.

Example:

Due to lack of Vitamin A, Karen has poor eyesight.

Silva is sleepy, so he did not attend his classes.



What's More

- A. The table below shows that one cause can have many effects, while one effect can also have many causes.

Cause	Effect
Exercise	keeps one healthy
	makes a person feel good
	improves blood circulation
Not studying the lesson	can result to a failing grade.
Going out with friends all the time	
Laziness in doing module activities	

1. Exercise keeps one healthy, gives a good feeling, and improves blood circulation.
2. Not studying the lesson, going out with friends all the time, and laziness in doing module activities can result to a failing grade.

In your notebook, write the following:

1. Give three causes of water shortage

2. Give three effects of climate change

B. Choose a transitional word inside the parenthesis to complete the given paragraph. Write your answers in your notebook.

Cause and Effect of Video Game Addiction

Video game addiction (**if, may result, causes**) a decline in overall health and hygiene. Players who interact with video games for such significant amounts of time may (**cause, if, result in**) not eating and even staying long without basic hygiene tasks, such as using the restroom or bathing. The effects of this behaviour may (**result on, if, lead to**) significant danger to their overall health.

The (**result in, lead to, cause**) of video game addiction are complex and can (**lead to, may result to, if**) severe effects. Playing video games can should be a fun activity for all to enjoy. But just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities.

("Student Sample: Cause-And-Effect Essay | English Composition I: Rhetorical Methods–Based" 2021)



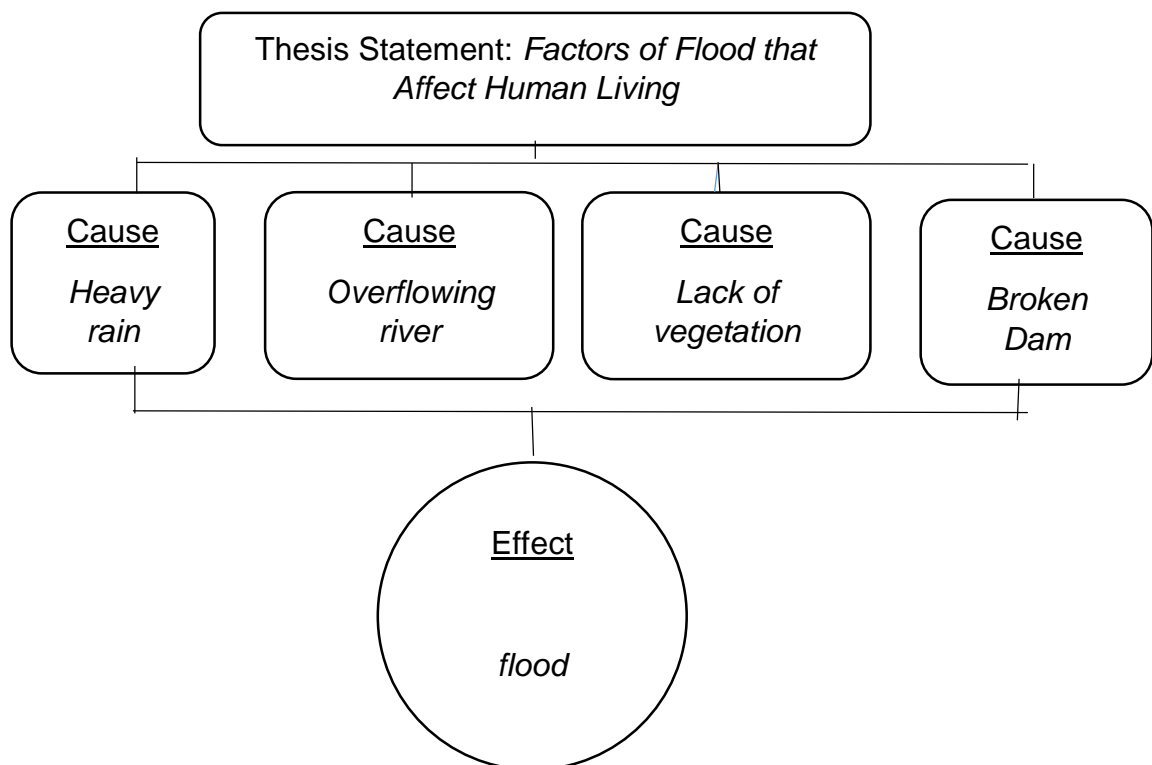
What I Have Learned

Writing a cause-and-effect paragraph involves understanding the logic or connection between **cause and effect**. It requires a knowledge of the expressions and vocabulary used to express causes and effects. **Cause-effect** transitions are important components of writing. So pupils need some practice with cause/effect writing. In addition, a pupil needs to know how to structure a cause/effect essay. Transitional words are: because, if, so, thus, consequently, therefore, due to the fact, since, as a result of, the reason for, nevertheless



What I Can Do

A. Based on the given diagram, write a paragraph describing the causes stated in the boxes and the effect mentioned in the circle. Use the transitional word (since, because, as a result of, due to the fact, consequently) in connecting the causes and the effect. Use a separate sheet of paper.



B. List down 5 reasons why the pandemic is not over yet? Do you know why? You can make a little research. An example has been given below. Once completed, combine and rewrite the sentences in a paragraph form.

The pandemic is not over yet because most people are not yet immunized or vaccinated.

1. _____
2. _____
3. _____
4. _____
5. _____

The pandemic is not over yet because _____,
_____, _____,
_____.



Assessment

Based on the jumbled sentences below, write a paragraph containing cause-and -effect relationships. Use transitional words or expressions like so, because, and since in connecting the cause and the effect. Write your answer in your notebook.

CAUSES	EFFECTS
Many businesses also went bankrupt.	It is not easy to pass through a border.
People are already complaining and crying.	Workers lost their job.
Nowadays, it is difficult to transport goods to the market.	People have nothing to eat.



Additional Activities

Find short articles or paragraphs that contain cause and effect relationships. Copy and rewrite that paragraph in your own notebook. Underline the causes only once but underline the effects twice.



Answers Key

What I Know

A.

1. CAUSE – when I ate too much

candy

EFFECT – I got a toothache

2. CAUSE – because she is not

feeling well.

EFFECT-Hanna went to the

doctor

B.

1. CAUSE-because she got to

eat cake for dessert

EFFECT-Ana was happy

2. CAUSE - If Ara sells all the

fish

EFFECT - then she will get her

allowance

C.

1.Mina seldom brushes her

teeth. Now she has cavities.

2.Lito and his family are

now homeless because a

strong typhoon destroyed

their house.

What's In

3. Since it is a holiday, we went swimming at the sea.

4. To keep safe from COVID

19, people wear a face mask

and a face shield.

5. Mining leads to soil

erosion.

1. Mr. Sabinada

2. Because his car is out

of order

3. Plane ticket

4. To bring the ticket to

him at the airport before

9 o'clock

5. Cause- Mr. Sabinada

forgot to bring plane his

ticket.

Effect- He called his

wife to bring the ticket

to him at the airport.

What I Can Do

A. Answers may vary.

B. Answers may vary.

Assessment

Nowadays, it is

difficult to transport

goods to the market

because it is not easy

to pass through a

border. Many

businesses also went

What's More

A. Answers may vary.

B.

1. causes

2. result in

3. lead to

4. cause

5. lead to

What's New

Cause	changes the ocean's delicate coral reefs are affected	dumping waste products and garbage in the sea	ocean become polluted	When the ocean becomes extensively polluted	Coral reefs die
Effects	the ocean's delicate coral reefs are affected	changes in the natural environment	Coral reefs are damaged		

Additional Activities

Answer may vary.

bankrupt, so workers lost their job. Many people are complaining and crying since they have nothing to eat.

References

Castillo, K., et.al. 2016, *Joy in Learning English 5*, Department of Education, Vibal Group Inc.

"Student Sample: Cause-And-Effect Essay | English Composition I: Rhetorical Methods-Based". 2021. *Courses.Lumenlearning.Com*. Accessed April 29.
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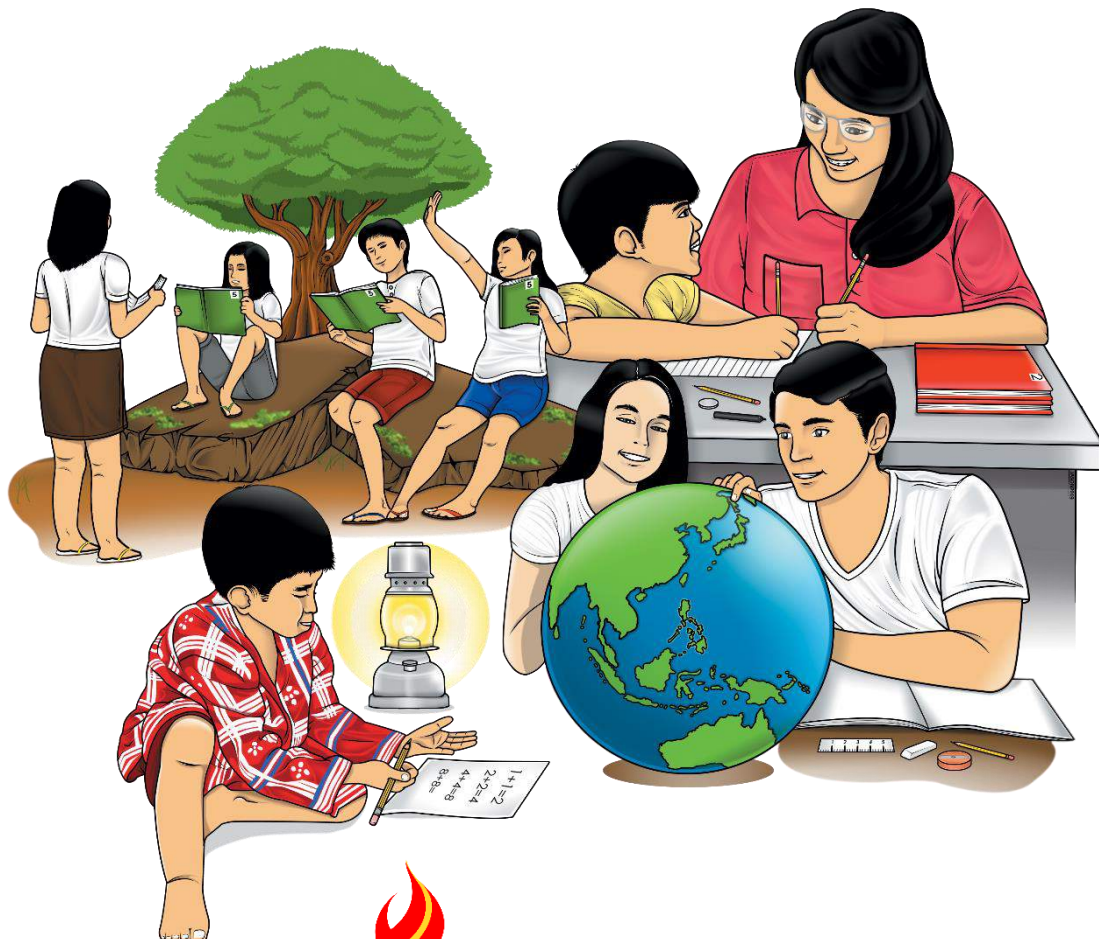
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English

Quarter 4 – Module 2, Lesson 2: Writing Paragraphs Showing Comparison and Contrast



English – Grade 5

Alternative Delivery Mode

Quarter 4 – Module 2, Lesson 2: Writing Paragraphs Showing Comparison and Contrast

First Edition, 2020

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English

Quarter 4 – Module 2, Lesson 2: Writing Paragraphs Showing Comparison and Contrast

Introductory Message

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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.

Good luck.

Lesson

2

Writing Paragraphs Showing Comparison and Contrast



What I Need to Know

Comparing and contrasting are ways of exploring the similarities and differences between two things. Comparison refers to how two objects, people, or ideas are alike. Contrast refers to how two objects, people or ideas are different. This method of arrangement presents the details according to similarities and differences.

In this module, you will learn to:

- tell whether a sentence uses comparison or contrast;
 - write sentences showing comparison and contrast; and
 - write paragraphs showing comparison and contrast;
- EN5WC-IIg-2.2.6



What I Know

Study the following group of words inside the box then write the word that suggests comparison or contrast accordingly. Write your answers in your notebook.

Like	again	different	similarly	unlike
however	equally	whereas	just as	although

Comparison	Contrast



What's In

Tell whether each sentence is comparing or contrasting two things. Write the word compare or contrast on each line. Write your answers in your notebook.

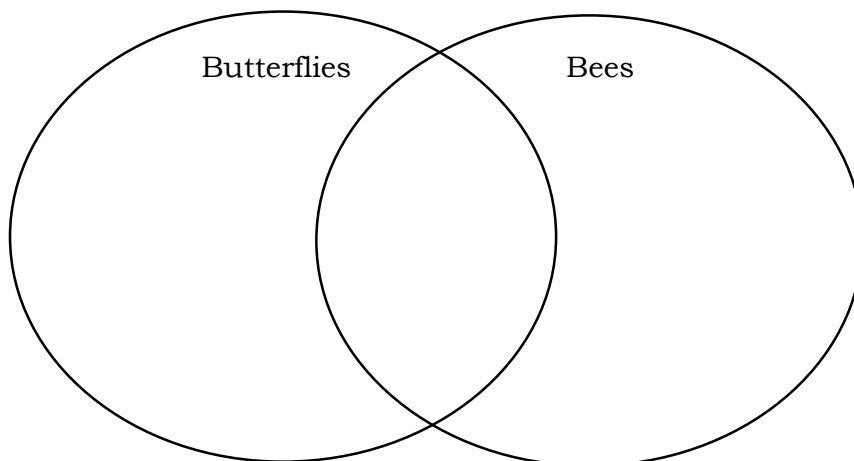
1. _____ Maya's bicycle is pink, but William's is red.
2. _____ Miles has big feet just like his father.
3. _____ Winter is much colder than summer.
4. _____ Mackenzie has his mother's beautiful blonde hair.
5. _____ Both Mindy and Olive bought new cell phones.



What's New

Read the story below and then fill in the diagram to show differences (contrasts) and similarities (comparisons) between the two creatures. Write your answer in your notebook.

Butterflies and bees have many things in common. They are both insects that live all over the world. Another similarity is that they both have 4 wings. Their wings are very different though butterflies have brightly colored wings and a bee's wings are transparent. Bees live in large groups called colonies. Butterflies do not. They often travel by themselves. Butterflies and bees are also similar because they both feed off nectar and pollen from flowers.





What Is It

Generally speaking, comparing is showing similarities, and contrasting is showing differences between two things that are related in some way. If you write a paragraph using comparison and contrast, choose a topic that interests you. A good compare/contrast paragraph doesn't only point out how the subjects are similar or different. It uses points to make meaningful argument about the subjects.

1. The first step to writing a successful compare and contrast paragraph is to pick two subjects that are different enough to be compared.
2. Make sure that your subjects can be discussed in a meaningful way. A good compare and contrast paragraph will help your readers understand why it's useful or interesting to put these two subjects together.
3. Take a little time to brainstorm about how your chosen subjects are similar and different. A Venn diagram can often be helpful when brainstorming. This set of overlapping circles can help you visualize where your subjects are similar and where they differ. In the outer edges of the circle, you write what is different; in the overlapping middle area, you write what's similar.
4. Consider your main points. Choose a few points that seem to be particularly important.
5. Develop your thesis statement. There are many directions a compare and contrast paragraph can take, but it should always make an argument that explains why it's useful to put these two subjects together in the first place.
6. Useful transitional words and phrases

For comparison

Similar to, similarly, in the same way, like, equally, again, also, too, each of, just as ...so

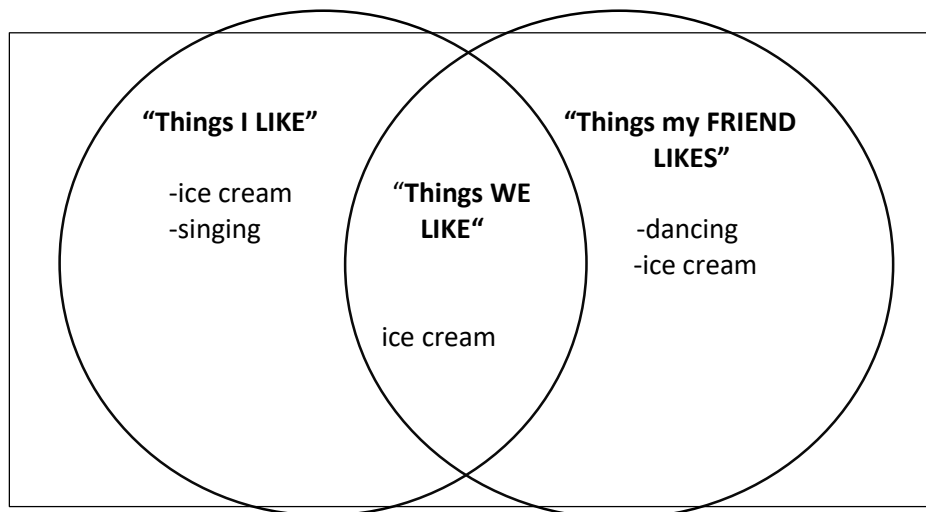
For contrast

In contrast, on the other hand, different from, whereas, while, unlike, however, but, although, however, conversely, yet, unlike



What's More

A. Use the Venn diagram to list down similarities or differences between you and your friend. In the “Things I Like” circle, write special things that you like. In the “Things My Friend Likes” circle, write special things that your friend also like. In the “Things We Like” circle, write things that you and your friend both like. As a guide, some examples have already been written. Add more to the list under the correct circle based on what is really true to you and your friend.



B. Once the Venn Diagram is completed, use the information that you added to write sentences that show comparison or contrast between you and your friend. Don't forget to use the correct transitional words or phrases. Again some examples are provided below:

1. I like singing, but my friend likes dancing. (contrast)
2. I and my friend both like ice cream. (comparison)



What I Have Learned

Complete the following sentences to show your level of understanding about the lesson. Write your answer in your notebook.

A comparison is a process of (1)_____ while a contrast is a way of (2)_____. We compare and contrast (3)_____ or more different things. We also use (4) _____ when writing a comparison or contrast.

Read the paragraph inside the box then answer the questions that follow. Write your answers in your notebook.



What I Can Do

A. Read the paragraph and write what is asked below.

Dogs and cats are both great pets to have. Although cats are much more independent than dogs. Indoor dogs need to be walked, bathed, and taken outside frequently. Indoor cats usually stay inside. Dogs also tend to be louder than cats. They bark and are more vocal with their needs. Both cats and dogs need to be taken care of. They need to be given food and water daily. They also need to visit the vet to get their shots and make sure that they are healthy. Cats and dogs make wonderful companions.

1. Write one way that dogs and cats are similar.

2. Write one way that dogs and cats are different.

B. Think of two of your favorite movies. Write sentences that compare and contrast these two movies, describing what makes them different and also what makes them similar. Use the correct transitional words and phrases.



Assessment

After completing the activity above, you are now ready to write a short paragraph comparing and contrasting the benefits of eating fast food vs. eating home-cooked meals in terms of cost, convenience, and health. Be guided by the graphic organizer below. Write your answers in your notebook.

(Introduce the two things being compared/contrasted)

(compare and contrast in terms of cost)

(compare and contrast in terms of
convenience)

(compare and contrast in terms of health)

(conclusion about the two things)


[illegible]

CATEGORY	4	3	2	1
Purpose & Supporting Details	The paragraph compares and contrasts items clearly, and includes only information relevant to the point of comparison and contrast.	The paragraph compares and contrasts items clearly, but the supporting information is general.	The paragraph compares and contrasts items clearly, but the supporting information is incomplete.	The paragraph compares or contrasts, but does not include both. There is no supporting information or support is incomplete.

Organization and Structure	The paragraph breaks the information into whole-to-whole, similarities to differences or point by point structure. It follows a consistent order when discussing the comparison and contrast.	The paragraph breaks the information into whole-to-whole, similarities to differences or point by point structure but does not follow a consistent order when discussing the comparison and contrast.	The paragraph breaks the information into whole-to-whole, similarities to differences or point by point structure, but some information is in the wrong section. Some details are not in a logical or expected order.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paragraph moves smoothly from one idea to the next and uses comparison and contrast words to show relationships between ideas.	The paragraph moves from one idea to the next but there is a little variety of sentence structures and transitions.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.



Answers Key

<p>Assessment</p> <p>Pupils responses may vary.</p> <p>Additional Activities</p> <p>Pupils responses may vary.</p>	<p>What I Can Do</p> <p>Pupils responses may vary.</p>	<p>What's New</p> 
<p>What's More</p> <p>Pupils responses may vary.</p> <p>What I Have Learned</p> <ol style="list-style-type: none"> 1. showing similarities 2. showing differences 3. two 4. transitional words or phrases 	<p>What's In</p> <ol style="list-style-type: none"> 1. contrast 2. compare 3. contrast 4. compare 5. compare 	<p>What I Know</p> <p>Comparison</p> <p>Like, again</p> <p>Similarly, equally</p> <p>Just as</p> <p>Contrast</p> <p>Different, unlike</p> <p>However, whereas</p> <p>although</p>

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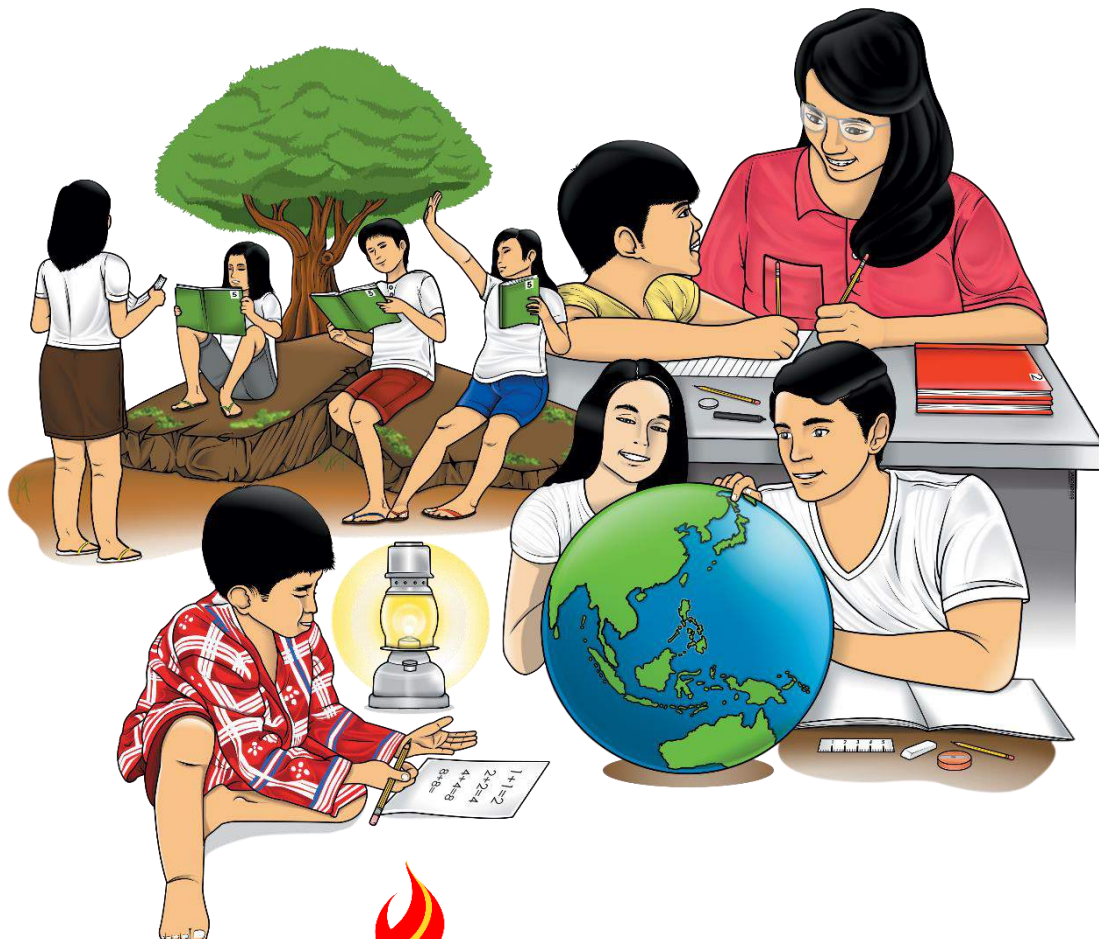
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English

Quarter 4 – Module 2, Lesson 3: Writing Paragraphs Showing Problem-Solution Relationships



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English – Grade 5
Alternative Delivery Mode
Quarter 4 – Module 2, Lesson 3: Writing Paragraphs Showing Problem- Solution Relationships

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English

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Thank you and good luck!

Lesson**3****Writing Paragraphs Showing Problem-Solution Relationships*****What I Need to Know***

Have you ever encountered problems? What were they? How were you able to choose the appropriate solution for it?

Some informational text types are organized by problem and solution. This text begins with presentation of a problem between individuals, among groups, or an issue going on in the world. This is followed by one or more possible solutions that are explained.

At the end of this module, you are expected to:

- recall the structure of a sentence showing a problem-solution relationship by labeling the parts correctly;
- tell whether a sentence contains an example of a problem-solution relationship;
- describe the structure of a paragraph written problem-solution relationships;
- identify a paragraph showing problem-solution relationships;
- write paragraphs showing problem-solution relationships; and
- observe politeness in asking and giving responses.



What I Know

Write YES if the paragraph contains a problem-solution relationship; NO if it does not.

Paragraph 1

Even if it is difficult, the problem about drugs can be solved or minimized. How? What can be done to solve the problem on drug abuse in young people? Education is the most effective solution. Children need to be taught about the dangers of drug abuse at home and in school. Parents can talk about the positive and negative effects of drugs while having breakfast, lunch, or dinner. Teachers can also discuss how students can avoid getting involved in drugs in their lessons. Barangay and other officials can also provide enjoyable activities such as games, sports, and shows that will take the attention of children away from bad influences like drugs.

Paragraph 2

Once upon a time, there lived a King who owned a thousand horses. Each horse had its own room in the palace which is also guarded by a thousand soldiers. Each horse also had a name. The Kings favorite horses were Lagatak, Pumitos, Parayaw, and Bardagol. This is because each of these five horses had a unique characteristic. Lagatak was a black horse with big hooves which causes a small earthquake when running. Pumitos was very fast and could run a kilometer in only second. Parayaw was white and muscular which makes any rider look handsome. Bardagol was the strongest and had a skin as tough as metal which cannot be penetrated by any weapon.

Paragraph 3

One morning, a rabbit and is boasting about his speed in front of the other animals and challenges any one of them to race him. A turtle accepts his challenge. At first the rabbit thinks it's a joke, but the turtle is being serious. So, soon after they begin the race. The rabbit runs full speed ahead and was already halfway in less than five seconds. However, to make fun of the turtle who is running just an inch in one minute, he decides to take a nap. The turtle keeps slowly going and going. When the rabbit wakes up at noon, he notices that the turtle is almost at the finish line. In panic, he ran swiftly to catch the race, but he stumbles and rolls down the canal. The turtle wins the race.



What's In

Activity 1

Do you remember your lesson on writing sentences containing a problem and a solution in Quarter 1? Let's check if you can still identify the correct structure by putting a check mark to the sentence which has the problem-solution relationship.

- _____ 1. Ana is very happy because she got a new pair of shoes from her aunt.
- _____ 2. The road is so dry and dusty since it has not rained for six months.
- _____ 3. Dodong is taking some medicine because he is not feeling well.
- _____ 4. People should avoid crowded places nowadays.
- _____ 5. To make our bones stronger, we should drink milk.

Activity 2

Answer the following questions.

1. Which sentence(s) above are written with problem-solution relationships? Choose from Sentences 1-5.
2. Based on these sentences that you have checked, how many parts or elements does each sentence with a problem-solution relationship have?
3. What are these parts? Can you label these parts based on the idea it contains?
4. Go back to the sentences that you have not checked. Are all the parts or elements of a problem-solution relationship present?
5. When do we say that a sentence has a problem-solution relationship?

You may recall that sentences which contain problem-solution relationships have two (2) important parts **written in the same sentence**: (1) the problem, and (2) the solution.

The barangay lockdown will start tomorrow,
(problem)
so we should prepare enough food, water, and other supplies.
(solution)

Notice in the example that the sentence begins with the problem and then followed by the solution.

However, the arrangement may also start with the solution and then followed by the problem as shown in the next example.

We should prepare enough food, water, and other supplies
(solution)
because the barangay lockdown will start tomorrow.
(problem)

Identifying and writing sentences with problem-solution relationship will be easy if you take note of the two parts which must always be present in the same sentence. If one part is missing, then there is no problem-solution to talk about.

However, when we start writing more than one sentence that contains a problem-solution relationship **in the form of a paragraph**, things get more challenging because the two parts may now appear separately in different sentences.

Study the next section of this module to get to know about writing problem-solution relationships in a paragraph.



What's New

The next activities will let you see the difference between a **sentence which contains problem-solution relationship** and a **paragraph which also contains the problem-solution relationship**.

Activity 1

Copy the problem-and-solution paragraph in your notebook. When this is done, encircle the problem and underline the solutions. Then answer the questions that follow in your notebook.

It was already December 18, seven days away from Christmas Day and Junver still had nothing to give to his baby sister. Why? he did not have money to buy a gift. So, to solve his problem, he did the several things. First, he saved ten pesos from his daily allowance. Second, he made and sold personalized and colorful Christmas cards to his friends and relatives which earned him 100 pesos after five days. Third, he joined his cousins in singing carols in the neighborhood. Finally, he got about 500 pesos with which to buy a gift one day before Christmas Day.

1. What is the problem mentioned in the paragraph?
2. What are the three solutions that were also mentioned?
3. Are the problem and the three solutions written in the same sentence?

Activity 2

Copy the next paragraph in your notebook then identify also the parts that show the problem and the parts that show the solution. Circle the problems and underline the solutions. Once done, answer also the questions that follow.

The following actions are done by the government for the protection against COVID-19. People are not allowed to travel anywhere because the virus is already everywhere. In order to find and identify people who were exposed to the virus, contact tracers have been hired. Certain places like cities and barangays are also put on a lockdown to control the spread of the disease. If somebody gets sick, he or she is immediately isolated and treated. Almost everybody is also wearing a facemask since we do not know if the person next to us carries the virus. All these actions may be difficult but are life-saving.

1. How many problems were you able to identify and encircle in the paragraph?
2. How many solutions were you able to identify and underline the paragraph?
3. Are the problem and the solution written separately just like in the first activity? Or are the problem and the solution written in the same sentences?
4. Can you now say that there are two different ways to write a paragraph with a problem-solution relationship which are (1) writing a problem separately from its solution or solutions just like how they appear in the paragraph in **Activity 1** and (2) writing a pair of problem and a solution in the same sentence just like how they are written in the paragraph in **Activity 2**?



What Is It

You have learned in this lesson that the **structure of a problem-solution relationship in a paragraph can take different forms**.

One is by presenting first the problem in one sentence then giving the solution or solutions in the following sentences (See the paragraph in Activity 1 under What's New) and the other is by putting both the problem and the solution in any order in the same sentence (See the paragraph in Activity 2 under What's New).

Once you get familiar with the structure, the next thing to learn is how to write a paragraph or a composition containing a problem-solution relationship.

So how do we write it? Are there easy and simple steps to follow? Fortunately the answer is yes.

STEPS IN WRITING PROBLEM-SOLUTION ESSAYS OR PARAGRAPHS

1. Identify a common, preferably a real-life problem or problems that you can talk about in your composition. Usually, the best problems to talk about are those that you, yourself, are facing.

Examples of a real-life problem.

- a. Difficulty in answering exercises in the modules.
- b. Very slow internet especially during daytime
- c. Getting bored at home during the pandemic

2. Think about what you can do to solve or minimize the identified problem

PROBLEM - Difficulty in answering exercises in the modules.

SOLUTION- Ask a family member or friend who can help in understanding the module.

PROBLEM - Very slow internet especially during daytime

CAUSE - Use the internet at night or very early in the morning when there are fewer people who use the internet.

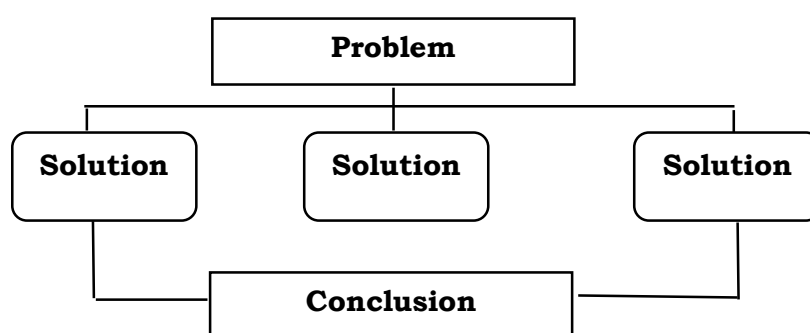
PROBLEM - Getting bored at home during the pandemic

CAUSE - Start doing some worthwhile activities like learning how to cook different types of food, gardening, and rearranging furniture and things.

3. Once you identified and listed the problem or problems and the solutions, use a particular way or style in writing the paragraph. You can review the two forms given in the previous activities.
4. You may use transitional devices such as one, two, first, second, next, another, then, finally, so, because, for, as a result, that is why, etc. to arrange the flow of thought smoothly. Study the example that follows.

Anton's parents found out that his grades had become very low. To solve this problem his parents did the following things. **First**, they talked to him calmly after dinner and asked him his plans about his grades. **Second**, they went to school and spoke with the subject teachers, adviser, and school manager to iron things out. **Third**, they paid closer attention to his needs with regards to projects and extra-curricular activities. **As a result of these actions**, Anton was able to recover and pass the subject.

5. End your paragraph with a conclusion or end it with by summarizing the idea of the whole paragraph just like what is shown in the example below. Use the diagram in the next page as a guide.



The following actions are done by the government for the protection against COVID-19. People are not allowed to travel anywhere because the virus is already everywhere. In order to find and identify people who were exposed to the virus, contact tracers have been hired. Certain places like cities and barangays are also put on a lockdown to control the spread of the disease. If somebody gets sick, he or she is immediately isolated and treated. Almost everybody is also wearing a facemask since we do not know if the person next to us carries the virus. **All these actions may be difficult but are life-saving.**



What's More

Combine the pair of sentences in Items 1-5 as if you were already writing a paragraph. Use the example given as a guide.

Example:

Problem: Maribel was not feeling well.

Solution: She went to the hospital for check-up.

Possible Answers:

Maribel was not feeling well, **so** she went to the hospital for a check-up.

Maribel was not feeling well. **As a result**, she went to the hospital for a check-up.

Maribel was not feeling well. **That is why** she went to the hospital for a check-up.

Maribel went to the hospital for a check-up **because** she was not feeling well.

1. **Problem:** The school library becomes so warm if it is full of users.

Solution: The school should install more electric fans.

2. **Problem:** The school campus becomes dirty during lunch, recess, and dismissal.

Solution: The pupil government must launch an anti-littering campaign.

3. **Problem:** Liza needs to buy materials for her project.

Solution: She saves part of her allowance to have enough money to buy the materials.

4. **Problem:** Kyle is joining a field trip very early in the next morning.

Solution 1: Kyle must go to bed early.

Solution 2: Kyle must set his alarm to wake him up.

5. **Problem:** The pupils need a venue for the badminton tournament.

Solution 1: The principal should request for the use of the barangay plaza.

Solution 2: The tournament may be held at the school gym on a Saturday.

Solution 3: The school can rent a private venue.



What I Have Learned

A problem and solution paragraph essay or paragraph is actually similar with a cause-and-effect paragraph. Here, the problem may be considered a cause by which a solution (effect) must be given.

A problem basically gives or introduces the challenge, issue, or difficult situation while the solution provides the answer, response, or action that will be done to try to address the problem.

When the problem and the solution are written in a form of a paragraph, the paragraph is said to contain problem-solution relationship. The way or format in which the problem-solution relationship is written varies based on two styles:

1. A problem stated in one separate sentence then followed by different sentences containing the solutions; or
2. Both the problem and solution are stated in the same sentence and are also followed by other pair of problems and solutions combined in the succeeding sentences.

Whatever, format is used, the most important thing to remember is that a problem is identified and that the solutions to this problem or problems are also enumerated in the paragraph.

To make the ideas clearer in terms of importance or sequence, some transitional words are also used.



What I Can Do

Write a paragraph showing a problem- solution relationship from the situations given below. Choose one situation and use the correct signal words in the paragraphs. Do this on a sheet of paper or in your notebook.

1. You want to buy a headset worth P500 for your online class. Your parents told you that they can't give you some money yet since they just paid the hospital bill of your brother. What will you do to solve this problem?
2. You have noticed your school needs to be cleaned up. Think about what students could do to clean up your school and keep it clean. How would you solve this problem? Who would be involved? How would you get supplies?
3. You have heard that a classmate lost their house because of a fire. Think about what students could do to help a classmate feel comfortable. How would you help your classmate?



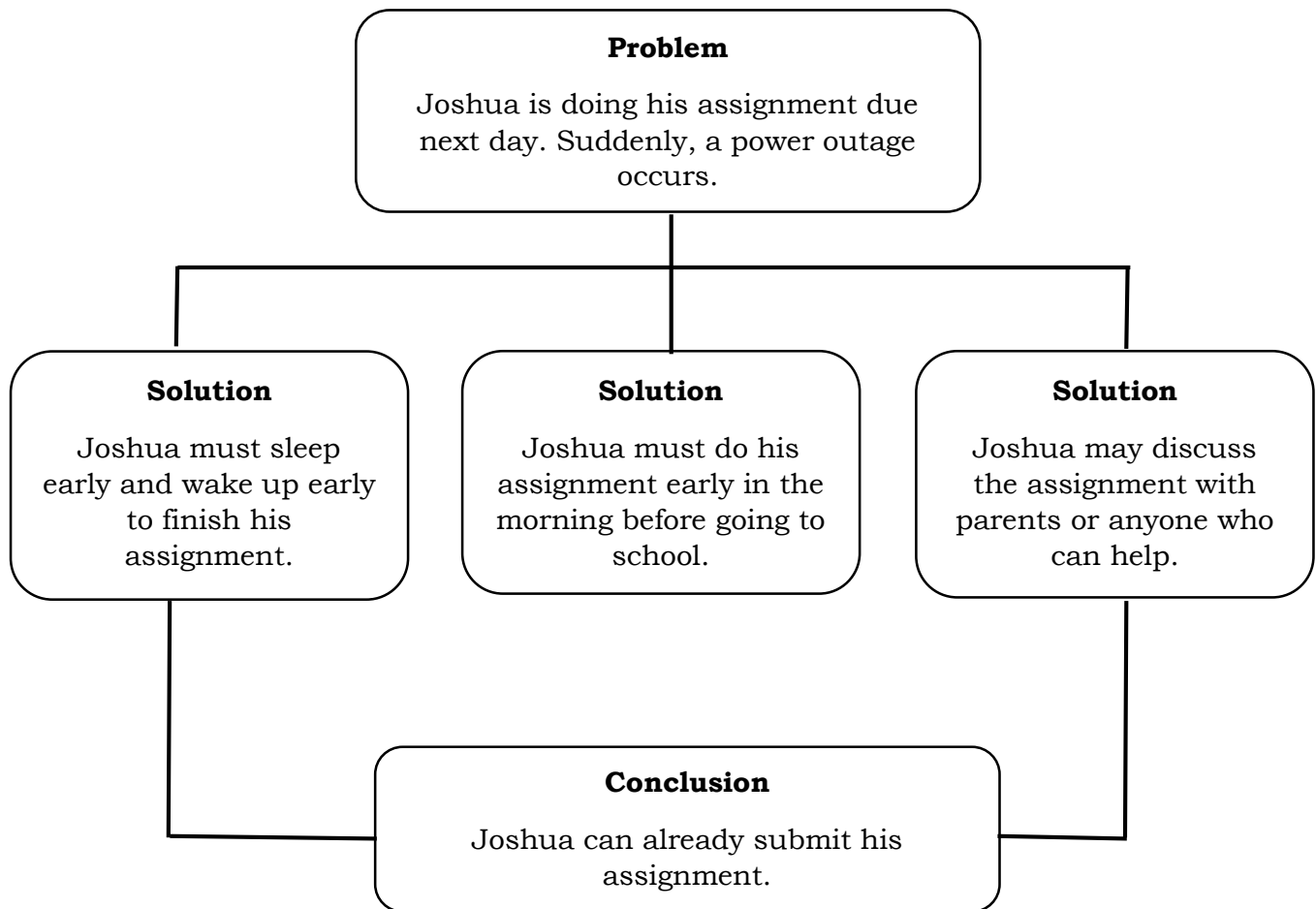
Assessment

Think of your own problems or challenges that you face every day. Write a short paragraph about this problem and enumerate the possible solutions for this problem. Observe the mechanics in writing the paragraph as reflected in the writing process mentioned in What Is It. Use a separate sheet of paper for your composition.



Additional Activities

Write a one- paragraph problem- solution text using the ideas in the graphic organizer. Use appropriate transitional words or devices.





Answers Key

Joshua is doing his assignment due the next day. Suddenly, a power outage occurs. To solve his problem, he must **first** sleep early and wake up early to finish his assignment. **Next**, he must do his assignment early in the morning before going to school. **Then**, he may discuss the assignment with parents or anyone who can help. Finally, he can already submit his assignment.

Additional Activities

- Activity 2
1. Sentences 3 and 5
 2. Two
 3. Problem, Solution

- Activity 1
1. NO
 2. NO
 3. YES
 4. NO
 5. YES

What's In

- Paragraph 1 – YES
Paragraph 2 – NO
Paragraph 3 – NO

What I Know

- Activity 1
4. No
 5. A sentence has a problem-solution relationship if it both contains a problem and a solution in the same sentence.
 - What's New**
 - Activity 1
 1. Junver did not have money to buy a gift.
 - 2.
 - a. He saved ten pesos from his daily allowance
 - b. He made and sold personalized and colorful Christmas cards to his friends and relatives
 - c. He joined his cousins in singing carols in the neighborhood
 3. No.

Assessment

Answers may vary.

What I Can Do

Answers may vary.

What's More

- Activity 2
1. five
 2. five
 3. The problem and solution are written in each sentence.
 4. Yes

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Problem and Solution/ E-reading Worksheets

<https://www.ereadingworksheets.com/text-structure/patterns-of-organization/problem-and-solution/>

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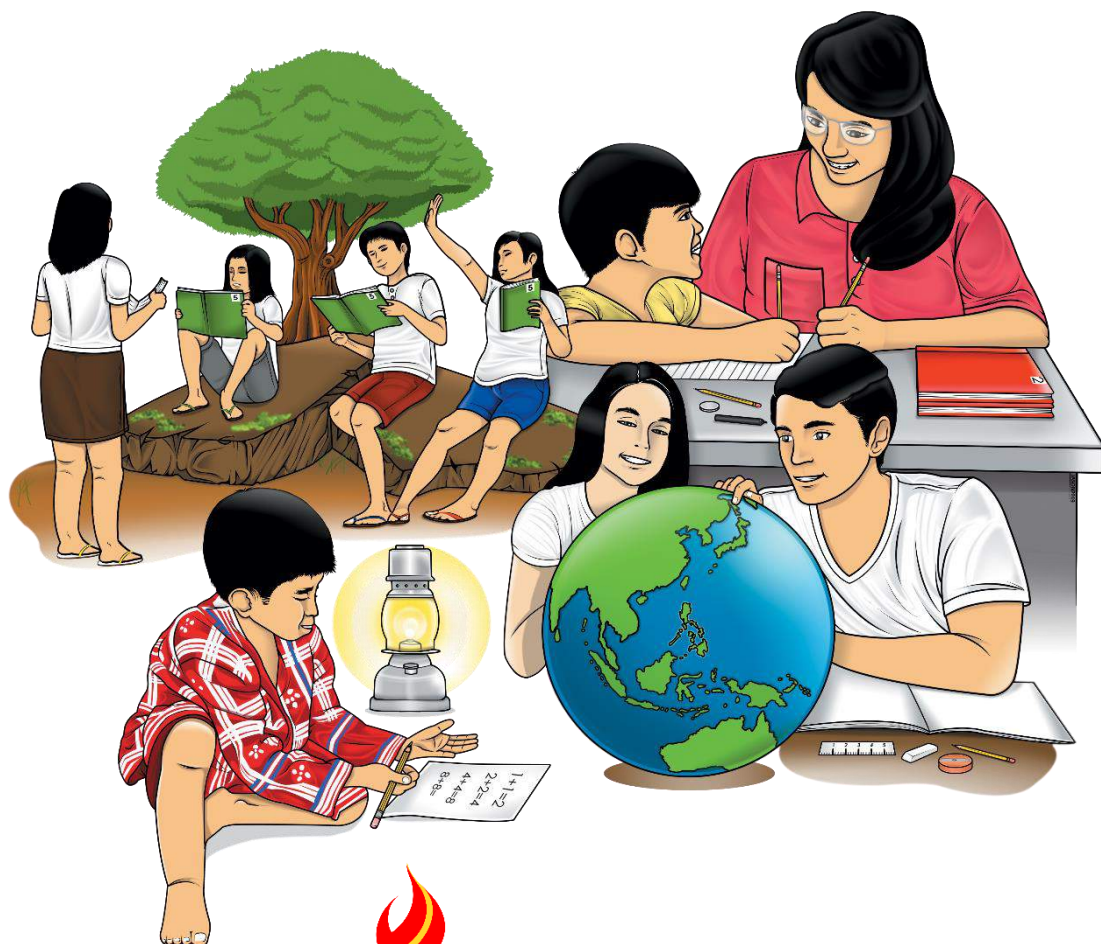
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English

Quarter 4 – Module 3: Writing a Three-Paragraph Feature Article



English – Grade 5
Alternative Delivery Mode
Quarter 4 – Module 3: Writing a Three-paragraph Feature Article
First Edition, 2020

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English

Quarter 4 – Module 3: Writing a Three-Paragraph Feature Article

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 and good luck.

Lesson

1

Writing a Three-Paragraph Feature Article



What I Need to Know

A feature article is a creative article that deals with real events, issues, and trends. It offers insights about people, places, things, or events that we encounter daily but to which we pay little attention. It often exposes human emotions or feelings and while focusing on the most interesting, not necessarily the most important, part of the story.

In this module, you will learn to:

- identify the types of feature article;
- write a three-paragraph feature article EN5WC-IIIe-2.2.7
- appreciate the importance of writing a feature article
EN5WC-IIIe-2.2.7



What I Know

Read the questions carefully and select the letter of your choice. Write your answers in your notebook.

1. Which of the following would be an ideal topic for a feature story for children?
 - a. special traits of your favorite pet
 - b. latest update of an approaching typhoon
 - c. the secret entrusted to you by your best friend
 - d. the news story about a bank robbery
2. Which of the following statements is false?
 - a. You should make a feature story interesting.
 - b. A feature story does not contain any opinion.
 - c. A feature story describes something or someone vividly or clearly.
 - d. There are different types of a features story
3. Which of the following is not a purpose in writing a feature story?
 - a. to describe
 - b. to criticize
 - c. to inform
 - d. to entertain
4. Why is finding the theme important to the feature writing process?
 - a. It helps the writer focus on the topic.
 - b. It makes the writer famous.
 - c. It enables the writer to earn more money.
 - d. It helps the writer gain many subscribers.
5. Which of the following is not a technique used to develop paragraph and sentences in a feature article?
 - a. Show the actions of the character.
 - b. Use figures of speech.
 - c. Write complicated modifiers.
 - d. Avoid useless or overused expressions.



What's In

Based on what you have learned about feature articles, determine if each statement is a **fact** or **opinion**. Write your answer in your notebook.

1. Feature articles are hard to write.
2. Internet use of 6-12-year olds is at 57%.
3. Feature articles should include a catchy title.
4. An effective How-To feature article gives detailed steps.
5. Writers often use text features to help the reader understand new or important information.



What's New

You have learned already what feature articles are. This time, let's try to find out how well do you know about its elements. Choose your answer inside the box, write it in your notebook.

a. Title

b. Byline

c. Body

d. Conclusion

e. Introduction

1. This section contains most of the details of the story. It includes names, places, times, and quotes related to the person, event, or organization.
2. It grabs the readers' attention quickly so they'll keep reading. It needs to highlight the general topic of the story.
3. This part tells the reader why this story is important or worth their time. This as an opportunity to say something attention-grabbing or something that will spark the reader's interest.
4. This should leave a lasting impression on the reader and provoke some sort of reaction.
5. This tells the reader who wrote the article by giving credit to the author.



What Is It

Feature articles provides insights to human experience. They give more details and description than a hard news story. Features focus on an event or individual. They give the readers a peek of the interesting dimension of the subject. A feature story follows a specific format and outline. The basic elements of a feature article include the following:

1. **Title** – It must cover the whole idea of the feature article and must catch the attention of the target readers. This is also known as the headline or the head of the article.
2. **Byline** – This shows the author's name and sometimes his/her affiliation like for instance, if he/she is an in-house writer or a contributor. The byline can appear below the headline or at the end of the article.
3. **Introduction** – This is the beginning part where the readers' attention are attracted. Some techniques in writing the introduction makes use of attention-grabbing expressions, quotations, and even questions.
4. **Body or Nub Head** – This is the presentation of details. This is the part where the target readers get what they want to read in the article.
5. **Conclusion** – This summarizes the article. A good feature story/article ends nicely and properly and not abruptly as if the writer just stopped without finishing the work completely.

Now that you have seen the parts of a feature article, it is time for you to study the steps in writing a simple and brief feature article.

Choosing a Topic

1. Find a compelling story – Read the news and talk to people to find interesting stories. Think about what phenomena are happening and how you can talk about them in a new and innovative way.
2. Do research on your topic – Finding out background information can help you figure out an angle and identify subjects to interview. Doing online research is good, but it may only get you so far. You may also need to consult books to make sure you are fully aware of the issues surrounding a topic.
3. Decide on the type of feature you want to write – There are number of ways to write a feature, depending on what you want to focus on. Some of these include:
 - Human Interest: Many feature stories focus on an issue as it impacts people. They often focus on one person or a group of people.

- Profile: This feature type focuses on a specific individual's character or lifestyle.
 - How-to features: teach readers how to do something. Oftentimes, the writer will write about their own journey to learn a task, such as how to make a wedding cake.
 - Historical: this honor historical events or developments are quite common. They are also useful in juxtaposing the past and the present, helping to root the reader in a shared history.
 - Seasonal: some features are perfect for writing about in certain times of year, such as the beginning of summer vacation or at the winter holidays.
4. Consider the audience you'd like to talk to – as you think of story ideas, think about who will read these stories. Ask yourself questions such as who will be my readers? and what kinds of angles appeal to these readers?
 5. Make sure to end the story nicely by writing a conclusion or a lesson.

Source: *How to Write a Feature Article (with Pictures)* - wikiHow, <https://www.wikihow.com/Write-a-Feature-Article.5>



What's More

Identify as to which category each excerpt of feature article falls into. Choose your answer inside the box. Write your answer in your notebook.

- | | |
|----------------------|--------------------------|
| * How-to feature | * Personality feature |
| * Historical feature | * Human-interest feature |
| * News feature | * Seasonal feature |

1.

Families everywhere will be sitting down together to celebrate the upcoming Easter holiday, and what better way to usher in the end of Lent than with a big meal and a great bottle of wine?

Source: Brown, S. (2020). *Winegeeks*, <https://winegeeks.com/articles/170.html.5>

Answer: _____

2.

A Maharashtrian and German native, residing in different parts of the world met in 9 countries and 15 cities across the world just to keep their friendship of 10 years alive.

Answer: _____

3.

The Leyte Landing Memorial Park or also known as the Mac Arthur landing Memorial Park in Palo, Leyte marks the site of General Douglas Mac Arthur's return to the Philippines to fulfill his promise to the Filipinos in helping free the country from Japanese Forces.

Answer: _____

4.

Sam Johnson has spent his life using his personal and career experiences to help his clients overcome post-traumatic stress disorder and provide them with the support they need when their life seems to be more than they can handle. As the son of a Vietnam veteran, he knows how post-traumatic stress can affect every facet of one's life as well as the lives of their loved ones.

Answer: _____

5.

There are many reasons why you might want to lose weight. If you have been significantly overweight or obese for a long time, then you might have concerns about what the extra weight could be doing to your health. Whatever your reason for wanting to lose weight, there are some important strategies that you should know about.

1. Choose Fibrous proteins instead of fatty ones,
2. Eat more fruits and vegetables,
3. Eat more whole grains and cut simple carbs,
4. Try a formal diet plan; and
5. Cut the salt from your diet.

Answer: _____



What I Have Learned

Writing a feature article can be highly creative and fun activity. However, it takes hard work and planning to write an effective and engaging article. The introduction should be able to hook the readers. The body should sustain the interest of the readers. The conclusion should help the readers remember the story.

Once you finish writing, edit your article for clarity and grammatical correctness. Polish your sentences by choosing more effective words, removing unnecessary phrases, and ensuring that your story is clear and understandable.



What I Can Do

On a piece of paper, write down the details about the person whom you consider special because he or she has or had done something extraordinary. Think of a specific feature that you want to discover about him or her. You may want to write about, for example, the characteristics or traits that makes a beauty queen, famous actor, or even a social media personality special. You may do a research on the details or facts about it. Use the outline organizer below as your guide before writing your paragraph.

Name

- I. Personal details
 - A. Complete name, birthday, birthplace
 - B. Parents, other members of the family
 - C. Where he or she grew up and is presently living
- II. How this person is
 - A. Character traits
 - B. How he or she built his or her skills or talents
 - C. Achievements
- III. Conclusion or personal insight or comment about this person



Assessment

This time, you are now going to write a 3-paragraph feature article. You may think and write on a specific feature that you want to discover about a famous person, remarkable place, special event, or even an object. Complete the chart like the one below. Do it in your notebook. A rubric is provided to evaluate your work.

I. Introduction (a strong and interesting statement)

II. Body (details or facts about the person, place, event, or thing to be described)

III. Conclusion (a powerful statement that leaves a summarizing idea)

Criteria	5pts	3pts	1pt
Topic	There is one clear, well focused topic. Main idea stands out and is supported by detailed information.	Main idea is somewhat clear but there is a need for supporting information.	The main idea is not clear. There is seemingly random collection of information.
Introduction	The introduction is inviting. It states the main topic and previews the structure of the paper. The lead sentence is used effectively.	The introduction states the main topic but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. The lead sentence is used ineffectively.	There is no clear introduction of the main topic or structure of the paper. A lead sentence is not used.
Body	Both the facts and opinions are supported by enough details. The writer gives the reader all the necessary information.	Either facts or opinion is lacking. There are few supporting details. The writer only gives the minimum information.	Facts and/or opinions are lacking. There are little to no supporting details.
Conclusion	The story has a proper ending and connection to the story.	The story's ending is not so clear since it appears to be unrelated to the story.	The story is unfinished.



Additional Activities

Choose one of the following suggested topics and accomplish the table below.
Write it in your notebook.

1. Modern day heroes
2. Unusual pets
3. Making a difference
4. Unforgettable trip
5. Favorite TV show

Topic/Idea selected:	
Why did you choose the topic?	
List things your audience already know about your topic:	List things your audience needs to know about your topic:
Focusing on what your audience needs to know, what is the focus or purpose of your feature article?	



Answers Key

<p>ADDITIONAL ACTIVITIES</p> <p>Students responses may vary</p>	<p>ASSESSMENT</p> <p>Student's responses may vary</p>	<p>WHAT I CAN DO</p> <p>Students responses may vary</p>
<p>WHAT I HAVE LEARNED</p> <p>Students responses may vary</p>	<p>WHAT'S MORE</p> <p>1. Seasonal feature 2. Human Interest feature 3. Historical feature 4. Profile feature 5. How-to feature</p>	
<p>WHAT'S NEW</p> <p>1. c 2. a 3. e 4. d 5. b</p>	<p>WHAT'S IN</p> <p>1. opinion 2. fact 3. opinion 4. fact 5. fact</p>	<p>WHAT I KNOW</p> <p>1. a 2. b 3. b 4. a 5. c</p>

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