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English

Quarter 4 – Module

4



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English

Quarter 4 – Module

Part 1

Just For Fun

This instructional material was collaboratively developed and reviewed by educators from public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education • Republic of the Philippines

Introductory Message

For the facilitator:

Good reading and comprehension skills are the key to accomplish success. Reading skills lead a learner to interact and gain meaning from written language. Learning to read is about listening and understanding what is printed on the page. It makes a difference to learners' educational performance. Reading can be a fun and imaginative time for children which open doors to all kinds of new worlds for them. Without reading and comprehension skills, children will struggle to grow academically as reading is the foundation to all academic subjects.

This module presents a new paradigm to meet the needs of the 21st century learners. It is anchored on a holistic approach in developing the New Most Essential Learning Competencies in English to increase learners' grammar and comprehension awareness, enhance vocabulary management skills and explore real-life tasks and situations.

To the parents:

As parents, you play a vital role in educating your child's life. You are your child's first teacher. Beginning at birth, you help provide the support and stimuli that children need to begin to make sense of the world. By talking to and interacting with your child, you help build the uniquely human gift and cognitive tool of language.

Reading books and playing with your child are all activities that help build a positive attitude towards language and literacy. By supporting the development of your child's early language skills, you also foster a love of reading before and after children start their formal schooling. Since we are facing the social and economic effects of the coronavirus pandemic at present, now is the perfect time for you, parents, to make your home a school and act as a teacher to your child. After all, a good education always begins at home.

For the learner:

Welcome to a new journey of discoveries and exploration! This module is designed to expose you to a world of imagination, showing that nothing is impossible in this world. By reading this module, you begin to have a better understanding on a topic that interests you and build a more solid foundation for communication. Eventually, you will learn how to develop and perform

reading comprehension skills, knowledge, and experiences to become competent and enthusiastic readers. Have a wonderful learning adventure!



What I Need to Know

This module is designed and written as a learning guide. The lessons per quarter are all presented to achieve proficiency in the domains of learning. With this module, all activities are carefully chosen to tailor fit the interest of learners and instill in them the sense of diversity and sensitivity. The scope of this module permits it to be used in many different learning situations. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using. The learner is expected to be a proficient language reader, ready to compete globally and meet the needs for the 21st century learners.

The module is divided into three lessons, namely:

Part 1

- Lesson 1 –Writing a short story (fiction or nonfiction) with its complete elements
 - Lesson 2 – Writing a reaction about a story read
 - Lesson 3 – Fact and Opinion
-
- Write a short story (fiction or nonfiction) with its complete elements
 - Write a reaction about a story read
 - Distinguish fact or opinion in a narrative



What I Know

Before the lesson begins, let us have a review about the elements of the story.

Directions: Read the short story. Then answer each question.

Oranges Everywhere

Ruben was wandering through the trees. The air smelled of oranges all around him. The weather was perfect, and the oranges were growing bigger by the day. He liked to walk through the groves, and loved the smell of the oranges, but he didn't like that he and his family ate oranges all the time. Sometimes, he wanted to avoid them for weeks at a time.

He wished his family could grow other things, like corn, or the ingredients for his favorite dip that his mom made. His mouth watered just thinking about his favorite dip. Yes, those ingredients would be better than oranges all the time.

"Mom, why do we have to have oranges almost every day?" Ruben asked.

"Well, since we grow them, there are plenty around," his mom replied.

"Does every kid eat as many oranges as we do?" he asked.

"No, definitely not. There are parts of the country and parts of the world that don't have the type of weather that oranges grow in. We're actually very lucky!" "So some kids don't eat oranges at all?"

"We actually send oranges all over the world, so that if people can't grow their own oranges, they can still buy and eat them," said Mom.

“Hmmm... so people move foods all over the world? Are there foods that I like that don’t grow here?”

“There is an ingredient in the dip you like. Artichokes do not grow well here, so they have to be sent from somewhere where they grow well,” replied Mom.

“I never knew!” exclaimed Ruben. “What else moves around like food?” “Plenty of things! The factories that make your favorite toys are not all in our little town here. The companies make the toys then send the toys to other places. So food and products move from where they can be grown or made easily to places where they can’t be grown or made easily. People move themselves, too. Maybe they’re looking for a specific job that isn’t around where they live, or they want to be closer to their families, or they just want a change of scenery.”

“Wow! I never thought about where all of our food and toys come from, or about people moving far away. It’s very interesting,” Ruben said.

“It sure is. I’m glad you asked. I’m sorry you get tired of eating oranges all the time, but I hope now it makes sense why we do.” “Yes, but I still might take a break from them every once in a while. Maybe I’ll try to grow my own artichokes!” Ruben replied. Mom laughed and said, “Sure, honey. Now let’s go make dinner.”

Describe Ruben’s character. What evidence from the text helps you describe him?

What does “avoid” mean in the first paragraph? How do you know? _____

Why do foods get sent different places around the country and the world? _____

Do you think Bentley will be able to grow his own artichokes? Why or why not? _____

Lesson

1

Writing a Short Story (fiction/nonfiction) with its Complete Elements

After you go through this lesson, you are expected to:

1. write a short story (fiction / nonfiction) with its complete elements.



What's In

Fiction is created from the imagination and includes made up stories with characters, a setting and plot from the authors own imagination. Some examples of fiction texts would include picture books, novels and classic fairytales.

Nonfiction is created with the intention of relaying truth or information of actual events to the audience.

Example: Autobiographies, textbooks, newspapers

1. **Setting** – it refers not only to the physical location of the story but also the time the action takes place. It is where and when the story happens.
2. **Character** – these are the people, the animal or object in the story.
3. **Plot** – these are the events in the story. Plot can be divided into three sub-elements: the beginning, middle and ending. Plot usually begins with a problem and ends with story's resolution
4. **Conflict** – this is where the problem in the story starts. Conflicts are the challenges met by the main character in the story.
5. **Theme** – this is the moral idea that the writer is expressing in the story. It is often thought of as the “message” of the story.

Directions: Write the given words in the box. Put them in its proper column.

Ibong Adarna	Florante at Laura
Juan Tamad	The Life of Jose Rizal
Pinochio	The Life of Helen Keller
The Mermaid	Pandesal Saves the Day
Harry Potter	The Legacy of Jose Abad Santos

FICTION	NON FICTION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



What is It

Directions: Write **Fiction** or a **Non Fiction**

- To learn how to make chocolate chip cookies? _____
- A letter to Santa Clause? _____
- A web page telling you about the weather? _____
- To be entertained about an alien adventure? _____
- Information to assemble your new toy? _____
- A restaurant menu? _____
- An advertisement in the newspaper? _____
- A poster letting you know when the book fair will be held?

9. A travel brochure? _____

10. A telephone book? _____



What's More

Directions: Encircle the letter of the correct answer.

At The Supermarket

Jill and his Dad likes to go to the supermarket
Jill likes to help her dad push the shopping cart
Their favorite foods to buy at the Supermarket are jam and peas.

1. Who are the characters in the story?

- A. Jill and Dad
- B. Jill and Jack
- C. Jill and Mom
- D. Jill and Jam

2. What is the setting of the story?

- A. at the store
- B. at the Supermarket
- C. at the market
- D. at the playground



What I Have Learned

When writing a story, the writer needs to consider the following elements:

1. Setting – it refers not only to the physical location of the story but also the time the action takes place. It is where and when the story happens.
2. Character – these are the people, the animal or object in the story.
3. Plot – these are the events in the story. Plot can be divided into three sub-elements: the beginning, middle and ending. Plot usually begins with a problem and ends with story's resolution
4. Conflict – this is where the problem in the story starts. Conflicts are the challenges met by the main character in the story.
5. Theme – this is the moral idea that the writer is expressing in the story. It is often thought of as the “message” of the story.

Directions: Read the passage, then answer the questions below.

1. Zandra looked out the window of the space deck. The ship was travelling at warp speed. She thought of a mission ahead of her. She smiled. She liked challenges.

What is the setting of the Story? _____

2. When Jose Rizal was little, he had many adventures. One day after school from home. He saw a pretty butterfly flitting from one branch to another. He followed it eagerly to find out how far it could go. Soon he realize that he had strayed far from home and it was getting dark. He left butterfly alone. Young Jose knew that at that hour his parents and brother Paciano must be looking for him. So he ran back home as fast as he could because he did not want the family to worry about him.

What is the plot of the story? _____

Who is the character in the story? _____



What I Can Do

Directions: Write a short story with complete elements.

- A. Title
- B. Character
- C. Setting
- D. Plot
- E. Conflict
- F. Ending



Assessment

Directions: Write a short fiction story. Complete the given elements.

Title: _____

Author: _____

Character

Setting

Theme

Plot

Conflict



Additional Activities

Directions: Arrange the events to form a short story.

The Ants and The Grasshopper

1. He gave him a little bit of food and he told him that he would not share next summer if he didn't work hard.
2. He told the grasshopper that he should have worked harder in the summer.
3. The Ant looked at the grasshopper and felt sorry for him.
4. Grasshopper went to Ants house and asked for food.
5. Ant had a lot of food to eat. Grasshopper had no food.
6. Four months later, winter came and it was freezing outside.
7. The grasshopper said he didn't care and went back to sleep.
8. Once winter came, they wouldn't have any food.
9. The Ant told the grasshopper to get to work before the winter came.
10. There was once an ant and a grasshopper. The ant was very hardworking. He worked all day and night. The grasshopper was very lazy. He did not work at all.

Lesson

2

Writing a Reaction About a Story Read

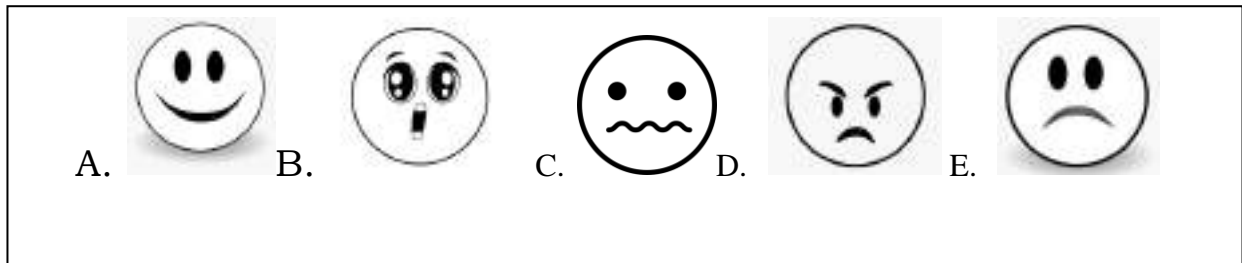
As you go through this lesson, you are expected to:

1. write a reaction about a story read



What's In

Directions: Read the events below. Choose the emotions in the box that will best describe your reaction to each event. Do this on your answer sheet.



_____ 1. One happy day, Annie didn't want to play. She just stay at home all day.

_____ 2. Annie's mother was sick. She had to buy a medicine late at night. She walked through the dark streets alone.

_____ 3. Annie saw an open pharmacy nearby. Some bad boys came and snatched her money.

_____4. Annie shouted loud. Some police officers patrolling the place heard her. They ran after the thieves and returned the money to Annie.

_____5. Annie was able to buy her mother's medicine. Her mother was finally well. Annie can now play.



What's New

Reactions or responses to a story are usually requested by teachers so that you'll consider carefully what you think or feel about something you have read. Here are some guides that might help you in writing a reaction about a story read:

1. Read whatever you've been asked to respond to, and while reading, think about the following questions.

2. After you read the story, think of the following:

- How do you feel about what you read?
- What made you feel that way?
- Do you agree with the event/s or characters in the story?
Explain your answer.
- What is the moral lesson of the story?

3. You can already write a reaction upon answering these questions. Remember that there is no right or wrong answer in giving reactions. However, it is important that you clearly understand the story before you give your reaction to it.



What is It

Directions: Read the story below. Write a reaction to each story by answering the question that follows.

A. Gabby found a puppy on his way home. Thinking it had no owner, he brought the puppy home. The puppy was playful, and it learns fast. Gabby liked the puppy so much. One day, he passed an old tree with a poster of a puppy missing. It was the same puppy he found. He was hesitant at first but decided to return the puppy to its owner. The owner thanked Gabby for taking good care of the puppy,

Do you agree with Gabby's decision to return the puppy to its owner? Explain your answer.

B. Lester and his friends went to the river to swim despite the heavy rain. He went further and further into the water. Then his friends heard him shouting for help. Luckily, a passer-by saw Lester and saved him from drowning.

Do you agree with Lester and his friends when they decided to swim in the river despite the heavy rain? Explain your answer.



What's More

Directions: Read the story carefully. Write a reaction about the story by completing the paragraph in the box.

The Moth and the Flame

It was dusk and cold. Maymay, a young moth, was ready for his nightly flight. Excited, he flapped his wings and off he went.

He started following a speck of light he saw at a distance. "That must give me warmth on this lovely but very cold evening." Maymay flew fast so he could reach it at once.

Not long after that, he heard a familiar voice calling from behind. It was his mother gasping and panting. "You can't be out tonight all by yourself. Let me go with you," she said, still catching her breath.

"Oh, thank you, Mother. Let's go see that beam of light. It surely would be a good source of heat." Maymay grew more and more curious as they drew closer to the light.

At last, they got close to the light. Maymay couldn't help but admire that lovely sight of the flame burning brightly from the oil lamp. Realizing this, Maymay's mother warned him not to fly too close to the flame. But the young moth was so attracted to the light and warmth of the oil lamp that he did not mind his mother's advice.

Round and round the flame he flew. Finally, he hovered so near the flame that his wings got burned. His mother hugged Maymay who was badly hurt.

Reaction:

After I read the story, I feel

because_____.

I (agree/ don't agree) with _____

because_____.

The moral lesson of the story
is_____



What I Have Learned

Directions: Complete the paragraph below. Answer these in your notebook.

There are guides that might help you in writing a reaction about a story read. First,_____ the story carefully. Next, think of the following: how you _____

about what you read what made you feel that way, do you _____ with the event/s or characters in the story, and what is the _____ of the story. There are no right or wrong answers in giving _____.



What I Can Do

Directions: Read the story carefully. Write a reaction about the story by answering the questions that follow.

One Sunday morning, Ana went to her grandmother's farm. She was so excited because grandmother said there were plenty of butterflies in the meadow that day. Ana liked butterflies so much. She went to the meadow with her dog Brownie. Ana saw a beautiful orange butterfly. This was the first time that she has seen this. She chased the butterfly until it landed on a big Gumamela plant. Ana was about to catch the butterfly when Brownie barked loud. Little did she know that there was a big snake nearby, Ana hurriedly went home and told grandmother what had happened.

1. What did you feel after reading the story?

2. Why did you feel this way?

3. Do you agree with the characters' actions in the story? Explain your answer.

4. What is the moral lesson of the story?



Assessment

Directions: Read the short story. Read each question and write the correct answer.

The Big Game

Jen is on a baseball team. There are ten kids on her team. They are called the West Cows. Their shirts and hats are green.

Today is their big baseball game. They play the South Robins. Their shirts and hats are red. The Robins were the best team last year.

The Cows want to be the best team this year. First, they have to beat the Robins. Jen feels happy and scared. She loves to play baseball. She is afraid the Cows will lose.

The score is four to four it is a tie game. It is Jen's turn to hit. She steps up to the plate. The ball comes fast. Jen hits the ball far. She gets to third base. John was in front of her. He gets to home plate. The Cows win!

1. What sport does Jen play?

- a. basketball b. softball c. Baseball

2. Which team was the best last year?

- a. The Robins b. The Cows c. West

3. When is the big game?

- a. Next Week b. Today c. Tomorrow

4. What is Jen afraid of?

- a. Her team will lose
- b. Hitting the ball
- c. Green hats

5. The Cows were red team.

- a. True b. False

6. Jen loves baseball.

- a. True b. False

7. The Robins won the game.

- a. True b. False

8. Why does Jen feel scared?

9. Do you agree with the characters' actions in the story? Explain your answer.

10. How do you feel about what you read?



Additional Activities

Directions: During the pandemic, you were asked by your teacher to give your reaction on any story that you have read. Following the format below, write your reaction about the story you have read.

Title of the Story/Book: _____

Author: _____

Reaction:

My reaction to what I have read is...

Lesson 3

Distinguish fact from opinion in a narrative

As you go through this module, you are expected to:

- distinguish fact from opinion in a narrative.



What I Know

Directions: Identify each underline sentences as fact or opinion.

Summer is the Best Season

Adapted

I like summer most of all. Summer is the warmest time of the year. In summer, the days became longer and the nights become shorter. People can work more and be out for longer.

People can do lots of things during summer. Some like going outdoors to enjoy nature. Others like playing games. They can go for a ride on a horse or a motor bike. They can also go swimming, boating, hiking, or playing frisbee and other ball games.

Everybody waits for summer. They plan in advance by having their work done months ahead and saving money for vacation. Some families stay home and have some fun doing summer activities while others spend their summer in other places on a vacation. What is important is that summer is spent with families and friends. That's why summer is the best season of all.

Sentences	Fact or Opinion
1.I like summer most of all	
2. Summer is the warmest time of the year.	
3.In summer, the days became longer and the nights become shorter	
4.Some like going outdoors to enjoy nature	
5.That's why summer is the best season of all	



What's In

A **fact** is a true piece of information.

Example:

1. The capital of Philippines is Manila.
2. A snake is a reptile.
3. There are 12 months in the year.

An **opinion** is a view, judgement or belief about information.
Below are words that are used to express opinions.

“I feel...”

“Maybe...”

“I think...”

“My idea is...”

Example:

1. Maybe the newborn baby is absolutely adorable.
2. I think Christmas is the best part of the year.
3. My idea is turtles are cute.

Directions: Write fact or opinion on the blank.

- _____ 1. The five fishermen went to the sea to fish.
- _____ 2. When they got back, they counted themselves.
- _____ 3. Maybe one of us fell into the sea.
- _____ 4. They must be very happy.



What's New

Directions: Read the short passage. Write **F** if the sentence is fact and **O** if the sentence is opinion on the blank.

My favorite pet is a turtle. Her name is Martina. She is about six inches long. I think she does not sleep at all in an aquarium. She was probably happier when she had her friend fish, but she is all alone now. Aunt says when I'm big enough she will entrust Martina to my care

Rafael Andres M. Garcia, The Greenery
The Voice of las Salle Green Hills

- _____ 1. Rafael's favorite pet is turtle.
- _____ 2. She lives in an aquarium.
- _____ 3. He thinks Martina does not sleep at all in her tank.
- _____ 4. He will take care of Martina soon.
- _____ 5. Martina was happier when there was a fish in the tank.



What is It

Directions: Read the article. Write five facts about it. Write the complete sentence.

Cooking Tableya

by Alce M. Sentones

Tableya or native cocoa, pure dark and unsweetened, is best served as the first meal of the day. To prepare it, drop one or two chocolate pieces into a saucepan. Pour water and bring to a boil. Reduce heat and simmer until the *tableya* dissolves. Stir it slowly and occasionally. Put in brown sugar to sweeten. Add milk and continue the process until it is even and silky. This rich cocoa drink is best eaten with *sinangag*, fried egg, and dried fish.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.



What's More

Directions: Read the story. Circle the word fact and box the opinion

Fay's dad got a new job. They moved to a new house in a new town. Fay likes the new house. She thinks it is nice. Her room has a window that looks out on the backyard. The bed and dresser from her old house are in her new room. All of her toys are in her room. She likes her new room. She hopes she will like her new school.

- | | |
|---|-----------------|
| 1. Fay's dad got a new job. | fact opinion |
| 2. Fay likes the new house. | fact opinion |
| 3. Fay' thinks her new house is nice. | fact opinion |
| 4. She hopes she will like her new school. | fact opinion |
| 5. The bed and dresser from Fay's old house
are in her new room. | fact opinion |

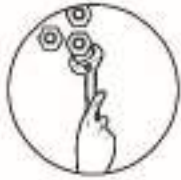


What I Have Learned

Directions: Color the blank **yellow** if the sentence is fact and **green** if the sentence is opinion.

Sandra went to the zoo with her parents on Saturday. It took them an hour to get there because there was a lot of traffic. She had lots of fun looking at all the animals. The polar bears were cute. The lions looked ferocious and wild. She even had a chance to see the giraffe during feeding time. On the drive home, Sandra fell asleep because she was so tired.

- _____ 1. Sandra went to the zoo with her parents.
- _____ 2. The polar bears were cute.
- _____ 3. She saw the giraffe during feeding time.
- _____ 4. The lions looked ferocious and wild.
- _____ 5. On the drive home, Sandra fell asleep because she was
so tired.



What I Can Do

Directions: Read the short selection. Draw a star () if the sentence is a **fact** and a sun () if it is an **opinion**.



It was almost Halloween, and Maria still hadn't thought of a costume. Her sister Louisa was going as a hot dog, and Maria thought that was the best idea ever. Louisa always took Maria trick-or-treating, and they always had costumes that went together. But this year, Louisa had been too busy with her friends to help Maria with a costume. Maria didn't know what to do. Maria was looking in some magazines for costume ideas when her mom asked her to go with her to the grocery store. At the store, in the Halloween candy aisle, Maria saw a tall, pointed red hat that gave her a great idea. The hat only cost two dollars, so Maria's mom bought it for her.

Maria skipped all the way to the car. She had a costume! She was going to be...KETCHUP!

- ___ 1. Maria thought Louisa's costume was great.
- ___ 2. Louisa's costume was a hot dog.
- ___ 3. Louisa had been too busy to help Maria.
- ___ 4. Maria was happy about her costume idea.
- ___ 5. The red hat cost two dollar



Assessment

Directions: Read the story. Circle the word “fact” if it is true or it really happened in the story. Square the word “opinion” if it is what someone thinks or believes.

Jack lives in a small town in Australia. The closest big city is an hour’s drive away. Jack looks forward to going to the city because when they drive through the countryside they almost always see kangaroos. Sometimes they even see a baby kangaroo riding in its mother’s pouch. Jack knows all about kangaroos. A baby is called a joey, a mother is called a doe, and a father is called a boomer. A group of kangaroos is called a mob. Once, Jack saw a kangaroo jump about three times its height. It was an amazing sight! He knows that when kangaroos are hopping along at high speed, they can go as fast as 40 miles per hour. Jack also knows that even though kangaroos are fun to look at, you wouldn’t want to try to pet one. If a kangaroo thinks it is in danger, it just might lean back on its big tail and kick you with its back feet.

- | | |
|--|--------------|
| 1. Jack lives an hour’s drive away from the city. | fact opinion |
| 2. Jack likes when his family drives to the city. | fact opinion |
| 3. Baby kangaroos are called joeys. | fact opinion |
| 4. Jack was amazed at the sight of a kangaroo jumping almost three times its height. | fact opinion |
| 5. Jack knows that kangaroos can be dangerous. | fact opinion |



Additional Activities

Directions: Write **FACT** if the sentence is a fact and **OPINION** if it is an opinion. Write your answers in the blank before each number.

It was a Saturday afternoon, and Theresa and Aunt Mae were walking to the ice cream shop. “Oh no,” cried Theresa, looking down at the big metal drain on the sidewalk. “I’ve dropped my lucky penny down the drain!” Aunt Mae stopped. They both looked down into the deep dark drain. Theresa’s eyes got red, and tears started to form. “I think the firemen could get it out,” she said.

Aunt Mae took Theresa’s hand. “Well, maybe they could,” she said. “But I don’t think we should bother them with such a little thing.” She thought for a minute. “You know, there is good luck and there is bad luck. Maybe that was a bad luck penny, after all.” She shook her finger at the drain, as if to scold the penny.

Theresa had to laugh at that. “You can’t buy ice cream for a penny anyway,” she said to Aunt Mae.






- _____ 1. Theresa’s penny fell down the drain.
- _____ 2. Theresa is sad that she dropped her penny.
- _____ 3. Theresa thinks the firemen could get the penny out of the drain.
- _____ 4. Aunt Mae can’t get the penny out of the drain.
- _____ 5. Aunt Mae doesn’t think they should call the firemen



Answer Key

What I Know
What's In
FICTION
1. The Silly Snake
2. The Flying Bike
3. Abe Goes to Space
4. The Cooking Chicken
5. The Flying Bike
6. The Story of Abe
NON-FICTION
1. The Water Cycle
2. All about Bike
3. How to Ride a Box
4. All about stories
What's It
Non Fiction
Fiction
Non Fiction
Fiction
Non Fiction
What's More
1. In the space deck/ in the ship
2. answers may vary
Jose Rizal, his parents and brother Paciano
B
What I Have Learned
What Can I Do
Answers may vary
Assessment
Answers may vary
Additional Activities
10
9
8
7
6
5
4
3
2
1

What's In
E
C
B
D
A
What's New
Answers may vary
What's It
Answers may vary
What's More
Answers may vary
What I Have Learned
read
feel
agree
moral lesson
reaction
What Can I Do
Answers may vary
Assessment
Answers may vary
Additional Activities
Answers may vary

What I Know	Assessment
O	F
F	O
F	F
O	O
O	O
What's In	Additional Activities
F	FACT
F	OPINION
O	OPINION
O	FACT
	FACT
What's New	
F	
F	
O	
F	
O	
What Is It	
Answers may vary	
What's More	
F	
F	
O	
O	
F	
What I Have Learned	
yellow	
green	
yellow	
green	
yellow	
What I Can Do	
	
	
	
	
	

References:

Grade 4 Reading Comprehension Worksheet
Reading and Math for K-5 © www.k5learning.com
<https://www.k5learning.com/reading-comprehension-worksheets/topics/fact-opinion>
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Grade 4 Reading Comprehension Worksheet
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Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Las Piñas City

English

Quarter 4 – Module

4



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English

Quarter 4 – Module

Joy in Reading

This instructional material was collaboratively developed and reviewed by educators from public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Introductory Message

For the facilitator:

Good reading and comprehension skills are the key to accomplish success. Reading skills lead a learner to interact and gain meaning from written language. Learning to read is about listening and understanding what is printed on the page. It makes a difference to learners' educational performance. Reading can be a fun and imaginative time for children which open doors to all kinds of new world for them. Without reading and comprehension skills, children will struggle to grow academically as reading is the foundation to all academic subjects.

This module presents a new paradigm to meet the needs of the 21st century learners. It is anchored on a holistic approach in developing the New Most Essential Learning Competencies in English to increase learners' grammar and comprehension awareness, enhance vocabulary management skills and explore real-life tasks and situations.

To the parents:

As parents, you play a vital role in educating your child's life. You are your child's first teacher. Beginning at birth, you help provide the support and stimuli that children need to begin to make sense of the world. By talking to and interacting with your child, you help build the uniquely human gift and cognitive tool of language.

Reading books and playing with your child are all activities that help build a positive attitude towards language and literacy. By supporting the development of your child's early language skills, you also foster a love of reading before and after children start their formal schooling. Since we are facing the social and economic effects of the coronavirus pandemic at present, now is the perfect time for you, parents, to make your home a school and act as a teacher to your child. After all, a good education always begins at home.

For the learner:

Welcome to a new journey of discoveries and exploration! This module is designed to expose you to a world of imagination, showing that nothing is impossible in this world. By reading this module, you begin to have a better understanding on a topic that interest you and build a more solid foundation for communication. Eventually, you will learn how to develop and perform reading comprehension skills, knowledge, and experiences to become competent and enthusiastic readers. Have a wonderful learning adventure!



What I Need to Know

This module is designed and written as a learning guide. The lessons are all presented to achieve proficiency in the domains of learning. With this module, all activities are carefully chosen to tailor fit the interest of learners and instill in them the sense of diversity and sensitivity. The scope of this module permits it to be used in many different learning situations. The learner is expected to be proficient language reader, ready to compete globally and meet the needs for the 21st century learners.

The module is divided into three lessons, namely:

- Lesson 5 – Distinguishing among types of Journalistic Writing (news report, opinion article, feature article, and sports news article)
- Lesson 6 – Writing a news report using the given facts
- Lesson 7 – Writing/Composing an editorial

After going through this module, you are expected to:

- Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article)
- Write a news report using the given facts
- Write/Compose an editorial



What I Know

Directions: Choose and encircle the letter of the correct answer in each sentence.

1. It is a factual information about current events which is reported by a variety of sources such as newspaper, magazines, television shows, cable, and radio programs.
A. News Report
B. Sports News
C. Editorial
D. Feature Article
2. It is an article that features the latest happenings in game events.
A. Editorial of Argumentation
B. Editorial of Commendation
C. Editorial of Entertainment
D. Mood Editorial
3. It conveys the purpose of the story and usually written in a large boldface.
A. Headline
B. News Report
C. Primary Lead
D. Secondary Lead
4. It presents a philosophy rather than an argument or an explanation. Oftentimes the subject matter is nature or emotion.
A. Editorial of Argumentation
B. Editorial of Commendation
C. Mood Editorial
D. Special Occasion
5. It explains the significance of a special day or occasion.
A. Editorial of Argumentation
B. Editorial of Commendation
C. Mood Editorial
D. Special Occasion

Lesson

5

Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article)

As you go through this module, you are expected to:

1. identify the different types of journalistic writing and;
2. distinguish among types of journalistic writing (news report, opinion article, feature article and sports news article).



What's In

I. Arrange Me!

Using the jumbled letters written in bold, identify the word described in each given sentence. Arrange the letters to form a word, then write the correct word on the blank.

1. **RSOPTS SWEN** _____ is a form of writing that reports on matters pertaining to sporting topics and competitions.
2. **ERUTAEF** _____ is report about a certain topic, issue, person or event with more background and in-depth details.
3. **TIDELAIRO** _____ is an article that presents the newspaper's opinion on an issue.
4. **SWEN** _____ is a report on current or recent events to inform readers of what is happening in the world or in the local area.



What's New

Journalistic Writing- presents news and information. It is used to report news stories in newspaper, television, broadcast on radio and on the internet.

Its purpose is to empower readers with information they need to make the best possible decisions about their lives, communities, societies, and government.

Types of Journalistic Writing

1. News- a factual information about current events. It is reported by a variety of sources such as newspaper, magazines, television shows, cable, and radio programs.

2. Opinion Article/Editorial – an article in a newspaper that reflects the author's opinion about a subject. It is meant to influence public opinion, promote critical actions while providing solutions to the problem.

3. Feature Article – a report about a certain topic, issue, person or event with more background and in-depth details. They are generally stories in newspapers and magazines

4. Sports News – focuses on games and sporting events. It covers information on highlights of the game, athletes, persons, or teams involved, the type of sport, and scores or final outcome of the game. It aims to show the drama and excitement of the actual game to the readers.



What is It

Directions: Identify the types of journalistic writing. Choose the letter of the correct answer. Do this on your answer sheets.

1. To what does journalistic writing rely on?
 - A. facts and evidence
 - B. propaganda
 - C. action plan
 - D. emotional appeal
2. What type of journalistic writing aims to entertain rather than to inform?
 - A. opinion article
 - B. sports news article
 - C. news report
 - D. feature article
3. What type of article features the latest happenings in game events?
 - A. news report
 - B. feature article
 - C. sports news article
 - D. opinion article
4. How do you know if the article is a news report?
 - A. The article consists of counterfeit information of the article.
 - B. The article attempts to deliver an out-of-context information about the issues.
 - C. The article contains relevant facts and information about the issues.

D. The article informs the reader about what the writer knows and his/her opinion about it.

5. What article contains view regarding current issues in the society?

A. news report article

C. feature article

B. opinion article

D. sports news article



What's More

Directions: Match the types of journalistic writing in Column A with their meaning in Column B.

Column A

____ 1. Editorial

____ 2. News

____ 3. Sports News

____ 4. Feature

Column B

A. current or recent events

B. in-depth details about a certain topic

C. opinions

D. sporting topics or competition



What I Have Learned

Journalistic Writing is used to provide information to people in the form of **news, opinion, feature, and sports**. In creating different types of journalistic article, you must consider the **factual** information of the current events and its appeal to a particular reader.



What I Can Do

Directions: Write the letter of the correct type of journalistic writing on the blank.

- A. News Report C. Opinion Article
B. Feature Article D. Sports Article

____ 1. Is mobile gaming good or bad? We hear some parents complain that kids are always glued to their mobile phones, “addicted” to gaming. Does that mean mobile gaming is bad? Does it bring any good?

____ 2. Manila, Philippines- Malacanang on Wednesday announced that some 2000 hogs from Cotobato have arrived in Metro Manila in order to plug supply shortfall and to bring down prices of pork and other products.

____ 3. As more and more people are vaccinated against Covid-19, the positive effects of immunization are emerging. While there is still little data on the ability of the vaccines to prevent transmission, more and more vaccines are showing excellent clinical efficacy. Clinical efficacy is defined as the ability to prevent symptomatic disease, but not necessarily asymptomatic disease. More importantly, almost all the vaccines for which some phase 3 data have been released show very strong protection against the development of severe disease.

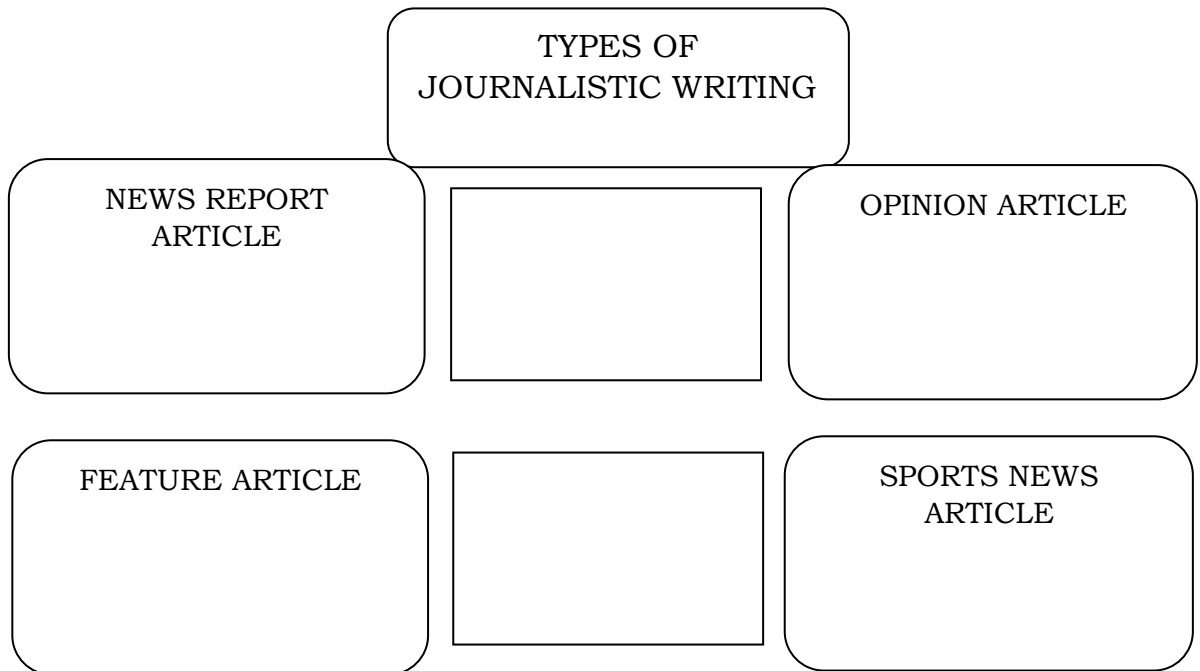
____ 4. Manny Pacquiao showed a glimpse of what boxing fans have been missing since he last made an appearance in the ring months ago. The Filipino boxing legend on Monday posted a video of himself on social media flashing his killer hand speed and footwork as he makes his seemingly impending ring return later this year. The 42-year-old, whose inactivity largely due to the Covid-19 pandemic was relegated by the WBA as its “champion in the recess,” is reportedly in talks for a fight against phenom Ryan Garcia,

____ 5. Lucena City- Two bus companies were allowed to resume their regular trips from this provincial capital of Quezon to Binan City in Laguna province starting February 8, nearly a year after, their operations were suspended due to the Covid-19 pandemic.



Assessment

Directions: Complete the concept map by writing the similarities of each type of journalistic writing inside the box and their differences inside the circle.



Additional Activities

Directions: Write **TRUE** if the statement is correct and **FALSE** if it's not.

- _____ 1. A feature is an article that presents the newspaper's opinion on an issue.
- _____ 2. Sports news is a form of writing that reports on matters pertaining to sporting topics and competitions.
- _____ 3. Journalistic writing is the style of writing used to report news stories in newspapers, television broadcasts, on radio and on the internet.
- _____ 4. A news is a report on current or recent events to inform readers of what is happening in the world or in the local area.
- _____ 5. Editorial report about an issue, person, or event with more background and in-depth details.

Lesson

6

Write a news report using the given facts

As you go through this module, you are expected to:

1. identify and describe parts of a news report and;
2. compose a news report using the given facts.



What's In

Directions: Read the news report. Write the correct who, what, where, when and how questions in the box.

1.

2.

5

Two Pupils Receive Awards

Maria Jose and Juana Pedro, both grade 4 pupils of Manuyo Elementary School were granted gold medals for their honesty during the celebration of "Reading Month"

The said pupils returned a bag containing Php 10,000.00, a cellphone and other valuable items to the Principal's office. The bag owned by Rina Reyes was left at the canteen when she visited the school. The children found the bag and immediately brought it to the principal to help them find the owner. Mrs. Reyes was very happy that her bag was returned and praised the children for their honesty.

3.

4.



What's New

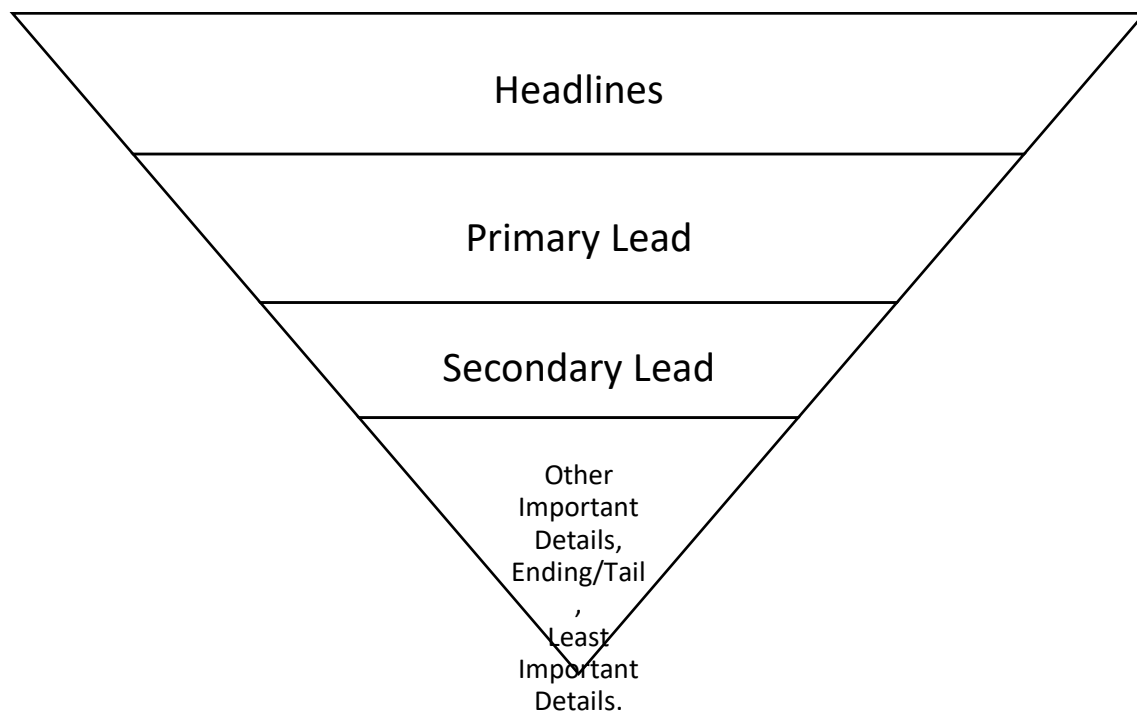


These are some of the newspapers in the Philippines. Newspapers provide us with news. We need to know the news in order for us to be updated on what is happening around us. But how are we going to write the news?

A news report contains factual information about an event that has happened. It has the headline or a title, which conveys the purpose of the story. It is usually written in large boldface type. The primary lead of the news report consists of a few sentences and convey the most crucial information by answering the wh- and h questions: who, what, where, when, why and how. The next is the secondary lead, it supports the main/primary lead. It answers the wh- and h- questions which were not answered in the primary lead. Other important details are other information that completes the news. Its purpose is to inform readers of the current issues.

The most common pattern for a news report is the inverted pyramid in which the most important information comes first and the least important comes last.

Inverted Pyramid of News





What is it?

Directions: Identify the parts of the news.

Over 1 million Pfizer doses arrive in the Philippines



The Philippines on Monday night welcomed a total of 1,085,760 doses of Pfizer-BioNTech COVID-19 vaccine.



The additional vaccine supply, which was procured by the national government, arrived at the Ninoy Aquino International Airport Terminal 3 past 9 p.m. via flight 1-D450.

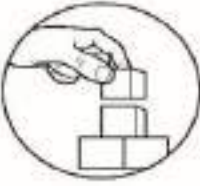


Earlier in the day, the country also received 1, 497,000 doses of government procured Moderna COVID-a9 vaccine. The shipment arrived at the NAIA Terminal 1 past 3 p.m.

The total number of vaccines delivered in the country was at 140, 486, 660 as of December 2.

At least 35 million individuals in the country have been fully vaccinated against COVID-19.





What's More

Directions: Read the report and answer the questions

Division of Las Pinas conducts Virtual Training Workshop on Campus Journalism

Division of Las Pinas, through the leadership of the Public Schools District Supervisor in English, Lucy G. Perez, and Public Schools District Supervisor in Filipino Dr. Macario D. Pelecia Jr, conducted a virtual training workshop on campus journalism for school paper advisers and campus journalists in English and in Filipino. The said event was attended by 22 elementary schools and 16 high school SPAs and campus journalists via Google meet platform.

The virtual training was held on November 23-25, 2021. This is to prepare and equip the SPAs and CJs to gain knowledge in campus journalism. Well known and respected media personalities were the key speakers in the said event. Three best outputs per category were chosen and given special awards.

1. When did the event happen?

2. Where did it happen?

3. What platform was use?

4. Why did they hold the event?

5. How many participated in the event?



What I Have Learned

A news report contains factual information about an event that has happened.

Parts of news report:

1. Headline or a title, which conveys the purpose of the story. It is usually written in large boldface type.

2. Primary lead of the news report consists of a few sentences and convey the most crucial information by answering the wh- and h questions: who, what, where, when, why and how.

3. Secondary lead, it supports the main/primary lead. It answers the wh- and h- questions which were not answered in the primary lead.

4. Other important details are other information that completes the news. Its purpose is to inform readers of the current issues.



What I Can Do

Directions: A. Which among the given facts will be written first in the news report. Write number 1- 5 on the line.

_____ Las Piñas City Mayor Imelda Aguilar announced on Monday the city has finally achieved herd immunity.

_____ "We will not stop vaccinating even if we have reached almost 100 percent. We will continue this so that we can return to our normal life. Aguilar said.

_____ I will urge the people of Las Piñas to be part of the "Safe Las Piñeros, All Vaccinated program so that our city can continue to be safe from that deadly COVID-19," Aguilar said.

_____ Aguilar told reporters that her Christmas wish for the city has been granted. She said that 90.1 percent of Las Piñas residents are fully vaccinated.

_____ She attributed this to the discipline of residents and their eagerness to get jabs against COVID-19.

B. Write a news report based on the following facts using the inverted pyramid structure.

- The plane was going to Cebu City on a test flight.
- Mayor Richard Datu, who rush to the crash site found the pilot, Rene Lu and his passanger Lito Go, both safe despite the plane's damage.
- A two-seater plane with pilot Rene Lu, passenger Lito Go crashed in a rice field at Barangay Caditaan on July 15.
- Lu said the plane's engine stopped 30 minutes after it took off at Legaspi airport.
- Plane crashes in Cebu, no one was hurt.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery.

C. Arrange in inverted pyramid style to make a news report.

While I was hospitalized for minor injuries. "We are conducting toxicology test to determine if alcohol was involved. Police Chief Juan Pedro said.

A 22-year old passenger was killed early today after a car hit a curb, crushed into a tree and overturned on Balete drive.

According to the City Police Department, the driver Tomas Dela Cruz, 29, was speeding and lost control of his car, causing the death of Pilar Dela Cruz.

Passenger dies on Balete Drive

NEWS:



Assessment

Directions: Analyze the data given below. Write a news report in a paragraph

Form.

WHAT: Lighted candle left open cause fire

WHERE: Santol Street, Barangay Maligaya in Manila.

WHEN: September 1, 2021

WHY: Due to frequent electricity loss the residents used candles at night.

HOW: A family left a lighted candle open causes the blaze

NEWS:



Additional Activities

Write a news report using the given facts below .

- Evacuation is advised to those in the danger zones because of possible floods and landslides due to the amount of water Typhoon Pable is set to release.
- A powerful typhoon will enter the Philippine area of responsibility on Monday, June 15.
- Classes from pre-school to secondary levels will be suspended in all affected areas. Alert is up for all those living near rivers and coastal areas.
- According to PAGASA, Typhoon Pablo is a Signal Number 2 typhoon.
- Pablo to enter PAR

RUBRICS IN WRITING NEWS REPORT WITH GIVEN FACTS

1. The news report is well organized with clearly stated ideas and in order with no error.
2. The news report is well organized with clearly stated ideas and in order with one minor error.
3. The news report is well organized with clearly stated ideas and in order with two or more errors
4. The news report is poorly organized.

5. The news report is disorganized and cannot be read

Lesson

7

Write/compose an editorial

As you go through this module, you are expected to:

1. define what an editorial is;
2. identify the parts and types of an editorial and;
3. compose an editorial



What's In

Directions: Identify what type of editorial is described. Write the letter of the correct answer.

1. It only gives information about an issue. It may define terms, identify persons or factors or provide a background.

- | | |
|-------------------------------|--------------------------------|
| A. Editorial of Argumentation | C. Editorial of Information |
| B. Editorial of Criticism | D. Editorial of Interpretation |

2. It primarily interprets or analyzes an issue or event in a more meaningful and enlightening perspective to the readers.

- | | |
|-------------------------------|--------------------------------|
| A. Editorial of Argumentation | C. Editorial of Information |
| B. Editorial of Criticism | D. Editorial of Interpretation |

3. it also gives information and interpret action, but it takes a stand on an issue and provides reasons through facts in order to convince or persuade the reader to accept his stand on the issue.

- | | |
|-------------------------------|--------------------------------|
| A. Editorial of Argumentation | C. Editorial of Information |
| B. Editorial of Criticism | D. Editorial of Interpretation |

4. It presents both sides of an issue, the good and the bad aspects, although the newspaper has its own stand of the issue.

- | | |
|-------------------------------|--------------------------------|
| A. Editorial of Argumentation | C. Editorial of Information |
| B. Editorial of Criticism | D. Editorial of Interpretation |

5. It praises commends or pays tribute to a person or organization that has performed some worthwhile projects or deed or accomplishments.

- A. Editorial of Argumentation
- B. Editorial of Commendation

- C. Editorial of Entertainment
- D. Mood Editorial



What's New

An **editorial** is an example of informative text. It is a newspaper article that expresses one's opinion. An editorial can be about any topic, but is usually written about an issue that our society deals with.

TYPES OF EDITORIAL

1. **Editorial of Information**- it only gives information about an issue. It may define terms, identify persons or factors or provide a background.
2. **Editorial of Interpretation**- It primarily interprets or analyzes an issue or event in a more meaningful and enlightening perspective to the readers.
3. **Editorial of Argumentation** – it also gives information and interpret action, but it takes a stand on an issue and provides reasons through facts in order to convince or persuade the reader to accept his stand on the issue.
4. **Editorial of Criticism**- it presents both sides of an issue, the good and the bad aspects, although the newspaper has its own stand of the issue.
5. **Editorial of Commendation, Appreciation or Tribute** – it praises commends or pays tribute to a person or organization that has performed some worthwhile projects or deed or accomplishments.
6. **Editorial of Entertainment**- It evokes a smile, a chuckle, laughter while suggesting truth. Its main aim is to entertain. It is usually short.
7. **Mood Editorial** – It presents a philosophy rather than an argument or an explanation. Oftentimes the subject matter is nature or emotion.
8. **Special Occasion** – it explains the significance of a special day or occasion.

PARTS OF EDITORIAL

1. **Introduction** – It contains the issue or news peg and the reaction. The newspaper stand shall be established immediately in the beginning paragraph. It could be in the form of question, or a striking statement or narration of the event.
2. **Body** – It presents the facts to support your position/opinion. It also gives of what you think would be the best approach to or outcome of the situation.

3. **Conclusion**- It presents a solution, plea, advice, command and quotation nt to the subject or just a summary.



What is it?

Directions: Write *TRUE* in the blank if the underlined statement is correct, if not change it to make the statement correct.

- _____ 1. An editorial is an example of persuasive text.
- _____ 2. An editorial contains introduction, body, and generalization.
- _____ 3. An introduction gives brief background or opinion statement.
- _____ 4. The body presents the facts to support the position/opinion.
- _____ 5. The introduction presents solution, plea, advice or just a summary.
- _____ 6. An editorial is a newspaper article that expresses one's opinion.
- _____ 7. Mood editorial is usually short and elicit smile.
- _____ 8. Editorial of Criticism presents both sides of an issue, the good and the bad aspects.
- _____ 9. Editorial of commendation, appreciation or tribute criticizes a person or organization that has performed some worthwhile projects or deed or accomplishments.
- _____ 10. Special Occasion Editorial explains the significance of a special day or occasion.



What I Have Learned

An **editorial** is an example of informative text. It is a newspaper article that expresses one's opinion. An editorial can be about any topic, but is usually written about an issue that our society deals with.

The different PARTS OF EDITORIAL are:

- A. Introduction** which contains the issue or news peg and the reaction. The newspaper stand shall be established immediately in the beginning paragraph. It could be in the form of question, or a striking statement or narration of the event.
- B. Body** which presents the facts to support your position/opinion. It also gives of what you think would be the best approach to or outcome of the situation.
- C. Conclusion**- which presents a solution, plea, advice, command and quotation relevant to the subject or just a summary.

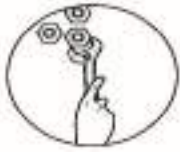


What's More

Directions: Identify the parts of an editorial. Choose from the choices inside the box.

introduction	body	conclusion
--------------	------	------------

- _____ 1. It leaves the reader thinking.
- _____ 2. It involves facts that support reason.
- _____ 3. It hooks/grabs reader's attention.
- _____ 4. It gives the writer's opinion on the issue.
- _____ 5. It mentions reason that supports the opinion.
- _____ 6. It clearly states the opinion on an issue.
- _____ 7. It establishes stand at the beginning.
- _____ 8. It summarizes the article.
- _____ 9. It also gives of what you think would be the best approach to or outcome of the situation.
- _____ 10. It gives advice, plea and quotation relevant to the subject



What I Can Do

Directions: Read and answer the following:

A. Do you agree or disagree on the following? Give your reason why?

TOPIC	AGREE/DISAGREE	REASON
1. Unvaccinated people must not be allowed to go out of the house until the COVID-19 is resolved.		
2. Children must be given immunization the soonest to protect them from corona virus.		
3. The government must provide free internet access to children who want to participate in online classes.		

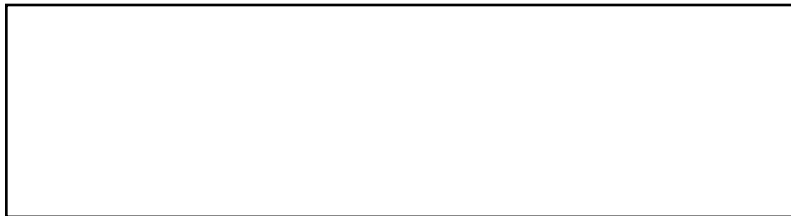
B. Let us try to compose a simple editorial. You may research in the internet, newspapers or listen to news for the facts.

1. What's your opinion on video games? Are they a waste of time? Why or why not?

State the Problem



**Acknowledge the
other side**



State your side



**Offer solution or call
for action**



**Wrap up or restae
position**





Assessment

Directions: Choose the letter of the correct answer.

- _____ 1. Which among the sentences defines editorial?
- A. It tells a story
 - B. It covers sports events that occurred
 - C. It narrates where the events happened
 - D. It presents the newspaper stand over an issue supported with facts.
- _____ 2. The source of information is very important in writing an editorial. You want to convince the people in the community to stop from going to unimportant activities to stop the increasing number of people infected with COVID-19. What sources of information will you refer to support your stand?
- A. News report on the effects when infected with COVID-19
 - B. Sentiments posted on social media
 - C. Gossip heard from your neighbors
 - D. All of the above
- _____ 3. Ana was reading the editorial section of their school paper. She understood the good and bad effects of surfing the internet after reading the editorial article. What type of editorial is presented?
- A. Editorial of Interpretation
 - B. Editorial of Argumentation
 - C. Editorial of Information
 - D. Editorial of Criticism
- _____ 4. In what section of the newspaper will you find the editorial article?
- A. Newpage
 - B. Sports page
 - C. Editorial page
 - D. Feature page
- _____ 5. Which is not a type of editorial?
- A. Editorial of Interpretation
 - B. Editorial of Argumentation
 - C. Editorial of Information
 - D. Editorail of Literature?

- _____ 6. The first step in writing an editorial, wherein a topic is stated.
- A. Decide a topic
 - B. Research your topic
 - C. Create an outline
 - D. Proofread
- _____ 7. Keeping your ideas organized and ensure that the main points of your editorial flow well.
- A. Decide a topic
 - B. Research your topic
 - C. Create an outline
 - D. Proofread
- _____ 8. This is the process when you check the spelling and grammar errors that you may not have seen the first time.
- A. Decide a topic
 - B. Research your topic
 - C. Create an outline
 - D. Proofread
- _____ 9. This provides your reader with well researched evidences to back up your ideas.
- A. Decide a topic
 - B. Research your topic
 - C. Create an outline
 - D. Proofread
- _____ 10. When you start explaining the issue objectively as a reporter would and tell why the situation is important.
- A. Decide a topic
 - B. Research your topic
 - C. Start to write
 - D. Proofread



Additional Activities

Directions: Write a persuasive type of editorial that appeals directly to the reader and encourages them to take action. Consider the parts of the editorial. You may choose any of the topics.

1. Importance of proper hygiene during pandemic.
2. Eating healthy food
3. Figthing COVID-19
4. Attitude Towards Study
5. Pediatric Vaccination

Editorial Topic

Introduction

Body

Conclusion

RUBRICS FOR EDITORIAL WRITING

CRITERIA	PRACTICE 2 points	COULD DO BETTER 3 points	DOING GOOD 4 points	GREAT JOB 5 points
Introduction	This editorial has no clear opinion which does not encourage the reader to continue.	There's clear introduction but the writer's opinion is confusing.	This article has a clear opinion but a weak introduction	This article has a clear opinion which makes the reader want to continue reading
Body	The article has no evidence and facts to support the reason	The article has at least one piece of evidence and fact to support the reason.	The article has at least two pieces of evidence and fact to support the reason	The article has at least three pieces of evidence and fact to support the reason
Spelling and Grammar	There are many spelling and grammar mistakes	There are some spelling and grammar mistakes.	There are few spelling and grammar mistakes.	There are no spelling or grammar mistakes
Stand	He/She has no stand	He/She has a stand on the issue but is not reasonable.	He/She has an obvious and reasonable stand on the issue. He/She has a clear and reasonable stand on the issue.	
Conclusion	He/She did not present logical solution or conclusion.	He/She presented a solution or conclusion that is not logical.	He/She presented a solution that is useful.	He/She presented a logical solution or conclusion.



Answer Key

WEEK 5	WEEK 6	WEEK 7
<p>What's More</p> <ol style="list-style-type: none"> 1. C 2. A 3. D 4. B <p>WHAT I CAN DO</p> <ol style="list-style-type: none"> 1. C 2. A 3. B 4. D <p>B. A</p> <p>ASSESSMENT</p> <p>Answers may vary</p> <p>Additional Activity</p> <ol style="list-style-type: none"> 1. False 2. True 3. True 4. True 5. False 	<p>What's More</p> <ol style="list-style-type: none"> 1. November 23-25, 2021 2. Las Pinas City 3. Google Meet 4. SPAs and Campus Journalist 5. 22 Elementary School and 16 High School <p>WHAT I CAN DO</p> <p>Answers may vary</p> <p>ASSESSMENT</p> <p>Answers may vary</p> <p>ADDITIONAL ACTIVITY</p> <p>Answers may vary</p> <p>NOTE: A rubric is given to determine the score.</p>	<p>What's More</p> <ol style="list-style-type: none"> 1. Introduction 2. Body 3. Introduction 4. Introduction 5. Body 6. Body 7. Introduction 8. Introduction 9. Conclusion 10. Conclusion <p>WHAT I CAN DO</p> <p>Answers may vary</p> <p>ASSESSMENT</p> <ol style="list-style-type: none"> 1. D 2. A 3. B 4. D 5. D 6. A 7. C 8. D 9. B 10. C <p>Additional activity</p> <p>Answers may vary</p> <p>NOTE: A rubric is given to determine the score</p>



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