



**DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII**

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



Reading and Writing Skills

Quarter 3 - Module 3

Identify Claims of Fact, Policy and Value



NegOr_Q3_RWS_Module3_v2

GOVERNMENT PROPERTY
NOT FOR SALE

Reading and Writing – Grade 11
Alternative Delivery Mode
**Quarter 3 – Module 3: Reading and Writing Skills (Identify Claims of Fact,
Value and Policy)**
Second Edition, 2021

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writer: Alma N. Baroy EdD

Editor: Ellen E. Edrial EdD / Grace A. Cimafranca

Reviewer: Ellen E. Edrial EdD

Illustrator: None

Layout Artist/Typesetter: Josephine V. Austero

Management Team: Senen Priscillo P. Paulin, CESO V

Rosela R. Abiera

Joelyza M. Arcilla EdD

Maricel S. Rasid

Marcelo K. Palispis EdD

Elmar L. Cabrera

Nilita L. Ragay EdD

Anna Lee A. Amores EdD

Printed in the Philippines by _____

Department of Education –Region VII Schools Division of Negros Oriental

Office Address: Kagawasan, Ave., Daro, Dumaguete City, Negros Oriental
Tele #: (035) 225 2376 / 541 1117
E-mail Address: negros.oriental@deped.gov.ph

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.

TABLE OF CONTENTS

CONTENT	PAGES
TITLE PAGE -----	i
INTRODUCTORY MESSAGE -----	ii
WHAT I NEED TO KNOW -----	1
Learning Competency -----	1
Learning Objectives -----	1
WHAT I KNOW -----	1
Task 1 -----	1
WHAT'S IN -----	2
Task 2 -----	2
WHAT'S NEW -----	3
Task 3 -----	3
WHAT IS IT -----	3
WHAT'S MORE -----	6
Task 4 -----	6
WHAT I HAVE LEARNED -----	7
Task 5 -----	7
WHAT I CAN DO -----	7
Task 6 -----	7
ASSESSMENT -----	8
Task 7 -----	8
GLOSSARY -----	8
ANSWER KEY -----	9
REFERENCE LIST -----	10



WHAT I NEED TO KNOW

Lesson 1: Claims of Fact, Value and Policy

This lesson will help you identify explicit and implicit information made in a written text. Moreover, you will be introduced to the different types of claims that a writer can make fact, value, or policy. You can usually determine this by examining the type of questions they answer about the text.

Learning Competency

- Identifies claims explicitly or implicitly made in a written text (EN11/12RWS-IIIij-6)
 - a. Claim of Fact (EN11/12RWS-IIIij-6.1)
 - b. Claim of Policy (EN11/12RWS-IIIij-6.2)
 - c. Claim of Value (EN11/12RWS-IIIij-6.3)

Learning Objectives:

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

1. Distinguish the three types of claims.
2. Write claims (fact, policy, and values).
3. Demonstrate confidence in accomplishing tasks.



WHAT I KNOW

Task 1

Directions: Read the items carefully. Identify each statement as a claim of fact, claim of policy or claim of value. Write your answers in your activity notebook.

- _____ 1. There is only one God.
- _____ 2. “Ang Probinsiyano” is the best teleserye ever in Philippine TV.
- _____ 3. Using cellphones inside the classroom should be prohibited.

- _____ 4. Legislation should be passed to stop the sale of
cigarette.
- _____ 5. Excessive consumption of alcohol can lead to many
illnesses.
- _____ 6. Obesity can cause heart disease.
- _____ 7. Oranges are better than apples.
- _____ 8. Honesty is the best policy.
- _____ 9. Extra judicial killings should be stopped.
- _____ 10. Wearing of face masks should not be mandatory.



WHAT'S IN

Task 2

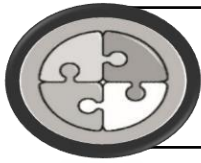
Directions: Read the situation below. Then, answer the questions in your activity notebook.

A classmate comes up to you and accuses you of stealing her money. She even adds angrily that the amount she claims that is stolen from her is just enough for her to commute going home after classes. Naturally, assuming you didn't steal anything, you would deny it? Your classmate doesn't believe you, saying that you were the only person in the room when she found out she lost her money. Plus, you are her seatmate and you're the nearest one to her bag where her money is, she adds. Assuming again, that her arguments are right, how would you defend yourself?

Source: Reading and Writing Skills by Marella Therese A. Tiongson and Maxine Rafaella C. Rodriguez

Explore!

1. What is being talked about in the paragraph?
2. Do you think the pieces of evidence presented are sufficient and valid to support the argument? Why or why not?



WHAT'S NEW

Task 3

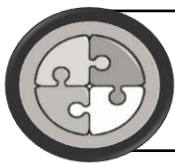
Directions: Read the paragraph below and answer the questions in your activity notebook.

During the 21st century, the word Facebook (FB) came into our awareness. In fact, it is one of the most popular social networking sites with over one million users. Almost $\frac{3}{4}$ of these users are 13 to 25 years old, and these people use FB every time they have an opportunity to do so at school, at home, in the mall, and anywhere else. So, FB seems to just be a waste of time. It is a complete distraction to students. Many students fail to complete their assignments and projects because they are addicted to FB. Some use words and acronyms that only they can understand, and it crosses over even during face-to-face conversations. FB also becomes a tool for bashing and avenue for gossiping. These are just some of my impressions of FB.

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

Analyze the text using the questions below.

1. What do you think prompted the writer to write the paragraph?
2. What are your thoughts and feelings about the text?
3. What do you think is the central claim of the text?
4. Do you share the same sentiments with the writer?
5. Do you think the pieces of evidence presented are sufficient and valid to support the claim? Why or why not?
6. Are there evident flaws in reasoning in the text? If yes, enumerate them.



WHAT IS IT

When reading texts critically, it is imperative that you identify the type of claims or the approach to the topic, to see the main argument. Although we focus on critical reading, it is useful to note that these claims may also be used when you write your own paper.

To identify the claims, focus on the first and last sentences of the paragraph. The details in each paragraph will also guide you as to whether a text supports or opposes a certain claim or argument.

What are claims?

Whenever you read something, you find yourself looking for the writer's point or position regarding the chosen topic. That point is also known as the **claim**, or the **central argument** or **thesis statement** of the text. This claim is what the writer tries to prove in the text by **providing details, explanations, and other types of evidence**. As such, it is usually found in the introduction or in the first few paragraphs of the text.

The claim is the most important part of the text. The quality and complexity of the reading depend on the claim because the claim defines the paper's direction and scope. **The claim is a sentence that summarizes the most important thing that the writer wants to say** as a result of his/her thinking, reading, or writing.

Characteristics of a good claim

1. A claim should be argumentative and debatable.
2. A claim should be specific and focused.
3. A claim should be interesting and engaging.
4. A claim should be logical.

Types of Claims

1. A **claim of fact** makes an assertion about something that can be proved or disproved with factual evidence. However, keep in mind the basic quality of claims, that they have to be debatable, and offer an assertion about an issue. So, a claim of fact for a logical argument cannot simply consist of a statistic or proven fact. It needs, instead, to focus on an assertion which uses facts to back it up, but for which the evidence might still be debatable. In other words, if you make a claim of fact, you show factual evidence (examples, data, research reports) that prove your claim.

Claims of fact usually answers a "what" question. When determining whether something is a claim of fact, the following questions are useful:

- Is this issue related to a possible cause or effect?
- Is this statement true or false? How can its truthfulness be verified?
- Is this claim controversial or debatable?

Example:

Sometimes people use Facebook, Twitter, and other social media to bully one another.

2. A **claim of value** argues that something is good or bad, or right or wrong or that one thing is better than another thing. Claims of value attempt to explain how problems, situations, or issues ought to be valued. To discover these explanations, you may ask the following questions:
 - Which claims endorse what is good or right?
 - What qualities should be considered good? Why?
 - Which of these values contend with others? Which ones are more important, and why?

Example:

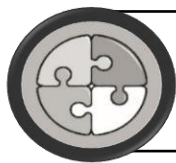
It is wrong to use social media to bully people.

3. A **claim of policy** argues that certain conditions should exist, or that something should or should not be done, in order to solve a problem. Claims of policy defend actionable plans, usually answer “how” questions. The following questions will be useful in evaluating a claim of policy:
 - Does the claim suggest a specific remedy to solve the problem?
 - Is the policy clearly defined?
 - Is the need for the policy established?
 - Is the policy the best one available? For whom?
 - How does the policy solve the problem?

Example:

There should be criminal charges brought against people who use socialmedia to bully people.

Source: Reading and Writing Skills by Marella Therese A. Tiongson and Maxine Rafaella C. Rodriguez



WHAT'S MORE

Task 4

To strengthen your understanding of types of claims, take this ten question self-test. See if you can identify which type of claim the statement is making, then check the answer.

1. Vaping can lead to increased blood pressure, lung disease, and insulin resistance.
2. The basic keys to success are perseverance and discipline.
3. Studies have shown that exposure to violent media is a risk factor for violent behaviors.
4. The Career Support Network is an excellent resource for people who are considering a mid-life career change.
5. In order to ensure that graduates are competitive for top jobs in their fields, the college must put additional resources into its career services office and internship programs.
6. Although the International Astronomical Union announced that Pluto is not actually a planet, experts disagree on what characteristics define a planet.
7. Increased investments in solar power will benefit national security by reducing dependence on fossil fuels.
8. Parents should not only be aware of how their children are using social media, but also understand the potential positive and negative impacts of social media use.
9. Advances in computer modeling have made it possible to create completely new types of architectural structures.
10. It is immoral to steal from stores to feed yourself or others.

Source:

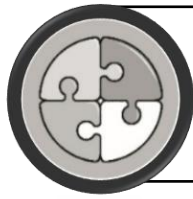
<https://courses.lumenlearning.com/suny-esc-wm-englishcomposition1/chapter/types-of-claims/>



Directions: In your notebook, complete the following statements.

WHAT I CAN DO

Directions: In your notebook, complete the following table by writing statements that fall under the appropriate type of claim.



ASSESSMENT

Task 7

Directions: Determine the claim used in the following statements. Write your answers in your activity notebook.

1. The “Lakers” is the best team in NBA.
2. Students’ cellphones should be collected by office personnel when they enter the school.
3. Dakak is a better place to go for summer vacation than Boracay.
4. Wearing of school uniform should be compulsory.
5. Mercy killing is immoral.
6. Instagram is owned by Facebook.
7. “It’s Showtime” is the best variety show in Philippine TV.
8. Video game addiction is not a mental illness but an individual choice.
9. President Rodrigo Duterte is the best president of the Philippines.
10. Churches should have to pay taxes.



GLOSSARY

Claim of Fact - makes an assertion about something that can be proved or disproved with factual evidence.

Claim of Value - argues that something is good or bad, or that one thing is better than another thing.

Claim of Policy - argues that certain conditions should exist, or that something should or should not be done, in order to solve a problem.

1. Claim of value
2. Claim of policy
3. Claim of value
4. Claim of policy
5. Claim of value
6. Claim of fact
7. Claim of value
8. Claim of fact
9. Claim of value
10. Claim of policy

Assessment

Task 6 (Answers may vary)

Task 5 (Answers may vary)

1. Claim of fact
2. Claim of value
3. Claim of fact
4. Claim of value
5. Claim of policy
6. Claim of fact
7. Claim of policy
8. Claim of policy
9. Claim of fact
10. Claim of value

Task 4

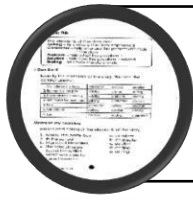
Task 3 (Answers may vary)

Task 2 (Answers may vary)

1. Claim of fact
2. Claim of value
3. Claim of policy
4. Claim of policy
5. Claim of fact
6. Claim of fact
7. Claim of value
8. Claim of value
9. Claim of policy
10. Claim of policy

Task 1

Answer Key



REFERENCES

- Barrot, Jessie S. 2016. *Academic Reading and Writing*. Cebu City: C and E Publishing, Inc.
- n.d. *Claim of Fact*. *Slideshare*. Accessed December 14, 2021.
<https://www.slideshare.net/VanessaRamones/claims-of-fact-value-and-policy/>.
- Rodriguez, M.T.A. Tiongson and M. R. C. 2016. *Reading and Writing Skills*. Manila: Rex Book Store.
- n.d. *Types of Claims/College Writing- Lumen-Learning*. Accessed December 14, 2021.
<https://courses-lumenlearning.com/sunny.esc-win-englishcomposition1/chapter/types-claims/>.

For inquiries or feedback, please write or call:

Department of Education – Schools Division of Negros Oriental
Kagawasan, Avenue, Daro, Dumaguete City, Negros Oriental

Tel #: (035) 225 2376 / 541 1117

Email Address: negros.oriental@deped.gov.ph

Website: lrmds.depednodis.net