



**Department of Education**  
**Region X - Northern Mindanao**  
**DIVISION OF CAGAYAN DE ORO**  
Fr. William F. Masterson, SJ Avenue, Upper Balulang, Cagayan de Oro City

# Learning Activity Sheets in Reading and Writing



## SHARED OPTIONS

Senior High Alternative Responsive Education Delivery

**Competence. Dedication. Optimism**

## **Preface**

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD  
Jean S. Macasero, PhD

## Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing.

Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;
- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;
- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;
- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD  
Jean S. Macasero, PhD

Writers:

1. Fe S. Pablico- Gusa RSHS
2. Nhyrejen G. De la Cerna

Editors/Validators:

1. Hasima Salic, PhD Cagayan de Oro NHS
2. Jerry Roble, PhD English Coordinator-CID, Division Office

Reproduction (LRMDS)

1. Gemma P. Pajayon - Project Development Officer II
2. Lanie M. Signo - Librarian II

JEAN S. MACASERO, PhD  
EPS- SHS Coordinator

RAY BUTCH D. MAHINAY, PhD  
MT-1 ALS Coordinator

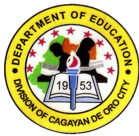
LOREBINA C. CARRASCO  
Chief, CID

ALICIA E. ANGHAY, PhD  
Assistant Schools Division Superintendent

JONATHAN S. DELA PEÑA, PhD., CESO V  
Schools Division Superintendent

**Reading and Writing Skills**

ACTIVITY NUMBER	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	Text as Connected Discourse: Coherence/Use of Transitional Device			8
2	Text as Connected Discourse: Organization/Topic & Supporting Sentences			3
3	Text as Connected Discourse: Pronoun Reference			3
4	Properties of a Well-Written Text: Language Use			10
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22	Unique features of and requirements in composing texts that are useful across disciplines: Book Review/Article Critique/Movie Review			8
23	Unique features of and requirements in composing texts that are useful across disciplines: Literature Review			24
24	Unique features of and requirements in composing texts that are useful across disciplines: Research Report			20
25	Unique features of and requirements in composing texts that are useful across disciplines: Project Proposal			10
26	Unique features of and requirements in composing texts that are useful across disciplines: Position Paper			8
27	Unique features of and requirements in composing texts professional correspondence: Various forms of Office Correspondence			4
28	Unique features of and requirements in composing texts professional correspondence: Resume			10
29	Unique features of and requirements in composing texts professional correspondence: Application for College Admission			24
30	Unique features of and requirements in composing texts professional correspondence: Application for Employment			24



Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Text as a Connected Discourse: Coherence/Use of Transitional Device		
Learning Competency: Describes a written text as connected discourse. EN11/12RWS-IIIa-1		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS		LAS No.: 1

## CONCEPT NOTES

A text is generally considered as written material, especially longer pieces of writing such as a book, a letter or a newspaper. Moreover, a text can also be described as a connected discourse especially when its ideas are linked logically.

This characteristic of a text is called coherence. This is achieved through the correct usage of connecting words such as first, second, third, finally, lastly which show sequence and order of events. But, yet, on the other hand, otherwise are connecting words which show contrast or opposite ideas. To make conclusion in a paragraph or essay, the connecting words like in summary, to summarize, in conclusion, in short are usually used. All these connecting words help ideas be linked logically and make reading a text easy to understand.

## EXERCISES

**A. Underline the connecting words you find in the paragraph that logically linked the ideas.**

(1)Throughout most of my school days my eyes failed to focus correctly when reading. (2)Consequently, I saw different symbols every time I read a sentence. (3)As a result, the printed page was a chaotic kaleidoscope of constantly changing letters that made no sense. (4) For example, when reading the last sentence I would see: "A ttersmade sense," or "As le ter that made no ense," or "Letters mad no sens," depending on how my eyes focused on a sentence. (5)After my eye problem was corrected, my real problems began because it was assumed that I could now read like everyone else.(6)This was a big mistake that overlooked the psychological effects created by my visual disability. (7)Most importantly, I was left doubting my understanding when reading unfamiliar material while teachers began to give me increasingly complex material to read.

**B. Which of the following statements is the best description of a paragraph?**

**Encircle only the letter of your answer.**

- The paragraph has no connecting words and makes reading very difficult.
- The paragraph is an example of a connected discourse because the ideas are linked logically through the use of connecting words.
- The paragraph has complex ideas which are not properly organized.
- The paragraph is an example of a longer piece of writing.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Text as a Connected Discourse: Organization/Topic and Supporting Sentences		
Learning Competency: Describes a written text as connected discourse. EN11/12RWS-IIIa-1		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS		LAS No.: 2

### CONCEPT NOTES

Aside from being coherent, a text can be a connected discourse when it shows logical organization of ideas from a central theme which is the core or significant message of a reading selection. A well-organized paragraph has a topic sentence which states the main idea or central theme of a paragraph. It is usually the first sentence in a paragraph. It has also its supporting sentences that develop the main idea presented by giving examples, reasons, or descriptions to support the topic sentence. There are usually 2 - 4 supporting sentences in a paragraph. Concluding sentence summarizes the ideas presented and usually 1-2 sentences only.

### EXERCISES: Encircle only the letter of the correct answer.

- Choose the best topic sentence.
 

Many people who earn the minimum wage are trying to support families with this salary. No one working full-time and earning the minimum wage makes enough money to pay for rent, food, and other necessities. If we raise the minimum wage, families will have more money to spend, and therefore other businesses will make more money. For so many reasons, it is the right thing to do.

  - We must worry about jobs, not wages.
  - Parents in New York City have a lot of expenses.
  - This economy is especially hard for small business owners.
  - It is time to raise the minimum wage.
- Choose TWO supporting sentences for this topic sentence: Students need to learn good ways to study.
  - Sometimes doing homework in a group can be helpful.
  - Making friends is important to happiness and success.
  - Many high-paying jobs require a college degree.
  - Having a scheduled time to study is highly recommended.
- What best concluding sentence is appropriate for the topic in item #2?
  - Studying doesn't guarantee good jobs in the future.
  - Learning good ways to study really makes good grades.
  - Students with good study habits are honor students.
  - Good study habits change a student's lifestyle.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Text as a Connected Discourse: Pronoun Reference		
Learning Competency: Describes a written text as connected discourse. EN11/12RWS-IIIa-1		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS Pronoun Reference in English Grammar by Richard Nortquist		LAS No.: 3

## CONCEPT NOTES

A connected discourse flows smoothly and easily from one sentence and paragraph to another; clarifying the relationships among ideas and thus allowing the reader to grasp connections. This characteristic is only achieved when a text observes proper use of pronoun reference. Reference is the relationship between a grammatical unit (usually a pronoun) that refers to (or stands in for) another grammatical unit (usually a noun or noun phrase). The noun or noun phrase that a pronoun refers to is called the antecedent. Study the examples below:

1. The old woman remembered a swan she had bought many years ago.  
antecedent
pronoun

*Explanation: The pronoun she is referring to the old woman. It means that the pronoun she and old woman refers to one person.*

2. The supervisor told the workers that they will receive a bonus.  
antecedent
pronoun

*Explanation: The pronoun they is referring to the plural noun workers. It means that the pronoun they and the noun workers refer to same persons.*

## EXERCISES: Encircle only the letter of the correct answer.

1. By the time my family arrived, they were very hungry. In this sentence, the pronoun they refers to
  - a. hunger
  - b. permitted
  - c. early
  - d. boy
2. What characteristic of a connected discourse is exemplified in the above concept?
  - a. Correct pronoun reference
  - b. Coherence
  - c. Logical organization
  - d. Correct use of connecting/transitional words

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Properties of a Well-written Text - Language Use		
Learning Competency: Identify formal and informal language as property of a well-written text.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 80-83		LAS No.: 4

### CONCEPT NOTES

A well-written text observes formality of language use as one of its properties. The formality of the language should match the formality of the situation and the relationship between the writer and the reader. Consider the following examples and note how the highlighted words' formality changes. (Note: the same color words mean same meaning but only changes its formality.)

Very Formal:

Exceedingly large segments of the population are expressing their discontent with medical practitioners who appear more engrossed in amassing financial assets than in providing efficacious care to people with healthy disorders.

Formal:

A large number of consumers are complaining about medical doctors who are apparently more interested in making money than in providing effective health care.

Informal:

A lot of people are unhappy with their doctors who only seem to care about how much money they make, and not about giving their patients good care.

Formal:

We cordially invite you to the party.

Informal:

Hey buddy! Wanna go to the dance?

Formal language is used to achieve sophistication and clarity. It is used in formal situations that involve people we don't know. While informal language uses straightforward, ordinary day to day term and for conversational setting involving people we know to create a relax mode. Vocabulary, tone and syntax change depending on the style a writer wish to use.

**EXERCISES:** Write **F** for formal word, **IN** for informal.

1. \_\_\_\_\_ utilize      \_\_\_\_\_ use  
2. \_\_\_\_\_ facilitate      \_\_\_\_\_ help  
3. \_\_\_\_\_ happen      \_\_\_\_\_ transpire  
4. \_\_\_\_\_ quicken      \_\_\_\_\_ expedite  
5. \_\_\_\_\_ understand      \_\_\_\_\_ comprehend

6. We hafta leave now.  
7. I bought apples and grapes.  
8. He's gonna be angry.  
9. Hey! What's up?  
10. How are you lately?

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Properties of a Well-written Text - Mechanics		
Learning Competency: Identify mechanics of language as property of a well-written text.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 85-84 <a href="https://www.gingersoftware.com/content/grammar-rules/use-period-correctly/">https://www.gingersoftware.com/content/grammar-rules/use-period-correctly/</a>	LAS No.: 5	

### CONCEPT NOTES

Mechanics is the term we use to describe the technical aspects of writing, such as spelling, punctuation, and capitalization. In a well-written text, punctuation marks play a significant role in conveying the message of every written text.

A period (.), among the most common form of punctuation mark, is a small dot-shaped that is used at the end of any sentence. The following are its uses:

- Use period in sentences that make statements.  
Example: Gloria wants to be a nurse after she finishes high school.
- Use period at the end of sentences that are intended to instruct or give command or request.  
Example: Lock the door behind you.  
Please bring me flowers.
- Use at the end of a sentence that contains an indirect question.  
Example: The teacher asked Jared why he was late for the 1<sup>st</sup> period class.  
I have something to ask you.

If you do not use a period at the end of a sentence, each sentence will run into the next. That would create confusion for the speaker or reader. The period signals the end of a thought. It should be placed properly at the end of each statement.

### EXERCISES: Put a period (.) to every statement below.

- I feel good today
- John asks how old she is
- Please don't be absent tomorrow
- Tom went to the store to buy bread
- Go to your room and do your homework before supper

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Properties of a Well-written Text: Punctuation-Period		
Learning Competency: Identify mechanics of language as property of a well-written text.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 85-84 <a href="https://www.gingersoftware.com/content/grammar-rules/use-period-correctly/">https://www.gingersoftware.com/content/grammar-rules/use-period-correctly/</a>	LAS No.: 6	

### CONCEPT NOTES

Mechanics is the term we use to describe the technical aspects of writing, such as spelling, punctuation, and capitalization. In a well-written text, punctuation marks play a significant role in conveying the message of every written text.

A period (.), among the most common form of punctuation mark, is a small dot-shaped that is used at the end of any sentence. Other uses of a period are as follows:

- Use period in abbreviations, a shortened version of a word or words.  
 Example: U.S.A. is the abbreviation of United States of America. There is a period after each capital letter U, S, & A.  
Rd. is the abbreviation for road. A period is used after the capital letter R, and small letter d.
- Use period in website addresses.  
 Example: [www.dictionary.com](http://www.dictionary.com)  
[www.learnersdictionary.com](http://www.learnersdictionary.com)
- Use proper placement of the period with quotation marks.  
 Example: The president's speech both began and ended with the word "freedom." (note: period first before the close quotation mark)

### EXERCISES: Put a period (.) to where it is needed.

- Mr Reyes is our Eng teacher
- Mrs Sally Yu is the wife ofEngrSamy Yu
- The ET students can't access this website [wwwdropboxcom](http://www.dropbox.com)
- One student heard her Scie Teacher said, "Study for a test on Friday "
- My favorite quotation is, "Honesty is the best policy "

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Properties of a Well-written Text: Punctuation-Comma		
Learning Competency: Identify mechanics as property of a well-written text.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 84-86 GrammarBook.com		LAS No.: 7

### CONCEPT NOTES

Comma (,) and period, as part of mechanics, a distinct property of a well-written, are the most frequently used punctuation marks. Comma customarily indicates a brief pause; they're not as final as period.

Comma is used in the following grammatical situations:

1. Use a comma to separate items in series. A series is made up of three or more nouns, verbs, modifiers or phrases.

Example: We had coffee, cheese, crackers, and grapes.

Noun 1      Noun 2      Noun 3      Noun 4

I walk, jog, and run every morning.

Verb 1      Verb 2      Verb 3

She is really beautiful, intelligent, and righteous.

Modifier 1      Modifier 2      Modifier 3

2. Use comma to set off date from year.

Example: October 17, 2018

3. Use a comma to separate block number, lot number, street, purok, zone, barangay, city, and municipality in writing an address.

Example: San Juan, Lapasan, Cagayan de Oro City  
Blk 2, Lot 5  
Orchid Street, Fatima Subdivision  
Iponan, Cagayan de Oro City

**EXERCISES:** Encircle the letter of the sentence or phrase with the correct comma placement.

1. a. October, 5 2019  
b. December 25, 2018  
c. January 15 2019,
2. a. I need, sugar, butter, and eggs from the grocery store.  
b. I need sugar, butter, and eggs, from the grocery store.  
c. I need sugar, butter, and eggs from the grocery store.
3. a. Purok 4, Gusa Cagayan de Oro City  
b. Purok 4 Gusa, Cagayan de Oro City  
c. Purok 4, Gusa, Cagayan de Oro City

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Properties of a Well-written Text: Punctuation-Comma		
Learning Competency: Identify mechanics as property of a well-written text.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 84-86; <a href="http://www.GrammarBook.com">www.GrammarBook.com</a>		LAS No.: 8

## CONCEPT NOTES

Comma (,) and period, as part of mechanics, a distinct property of a well-written, are the most frequently used punctuation marks. Comma customarily indicates a brief pause; they're not as final as period.

Other uses of a comma are the following:

1. Use a comma as a thousand separator after every three digits in a number, counting from right to left.

Example: There are 1, 500 monoblock chairs donated by an unknown source.  
P2,000 is all I have.

2. Use a comma after a surname, followed by the first name.

Example: De la Cruz, Juan Miguel A.  
Macao, Renlyn O.

3. Use a comma to set off introductory elements (words or phrase that introduce a sentence).

Example: Before sunset today, I would have finished my work.  
Determine to survive, the sick bird manage to fly with one broken wing.

**EXERCISES:** Read the following sentences and place a comma to where it is needed.

1. In the latest news last night ten gun men were caught in the crime scene.
2. The list of NC II passers was posted outside the Principal's office with the following names:  
Lozano John Michael B.  
Peñaranda Blanch Marie C.  
Quiriado Patricia Ann H.
3. Yesterday our school received P3000 cash donations from the local fund.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Properties of a Well-written Text: Capitalization		
Learning Competency: Identify mechanics as property of a well-written text.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 84-86 GrammarBook.com		LAS No.: 9

## CONCEPT NOTES

Capitalization as one important aspect of mechanics in writing is equally important with other properties of a well-written text. Capital letters are signals to readers. Thus, make writing clear and effective. Below are some capitalization guidelines:

1. Capitalize proper nouns, specific names of people, place, things, events

Example: Sonny Gabriel                  Christmas                  Cathedral Church  
Philippines                  New Year                  Velez St.

2. Capitalize the pronoun I and the interjection O.

Example: Rejoice, O ye people, for I bring you glad tidings.

3. Capitalize professional titles when they come immediately before a personal name.

Example: President Duterte                  General Caldero  
Engr. Santos                  Atty. Garay

Lower-case professional titles that don't come before a name.

Example: The American general was young and courteous.

The president went for a pilgrimage a week ago.

4. Capitalize academic titles and their abbreviation when they follow a personal name.

Example: Saturnino Y. Ebusca, Doctor of Philosophy  
John Bumantay, M.D.  
Gabriel Sam O. Sanico, Ph.D

**EXERCISES:** Encircle the letter of the sentence with correct use of capitalization.

1. A. Mark Paxton, the vice president of the company, misused over one million dollars.  
b. Mark Paxton, the Vice President of the company, misused over one million dollars.
2. a. i live in claveria, misamis oriental where the climate is colder.  
b. I live in Claveria, Misaamis Oriental where the climate is colder.
3. a. kyleatuel, Ph.d. is our guest speaker today.  
b. Kyle Atuel, Ph.D. is our guest speaker today.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Properties of a Well-written Text: Capitalization		
Learning Competency: Identify mechanics as property of a well-written text.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 84-86; <a href="http://www.GrammarBook.com">www.GrammarBook.com</a>		LAS No.: 10

### CONCEPT NOTES

Other important capitalization guidelines to follow:

- Capitalize nouns and pronouns that refer to a specific Supreme Being.  
 Example:   God                                   Trust in Him for He is good.  
               Allah                                 Jehovah Lord
- Capitalize the names of sacred writings and religious denominations and their members.  
 Example:   Bible                               Koran  
               Apostle's Creed               Lord's Prayer
- Capitalize the days of the week, months of the year, and holidays.  
 Example:   Wednesday               Independence Day  
               October                        Labor Day  
 But lower-case the seasons:       summer   winter   spring
- Capitalize the first word of a sentence.  
 Example:   Children are running across the street.  
               Stop!
- Capitalize the first word of a complete statement following a colon (:).  
 Example:   Here is my decision: You will not go to the concert.
- Capitalize the first word of a direct quotation.  
 Example:   "We're leaving tomorrow," said Peter.  
               Peter said, "We're leaving tomorrow."

People often don't use capital letters when they're writing emails or other informal messages, but it's important to use them in formal writing.

**EXERCISES:** Rewrite the sentence and apply capitalization when needed. Write NCE (No Capitalization Error) for sentence correctly written.

- \_\_\_\_\_ 1. can your mother speak good english?
- \_\_\_\_\_ 2. she asked, "do you like german food?"
- \_\_\_\_\_ 3. I trust in God's Divine Mercy. he is my refuge.
- \_\_\_\_\_ 4. We celebrate christmas every december 25.
- \_\_\_\_\_ 5. Let us all kneel and pray Hail Mary.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Techniques in Selecting & Organizing Information: Graphic Organizer		
Learning Competency: Distinguishes between and among techniques in selecting and organizing information through graphic organizer.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 16-21		LAS No.: 11

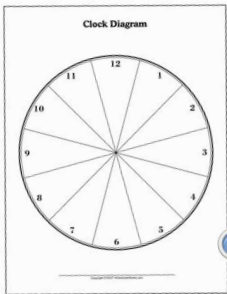
### CONCEPT NOTES

Learning how to select and organize information is the mark of a student who is prepared to meet the 21<sup>st</sup> century information explosion.

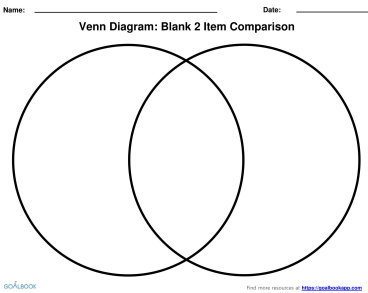
Graphic organizer is one of the techniques to be used. It is also known as knowledge map, story map, cognitive organizer, advance organizer or concept map. This communication tool uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning and instruction.

Types of graphic organizers:

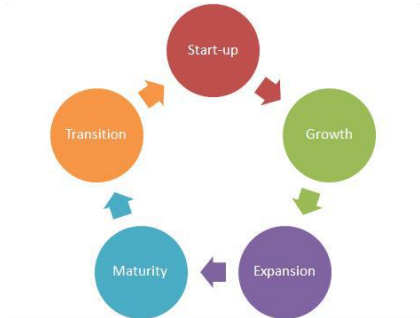
#### 1. Clock Diagram



This is used to illustrate how time is spent during a school day or sequence of events in a story.



**2. Venn Diagram** is used to show relationship between groups. Attributes exclusive to each group are listed in the circles, and attributes shared by both group are listed in the intersecting space.



**3. Cycle Diagram** - shows how a series of events interacts repeatedly through a cycle.

**EXERCISES:** Identify what graphic organizer is appropriate to use with the following information.

a. Clock Diagram    b. Venn Diagram    c. Cycle Diagram

- Similarities and differences of gadgets such as a laptop, netbook, and cellphones.
- Making a whole day time budget for studying the 8 subjects for 2<sup>nd</sup> Periodical Exam.
- Illustrate the phases of the moon as discussed in your Earth Science subject.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Techniques in Selecting & Organizing Information: Topic Outline		
Learning Competency: Distinguishes between and among techniques in selecting and organizing information using topic outline.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 21-22		LAS No.: 12

### CONCEPT NOTES

Outlining is another technique to be used in selecting and organizing information. Making an outline is just similar to making a blueprint or plan or way the information is organized. It also shows relationships of ideas formally arranged in hierarchical way. There are two ways of organizing an outline.

Topic outline is the commonly used method. Ideas are arranged orderly showing the main idea and sub-topic as well. As the name implies, it identifies all the little mini-topics and shows how they relate.

Example:

Topic: Types of Activity

I. Indoor Activities

A. read a book  
B. build a model  
C. bake cookies  
D. play cards

II. Outdoor Activities

A. ride a bike  
B. climb a tree  
C. play baseball  
D. swim

**EXERCISES:** Write an outline based on the given words below. Fill out the template to complete the topic outline.

foods	birds	robin	meats
hawk	vegetables	pork chops	animals
corn on the cob	hamburger	insects	
mosquito	broccoli	beetle	

I. Foods

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

II. Animals

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Techniques in Selecting & Organizing Information: Sentence Outline		
Learning Competency: Distinguishes between and among techniques in selecting and organizing information using sentenceoutline.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 21-22		LAS No.: 13

## CONCEPT NOTES

The second type of an outline is a sentence outline. It shows exactly what you will say about each topic in a complete sentence. Each sentence is like a mini-thesis statement about the topic. It expresses the specific and complete idea in a complete sentence.

Study the example below:

### Negative Effects of Divorce on Adolescents

- I. When family conflicts arise as a result of divorce, adolescents suffer.
  - A. During the first year, these young people may be depressed due to conflicts between the custodial and non-custodial parents.
  - B. Grandparents, aunts, and uncles are often restricted by visitation provisions.
  - C. Almost without exception, adolescents find divorce very painful, but they react in differing degrees depending on their age.
- II. Some of the most negative effects on adolescents may be associated with economic problems.
  - A. The family will most probably experience a lower standard of living due to the cost of maintaining two households.
  - B. Some female custodial parents have poor job skills and must train before entering the job market.
  - C. The lower standard of living may result in misunderstanding and conflicts within the family.
  - D. The decreased standard of living, particularly for an untrained female custodial parent, often causes relocation.
    1. The family may have to move to a poorer neighborhood in order to cut costs.
    2. As a result, the adolescent may have to attend a different school.
- III. Adolescents from divorced families often experience peer problems.
  - A. Due to relocation and prejudice, adolescents may lose friends.
  - B. The lack of a solid relationship with both parents affects an adolescent's attitude toward the opposite sex.

**EXERCISES:** Base on the above example of sentence outline, answer the questions below.

1. What is the thesis statement of this outline?
  - a. Divorce has several negative effects on adolescents.
  - b. Divorce in the Philippines.
  - c. Divorce is illegal in our country.
2. How many main ideas are presented in the above outline?
  - a. 3              b. 4              c. 5              d. 6
3. What is the difference between a topic and sentence outline?
  - a. Topic outline is easy while sentence outline is difficult to write.
  - b. Topic outline is written with little mini-topics while sentence outline is written in complete sentence.
  - c. Topic outline is difficult to understand while sentence outline is very to understand.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Patterns of Paragraph Development: Narration		
Learning Competency: Distinguishes between and among patterns of development in writing across discipline.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 107-109		LAS No.: 14

## CONCEPT NOTES

Narration is one of the methods of paragraph development. Mostly narratives simply tell what happened in the story or the sequence of events. A narrative of personal experience offers lessons and insights. There are four elements of a narrative paragraph:

1. **Setting** - refers to time, place or location, atmosphere and mood of the story.
2. **Characters** - persons involved in the story. In a story, there is a main character or the protagonist, and the antagonist, who is against the protagonist.
3. **Plot** - refers to the series of events. It has five parts:
  - **Exposition**- beginning of the story where the characters and setting are introduced.
  - **Rising Action**- when the conflict is exposed
  - **Climax**- the highest point of interest and the turning point of the story.
  - **Falling Action**- the conflicts begin to be resolved with predictable ending.
  - **Denouement**- refers to the final resolution of the story.
4. **Point of View** - refers to the perspective of the writer in narrating the story. This can be first person point of view, second person point of view, and third person point of view.

**EXERCISES:** Read the narrative and answer the questions that follow.

A milkman became very wealthy through dishonest means. He had to cross a river daily to reach the city where his customers lived. He mixed the water of the river generously with the milk that he sold for a good profit. One day he went around collecting the dues in order to celebrate the wedding of his son. With the large amount thus collected he purchased plenty of rich clothes and glittering gold ornaments. But while crossing the river the boat capsized and all his costly purchases were swallowed by the river. The milk vendor was speechless with grief. At that time he heard a voice that came from the river, "Do not weep. What you have lost is only the illicit gains you earned through cheating your customers."

1. Who is the main character of the story? A. milk vendor b. son
2. Where is the setting of the story? A. city b. river
3. What is the problem in the story? a. need money b. need customer
4. What is the message of the story? A. Selling milk makes one rich.  
b. Money earned by wrong methods will never remain for ever.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Patterns of Paragraph Development: Cause and Effect		
Learning Competency: Distinguishes between and among patterns of development in writing across discipline.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 135-138		LAS No.: 15

## CONCEPT NOTES

In a cause-and-effect paragraph, there exists a causal relationship. A cause is what makes a particular thing happen. An effect is what results from a particular situation, activity, or behavior. This paragraph shows the readers how one thing affects something.

There are two ways to write a cause-and-effect-paragraph. First, identify the effect in the topic sentence and write about its causes. Second, write about the cause in the topic sentence then explain its effects.

There useful transitional expressions to be used to show causal relationship. To show causes: the first cause, the first reason, yet another factor, because, is caused by, results from. To show effects: one important effect, another result, a third outcome, as a result, consequently, as a consequence, then, next, therefore, thus, and so.

Read the example below.

Paragraph 1:

(cause) Putting the assignment off until the last minute has left me no time to do well; as a consequence, I feel like (effect) I can't do anything well and performance task is surely low.

**EXERCISES:** Underline the cause once, then twice the effect.

There are many calamities that our country and the Filipino people are facing nowadays like flood as the most common. According to research, flood is caused because of improper garbage disposal. Waste in any forms blocked the river outlets thus water blow up in every rainy season.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Patterns of Paragraph Development: Problem-Solution		
Learning Competency: Distinguishes between and among patterns of development in writing across discipline.		
References : Reading-Writing Connections for the 21 <sup>st</sup> Century Learners for SHS pages 135-138; <a href="https://patternbasedwriting.com/elementary_writing_success/paragraph-examples/">https://patternbasedwriting.com/elementary_writing_success/paragraph-examples/</a>		LAS No.: 16

## CONCEPT NOTES

Problem-solution paragraph is basically an essay that starts by identifying a problem and then proposes at least two or more solutions. It follows a certain paragraph structure.

Introduction - describe the problem (who, what, when, where, why & how)

- Why it becomes a problem
- Why do we need to solve the problem

Body

- describe solution # 1
- Specific details of solution # 1
- Describe solution # 2 (if there are more than 1 solution)
- Specific details of solution # 2

Conclusion

- call to action; convince reader he/she needs to act
- Remind the reader on the benefits/significance of the solution

### Example of Problem-Solution:

There are certain things which students can do if they suffer from exam anxiety. To begin with, they should get a good night's sleep the day before the exam. If they sleep well, they will be able to concentrate and do well in the exam. If not, this will cause more stress and anxiety. The second effective solution is to change their poor study habits. If they start to study one day before the exam, this will cause worry and stress. However, if they change such habits and start to study regularly, this will give them confidence before and during the exam. The last thing they should do is to think positive. When they think positive, they will get rid of all their fears and worries. For example, visualizing themselves as a student who has a high mark before the exam can make them feel better. In summary, getting a good night's sleep, changing their poor study habits and thinking positive are effective solutions to deal with exam anxiety.

**EXERCISES:** Based on the above example, answer the following question.

1. What is the problem mentioned in the paragraph? \_\_\_\_\_
2. What is the first solution suggested? \_\_\_\_\_
3. What is the second solution mentioned? \_\_\_\_\_
4. What is the last solution specified? \_\_\_\_\_
5. How is the conclusion stated? \_\_\_\_\_

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Text and Context Connection (Critical Reading)		
Learning Competency: Explains critical reading as looking for ways of thinking (EN11/12RWS IIIij-5)		
References : Reading and Writing by Peña and Anodin; <a href="http://englishforeveryone.org/PDFs/My_Friend.pdf">http://englishforeveryone.org/PDFs/My_Friend.pdf</a>	LAS No.: 17	

### CONCEPT NOTES

**Critical Reading** - is a technique for discovering information and ideas within a text.

**Critical Thinking** - is a technique for evaluating information and ideas, for deciding what to accept and believe.

### EXERCISES

Direction: Read the passage. Then answer the questions below.

Seagulls live on the beach. They eat small fish, bread, and seaweed. Seagulls run quickly on the sand and fly quickly in the sky. Seagulls will run or fly away if you try to catch them. There are many seagulls on the beach.

Crabs also live on the beach. They eat shrimp, ocean plants, and small fish. Crabs crawl quickly on the sand and in the ocean. Crabs will crawl away if you try to catch them. There are many crabs on the beach, but it is not always easy to see them.

Starfish live on the beach, too. They eat clams, oysters, and small fish. Starfish move slowly on the sand and in the ocean. Starfish will not move away if you try to catch them. There are few starfish on the beach.

### Questions:

- Seagulls, crabs, and starfish all eat
  - clams
  - bread
  - fish
- Which animal does not move quickly?
  - starfish
  - seagulls
  - crabs
- Based on information in the passage, which sentence is false?
  - Starfish are hard to catch.
  - Crabs eat shrimp and ocean plants.
  - Seagulls move quickly on the sand and in the air.
- The passage does not talk about
  - what starfish eat
  - how crabs catch food
  - how fast beach animals move

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Explicit and Implicit Claims in a text		
Learning Competency : Identifies claims explicitly and implicitly made in a written text (EN11/12RWS-IIIij-6)		
References : Reading and Writing by Peña and Anodin	LAS No.: 18	

## CONCEPT NOTES

**Claims** - A claim is a statement that is not considered accepted by all. It may be universalized or controversial to a certain degree. It is usually related to one side of an issue. If so, the claim is also called a position.

### Three Kinds of Claims

1. **Claims of Fact** - relate to the statements that can be verified, no matter how difficult. It talks about what is or what is not certain conditions that exist.

Example:

- Santa Claus is real

2. **Claims of Value** - are evaluative statements. They are statements about which is better, more important, more desirable, more needed, or more useful and what is good and bad.

Example:

- Buying and fixing a house is better than building a new one.

3. **Claims of Policy** - are all about what should be. They are usually made in relation to solving societal problems.

Example:

- The death penalty must be revived.

## EXERCISES

Directions: Identify whether the following are claims of facts, value, or policy by writing CF for claim of fact, CV for claim of value, and CP for claim of policy on the blanks before the number.

- \_\_\_\_\_ 1. Teachers must have higher salaries.
- \_\_\_\_\_ 2. The Filipino language needs to be developed.
- \_\_\_\_\_ 3. Red is a happy color.
- \_\_\_\_\_ 4. Animals need to be free.
- \_\_\_\_\_ 5. Firemen are not well-trained.

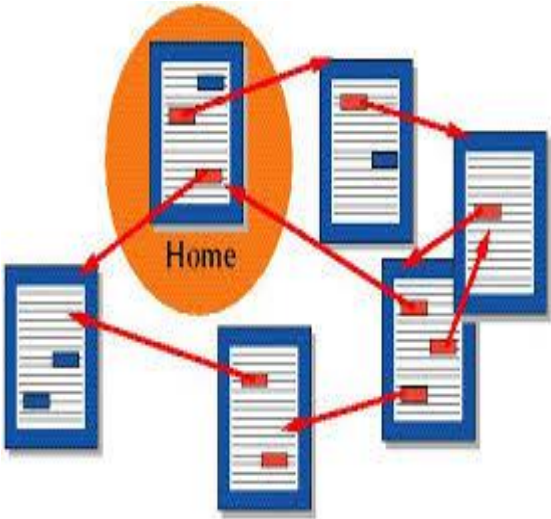
Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Context of Text Development		
Learning Competency : Identifies the context in which a text was developed (EN11/12RWS-IIIij-7)		
References : Reading and Writing by Peña and Anodin; <a href="https://www.slideshare.net/njoy1025/context-of-text-development">https://www.slideshare.net/njoy1025/context-of-text-development</a>		LAS No.: 19

CONCEPT NOTES

**Hypertext** - is text displayed on a computer display or other electronic devices with references (Hyperlinks) to other text which the reader can immediately access, or where text can be revealed progressively at multiple level of details.



**Intertextuality** - is the shaping of the text's meaning by another text. It includes allusions, parody, quotation, pastiche and retelling.



EXERCISES

Directions: Draw at least one example of hypertext and intertextuality of your own preferences in the given box below.

Rubrics for Hypertext:	
Content	- 5 pts.
Creativity	- 5 pts.
<hr/>	
10 pts.	

Rubrics for Intertextuality:	
Content	- 5 pts.
Creativity	- 5 pts.
Originality	- 5 pts.
<hr/>	
15 pts.	

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Determining factual evidences		
Learning Competency: Determines textual evidence to validate assertions and counterclaims made about a text read. (EN11/12RWS-IIIij-10)		
References : Reading and Writing by Peña and Anodin		LAS No.: 20

### CONCEPT NOTES

**Informational text** - is simply a piece of writing with the primary purpose of conveying knowledge about a topic.

**Textual Evidence** - is evidence, gathered from the original source or other texts, that supports an argument or thesis.

Kinds of Arguments

**Claims** - is the main argument or point in which what you believe is true based on your research.

**Counterclaims** - the opposite of the claim, or the opposing argument.

### EXERCISES

Directions: Choose the best answer based on the given poem "A Boundless Moment" by Robert Frost.

- (1) He halted in the wind, and, what was that  
(2) Far in the maples, pale, but not a ghost?  
(3) He stood there bringing March against his thought,  
(4) And yet too ready to believe the most.  
  
(5) 'Oh, that's the Paradise-in-bloom,' I said;  
(6) And truly it was fair enough for flowers  
(7) had we but in us to assume in March  
(8) Such white luxuriance of May for ours.  
  
(9) We stood a moment so in a strange world,  
(10) Myself as one his own pretense deceives;  
(11) And then I said the truth (and we moved on).  
(12) A young beech clinging to its last year's leaves.

#### Questions:

1. What was the message in the given poem? How do you know?

- a. Weather Seasons because it is stated in lines 3, 5 & 12.  
b. Seasons of Life because it is stated in lines 3, 5 & 12.  
c. Both A and B

2.How do the two men in the poem feel about the present season and weather? How do you know?

- a. Sad because it is stated in lines 1 and 12.  
b. Happy because it is stated in lines 5 and 11.  
c. Both A and B.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Critical Reading as Reasoning: Formulating Evaluative Statements		
Learning Competency: Formulates evaluative Statements about a text read. (EN11/12RWS-IIIij-9)		
References : Reading and Writing by Peña and Anodin <a href="https://www.scribd.com/document/342246064/CS-RWS-LP2">https://www.scribd.com/document/342246064/CS-RWS-LP2</a>	LAS No.: 21	

## CONCEPT NOTES

**Evaluative Statements** - It presents a value judgment based on a set of criteria. Also, it is used in giving a sound judgment - a judgment that can be backed up or supported by valid reasons or proofs.

**Assertions** - are declarative sentences that claim something is true about something else. Simply to put, it is a sentence that either true or false.

### Kinds of Assertions

- ✓ **Fact** - is a statement that can be proven objectively by direct experience, testimonies or witnesses, verified observations, or the results of research.
- ✓ **Convention** - is a way in which something is done, similar to traditions and norms.
- ✓ **Opinion** - are based on facts, observations, and ambiguous statements that need to be proven by studies.
- ✓ **Preferences** - are based on personal choice.

## EXERCISES

Directions: Identify the following assertions as statements of convention, fact, opinion or preference.

\_\_\_\_\_ 1. Social media is defined as the internet and mobile-based tools and devices that facilitate the integration of technology, telecommunications, and social interaction."

\_\_\_\_\_ 2. Facebook is a cooler social media platform than Twitter.

\_\_\_\_\_ 3. In 2012, there were 1.4 billion users of social media worldwide.

\_\_\_\_\_ 4. Teachers should use social media in their lessons to get more students interested.

\_\_\_\_\_ 5. Another name for social media is "Web 2.0" because both terms emphasize the social aspects of the internet as avenues for communication, collaboration, and creative expression.

Note: Read the story titled as "The Last Leaf" by O' Henry for your next activity.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Book Review/Movie Review		
Learning Competency: Identifies the unique features of and requirements in composing texts that are useful across disciplines: Book Review/Movie Review (EN11/12RWS-IIIij-12.1)		
References : Reading and Writing by Peña and Anodin	LAS No.: 22	
Reading - Writng Connection for the 21 <sup>st</sup> CENTURY LEARNERS		

### CONCEPT NOTES

**Book Review/Movie Review** - not primarily a summary; rather, it comments on and evaluates the work in the light of specific issues and theoretical concerns in a course.

### EXERCISES

Directions: Make a design a poster or new book cover depicting the climax of the story.

Criteria for Book Cover or Poster:		
Domain: Content		
Performance Indicator: Message		Score
The drawing shows all of the elements are connected to the story.		4
The drawing shows some of the elements are connected to the story.		3
The drawing shows few of the elements is connected to the story.		2
The drawing shows no connections to the story.		0
Domain: Creativity		
Performance Indicator: Color		
The drawing shows all of the appropriate blending of colors.		4
The drawing shows some of the appropriate blending of colors.		3
The drawing shows few of the appropriate blending of colors.		2
The drawing shows no proper blending of colors and it annoys the eyes.		0

Note: Please read SUICIDE: A note to every Filipino by Hazel Delgado Planco

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Literature Review		
Learning Competency: Identifies the unique features of and requirements in composing texts that are useful across disciplines: Literature Review (EN11/12RWS-IIIij-12.2)		
References : Reading and Writing by Peña and Anodin Reading - Writng Connection for the 21 <sup>st</sup> CENTURY LEARNERS	LAS No.: 23	

CONCEPT NOTES

**Literature Review** - discuss and assess some of the important published literature on a specific topic or area. It is also the summary of the sources, but it usually has an organizational pattern.

EXERCISES

Directions: Make a letter to Hazel Delgado Planco about her article on the SUICIDE: A note to every Filipino.

CATEGORY	4	3	2	1
Content	The letter contains 2 proper descriptions about the topic.	The letter contains 2 proper descriptions about the topic.	The letter contains 1 proper descriptions about the topic.	The letter contains no proper descriptions about the topic.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.

Note: Please search and read about the company of Jollibee.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Research Report		
Learning Competency: Identifies the unique features of and requirements in composing texts that are useful across disciplines: Research Report (EN11/12RWS-IIIij-12.3)		
References : Reading and Writing by Peña and Anodin <a href="https://www.mindtools.com/pages/article/newTMC_05.htm">https://www.mindtools.com/pages/article/newTMC_05.htm</a>		LAS No.: 24

## CONCEPT NOTES

**Research Report** - is a document prepared by an analyst or strategist who is a part of the investment research team in a stock brokerage or investment bank. Research reports generally, but not always, have actionable recommendations such as investment ideas that investors can act upon.

**SWOT (Strength, Weakness, Opportunities and Threat) Analysis** - is a useful technique for understanding your Strengths and Weaknesses, and for identifying both the Opportunities open to you and the Threats you face.

## EXERCISES

Directions: Using the template below, make a SWOT Analysis about Jollibee.

<b>Strength</b> What can you see as the strengths of Jollibee?	<b>Weakness</b> What can you see as the weakness of Jollibee?
Answers:	Answers:
<b>Opportunities</b> In your own viewpoint, how can you turn the strengths of Jollibee into opportunities?	<b>Threats</b> What threats do Jollibee expose to?
Answers:	Answers:

### Rubrics for SWOT Analysis

Performance Criteria	Rating = 5	Rating = 3	Rating = 1
<b>Strengths (Internal Audit)</b>	Comprehensive and realistic list that states the basis for the company's competitive edge.	List is not comprehensive enough or it contains strengths that are not realistic.	Clearly lacks effort in the development of the criteria.
<b>Weaknesses (Internal Audit)</b>	Comprehensive and realistic list that states areas in which the company struggles and provides a solution to correct the weakness.	Comprehensive and realistic list that states areas in which the company struggles.	Clearly lacks effort in the development of the criteria.
<b>Opportunities (External Audit)</b>	Comprehensive and realistic list of well thought-out opportunities for profit and growth. Provides plan for realizing the opportunities.	Comprehensive and realistic list of well thought-out opportunities for profit and growth.	Clearly lacks effort in the development of the criteria.
<b>Threats (External Audit)</b>	Comprehensive and realistic list that state the threats that may affect the company's competitive edge. Provides solutions to meet those threats head-on.	Comprehensive and realistic list that state the threats that may affect the company's competitive edge.	Clearly lacks effort in the development of the criteria.
<b>Total</b>			

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Project Proposal		
Learning Competency: Identifies the unique features of and requirements in composing texts that are useful across disciplines: Project Proposal (EN11/12RWS-IIIij-12.4)		
References : Reading and Writing by Peña and Anodin <a href="https://www.mindtools.com/pages/article/newTMC_05.htm">https://www.mindtools.com/pages/article/newTMC_05.htm</a>	LAS No.: 25	

## CONCEPT NOTES

**Project Proposal** - is a detailed description of a series of activities aimed at solving a certain problem.

## EXERCISES

Directions: Choose at least one suggested projects below. Then, make your own Project Proposal by filling out the template below.

Project Title:
Problem Statement:
Problem Objective:
Root Cause:

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source

### Suggested Topics for Project Proposal:

- Food Bazar
- Sports fest
- Dance Troupe
- Glee Club
- Models

Note: Be creative in making the title of your project.

### Rubrics for Project Proposals:

#### • Purpose

5	3	1
Identified a question (without the teacher's assistance) which they found interesting and testable; utilized literature search to develop a hypothesis which was reasonable.	Identified a question (with the teacher's assistance) which they found interesting and testable.	The purpose is incomplete, too easy to attain, or does not follow from your research.

#### • Data Interpretation Plan

5	3	1
Plans for displaying the collected data are clearly laid out (a table is STRONGLY recommended). Thoughts for ambitious analysis of data (graphical analysis, etc.) are clearly communicated.	Plans for displaying the collected data are clearly laid out (a table is STRONGLY recommended). Thoughts for thorough analysis of data (graphical analysis, etc.) are clearly communicated.	The plan is incomplete or does not logically match with the data your group has decided to collect.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Position Paper		
Learning Competency: Identifies the unique features of and requirements in composing texts that are useful across disciplines: Position Paper (EN11/12RWS-IIIij-12.5)		
References : Reading and Writing by Peña and Anodin	LAS No.: 26	

CONCEPT NOTES

**Position Paper** - is an essay that presents an arguable opinion about an issue - typically that of the author or some specified entity. Position papers are published in academia, in politics, in law and other domains. The goal of a position paper is to convince the audience that the opinion presented is valid and worth listening to. Ideas for position papers that one is considering need to be carefully examined when choosing a topic, developing an argument, and organizing the paper.

EXERCISES

Directions: Make a Poster which tells that you AGREE or DISAGREE about "Same Sex Marriage."

Criteria for Poster:

Domain: Content	
Performance Indicator: Message	Score
The drawing shows all of the elements are connected to the topic.	4
The drawing shows some of the elements are connected to the topic.	3
The drawing shows few of the elements is connected to the topic.	2
The drawing shows no connections to the topic.	0
Domain: Creativity	
Performance Indicator: Color	
The drawing shows all of the appropriate blending of colors.	4
The drawing shows some of the appropriate blending of colors.	3
The drawing shows few of the appropriate blending of colors.	2
The drawing shows no proper blending of colors and it annoys the eyes.	0

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Various forms of Office Correspondence		
Learning Competency: Identifies the Unique features of and requirements in composing texts professional correspondence: Various forms of Office Correspondence (EN11/12RWS-IIIij-13.4)		
References : Reading and Writing by Peña and Anodin Reading-Writing Connection for the 21 <sup>st</sup> CENTURY LEARNERS		LAS No.: 27

## CONCEPT NOTES

**Business Correspondence** - means the exchange of information in a written format for the process of business activities. Business correspondence can take place between organizations, within organizations or between the customers and the organization.

### Various Forms of Office/Business Correspondence

1. **Business Inquiry Letter** - this letter written to sellers with one or more of the above purposes is known as inquiry letter.
2. **Quotation Letter** - After receiving the letter of inquiry from prospective buyer, the seller supply the relevant information by writing a letter that is called quotation letter.
3. **Order letter** - is a document that confirms the details of a purchase of goods or services from one party to another.
4. **Complaint Letter** - is written when the purchaser does not find the goods up to his satisfaction.
5. **Recovery Letter** - the letter is written by the seller for collection of money for the goods supplied to the buyer.

## EXERCISES

Directions: Identify what form of business correspondence are the given statements below.

1. Please let us know whether the payment is being withheld for some special reasons.
2. We find your prices and terms quite reasonable, we wish to place a trial order as per the list enclosed.
3. I would like to draw your attention to the fact that some fans are founded missing in the parcel, dispatched by you, which I received today.
4. Could you send as your quotations and let us know the terms and conditions of payment.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Resume		
Learning Competency: Identifies the Unique features of and requirements in composing texts professional correspondence: Resume (EN11/12RWS-IIIij-12.1)		
References : Reading and Writing by Peña and Anodin Reading-Writing Connection for the 21 <sup>st</sup> CENTURY LEARNERS	LAS No.: 28	

### CONCEPT NOTES

**Resume** - is a document used by a person to present their backgrounds and skills. Résumés can be used for a variety of reasons, but most often they are used to secure new employment.

**Types of Resume**

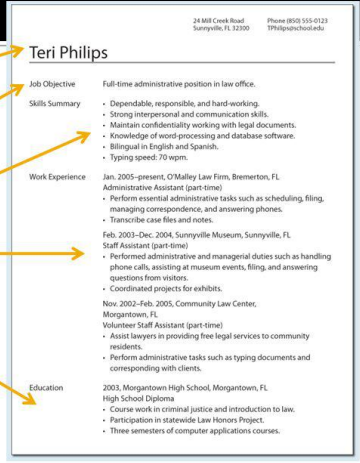
- Chronological Resume - Your work history is listed in order, according to dates.
- Functional Resume - focuses on your skills and experience and de-emphasizes your work history.
- Combination Resume - you highlight both your skills and traits and provide a chronological listing of your work experience.
- Targeted Resume - is customized and specific to the position you want. Your work history, abilities, and education are reflections of the job requirements.

### The five parts of a résumé are:

- Heading
- Job objective
- Skills summary
- Work experience
- Education

[Parts of a Resume](#)

<https://slideplayer.com/slide/6097174/>



EXERCISES	
Directions: Make your own resume.	
Rubrics for Resume:	Score
<b>Format</b>	
The student creates his/her own format.	5
The student follows a certain format.	3
The student does not know what to do.	0
<b>Content</b>	
All relevant information is intact.	5
Few information were seen in resume.	3
It missed a lot of information in resume.	0

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Application for College Admission		
Learning Competency: Identifies the Unique features of and requirements in composing texts professional correspondence: Application for College Admission (EN11/12RWS-IIIij-13.2)		
References : Reading and Writing by Peña and Anodin	LAS No.: 29	
Reading-Writing Connection for the 21 <sup>st</sup> CENTURY LEARNERS		

## CONCEPT NOTES

**Letter** - is one person's written message to another pertaining to some matter of common concern.

**B**  
**O**  
**D**  
**Y**

Ms. Haley James Carter,  
Head of Department,  
The Department of Political Sciences,  
Colonel James University,  
262, St. James Street,  
Georgetown, Connecticut, USA.

18<sup>th</sup> October 2013

Subject: Application for admission to the Political Science department of the college

Respected Ma'am,

**Ms. Ginny Jones and I am writing this letter to apply for admission to the MS-c International Political Economy program offered by the Political Science department of the university. It has been a personal goal to study this course at this prestigious university and to learn from the best of the intellectuals.**

**I have been following the journey of the university since my initial educative years. I believe in the objectives and the ethics of this esteemed institution. To say the least, it will be a huge and great honour to be able to study here. I assure that I will follow all the university rules and will continue to maintain its high standard of intellect. The copies of my SAT score card, high school transcript and other relevant documents which may help the decision regarding the admission are enclosed with this letter.**

**I have also applied for the in-house residential arrangements in the college campus and hope that both of my applications will be duly considered. I hope that my dream of studying here comes true and I can take forward the legacy of the institution. Eagerly awaiting a reply regarding the admissions to the program.**

Thanking you.

Yours sincerely,

Ms. Ginny Jones  
Application No.: 3574  
Hazel Town, Connecticut, USA

**HEADING**

**DATE**

**SALUTATION**

**COMPLIMENTARY CLOSE**

**SIGNATURE LINE**

## Parts of Letter

**1. The Heading.** This contains the return address (usually two or three lines) with the date on the last line.

**2. The Inside Address.** This is the address you are sending your letter to.

**3. The Greeting/Salutation.** The greeting in a business letter is always formal. It normally begins with the word "Dear" and always includes the person's last name.

**4. The Body.** The body is written as text. A business letter is never hand written.

**5. The Complimentary Close.** This short, polite closing ends with a comma.

**6. The Signature Line.** Skip two lines (unless you have unusually wide or narrow lines) and type out the name to be signed.

## EXERCISES

Directions: Make your own letter on Application for College Admission using the template below.

[illegible]

CATEGORY	4	3	2	1
<b>Content</b>	The letter contains 2 proper descriptions about the topic.	The letter contains 2 proper descriptions about the topic.	The letter contains 1 proper descriptions about the topic.	The letter contains no proper descriptions about the topic.
<b>Sentences &amp; Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
<b>Format</b>	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Length</b>	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.

Name:	Date:	Score:
Subject : Reading and Writing Skills		
Lesson Title : Application for Employment		
Learning Competency: Identifies the Unique features of and requirements in composing texts professional correspondence: Application for Employment (EN11/12RWS-IIIij-13.3)		
References : Reading and Writing by Peña and Anodin Reading-Writing Connection for the 21 <sup>st</sup> CENTURY LEARNERS	LAS No.: 30	

## CONCEPT NOTES

**Letter** - is one person's written message to another pertaining to some matter of common concern.

## Parts of Letter

**1. The Heading.** This contains the return address (usually two or three lines) with the date on the last line.

**2. The Inside Address.** This is the address you are sending your letter to.

**3. The Greeting/Salutation.** The greeting in a business letter is always formal. It normally begins with the word "Dear" and always includes the person's last name.

**4. The Body.** The body is written as text. A

business letter is never hand written.

**5. The Complimentary Close.** This short, polite closing ends with a comma.

**6. The Signature Line.** Skip two lines (unless you have unusually wide or narrow lines) and type out the name to be signed.

## EXERCISES

Directions: Make your own letter on Application for Employment using the template below.

[illegible]

CATEGORY	4	3	2	1
<b>Content</b>	The letter contains 2 proper descriptions about the topic.	The letter contains 2 proper descriptions about the topic.	The letter contains 1 proper descriptions about the topic.	The letter contains no proper descriptions about the topic.
<b>Sentences &amp; Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
<b>Format</b>	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Length</b>	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.