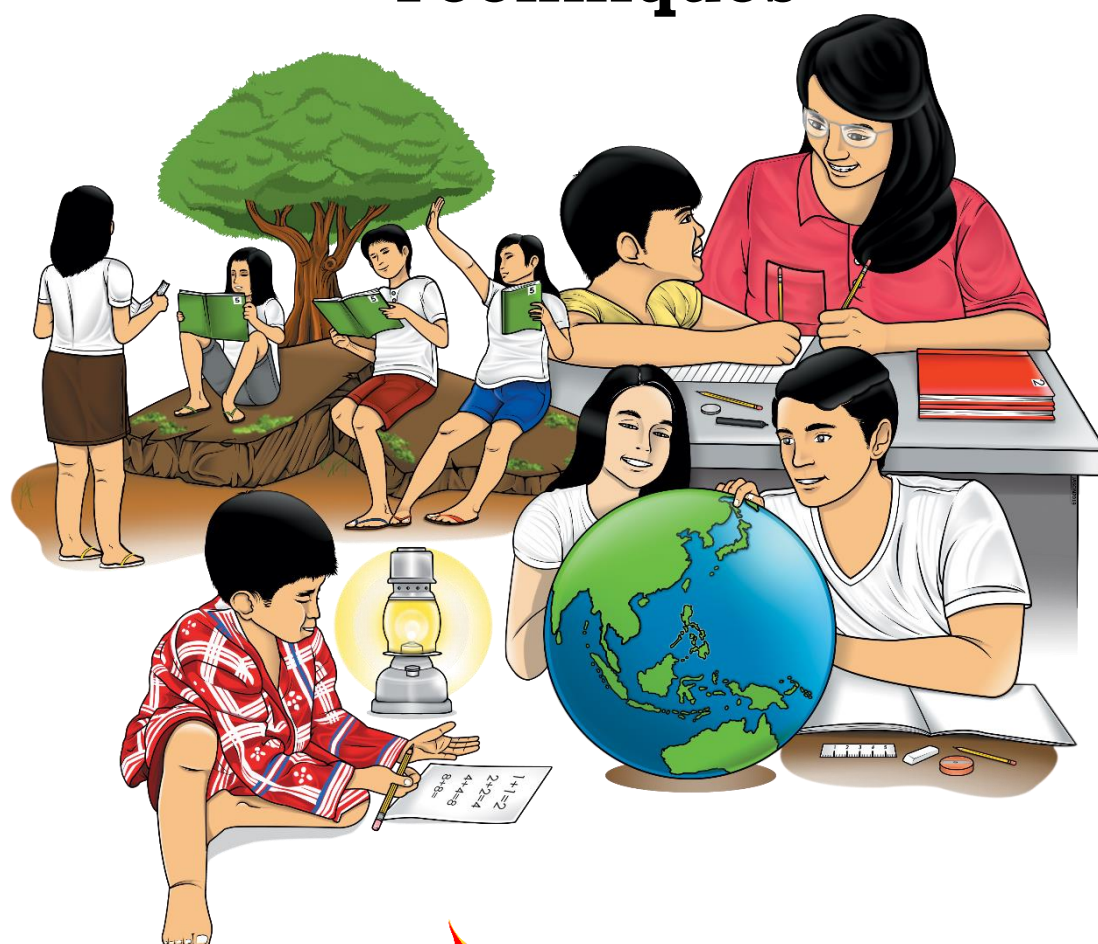


English

Quarter 3 Module 2A

Using Informative Writing Techniques



English – Grade 10
Alternative Delivery Mode
Quarter 3 Module 2: Using Informative Writing Techniques
First Edition, 2021

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English

Quarter 3 Module 2A Using Informative Writing Techniques

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.



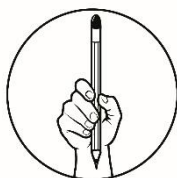
What I Need to Know

Hello learner! This module was designed and written with you in mind. Primarily, its scope is to teach you how to compose and evaluate informative texts.

While going through this module, you are expected to have:

1. identified the structure and features of informative writing; and
2. written an informative text.

By the way, use a sheet of paper as your answer sheet to write your answers of the different activities presented in this learning module. DO NOT ANSWER here directly.



What I Know

Activity 1: A. Multiple Choice

Directions: Select the best answer to each question by writing the letter of your choice on your answer sheet.

1. It is the most complex skill in communication.
 - A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
2. This writing technique gives information and straightforward facts regarding a topic.
 - A. Analytical
 - B. Informative
 - C. Opinion
 - D. Persuasive
3. Informative writing is sometimes called _____ writing.
 - A. argumentative
 - B. explanatory
 - C. narrative
 - D. persuasive
4. It is the purpose of an informative text.
 - A. to educate
 - B. to entertain
 - C. to narrate
 - D. to persuade

5. In choosing a topic, it must be _____.
A. broad
B. extensive
C. narrow
D. specific
6. In informative writing, the following are considered evidence *except* for -
A. data
B. facts
C. opinion
D. statistics
7. It is considered as the *road map* in an informative text.
A. Body
B. Conclusion
C. Introduction
D. Thesis Statement
8. The *road map* is usually found in the _____ part in any type of writing.
A. body B. conclusion C. introduction D. topic sentence
9. This is where facts, statistics, statements, and other supporting details are included.
A. body
B. conclusion
C. introduction
D. thesis statement
10. This part summarizes and reiterates the thesis statement of an informative text.
A. body
B. conclusion
C. introduction
D. thesis statement

B. TRUE or FALSE

Directions: Write T if the statement is true and F if otherwise.

11. Transitional words and phrases are used in informative writing for smooth flow of information.
12. Biased information is needed in informative writing.
13. The thesis statement is the most significant component of an informative text.
14. In explaining a topic, reliable and credible sources are needed.
15. Accurate and essential data are included in an informative text.

Lesson 1

Using Informative Writing Techniques



What's In

Writing is the most complex of the four macro skills in communication. It takes years and a lot of practice to master this skill. However, since writing is part of life, you need to hone your writing skills to prepare you for academic and professional demands.

In the previous modules, argumentative writing was already discussed. Where the writer needs to take a stand on a certain issue, the writer's stand must be supported with evidence. The same is true with informative writing, which we encounter daily from reading instructions, writing a grocery list, and reading books and announcements among other things.

Informative writing explains a specific topic. The information included in informative texts is grounded on facts. Informative or informational texts may follow a number of structures like description, sequence, cause and effect, problem-solution, and comparison and contrast.



What's New

Activity 2: HUNTING TIME!

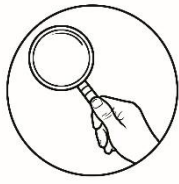
Directions: Read the words in the WORD BOX. Circle/highlight each word you can find in the puzzle below. The words maybe hidden in any direction.

WORD BOX

INFORMATIVE TOPIC	BODY FACTS	SPECIFIC CONCLUSION
INTRODUCTION	EXPOSITORY	THESIS STATEMENT
ACCURATE	ATTENTION	ESSENTIAL
TRANSITION	EVIDENCE	EDUCATE

X M H
 J V C L G M Z I I
 E W A V N S T E S N D D P
 U D C O N A W T F D N A A Z G P W
 I N F O R M A T I V E K C D G L I I O
 T S Z C D T K Y U S B S C Q S A Z R L K R
 E X P O S I T O R Y L U Z T X Y G K H U P
 H A U M N Y V J R U N Z D V U F L
 E A V A P I M A O M D Y Y M F T K
 V I M N O I T N E T T A A P C A E B G W C U R J W
 D Z D G Q B O D Y E W G A N D W O Y W M D I A F X
 Z N F E T A C U D E N T H P J C O N C L U S I O N
 R B W N B S O F H M R I E C N E D I V E E K T X O R T
 Y N O I T C U D O R T N I F Q D E O M X I S P N M O V
 A A K L S M P M N O I T I S N A R T V R Z C F H P W O
 J I H V O L B Q A B C N F N R H J C M A I P H
 L G L G U P M H I R Z I H H Z A C C U T N
 G G F Z Y F L U C T G P T N B D I T S M A
 J I H U C R Z S P N
 E Y Z Q A U W M O O F J
 O J N R I T H E S I S S T A T E M E N T E
 T J Z T E W A T B G H F Q M J R I R B Y A
 P K P Q A Z G E S S E N T I A L L A D
 W U J S T R H Z V T F P Y I H F W
 I E F W C I F I C E P S R
 O G Q J N D C V N
 F F X

Created in: <https://tools.atozteacherstuff.com/word-search-maker/wordsearch.php.m>



What is It

An informative text educates readers about a topic or subject. It is meant to inform others using credible sources as evidence – facts, statistics, and other research data. Informative texts usually answer the five Ws: who, where, when, what, and why. Sometimes, they also describe “how” to do or accomplish something.

When choosing a topic for informative writing, focus on a specific topic. Consider the topic that is not too broad or too narrow. A topic is too broad if you cannot explain it in one or two pages. For example, you cannot choose *special education* as the topic because it has a big scope. Rather, you can be more specific and select *causes of hearing-impairment* as your topic. On the other hand, a topic is too narrow when it is very simple and can be explained in a sentence or a short paragraph.

Just like any type of writing, informative texts follow a structure – the introduction, body, and conclusion.

The introduction

Grabbing the attention of readers is part of the beginning - formally known as introduction. It is where the thesis statement is found. The thesis statement is considered the most essential part of informative writing. According to Kristina Barroso in her article “Informative Writing Techniques”, the thesis statement is known as the *road map* of an informative text because the whole essay is built around it. The thesis sentence is a sentence that summarizes the entire essay.

Aside from stating the thesis statement, writers introduce the main idea, provide definition for difficult words/concepts, and give a short description on what will be discussed.

The body

The body or the middle part is where the thesis statement is fully explained. Evidence such as facts, statistics, statements from experts, and other supporting details are found in this section. This section requires citing sources of information. The evidence presented will be the basis if the information is reliable, accurate, and unbiased.

The conclusion

The conclusion reiterates the thesis statement and summarizes the main points of the informative text. No new evidence must be presented at this point because all ideas must have already been discussed in the body.

Tone, clarity (being clear) and transition words

Aside from the structure, other features and techniques of informative writing need to be considered. First is tone or attitude of the author toward the topic. The attitude of the author toward the topic should always be formal, objective, and neutral. As mentioned above, informative writing is fact-based - biased information is unacceptable. The writer's opinion and beliefs do not have a place in informative writing. Second, always be specific. Provide clear answers to the five Ws and one H of the topic you are writing about. Employ language that is clear, formal, and unbiased. Also, do not forget to use transitional words (discussed in previous modules) for organized and smooth flow of ideas. In doing so, readers can get a better understanding of the information they read.

Informative essays vary in length, but all good informative pieces are a product of an application of several writing techniques. Below are some of the best tips/techniques to help you write an excellent informative text.

1. Open with an attention grabber and conclude with a summary of the main points of the essay.
2. Use appropriate transitional words to ensure the logical flow of ideas.
3. Observe formal tone.
4. Utilize proper language and applicable vocabulary to the topic. Similarly, avoid biased language.
5. Make use of formatting, nonlinear texts such as flowcharts, graphs, graphic organizers, and digital texts with hyperlinks when needed.

Now, check out this example of an informative essay, and try to analyze if the aforementioned techniques were used in this writing.

How to Email your Teachers

The new normal has limited face-to-face interactions, which is why people shifted to sending emails and chats to transact business. This also has become the set-up even in the educational setting; teachers, learners, and parents communicate with one another through chat or email.

However, while this medium is more efficient, this could disrupt the communication process especially if the message is not clearly and coherently. The learner may not be aware that emails and chats are also formal correspondence and ends up sending friendly and informal messages to his teachers. The result? Seen-zoned messages, without reply. To avoid miscommunication, follow these email tips, rules, and examples outlined by educator Katie Azevedo.

First, enter a subject line (for email). This tells the receiver if the message is important, urgent, work-related and whatnot. Secondly, use a proper greeting or salutation just like you do in business letters. Next, introduce yourself by stating your name and your class or section. This is necessary since teachers have hundreds of students to attend to.

After these preliminaries state your concern, preferably by starting with an overview sentence. Keep it short and simple, and remind yourself to use appropriate language; jokes, sarcasm, and emojis are not necessary.

Lastly, thank your teacher and close out the email or chat. Remember not to demand an immediate reply.

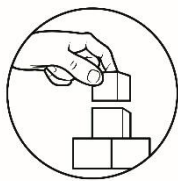
These tips and rules send a message that you only mean business; hence you are likely to get the answers you are seeking. This is not just a school-skill; this will be applicable even when you will be applying for a job or when you are emailing or sending chats to your boss.

Emails and chats are indeed an effective and efficient forms of communication, especially if done correctly, simply, and respectfully.

This essay is probably way shorter than most informative essays, but does it comply to the prescribed structure and conventions in informative writing? Does it comply to the guidelines and techniques?

- ✓ It started with a relatable scenario and ended with a repeat of the thesis statement.
- ✓ It utilized transitional words such as 'however, first, second, next, after, lastly.'
- ✓ The tone is generally formal, but it becomes conversational in parts where the essay shifts to a second person point of view.
- ✓ The language used is simple and appropriate for the target audience – students.
- ✓ There aren't any graphics or visuals, but they are not really necessary considering the length of the essay and the topic. However, in online platforms, this essay could be presented in a bullet list with and with other nonlinear texts.

Informative writing plays a vital role not only in the academic world but also in the real world. It is a skill so essential that it can affect your grades and future job opportunities. Becoming an effective writer is not easy, but it pays to be one.



What's More

Activity 3: GUIDE ME

Directions: Write a “How to Guide” on any of the possible subjects listed below. A “How to Guide” is a step-by-step process that an individual will follow to complete a task. Use the rubric to guide you in producing an excellent output.

- a. How to cook...
- b. How to bake...
- c. How to assemble...
- d. How to cope...

CRITERIA	5	3	1
CONTENT	Topic is clear all throughout the guide. Six or more steps are included. Student shows interest and knowledge about the topic.	Topic is a bit clear. Four to five steps are included. Student shows interest about topic.	Topic is unclear. Three steps are included. Student shows no interest or knowledge about the topic.
ORGANIZATION	Transitional words are included. Instructions are sequenced correctly.	Some transitional words are included. Instructions are sequenced correctly.	There are no transitional words used. Instructions are unclear.
CONVENTIONS	Few or no errors in grammar, spelling, capitalization, and punctuation.	Some errors in grammar, spelling, capitalization, and punctuation.	Has some difficulty in grammar, spelling, capitalization, punctuation.

Adapted and modified: <https://www.oodlesofteachingfun.com/2019/08/quick-write-rubric.html>



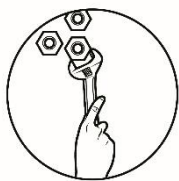
What I Have Learned

Activity 4: NAME ME

Directions: Identify what is being asked in the following statements. Choose the correct answer in the scroll. Write your answer on a separate sheet.

to entertain	introduction	body	
thesis statement	transitional words	to educate	verbs
topic sentence	specific	narrow	

- _____ 1. It is the purpose of informative writing.
- _____ 2. In informative writing, a topic must be _____, for better understanding of readers.
- _____ 3. This is a crucial component of informative writing.
- _____ 4. This part discusses and shows evidence to support the statement included in informative writing.
- _____ 5. They are used to guarantee a smooth flow of ideas in informative writing.



What I Can Do

Activity 5: BE INFORMED!

Directions: Compose a three-paragraph informative essay about any of the topics listed below. Use the rubric to guide you in writing and evaluating your essay.

- Philippines' Covid -19 Response
- West Philippine Sea Dispute Between Philippines and China
- Community Pantries
- Others (Own chosen topic)

CRITERIA	5	3	1
Focus and Organization	The introduction engages the reader and states a thesis in a compelling way. Includes a clear introduction, body, and conclusion. The conclusion summarizes ideas and offers fresh insight into the thesis.	The introduction engages the reader and sets forth the thesis. The essay includes an introduction, body, and conclusion. The conclusion summarizes ideas and supports the thesis.	The introduction does not state the thesis clearly. The essay does not include an introduction, body, and conclusion. The conclusion does not summarize ideas and may not relate to the thesis.
Evidence and Elaboration	The essay includes specific reasons, details, facts, and quotations from selections and outside resources to support thesis. The tone of the essay is always formal and objective. Language used is precise and appropriate for the audience and purpose.	The research includes some specific reasons, details, facts, and quotations from selections and outside resources to support the thesis. The tone of the research is mostly formal and objective. Language used is generally precise and appropriate for the audience and purpose.	Reliable and relevant evidence is not included. The tone of the essay is not objective or formal. The language used is imprecise and not appropriate for the audience and purpose.
Conventions	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

Adapted and modified: [https://www.lbschools.net/Asset/Files/Curriculum/ELA/CC/MS/Rubric%20for%20Informative%20Writing%206-11%20\(Pearson%20MyPerspectives\).pd](https://www.lbschools.net/Asset/Files/Curriculum/ELA/CC/MS/Rubric%20for%20Informative%20Writing%206-11%20(Pearson%20MyPerspectives).pd)



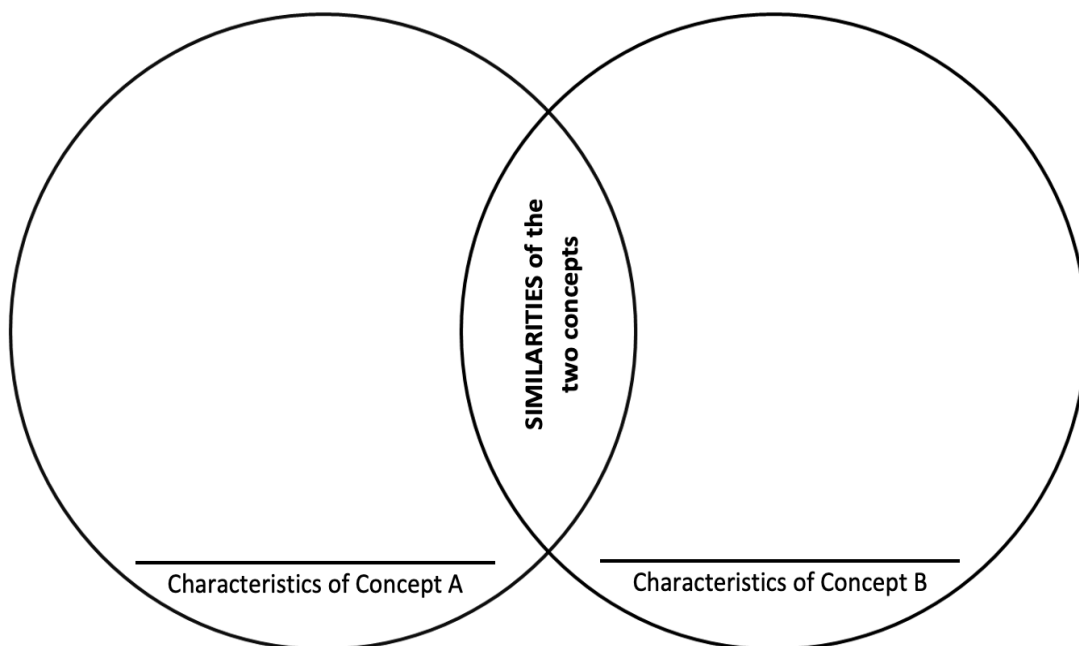
Additional Activity

Activity 6: COMPARE and CONTRAST

Directions: Apply the techniques in writing informative texts by writing a comparison and contrast essay on one of the following topics. Use the Venn Diagram below to help you list the similarities and differences of the two concepts you are comparing and contrasting.

- a. Gen X vs. Gen Z
- b. Face to face class vs. Online class
- c. eBooks vs. printed books
- d. Pre-Pandemic vs. Pandemic forms of entertainment of teenagers
- e. P-Pop vs. K-Pop

TOPIC: _____





Post-Assessment

Activity 7: A. Multiple Choice

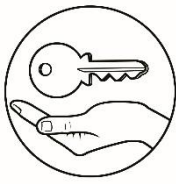
Directions: Answer each question by writing the letter of the best answer on your answer sheet.

1. It is the most complex skill in communication.
A. Listening B. Reading C. Speaking D. Writing
2. This writing technique gives information and straightforward facts regarding a topic.
A. Analytical B. Informative C. Opinion D. Persuasive
3. This is where facts, statistics, statements, and other supporting details are included.
A. body B. conclusion C. Introduction D. thesis statement
4. It is the purpose of an informative text.
A. to entertain B. to educate C. to narrative D. to persuade
5. In choosing a topic, it must be _____.
A. broad B. extensive C. narrow D. specific
6. It is considered as the *road map* in an informative text.
A. Body B. Conclusion C. Introduction D. Thesis Statement
7. In informative writing, the following are considered evidence **except** for:
A. data B. facts C. opinion D. statistics
8. The *road map* is usually found in the _____ part in any type of writing.
A. body B. conclusion C. Introduction D. topic sentence
9. Informative writing is sometimes called _____ writing.
A. argumentative B. Explanatory C. narrative D. persuasive
10. This part summarizes and reiterates the thesis statement of an informative text.
A. body B. conclusion C. Introduction D. thesis statement

B. TRUE or FALSE

On your answer sheet, write T if the statement is true and **F** if otherwise.

11. Adverb phrases are used in informative writing for smooth flow of information.
12. Unbiased information is needed in informative writing.
13. The conclusion is the most significant component of an informative text.
14. In explaining a topic, reliable and credible sources are needed.
15. Accurate and essential data are included in an informative text.



Answer Key

<p>What's New</p> <p>What I Can Do</p> <p>Answers vary.</p> <p>Post-Assessment</p>	<p>What I Know</p> <p>What's More</p> <p>GUIDE ME</p> <p>Answers vary.</p> <p>What I Have Learned</p> <p>NAME ME</p> <p>1. to educate 2. specific 3. thesis statement 4. body 5. transitional words</p> <p>1. D 2. B 3. B 4. A 5. D 6. C 7. D 8. C 9. A 10. B 11. F 12. T 13. F 14. T 15. T</p>	<p>What's New</p> <p>What's More</p> <p>GUIDE ME</p> <p>Answers vary.</p> <p>What I Have Learned</p> <p>NAME ME</p> <p>1. to educate 2. specific 3. thesis statement 4. body 5. transitional words</p> <p>1. D 2. B 3. B 4. A 5. D 6. C 7. D 8. C 9. A 10. B 11. T 12. F 13. T 14. T 15. T</p>
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