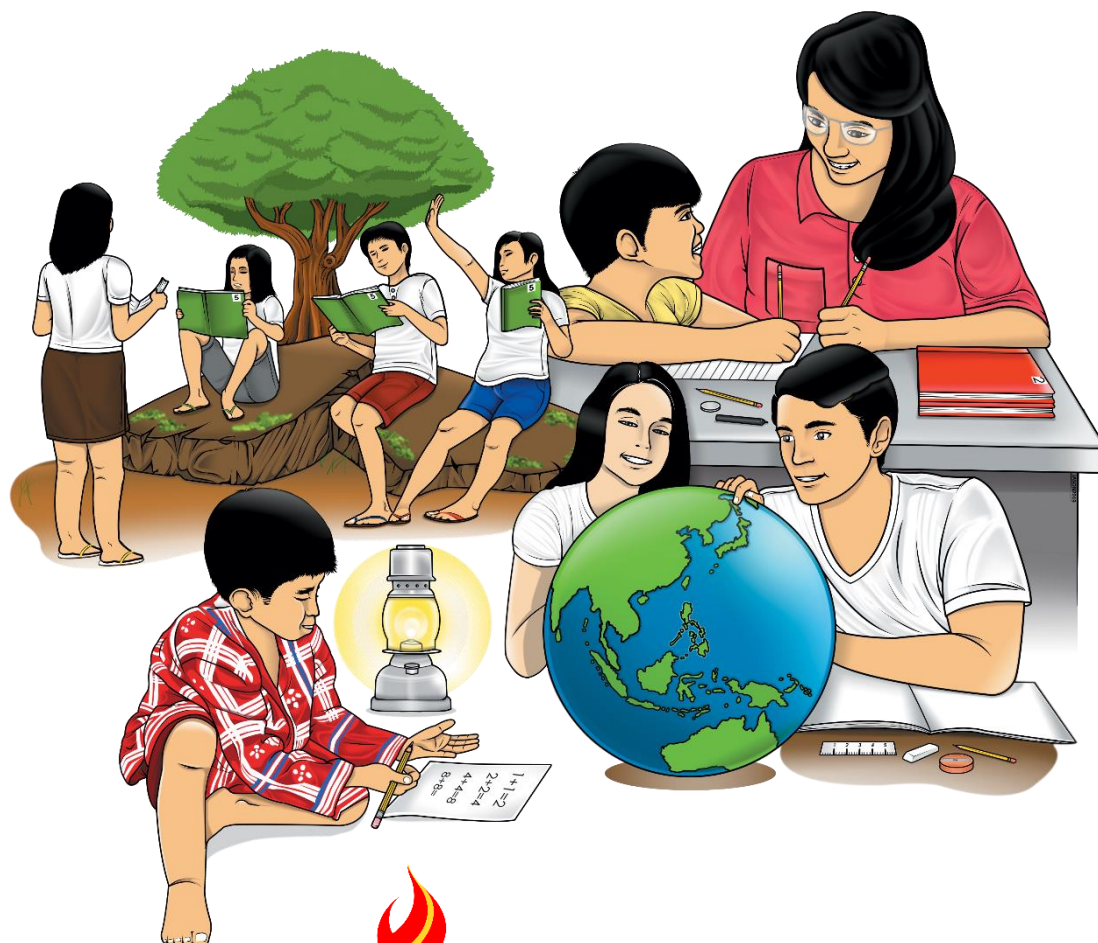


Senior High School

# Reading and Writing Skills

## Quarter 4 – Module 5: Critical Reading as Reasoning



**Reading and Writing Skills**  
**Alternative Delivery Mode**  
**Quarter 4 – Module 5: Critical Reading as Reasoning**  
**First Edition, 2020**

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# **Reading and Writing Skills**

## **Quarter 4 – Module 5: Critical Reading as Reasoning**

## **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***

This module enhances the student's knowledge regarding critical reading as reasoning. It will help the learner be able to interact with the text, formulate judgment on how the text works and assess the validity of textual evidence.

The module discusses one lesson namely;

- Lesson 1- Critical Reading as Reasoning

After going through this module, the learner is expected to:

1. identify assertions;
2. formulate counterclaim; and
3. determine evidence.



## ***What I Know***

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Fact, convention, opinion, preference are common types of assertion used in
  - A. Identifying assertion
  - B. Formulating counterclaim
  - C. Determining evidences
  - D. None of the above
  
2. Critical reading is not to criticize but to assess the validity of the text
  - A. True
  - B. False
  - C. Both A & B
  - D. None of the above
  
3. Determining evidences is
  - A. Asserting facts to support claims
  - B. Rebutting a previous claim
  - C. Conducting a survey
  - D. Showing courteous
  
4. Hedges are used to be courteous in expressing
  - A. Evidence
  - B. Assertions
  - C. Counterclaims
  - D. Critical reading
  
5. Hypertext reading is more difficult than intertext reading.
  - A. True
  - B. False
  - C. Both A & B
  - D. None of the above
  
6. Your tone must be courteous when you are writing counterclaims.
  - A. True
  - B. False
  - C. Both A & B
  - D. None of the above

7. It is the act of giving statement for justification and explanation.
- A. Hedges
  - B. Reasoning
  - C. Asserting
  - D. Evidence
8. It is an engaging in analytic activity which involves the reader by asking questions about the text and the author's claim.
- A. Evidence
  - B. Assertions
  - C. Counterclaims
  - D. Critical reading
9. Interaction with the text is NOT necessary in evaluating judgment.
- A. True
  - B. False
  - C. Both A & B
  - D. None of the above
10. The following are the forms of hedges, EXCEPT:
- A. Modals
  - B. Frequency adverbs
  - C. Location adverbs
  - D. Probability adverbs
11. Which is an example of a modal hedge?
- A. Could
  - B. Probably
  - C. Usually
  - D. None of the above
12. Which is an example of a probability adverb?
- A. Could
  - B. Probably
  - C. Usually
  - D. None of the above
13. Which is a Frequency adverb?
- A. Could
  - B. Probably
  - C. Usually
  - D. None of the above

14. It is a body of facts given by the authors to support their claims?
- A. Counterclaims
  - B. Opinion
  - C. Evidence
  - D. None of the above
15. Critical reading is meant to assess the validity of textual evidence and not criticize.
- A. True
  - B. False
  - C. Both A & B
  - D. None of the above



## Lesson

# 1

# Explain critical reading as reasoning

Interaction with the text is very important to the reader because it will make you evaluate and formulate judgment on how the text works.

In this lesson, it will focus on explaining critical reading as reasoning.



## *What's In*

Previously you have learned the different functions of intertext and hypertext. Hypertext reading is more difficult than intertext reading because of information overload taken from the web, wherein the reader needs to recognize and evaluate it.

Now let's move on in explaining critical reading as reasoning.



### *Notes to the Teacher*

The teacher may let the students choose their article to be read and analyze.



## ***What's New***

Read the paragraph and answer the following question on a separate sheet.

Eastern Samar is an underdeveloped place and is one of the most disaster-prone places in the Philippines. Because of poverty, residents are forced to live in high-risk place, which makes them prone to disasters. Disasters in Eastern Samar affect a large number of people by destroying their houses, farmlands, livelihoods, and other personal assets.

### **Question**

What issue is given focus by the writer makes to support the conclusion about the relation of poverty to disaster?

- a. The writer fails to consider the role of poverty in causing disasters.
- b. The writer concludes that the situation in Eastern Samar will generalize to all underdeveloped places.
- c. The writer fails to consider the role of disaster play in causing poverty.
- d. The writer fails to explain how people are affected by a disaster



## ***What is It***

Critical reading is engaging in analytic activity which involves the reader by asking questions about the text and the author's claim. Critical readers are doing the process of evaluating, analyzing, and interpreting the assertion of the hidden meaning of the whole text.

While reasoning as defined by Merriam Webster dictionary is an act of giving statements for justification and explanation. It is the ability of someone to defend something by giving out reasons.

Therefore, when reading critically, it is necessary to question the different arguments used by the author, as any problem can weaken the authenticity of the conclusion.

Remember that Critical reading is not meant to criticize but to assess the validity of textual evidence.

## Steps Used in Critical Reading As Reasoning

by Maxine Rafaella C. Rodriguez and Marella Therese A. Tiongson

### 1. Identifying assertions

Identify by a common type of assertion such as fact, convention, opinion and preference

### 2. Formulating counterclaim

Counterclaims are made to rebut a previous claim

### 3. Determining evidence

Evidence is the details given by the authors to support his/her claims

#### Example

You are asking your father for an android cellphone, that is your claim. Then your father answers you. "No, you can't!" this is his counterclaim. He might say that you already have a cellphone.

Therefore when you are going to formulate reason for the counterclaim, you should state the reason why you are asking for an android cellphone. You might say that you could use it in your online classes because Android cellphone would be very useful in this new normal classroom set-up.

When you write your counterclaim, you are expressing unfavorable statements. Therefore it is needed to use hedges words or phrases to be able to give a courteous tone.

Different forms of hedges

Modals: *may, could, would, should, might, certain, must, etc.*

Frequency adverbs: *usually, generally, commonly*

Probability adverbs: *probably, possibly, presumably*

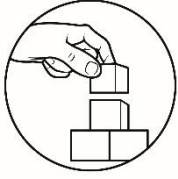
*Example:*

The common colds caused by a virus.

With hedges:

The common colds *must* be caused by a virus.

The common virus is *certain* to be caused by a virus.



## ***What's More***

Read the passage carefully. Underline the claim, circle the evidence, and box the reasoning that you can find in the passage. Write your answer on a separate sheet of paper.

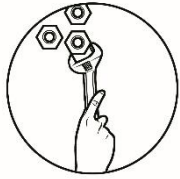
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## ***What I Have Learned***

Get your reflection journal then write down your takeaways from the lesson and their impact on your skill to think critically. Use the template as your guide.

My takeaways from the lesson	How will I apply them in my everyday life?



## ***What I Can Do***

Let's Talk; this activity aims to make conversation between the student and the author of the text. This inspires the learner to challenge claims in a conversational manner. However, the learner should have an in depth study of the resources used in the text

Find an editorial article either from the newspaper or internet then try to evaluate and analyze the text. Use the given Dialogic journal template with guided questions. Write your answer on a separate sheet of paper. Please attach the chosen article on your answer sheet.

Before reading the article ask yourself the following questions:

1. Why are you reading the article?
2. What do you hope to learn as you read it?

Name:		Date:
Title :		
Author of the article:		
Question/s	Paragraph & page no.	Answer/s with supporting detail/s
What issue is given focus by the writer?		
Is the writer able to take a clear stand on is issue?		
What is the writer's purpose writing the article?		
What is the writer's tone? Why?		
Does the writer's assume the readers to agree with his /her stand?		
What are the evidence presented by the writer to support his argument?		



## **Assessment**

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which is an example of a probability adverb?
  - A. Could
  - B. Probably
  - C. Usually
  - D. None of the above
  
2. Fact, convention, opinion, preference are common types of assertion used in
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- A. Evidence
  - B. Assertions
  - C. Counterclaims
  - D. Critical reading



## ***Additional Activities***

Write a paragraph with any topic that interests you. Use the outline as your guide.

- I. What is your claim?
  - A. Supporting detail
  - B. Supporting detail
  
- II. Write three lines or different text evidences that support your argument.
  - A.
  - B.
  - C.
  
- III. Write a short counterclaim or counter-argument to the claim

Rubric

	Sufficient claim	Insufficient claim	Score
I. Claim (60%)			
II. Evidence (30%)			
III. Argument (10%)			
Total (100%)			





## Answer Key

<b>Assessment</b>	1. B 2. A 3. C 4. C 5. A 6. A 7. A 8. A 9. B 10.A 11.C 12.C 13.B 14.C 15.D
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<b>What's in</b>	1. B
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<b>What I Know</b>	2. A 3. A 4. C 5. C 6. A 7. A 8. B 9. D 10.B 11.C 12.A 13.B 14.C 15.C 16.A
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<b>What's More</b>	<p>Blue (underline) - claim / red (circle) – evidence/green ( box) - reasoning</p> <p>Crecencian T.V.L. senior high school graduates are capable to join the workforce. Through the in depth training that they had developed in school after they passed the National Competency II examination. Crecencian T.V.L. instructors are highly skilled in their field of specialization. They are NC III &amp; IV holders and have years of experience in the industry before joining the academe. In addition many of the skilled graduates are now hired by different corporations and some of them continue their college education in connection with their chosen strand.</p>
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# ***References***

## **Book**

Rodriguez ,Maxine Rafaella C. and Tiongson, Marella Therese A., *Reading and Writing Skills*, Manila, Rex Book Store, Inc, 2016.

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