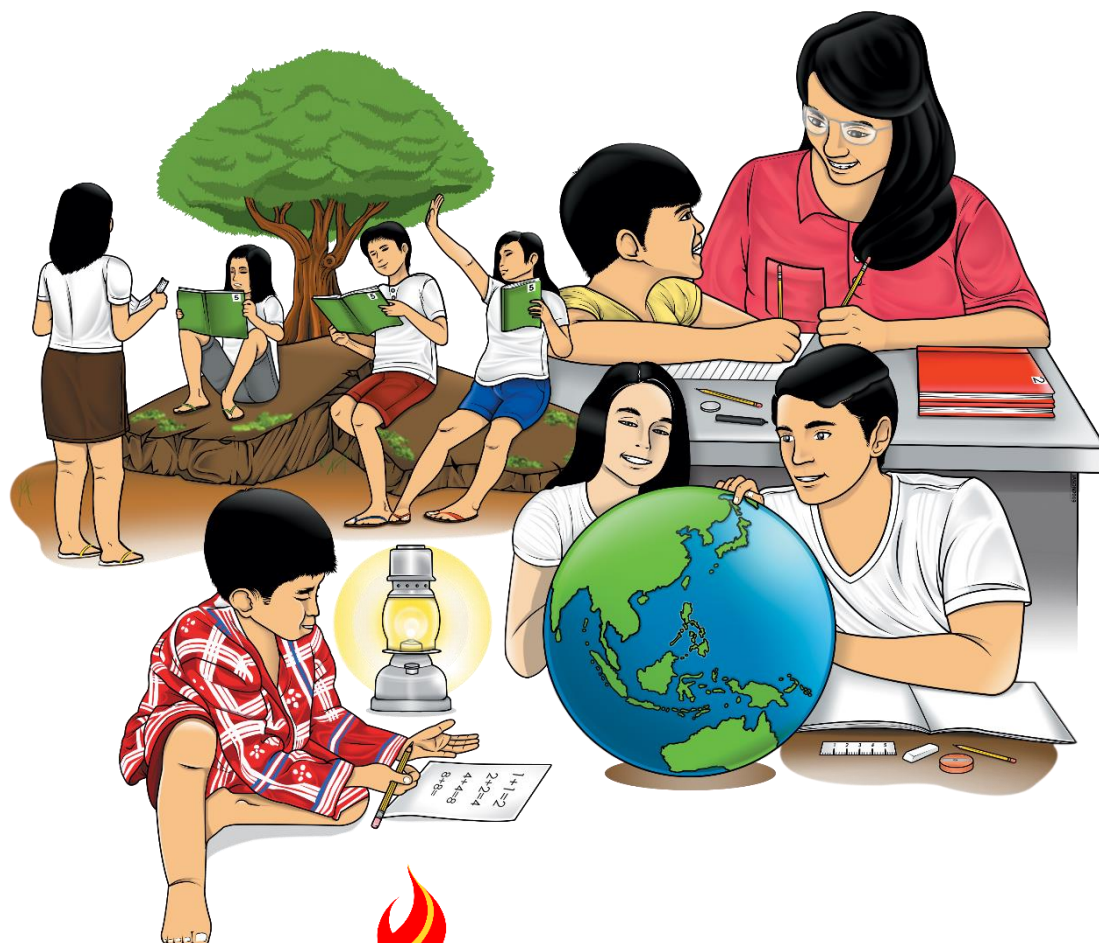


Senior High School

# Reading and Writing Skills

## Quarter 4 – Module 6: Formulating Evaluative Statements



**Reading and Writing Skills**  
**Alternative Delivery Mode**  
**Quarter 4 – Module 6: Formulating Evaluative Statements**  
**First Edition, 2020**

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# **Reading and Writing Skills**

## **Quarter 4 – Module 6: Formulating Evaluative Statements**

## **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 was designed and written with you in mind. It is here to help you formulate evaluative statements about a text read. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into two lessons, namely:

- Lesson 1 –Assertions
- Lesson 2 –Counterclaims

After going through this module, you are expected to formulate evaluative statements about a text read:

1. assertions about the content and properties of a text read; and
2. counterclaims in response to claims made in a text read.

To achieve these, you are expected to do tasks and activities independently which will help you master the above-mentioned competency.



## ***What I Know***

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

1. Which of the following gives a better explanation to show the strengths and weaknesses of something through writing?
  - A. Assertion
  - B. Counterclaim
  - C. Evaluative Statement
  - D. Critical Reading
2. The statement “Facebook is a cooler social media platform than Twitter.” is what type of assertion?
  - A. Fact
  - B. Opinion
  - C. Preference
  - D. Convention
3. The statement “*Earth is the third planet from the sun and is the largest of the terrestrial planets.*” is an example of \_\_\_\_\_?
  - A. Fact
  - B. Opinion
  - C. Convention
  - D. Preference
4. Counterclaims are claims made to \_\_\_\_\_.
  - A. Rebut new claim
  - B. Rebut specific claim
  - C. Rebut previous claim
  - D. Rebut an unknown claim
5. “*If you were born poor and remain the same after thirty years, you should think of new ways to change your economic status for the better.*”  
Which of the following evaluative statements can be formulated based on the text above?
  - A. The text is insignificant since all Filipinos are rich.
  - B. The text is un motivating because people nowadays don’t follow piece of advice from others.
  - C. The text is useful because it gives a positive advice to the readers especially for those who are suffering from poverty.
  - D. The text is not interesting because it sounds demanding.

6. "One of the ways in which people can overcome depression is by looking at the brighter side of things in life." This statement is an example of
- Claim
  - Reason
  - Evidence
  - Counterclaim
7. What should an evaluation have?
- |                      |  |
|----------------------|--|
| 1. Positive feedback | 3. Both negative and positive feedback |
| 2. Negative feedback | 4. Suggestions for improvement         |
- 1 and 2
  - 1, 3 and 4
  - 3 and 4
  - 1,2,3 and 4
8. "People should not commit adultery." is an example of what type of assertion?
- Fact
  - Preference
  - Opinion
  - Convention
9. To rebut means \_\_\_\_\_.
- To contradict someone's statement through a formal argument
  - To argue with someone's point of view about an issue
  - To affirm someone's statement even if it is wrong
  - To oppose someone's statement in a contest
10. Counterclaims are opposite of \_\_\_\_\_.
- Stand
  - Evidence
  - Approval
  - Claims
11. A counterclaim is one of the elements of \_\_\_\_\_.
- Position
  - Argument
  - Evidence
  - Rebuttal
12. This is the statement that proves the truth of a claim and generally leads to the conclusion of an argument.
- Claim
  - Counterclaim
  - Evidence
  - Reason

13. This is the part of an argument where a statement offers an explanation behind a party's claim.
- A. Claim
  - B. Counterclaim
  - C. Evidence
  - D. Reason
14. James' negative response to Menard's claim is an example of \_\_\_\_\_.
- A. Claim
  - B. Counterclaim
  - C. Evidence
  - D. Reason
15. James' offering valid reasons to convince BJ that men and women were born equal is an example of \_\_\_\_\_.
- A. Claim
  - B. Counterclaim
  - C. Evidence
  - D. Reason



## Lesson

# 1

## Assertions

Congratulations! You have successfully completed the preceding module. At this point, you will be guided to master new competency which will help you more to become a better critical reader and a critical thinker as well. By the way, have you experienced frowning and arguing to a reading material as if it would respond and defend itself from your judgment? I'm pretty sure you want to know and understand what you were doing in instances like that. To know this, all you have to do is to continue reading this module.

Don't forget to answer the pretest provided for you my dear learner before you proceed to the lesson proper. So, what are you waiting for, this part of the module is right for you! Good luck!

In this lesson, you are expected to:

1. identify types of assertions;
2. formulate assertions and evaluative statements; and
3. write evaluative statements and an evaluation about the content and properties of a written text.



### ***What's In***

In the previous module, you learned about critical reading as a form of reasoning. This time, you will understand how critical reading and thinking skills would help you grasp the essence of a text/s and check for possible fallacies in the argument/s presented in a reading material.



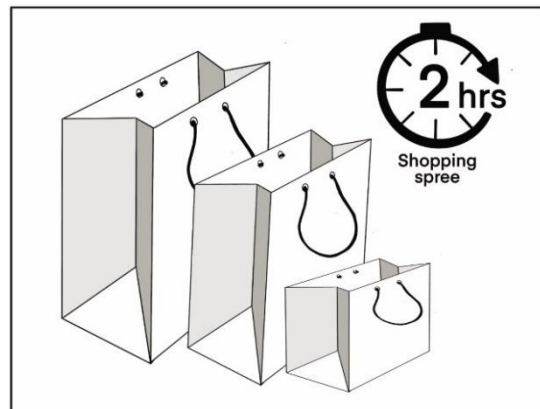
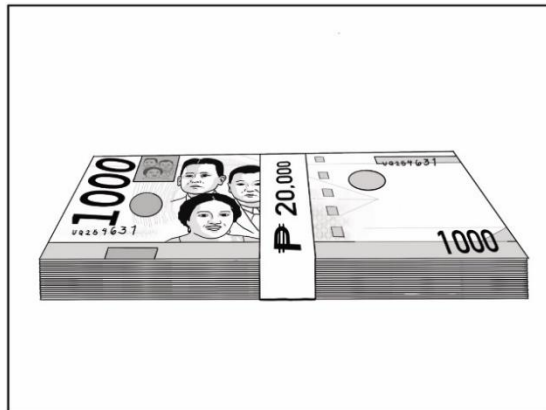
### ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.



## What's New

Suppose your parents give you an option of the gift you want to receive on your graduation day. This is for you to be motivated to maintain your academic standing in your class. Your choices are illustrated below.



Answer the following questions and write them on a sheet of paper.

1. From the choices above, what will you choose and why?
2. If you were your parents, what do you think would they tell you after knowing your choice? Can you list down the possible statements you may hear from them?



## ***What is It***

How did you choose your preferred graduation gift? What did you notice on the statements you have written in question number two?

For sure you have your own bases and considerations for your own choice. In the situation above, you may have evaluated each option for you to come up with the best one. At the same time, you may have considered your needs and interests as well as the usefulness and the value of each offer. Same rule applies when you evaluate any reading text. You also need to consider your bases as evidence in order to validate or verify your assertions or claim about what you read.

For the second question, your parents may have given you evaluative statements that express their assessment about the choice you made.

What is an **Evaluative Statement**?

It is a statement that states one's sound judgement about something through writing which is supported by reasons and evidences. It also presents the strengths and weaknesses of something based on a set of criteria which needs to be factual, substantial, and unbiased.

**How to Formulate an Evaluative Statement:**

To formulate an evaluative statement, one needs to read the entire text carefully and critically to understand and to check for possible fallacies in the argument presented by the writer. Just like any other writing, the formulation of the evaluative statements is done in the same way except that the statement is about your own judgment of the text's content and properties. You may formulate your evaluative statements in two ways such as formulating assertions and counterclaims. Meanwhile, you will be formulating meaningful counterclaims at the second part of this module.

The question now is, how are you going to form evaluative statements? It's very simple! Just remember the following pointers:

1. Begin with the positives before you point out the negatives. Remember that your evaluative statement should be factual, substantial and unbiased. When giving your negative feedback, it should not sound insulting on the part of the evaluatee (one who is evaluated).
2. Suggest a solution/s or suggestion/s on how to improve the written material being evaluated and provide justification how these will work.
3. Keep your feedback concise and precise.

4. Be careful in giving your feedback. Since evaluations pass judgment onto works of authors, they must be written and expressed with care and much diligence.

Take a look at the given example below:

**SITUATION:**

A student was tasked to compose a poem that would express his thoughts and feelings about various events around him. After a while, he submitted it to his teacher before the set deadline. As the teacher evaluated his output, she was impressed about the way the student wrote his concrete poem using the shape of a dove as the poem's structure to help the readers to easily understand the meaning of his writing. Surprisingly, he chose a theme about the 2019 CoronaVirus Disease that gives hope to the readers who may be affected by the pandemic. In addition to this, a good physical and grammatical arrangement of words were evidently shown. Figurative languages and imagery were also used. However, the teacher found out that the poem was written in forced rhyme that may have caused him to use inappropriate words. Since the teacher wanted to improve the writing skill of the student, she then suggested to consider the use of appropriate language over rhyme to better connect with the audience.

**EVALUATION:**

1)You (referring to the writer) composed an impressive poem. It has a good physical and grammatical arrangement of words that enhance the readers' overall experience. Another good thing is that your chosen theme is very timely that gives hope to the readers in this time of pandemic. When it comes to the elements of poetry, you used figurative languages and imagery that added spice to the overall quality of your composition. These literary devices stir up and startle the readers' imagination. Furthermore, the choice of writing concrete poetry (a poetry of which visual appearance matches the topic of the poem) with a dove as the shape of the poem's structure contributes a lot in understanding the meaning of the poem.

*Explanation:*

*The evaluation begins with an evaluative statement that says, “**You** (referring to the writer) **composed an impressive poem.**” It is followed by giving a positive feedback to the writer specifying the strengths of the poem*

2)However, **the rhyme of your writing is forced.** It seems that the words were chosen for the sake of having a rhyming effect that somehow affects the emotional connection between the reader and the poem itself.

*Explanation:*

*In the second paragraph, the evaluator mentioned the weaknesses she saw in the writing.*

3)To improve your work, **you should be careful in choosing the appropriate words to be used to best express the meaning and emotions you would like the readers**

**to understand and feel.** It should be considered over the rhyme of the poem. Remember, a poem may or may not have a rhyme but if you choose to have one, the meaning and the emotional appeal of the poem should not be compromised. In this way, you can have a good connection with the readers and would therefore make them appreciate your poem more.

*Explanation:*

*Finally, a suggestion was given to the writer at the third paragraph for the improvement of the poem.*

### **ASSERTION AND ITS TYPES:**

A good critical reader does not only understand the meaning of a reading material but also logically evaluates whether the claims of the writer are true or false. Assertions serve as a primary way for the readers to consider and possibly agree with the claims presented by the writer in an expository writing.

**Assertions** are declarative sentences that give one's belief about something else as if it is true though it may not be. It is expressed as an argument. Usually, these assertions contain languages that expresses evaluation such as *useful, significant, important, insightful, detailed, up-to-date, comprehensive, practical, impressive, etc.*

For example, you were asked to answer the question, "Do you believe education should continue regardless of the situation we are facing right now?" and you would give your opinion or argument about it. Afterwards you would make an assertion whether you agree or disagree with the issue, thus, take a stand and support it with your reason/s.

There are **four types of assertions** which are classified according to the degree of certainty they can be judged as true or false.

1. **FACT-** is a statement that can be proven objectively by direct experience, testimonies of witnesses, verified observations, or the results of research.

Example:

According to experts, *seawater* contains high amounts of minerals such as sodium, chloride, sulphate, magnesium and calcium.

*(The first sample sentence is classified as a fact since the mineral contents of seawater can be tested and proven through experiments and researches.)*

2. **CONVENTION-** is a way in which something is done similar to traditions and norms. Its truthfulness can be verified only by reference to historical precedents, laws, rules, usage, and customs. Something to note about conventions is that they may sound factual due to their being derived from customs, but because they are socially accepted ways of doing things, they cannot be verified objectively by measurements.

*Example:*

Seawater is classified as a heterogenous and homogenous mixture.

*(The second sample sentence is a convention because the classification of seawater is based on the classification system made by scientists and is acceptable to the scientific community.)*

- 3. OPINION-** is a statement based on facts but is difficult to objectively verify because of the uncertainty of producing satisfactory proofs of soundness. Opinions result from ambiguities; the more ambiguous a statement, the more difficult it is to verify. Thus, they are open to disputes.

*Example:*

Swimming in *seawater* is the best activity to refresh and relax your mind, body, and soul.

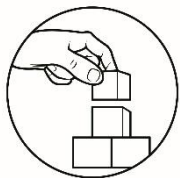
*(The third sample sentence is an opinion since the claim is difficult to prove. The truthfulness of the claim may be true to some but not to others.)*

- 4. PREFERENCE-** states a personal choice in which the writer is under no obligation to support or prove the truthfulness of the statement. They are subjective and cannot be objectively proven or logically attacked.

*Example:*

I love to make frequent trips to places with seawater rather than those without it.

*(The last sample sentence is a preference because it expresses the personal choice of the writer to places with seawater over those places without it.)*



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

Identify the type of assertion in each statement. (FACT, CONVENTION, OPINION, PREFERENCE)

1. I would rather watch shows than play computer games.
2. Roses grow best in soil made of  $\frac{3}{4}$  clay and  $\frac{1}{4}$  sand and loam.
3. In America, the bride's family pays the majority of the wedding costs.
4. Chocolates taste better than ice cream.
5. Lions belong to the genus Panthera which contains well-known animals such as the tiger, leopard, and jaguar.
6. I think that green is the best color.
7. I prefer to go to the Maldives than to St. Gallen.
8. Corazon Aquino was the 11<sup>th</sup> president (and first female president) of the Philippines. She restored democracy after the long dictatorship of Ferdinand Marcos.

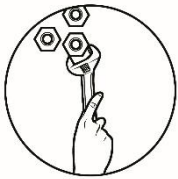
9. The export of cut roses can easily become one of the most lucrative businesses in the country.
10. President Rodrigo Duterte signed the Bayanihan to Heal As One Act on March 24, 2020.



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

Check your learnings about the lesson by completing the statements below.

- Evaluative statements should be \_\_\_\_\_.
- Formulating evaluative statements will help you become \_\_\_\_\_.
- The two steps to formulate evaluative statements are \_\_\_\_\_.
- Assertions can be \_\_\_\_\_.
- The four types of assertion are \_\_\_\_\_.



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

Now, let us try to apply your learnings on formulating evaluative statements.

**A. Directions:** Form an evaluative statement for every given text and label it whether positive or negative depending on the focus of the evaluation. See the sample below.

**Text:**

If you are not so smart, you should try to be a teacher.

**Evaluative Statement:**

The statement is very discriminatory against those with average intelligence and teachers in general. Example: Negative

1. In this time of pandemic, people should give all the blame to the government for the insufficient assistance given to them.
2. Every person has something to contribute to win the battle against CoViD 19.
3. If you got infected by the CoronaVirus, you should not lose hope; instead, be positive about it.
4. If you are a student with no internet connection at home, you better not enroll for this school year while we are in these trying times.

5. When you go out of your house to buy essential things, you must follow the minimum health protocols like social distancing, wearing a mask, using alcohol or sanitizer and washing hands.
- B.** Read the poem written by Meigma, a senior high school student. Construct 2-3 evaluative statements about it by answering the questions written in the table below. Focus on its content and properties.  
Please be guided by the format given in the table and the scoring rubric that follows after the poem below.

*I hate my life  
And I won't say  
I'm good in my own way  
I'm the worst  
And you can't tell me  
I did my best  
Because I knew  
I'm a failure  
It's not true that  
I'm awesome  
But I know*

*People hated me  
I'm a disaster  
A distress  
They call me  
Fool  
Stupid  
Unworthy  
All these insults  
I keep to myself  
For a long time  
Is this really me?  
Are all of these true?  
Believing in myself  
It seems so hard  
To be what they demand  
How I wish  
What does it feel?  
To be myself*

(Read from the bottom to the top)



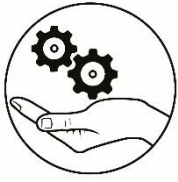
QUESTIONS TO PONDER:

Follow this format in writing your evaluation of the poem. Please use another sheet of paper for your essay.

<p><b>First Paragraph</b> <i>(Give positive feedback to the writer specifying the strengths of the poem).</i></p>	<p><b>Second Paragraph</b> <i>(Mention about the weaknesses you saw in the poem).</i></p>	<p><b>Third Paragraph</b> <i>(Suggest ways on how the writer can improve the poem).</i></p>
<p>What can you say about the poem? Mention 3-5 things that make it impressive.</p>	<p>What part of the poem did you find less interesting? Why?</p>	<p>In what ways do you think the writer can improve the poem? List down at least 3 ways.</p>

SCORING RUBRIC

5	3	1
<p>The evaluation has an evaluative statement that used an evaluative language.</p>	<p>The evaluation has an evaluative statement but did not use an evaluative language.</p>	<p>The evaluation has no evaluative statement.</p>
<p>The evaluation contains positive and negative feedback as well as suggestions to improve the poem.</p>	<p>The evaluation contains either positive and negative feedback but there were no suggestions provided.</p>	<p>The evaluation is incomplete and it lacks the suggestions for the improvement of the written work.</p>
<p>The evaluation is clear, concise, and precise.</p>	<p>The evaluation is clear and concise but not precise.</p>	<p>The evaluation is clear but not concise and precise.</p>
<p>The evaluation has no error when it comes to mechanics (grammar, capitalization and punctuation)</p>	<p>The evaluation has 1 to 3 errors when it comes to mechanics.</p>	<p>The evaluation has 4 or more errors when it comes to mechanics.</p>



## ***Additional Activities***

Read the article below. Then, formulate evaluative statements about it. Follow the format that you used in the previous task. Be guided by the scoring rubric below.

For centuries, Philippines has become popular for its prolific writers when it comes to literary undertakings. Although Philippine literature at the turn of the 21<sup>st</sup> century is considered to have a brief history; however, most of its writers have already left significant marks in the minds and hearts of its readers through their writings. According to Uychoco (2016), Jose Rizal's undying *Noli Me Tangere*, casts a long shadow on Philippine literature, today's literary scene is quite different from what it was in the past. English as Second Language teachers still introduce this masterpiece to today's learners as it has emerged not only flexible but innovative literature that has been appreciated and used in various literary learning and even educational debates about language.

Literary appreciation is a way of expressing and communicating one's thoughts and ideas about the texts read. It is not just about reading and appreciating them, it is also about understanding their contexts. Through this, both teachers and learners will have a better and wider mental grasp of what they read. It is how we interpret what we read that help us gain a general knowledge of our history and strengthen even our very own personal reflection on our present situation.

Philippine literature helps our Filipino learners catch a glimpse of our culture and heritage: that is to say, whatever literary genre we read moves us, triggers our wild imagination, provokes our sense of curiosity, and stirs our thoughts and feelings, upon our own common experience of our present situations. (*Michelle Banca, A Glimpse of 21<sup>st</sup> Century Philippine Literature*)

Rubric in grading the student’s output:

Indicator	Rating (1-5)
The evaluation contains both positive and negative feedback.	
The evaluation contains suggestions to improve the article.	
The evaluation is clear, concise, and precise.	
It is well-written with proper use of punctuations, correct spelling, and correct grammar.	
<b>Total</b>	
<b>Remarks</b> What is/are the strong point/s of the article? What needs to be improved?	

## Lesson

# 2

## Counterclaims

What’s up! I would like to commend you for completing the previous lesson. I am sure you have already gained a meaningful experience in complying with all those tasks. Are you now ready for the next module? Alright, sit back and enjoy your new learning venture. I am sure you will also have a good time in going over with this lesson as much as you liked the former one. Best of luck!

In this module, you are expected to:

1. identify parts of an argument;
2. formulate counterclaims; and,
3. analyze a passage using the four elements of an argument.



## ***What's In***

### **Let's Refresh**

Let's begin our discussion today with a brief review. Read through the following statements and determine whether these statements are factual or opinionated. Write F for fact and O for opinion for your answers. Use a separate sheet of paper for your answers.

- \_\_\_\_\_ 1. There are five common types of assertion.
- \_\_\_\_\_ 2. Assertion is an action of stating that a statement is either a fact or belief.
- \_\_\_\_\_ 3. The statement, "We are all children of a loving Father in heaven" is an example of assertion.
- \_\_\_\_\_ 4. Fact is one type of assertion which can be proven objectively by direct experience, testimonies of witnesses, verified observations, or the results of research.
- \_\_\_\_\_ 5. Another type of assertion is opinion. Opinions result from ambiguities; meaning the more ambiguous a statement, the easier it is to verify.

What can you say about the activity? Did you find it easy or difficult? Why did you say so?



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

Here is a set of jumbled letters that I want you to arrange to come up with a sensible word.

O	U	N	C	M	A	T	E	C	R	L	I
---	---	---	---	---	---	---	---	---	---	---	---

Clue: It is the opposite of an opposing argument.

Did you get the answer? The answer: \_\_\_\_\_

What is a counterclaim?

Now, compare your ideas/ understanding of assertion and counterclaim. Write your answers on their respective spaces below.

**ASSERTION**

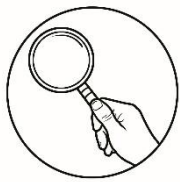
**COUNTERCLAIM**

Then write a short paragraph with 3-5 sentences about your insights on both assertion and counterclaim.

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## ***What is It***

### **Formulating Counterclaims**

To be an effective critical thinker, it is not enough just to be able to identify claims and assertions. The ability to analyze an argument is essential to understanding the text more deeply, but understanding the claim is not the only facet of the argument. You must also learn how to analyze the counterclaims and evidence provided by the text. Being able to recognize and formulate counterclaims in reaction to an argument is a characteristic of a good critical reader.

**Counterclaims** are claims made to **rebut a previous claim**. To rebut means to contradict someone's statement through a formal argument. They provide a **contrasting perspective** to the main argument.

To be able to locate counterclaims to an argument, remember the following:

1. Show competence and familiarity with the writer's topic.
2. Examine different perspectives and not just passively accepting the writer's claim.
3. Consider the topic, and make sure you are willing to engage different viewpoints from your own.
4. Clarify your personal position on the topic.

Example:

Martha is an incoming grade 11 student. She has been using a basic cellphone ever since she was in junior high school. She is very eager to go back to school and be productive but when she learned about the integration with technology and digital tools to extend in the classrooms beyond the constraints of traditional walls, particularly in the public school due to the global pandemic, her excitement turned into frustration. Martha desperately wants to have a smartphone so she can have access to the internet. Having this in mind, she tells her father, Mang Tonyo, that she needs a smartphone. Mang Tonyo, thinking only of the additional expense, simply says, “No.”

Martha has made her *claim* – asking for a smartphone.

Mang Tonyo has made his *counterclaim* – opposing Martha’s claim

Martha must offer valid reasons to convince Mang Tonyo that she needs the smartphone because it has access to internet and so he needs to provide her with one. Martha might provide evidence of the necessity of using smartphone nowadays as part of the new normal life in the time of CoronaVirus. Martha’s reasoning may include a description of how important smartphone is as far as convenience and flexibility in on-line distance learning are concerned.

In this example of counterclaim, Mang Tonyo now needs to support his refusal to provide Martha with a smartphone. He should be ready to give solid, substantiated reasons for his refusal to provide something that the family has been spending for all those years. This may include evidence of the family’s inability to send her and her siblings to a private school, and that his budget is not sufficient enough to afford a brand new smartphone since the family income has suffered due to COVID-19.

#### **Four Elements of Argument**

1. **CLAIM**- is a statement that asserts facts based on one’s understanding about a particular topic or issue.

*In the given example, Martha asking his father to buy her a smartphone is an example of a claim.*

2. **COUNTERCLAIM**- is just the opposite of claim. It is a statement that contradicts one’s claim and is usually proven and supported by both reasons and evidences.

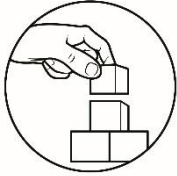
*Mang Tonyo’s negative response to Martha’s claim is an example of counterclaim.*

3. **REASON**- is the part of an argument where a statement offers an explanation behind a party’s claim.

*Martha’s offering of valid reasons to convince Mang Tonyo that she needs the smartphone is an example of reason.*

4. **EVIDENCE** - is the statement that proves the truth of a claim and generally leads to the conclusion of an argument.

*Martha provides evidence of the necessity of using smartphone as part of the new normal life in the time of CoronaVirus is an example of evidence.*



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

Identify whether the following statements are **CLAIM**, **COUNTERCLAIM**, **REASON** or **EVIDENCE**. Then pick out the word, clause, or phrase that proves your answer.

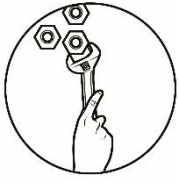
- \_\_\_\_\_ 1. If you want to keep people around you, continue to open the door of friendship and always accentuate the positive.
- \_\_\_\_\_ 2. I am a child of a loving God who created me after His own image. I am happy for who I am, and I don't have to be someone I am not.
- \_\_\_\_\_ 3. I don't think so. Charles Darwin's Theory of Evolution explains that humans evolved to from monkeys.
- \_\_\_\_\_ 4. I did not come from the apes because I don't look like one of them!
- \_\_\_\_\_ 5. Since we are blessed with the freedom to act for ourselves, it is up to us to choose good from evil.



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

Check your understanding of the lesson by answering the following questions:

- What is a counterclaim?  
\_\_\_\_\_.
- What is the difference between claim and counterclaim?  
\_\_\_\_\_.
- What are the four parts of an argument?  
\_\_\_\_\_.
- What does *rebut* mean?  
\_\_\_\_\_.
- What is a characteristic of a good critical reader?  
\_\_\_\_\_.



## What I Can Do

### Overseas Heroes

Below is a representation of our modern-day heroes, our OFWs created by Wendell Almasco, a former senior high school student. Formulate counterclaims out of the claims written on the table below. Be guided by the scoring rubric that follows after the claim.



CLAIM	COUNTERCLAIM
1. Millions of Filipinos have left the Philippines in order to look for greener pastures abroad.	
2. Most Filipinos are more excited to see the <i>balikbayan</i> boxes than their OFW families and relatives.	



SCORING RUBRIC:

	<b>WELL DONE (20)</b>	<b>EXCELLENT (15)</b>	<b>AMAZING (10)</b>	<b>AWESOME (5)</b>
CLAIM 1	<b>Counterclaim</b> is sharp, distinct and maintained throughout. Refute is well- thought out and convincing.	<b>Counterclaim</b> is clear and maintained throughout. Refute is presented and convincing	<b>Counterclaim</b> is mentioned. Refute is poorly supported.	<b>Counterclaim</b> or refute is unclear and not supported.
CLAIM 2	<b>Counterclaim</b> is sharp, distinct and maintained throughout. Refute is well- thought out and convincing.	<b>Counterclaim</b> is clear and maintained throughout. Refute is presented and convincing	<b>Counterclaim</b> is mentioned. Refute is poorly supported.	<b>Counterclaim</b> or refute is unclear and not supported.



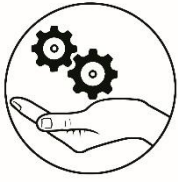
## **Assessment**

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

1. Counterclaims are opposite of \_\_\_\_\_.
  - A. Stand
  - B. Evidence
  - C. Reason
  - D. Claims
  
2. A counterclaim is one of the elements of \_\_\_\_\_.
  - A. Position
  - B. Rebuttal
  - C. Evidence
  - D. Argument
  
3. This is the statement that proves the truth of a claim and generally leads to the conclusion of an argument.
  - A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim
  
4. Counterclaims are claims made to \_\_\_\_\_.
  - A. Rebut new claim
  - B. Rebut specific claim
  - C. Rebut previous claim
  - D. Rebut an unknown claim
  
5. To rebut means \_\_\_\_\_.
  - A. To contradict someone's statement through a formal argument
  - B. To argue with someone's point of view about an issue
  - C. To affirm someone's statement even if it is wrong
  - D. To oppose someone's statement in a contest
  
6. This is a statement that asserts facts based on one's understanding about a particular topic or issue.
  - A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim

7. James' negative response to Menard's claim is an example of \_\_\_\_\_.
- A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim
8. James' offering valid reasons to convince BJ that men and women were born equal is an example of \_\_\_\_\_.
- A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim
9. This is the part of an argument where a statement offers an explanation behind a party's claim.
- A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim
10. This is just the opposite of the claim. It is a statement that contradicts one's claim and is usually proven and supported by both reasons and pieces of evidence.
- A. Rebuttal
  - B. Reason
  - C. Evidence
  - D. Counterclaim
11. *"One of the ways in which people can overcome depression is by looking at the brighter side of things in life."* This statement is an example of
- A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim
12. *"However, not all people going through depression share the same viewpoint on how to cope with it. In my own experience, there is a big difference between something that is difficult and something that is impossible."* This statement is an example of Counterclaims
- A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim

13. It is the backbone or central argument of the text which gives writing a sense of direction and purpose.
- A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim
14. It provides a conflicting angle to the main claim.
- A. Claim
  - B. Reason
  - C. Evidence
  - D. Counterclaim
15. What does counterclaim serve?
- A. Offers solutions to problems
  - B. Agrees with the ideas of experts
  - C. Discusses an issue
  - D. Provides a conflicting angle or standpoint



## Additional Activities

Below is a statement about what leadership is. Read it closely then analyze it by using the four elements of an argument.

*Leadership starts first with knowing who we really are and discovering our potential and capacity to reach out to others, before knowing about those people that we lead and serve.*

- Michelle B. Banca

Claim	
Counterclaim	
Reason	
Evidence	

### SCORING RUBRIC

CRITERIA	MY PERSONAL RATING	MY TEACHER'S EVALUATION
<b>Completeness (5)</b> Did you write to the prompt? Did you write enough? Was your argument complete?		
<b>Content (5)</b> Did your argument have a claim, counterclaim, reason, and evidence?		
<b>Language (5)</b> Did you use clear and thoughtful language? Did you use the ideas as reflected in the passage?		
<b>Formatting/Organization (5)</b> Is your argument expressed in thoughtful and sensible sentences?		
<b>TOTAL</b>		



## **Answer Key**

<b>Assessment</b>	1. C 2. B 3. A 4. C 5. C 6. B 7. C 8. C 9. A 10. C 11. B 12. C 13. D 14. B 15. D
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<b>What's More</b>	1. Evidence - continue to open the door of friendship and always accentuate the positive 2. Claim - I am happy for what I am 3. Counterclaims - I don't think so 4. Reason - Because I don't look like one of them 5. Reason - Since we are blessed
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<b>What I Know</b>	1. C 2. D 3. C 4. C 5. A 6. A 7. B 8. D 9. D 10. A 11. B 12. D 13. C 14. D 15. D
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