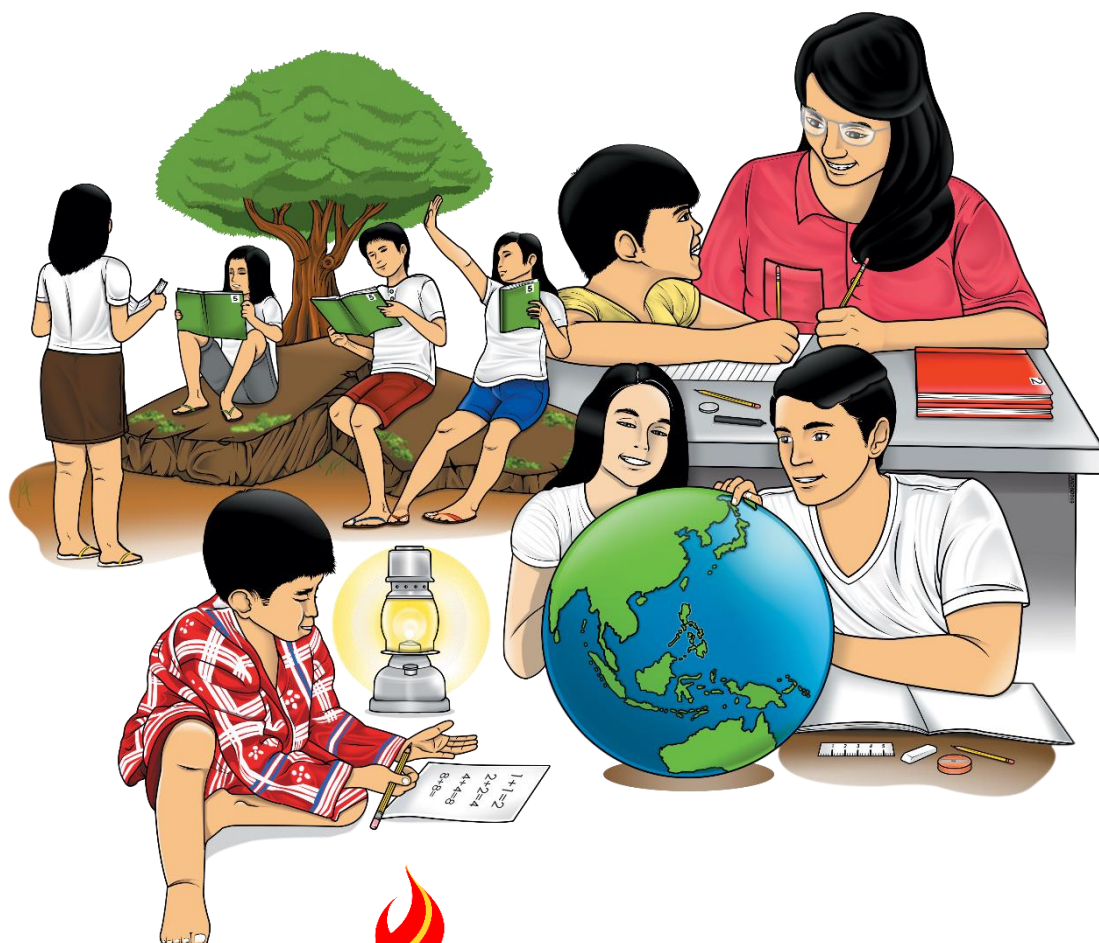


Reading and Writing Skills

Quarter 4 – Module 7: Determining Textual Evidence



Reading and Writing Skills
Alternative Delivery Mode
Quarter 4 – Module 7: Determining Textual Evidence
First Edition, 2020

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Reading and Writing Skills

Quarter 4 – Module 7: Determining Textual Evidence

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

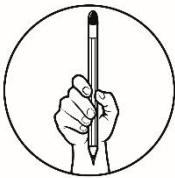
This module exposes students on how to develop their writing ability through determining textual evidence to validate assertions and counterclaims made about a text read. The learner will be able to understand the relationship of a written text and the context in which it was developed.

This contains the ways on how to determine and use textual evidence to validate assertions and counterclaims of the text read.

It is expected that at the end of this module the learner must be able to write a critique of a selected text based on its claim/s, context, and properties as a written material.

At the end of this module, the learners are expected to:

- gather textual evidence in support of an assertion about a text;
- make inferences using the given details;
- use textual evidence to formulate claims and counterclaims; and
- formulate claims and counterclaims.



What I Know

A. Identify the word/s that best describe the following statements. Choose your answer from the word pool. You may write your answer on a separate sheet.

| | | |
|----------|-----------|------------------|
| explicit | inference | textual evidence |
| argument | implicit | |

1. It is stated clearly and in detail, leaving no room for confusion or doubt.
2. It means implied or indirect.
3. It means drawing a conclusion based on circumstantial evidence.
4. It is defined as the details given by the author to support his/her claim.
5. This is a statement or series of statements for or against something.

B. Analyze the paragraph and answer the following questions on your answer sheet.

Four years ago, Emmanuel Cruz graduated from college with a degree in Economics. Today, he works for a large software company. Now, at twenty-six, he takes classes twice after work. He is learning to use computer program Adobe editor. He said he enjoyed college, but his job doesn't use information he learned when he was doing his degree. So, this second course helps him to do his job much better and he plans to go back to schooling with MBA course. Today, lifelong learning is becoming more common. People can return to school regardless of age to get a higher degree such as masters or Doctor of Philosophy. With many classes available through the internet, it is easier for anyone to get higher degrees by distance learning.

6. Emmanuel graduated from college when he was_____.

- A. 24 years old
- B. 22 years old
- C. 26 years old
- D. 20 years old

7. He is learning computer program Adobe Editor because _____

- A. He enjoyed his college.
- B. It is part of his MBA course.
- C. He works for a large software company.
- D. It helps him with his job.

8. What type of person is Emmanuel?

- A. conscientious
- B. introvert
- C. self-centered
- D. studious

9. Why do people nowadays take more training courses or pursue higher degree courses?

- A. to become more intelligent
- B. to get higher salary
- C. to improve their workplace skills
- D. to get ahead of the co-worker

C. Analyze each argument below and choose the correct letter of answer
Write your answer on your answer sheet.

10. Argument: School uniforms are very beneficial in schools today.
Which would be a CLAIM for this argument?

- A. Uniforms in schools increase student safety.
- B. Uniforms do not allow students to express their individuality
- C. Uniforms can make one feel special in school.

11. Argument: Milk is very healthy for the human body. Which could be a COUNTERCLAIM for this argument?

- A. Milk helps to strengthen bones.
- B. Milk contributes to obesity.
- C. Milk provides many healthy vitamins and minerals for the body.

12. Argument: Cell phone radiation is harmful to people. Which would be a CLAIM for this argument?
- A. Cell phone radiation is not powerful enough to cause cancer.
 - B. There are regulations and limits on how much radiation is allowed in cell phones.
 - C. Studies show that there is a correlation between cell phone radiation and brain tumors.
13. Argument: There are several disadvantages to social media. Which would be a COUNTERCLAIM for this argument?
- A. Social media is not private or secure.
 - B. Social media spreads false information.
 - C. Social media allows news to be broadcasted quickly.
14. Argument: There are several disadvantages to social media. Which would be a CLAIM for this argument?
- A. Social media allows police to catch criminals.
 - B. Social media helps students do better in school.
 - C. Students who use social media often have lower grades.
15. Argument: College athletes should be paid. Which would be a CLAIM for this argument?
- A. College athletes are not professionals; they are just playing at an advanced level.
 - B. College athletes bring in money for the college because people pay to come watch them play.
 - C. College athletes would have to pay taxes and likely not be able to afford tuition expenses if they were paid.

Lesson

1

Determining Textual Evidence



What's In

You have previously learned that one can give his/ her own assertions on what he/she has read. Such assertions can be based on fact, convention, opinion or preference and these assertions lead to formulating claims.

As a critical reader, you should be able to recognize and formulate counterclaims about what was read. Counterclaims refer to claims that refute previous claim in your readings. It is necessary to locate evidence provided

by the text to prove one's counterclaim.

To clarify one's position on giving counterclaims, you also learned how to formulate evaluative statements. Reading texts should be examined carefully by identifying evidence that support the author's claim, finding evidence that support the claim and evaluate if it is worthy for sharing.

After learning these skills in formulating evaluative statement, you must learn to determine textual evidence to validate assertions and counterclaims made about a text read.



What's New

A. Try to guess Who am I using the given details.

1. People come and ask for my prescription. I use stethoscope to hear heart beats and abnormal sound inside the body.

2. People call whenever their tires flattened. I check the radiator and engine so they can travel safely.

3. I use harrow and tiller to cultivate the land. Many depend on me to live a healthy life.

B. Read the paragraph and answer the following questions. You may write the answer on separate sheet.

Wooosh! The rain poured and the thunder struck. Luis stepped inside the house with a smile on his face. He dropped his ball and waltzed his feet towards his room and silently closed the door. His mother followed him in the room and said, "You really love rainy days huh?" He grinned wider and excitedly grabbed his gadget.

4. Why is Luis happy?
 - A. Because it was raining.
 - B. Because he didn't really like to play ball outside.
 - C. Because he loved the crackling sound of thunder.
 - D. Because he had the chance to use and play with his gadget.
5. What phrase in the text gives you hint that Luis is happy that it is raining?
 - A. thunder struck
 - B. silently closed the door
 - C. waltzed his feet towards his room
 - D. mother followed him in the room

6. What do you think he is supposedly planning to do if it didn't rain?
 - A. He wants to go to school.
 - B. He wants to play basketball.
 - C. He wants to have picnic with his mother.
 - D. He wants to go to the mall with his friends.
7. What line from the text support the idea that he responded to his mother?
 - A. He grinned wider.
 - B. He dropped his ball.
 - C. He silently closed the door.
 - D. Luis step inside the house with a smile on his face.
8. What kind of boy was Luis?
 - A. He is patient.
 - B. He loves playing basketball.
 - C. He loves playing with his gadgets.
 - D. He wants to be alone most of the time.

C. Read the poem, "Harlem" by Langston Hughes and answer the following guide questions.

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore ----

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it explode?

(SOURCE: <https://www.poetryfoundation.org/poems/46548/harlem>)



Guide Questions:

1. What does **deferred** mean?
2. How was dream compared to a raisin? rotten meat? and heavy load?
3. What are the author's descriptions of a dream deferred?
4. Based on the poem, what happens when you don't go after your dreams, and you defer them at a later time?
5. If you were the author, how would you feel upon writing the poem?
6. Do you agree with the author's idea that a dream deferred stinks like a rotten meat? Why?



What is it

After answering the questions in the previous activity, you are able to identify words from the poem that help you understand what the author is trying to tell. The words and phrases like *deferred*, *fester like a sore*, ~~stink~~ *like rotten meat*, and *sags like heavy loads* are examples of textual evidence you can find in the poem. These will help you formulate your claim and counter claim about the author's tone and mood in writing his poem.

Textual evidence is defined as the details given by the author in order to support his/her claims. It reveals the position of the writer and makes the reading more interesting. Evidence are details that strengthen, add variety or weight to any argument.

Let's take this paragraph as a sample essay about the poem:

"Harlem" by Langston Hughes gives me the feeling, or mood of anger and depression. It feels like the idea of deferring dreams is hurtful and maybe even causes one to become resentful before eventually being overcome by anger. **I know this because** the poem uses the words "**fester like a sore**," which gives me a feeling of pain. Further, describing deferred dreams as if they "**stink like rotten meat**" is an unpleasant image, giving me the feeling of resentment. Finally, when the poem end with "**Or does it explode?**" makes me think of a person who boils over in anger.

Here, the author claimed that the poem gives him the feeling of anger and depression. He uses exact words from the poem like foster like a sore, stink like rotten meat or does it explode which are directly relevant to his idea of anger and depression. Thus, we can say that the writer's claim in this essay is valid and relevant.

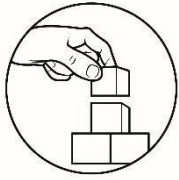
In addition, finding textual evidence on a read text helps you make inferences using concrete evidence on your claim. To support one's claim, you should explicitly cite the ideas that support your claim in your writings.

There are different ways on how you can present textual evidence in your writings. It can be through **paraphrasing** or restating the text in your own words, through **summarizing** or stating in a shorter way the text and other relevant details to support the idea, through **referencing** or mentioning a specific section in the text and through **quoting** or directly restating a part of the text.

| WAYS OF PRESENTATION | EXAMPLES of CLAIM with TEXTUAL EVIDENCE |
|----------------------|---|
| Paraphrasing | In the poem “ <i>Harlem</i> ”, the author claimed that a person may feel disappointed when dream deferred for, <i>he questioned the reader’s feeling about withholding dreams.</i> (What happens to a dream deferred?) |
| Summarizing | The movie “Seven Sundays” in 2017 is a heart-warming story and shows the importance of family in our lives. <i>The movie talks about the reunited Bonifacio siblings because their father was mistakenly diagnosed with cancer. It presented the different struggles of their lives and how they were able to overcome them.</i> |
| Referencing | The Department of Education ensures the delivery of quality education and safety of the learners in the opening of classes for this school year amidst COVID 19 <i>as stated in the DepEd Order no.7 s. 2020 on DepEd School Calendar and Activities for S.Y. 2020-2021 paragraph 2 and 3.</i> |
| Quoting | Langston Hughes described deferred dreams as if they “ stink like rotten meat ” in his poem which suggest an unpleasant image, giving me the feeling of resentment. He also ended the poem with the line “ Or does it explode? ” that made me think of a person who boils over in anger. |



Remember that textual evidence validates and strengthens your writings, showing that you read and understand a text.



What's More

- A. Express your claim or counterclaim on the following topics below and explain your answers.

1. Disproportional Impact of Covid-19

| |
|------------------------------|
| Claim/Counterclaim: |
| Reasons behind your opinion: |

2. Anti-Terrorism Bill

| |
|------------------------------|
| Claim/Counterclaim: |
| Reasons behind your opinion: |

3. Distribution of cash aid under the Social Amelioration Program in the Philippines

| |
|------------------------------|
| Claim/Counterclaim: |
| Reasons behind your opinion: |

B. Read the text below. Identify the assertion made by the author and the **textual evidence** used to strengthen his argument. Write your answers on the diagram provided.

It is commonplace to say that nationalism is one of the most potent factors in the cultural development of a people. Love of one's own is essential in the equipment of all truly civilized human beings; it is the only safe and sensible basis for the appreciation of things that pertain to others. Only those who truly love their country and people – their tradition, history, and destiny – can develop sincere interest in, and admiration for, the tradition, history and destiny of other countries peoples. Only they can genuine cosmopolites, or "citizens of the world".

-S.P. Lopez, "Return to the Primitive"

Source: Marella Therese A. Tiongson and Maxine Rafaella C. Rodriguez, Reading and Writing Skills Quezon City: Rex Publishing Inc, 2016, p.63.

Assertion/Claim:

Textual Evidence:

C. Read the article. Then, identify the claim on the text and think about your assertion and counterclaim related to the text read. Write your answers on the table that follows.

MANILA, Philippines – Citing a 10% novel coronavirus test positivity rate, the Philippines' Department of Health (DOH) claimed the country has begun to "flatten the curve."

Health Undersecretary Maria Rosario Vergeire made this claim on Friday, May 8, even as the country's number of confirmed COVID-19 cases grew to 10,463 due to an additional 120 cases, and its testing capacity is far from the target.

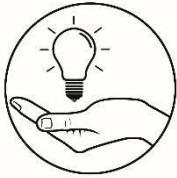
The DOH's basis was the country's new positivity rate – the percentage of people who test positive for COVID-19 out of the total number of persons tested.

Source: Pia Ranada and Bonz Magsambol, "DOH claims PH is 'flattening curve' based on positivity rate", Rappler, last modified May 9, 2020, <https://www.rappler.com/nation/260313-doh-claims-philippines- flattening-curve-coronavirus-positivity-rate>

The claim about the text above:

Your assertion about the text above:

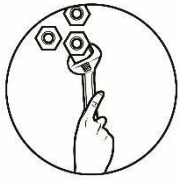
Your counterclaim about the text above:



What's New

Reflect on what you have learned in this lesson by completing the diagram:

| | |
|--|--|
| <p>What were your thoughts or ideas about the principles of textual evidence prior to the discussion of this lesson?</p> | <p>I thought...</p> |
| <p>I learned that...</p> | <p>What new or additional ideas did you learn after taking up this lesson?</p> |



What I Can Do

A. Prove your response in the question “**Are we ready for the new normal?**” Write your answers on the given quadrants below.

| | |
|----------------------|--|
| Restate the question | Write your response/about the question |
| Evidence of opinion | Use your own words and thoughts to explain what the evidence means |

PROVE IT

Are we ready
for the new
normal?

B. Practice determining the best set of textual evidence in a material read by doing the following:

1. Search for any article or reading material online on any of the following topics below:
 - a. COVID 19 pandemic
 - b. Anti -terror bill in the Philippines
 - c. Black Lives Matter Movement
 - d. Bayanihan to Heal as One Act
2. Construct your claim/assertion or counterclaim on the chosen topic;
3. Provide at least three (3) textual evidence to support your opinion.

Use the graphic organizer for your answers.

```
graph TD; A[Topic and Title of the Article:] --> B[Claim or Counterclaim:]; B --> C[Evidence 1:]; B --> D[Evidence 2:]; B --> E[Evidence 3:];
```

Topic and Title of the Article:

Claim or Counterclaim:

Evidence 1:

Evidence 2:

Evidence 3:

C. Read the article below. After reading it, you need to do the following:

1. Think about your opinion on this prompt: *President Duterte wanted a vaccine first for coronavirus disease 2019 before classes resume in the Philippines. Should we postpone classes in the time of COVID 19?*
2. Find the best textual evidence from the article to prove your assertion or counterclaim; and
3. Write an **opinion paragraph** on the issue by stating your assertion/counterclaim, citing the textual evidence to prove your claim, and explaining how this set of evidence support your opinion.

Prompt: President Duterte wanted a vaccine for coronavirus disease 2019 first before classes resume in the Philippines. Should we postpone classes in the time of COVID 19?

No Vaccine, No Classes? School Opening In Limbo; Alternative Modes Of Learning Pushed

By: Janvic Mateo

President Duterte declared he wanted a vaccine first for coronavirus disease 2019 before classes would resume in the country. His spokesperson and other officials said learning could continue through various means.

Government officials appear to have differing views on the specific circumstances that will allow the reopening of classes in the country. The debates were heightened with President Duterte's pronouncement that it is useless to be talking about the resumption of classes without a vaccine for coronavirus disease 2019.

"I will not allow the opening of classes *na magdikit-dikit iyang mga bata na 'yan* (where children would go near each other) *Bahala na hindi na makatapos* (We would leave it to fate if they don't graduate). For this generation, *wala na matapos na doktor pati engineer* (no doctor or engineer will graduate)," the President said.

"*Wala nang aral. Laro na lang* (No more studying. Just play). Unless I am sure that they are really safe...That's what I meant. *Para sa akin, bakuna muna. 'Pag nandiyan na ang bakuna, OK na* (For me, there should be a vaccine first. Once there's a vaccine, it would be OK)," he added.

Duterte expressed hope that a vaccine would be developed by the end of the year.

“We will rely on the experts and the rich nations. They are feverishly working on it. Once it is developed, I will ask you to go out. If you refuse, I would drag you. Come on, let’s stroll around once there is a vaccine,” he quipped. “But without a vaccine, it’s really (dangerous). It spells disaster.”

Some parents agreed with Duterte, saying they were worried about sending their children to school amid the pandemic. This is despite the Department of Education (DepEd)’s announcement that only 15 to 20 students will be allowed to attend physical classes in schools.

There are also concerns about internet connection and lack of preparedness for home schooling or online learning for many students in the country.

Presidential spokesman Harry Roque, in his virtual press briefing on May 26, offered a different take on when classes can physically resume. In the absence of what he described as a new normal, he said the government would turn to flexible learning modes using television, radio and the internet.

“Yung anunsiyo ni Presidente tungkol sa pasok sa eskwelahan, ang face-to-face po ay kung meron na tayong new normal by Aug. 24,” Roque said. *“At kung wala naman tayong new normal, we will resort to flexible learning, gagamitin ang telebisyon, ang radyo at ang internet.”*

The new normal, according to Roque, means that the community quarantine protocols are already lifted.

While the President said that there should be a vaccine before classes can resume, Roque said being in a “new normal” is already enough to allow the school opening.

“Pero kapag dumating naman po ang veinte cuatro (ng) Agosto at nasa new normal tayo, pupuwede naman po. But kung hindi po talaga dumating ang new normal at hindi mai-lift ang mga community quarantines, hindi naman po ibig sabihin na hindi na mag-aaral ang ating mga kabataan (But if we are under new normal on Aug. 24, it can be done. But if we are not yet under new normal and the community quarantines are not yet lifted, it does not mean that our youth can no longer study),” he stressed. “The bottomline is, we will not compromise the health of our youth.”

Roque said the President's statements also cover higher educational institutions and the post-graduate levels.

"I'm advising all types of schools to prepare for the new normal. The possibility really is we will have to be more creative. They will have to

(adopt) more blended or flexible learning. The President was right when he said we are not safe until there is a vaccine," Roque said.

"Let's hope by the 24th (of August) or by September, at least we reach that point that we are in the new normal because more or less we would be able to manage the risks. That means we have slowed down significantly the doubling rate of (COVID-19) and we have enough critical care facilities," he added.

At a Senate hearing on Tuesday, May 26, Health Secretary Francisco Duque III said it is safe to reopen classes on Aug. 24 provided that minimum health standards are followed.

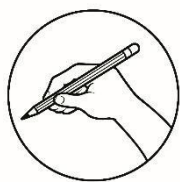
"Sa ngayon, tingin namin, ligtas naman po kung bubuksan natin ang klase by Aug. 24. Kinakailangan po dito, siguraduhin lamang na lahat ng ating minimum standards for health ay nakatalaga," Duque said.

Later, however, Duque supported calls to suspend face-to-face classes until a vaccine against COVID is available to the public.

Source: Janvic Mateo, "No Vaccine, No Classes? School Opening In Limbo; Alternative Modes Of Learning Pushed", OneNews, last modified May 27, 2020, <https://www.onenews.ph/no-vaccine-no-classes-school-opening-in-limbo-alternative-modes-of-learning-pushed>.

Here is the rubric for your opinion paragraph:

| Criteria | Descriptions | Total Score | Your Score |
|--|---|---------------|------------|
| Textual Evidence | Provides the strongest textual evidence from the text read to support opinion. | 5 pts. | |
| Opinion Paragraph Content and Structure | Clearly states the claim or argument, adds textual evidence as support and explains the reason behind the use of such evidence in a paragraph of opinion. | 7 pts. | |
| Grammar and Punctuation | Has no spelling, punctuation and grammatical errors | 3 pts. | |
| Total | | 15 pts | |



Assessment

- A. Analyze each argument below and choose the correct letter of answer. Write your answer on your answer sheet.
- Argument: School uniforms are very beneficial in schools today. Which would be a CLAIM for this argument?
 - Uniforms in schools increase student safety.
 - Uniforms do not allow students to express their individuality.
 - Uniforms can make one feel special in school.
 - Argument: Cell phone radiation is harmful to people. Which would be a CLAIM for this argument?
 - Cell phone radiation is not powerful enough to cause cancer.
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 - College athletes bring in money for the college because people

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 C. College athletes would have to pay taxes and likely not be able
 to afford tuition expenses if they were paid.

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 - B. Social media help students do better in school.
 - C. Students who use social media often have lower grades.
5. Argument: Milk is very healthy for the human body. Which could be a COUNTERCLAIM for this argument?
 - A. Milk helps to strengthen bones.
 - B. Milk contributes to obesity.
 - C. Milk provides many healthy vitamins and minerals for the body.
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 - A. Social media is not private or secure.
 - B. Social media spread false information.
 - C. Social media allow news to be broadcasted quickly.

B. Identify the word/s that best describe the following statements.
 Choose your answer from the word pool. You may write your answer on a separate sheet.

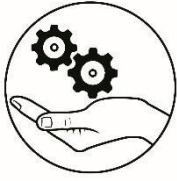
| | | |
|-----------|------------------|----------|
| inference | textual evidence | implicit |
| explicit | argument | |

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8. It means implied or indirect.
9. It means drawing a conclusion based on circumstantial evidence.
10. It is defined as the details given by the author to support his/her claim.
11. This is a statement or series of statements for or against something.

- C. Analyze the paragraph and answer the following questions on your answer sheet.

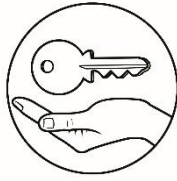
Four years ago, Emmanuel Cruz graduated from college with a degree in Economics. Today, he works for a large software company. Now, at twenty-six, he takes classes twice after work. He is learning to use computer program Adobe Editor. He said he enjoyed college, but his job doesn't use information he learned when he was doing his degree. So, this second course helps him to do his job much better and he plans to go back to schooling with MBA course. Today, lifelong learning is becoming more common. People can return to school regardless of age to get a higher degree such as masters or Doctor of Philosophy. With many classes available through the internet, it is easier for anyone to get higher degrees by distance learning.

12. What type of person is Emmanuel?
- | | |
|------------------|------------------|
| A. conscientious | C. self-centered |
| B. introvert | D. studious |
13. Emmanuel graduated from college when he was____.
- | | |
|-----------------|-----------------|
| A. 24 years old | C. 26 years old |
| B. 22 years old | D. 20 years old |
14. Why do people nowadays take more training courses or pursue higher degree courses?
- | |
|--------------------------------------|
| A. to become more intelligent |
| B. to get higher salary |
| C. to improve their workplace skills |
| D. to get ahead of the co-workers |
15. He is learning computer program Adobe Editor because _____
- | |
|---|
| A. He enjoyed his college. |
| B. It is part of his MBA course. |
| C. He works for a large software company. |
| D. It helps him with his job. |



Additional Activities

Write a persuasive paragraph on any topic that interests you. You may include either your assertion or a counterclaim on your chosen topic and cite textual evidence to support your opinion. The rubric in the previous activity may still be used for this writing task.



Answer Key

| | | |
|--|---|---|
| <p>What's More</p> <p>A.</p> <p>Assertion:</p> <p>Nationalism is one of the most potent factors in the cultural development of a people.</p> <p>Textual Evidence:</p> <p>Only those who truly love their own country and people – their tradition, history and destiny can develop sincere interest in, and</p> | <p>What's New</p> <p>A.</p> <p>1. Doctor</p> <p>2. Mechanic</p> <p>3.</p> <p>Farmer/agriculturist</p> <p>4. Teacher</p> <p>5. Engineer</p> <p>B.</p> <p>1. D</p> <p>2. C</p> <p>3. B</p> <p>4. A</p> <p>5. C</p> <p>C.</p> <p>Answers varies</p> | <p>What I know</p> <p>1. explicit</p> <p>2. implicit</p> <p>3. Inference</p> <p>4. textual evidence</p> <p>5. argument</p> <p>6. B</p> <p>7. B</p> <p>8. A</p> <p>9. C</p> <p>10. A</p> <p>11. B</p> <p>12. C</p> <p>13. C</p> <p>14. C</p> <p>15. B</p> |
| <p>Assessment</p> <p>1. A.</p> <p>2. C.</p> <p>3. B.</p> <p>4. C.</p> <p>5. B.</p> <p>6. C.</p> <p>7. explicit</p> <p>8. implicit</p> <p>9. inference</p> <p>10. Textual evidence</p> <p>11. Argument</p> <p>12. A.</p> <p>13. B.</p> <p>14. C.</p> <p>15. D.</p> | <p>What's More</p> <p>B.</p> <p>Claim: The Philippine has begun to flatten the “curve”</p> <p>Assertion: I agree with the author’s line of thoughts...(answers may vary)</p> <p>Counterclaims: I disagree (answers may vary)</p> | |

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