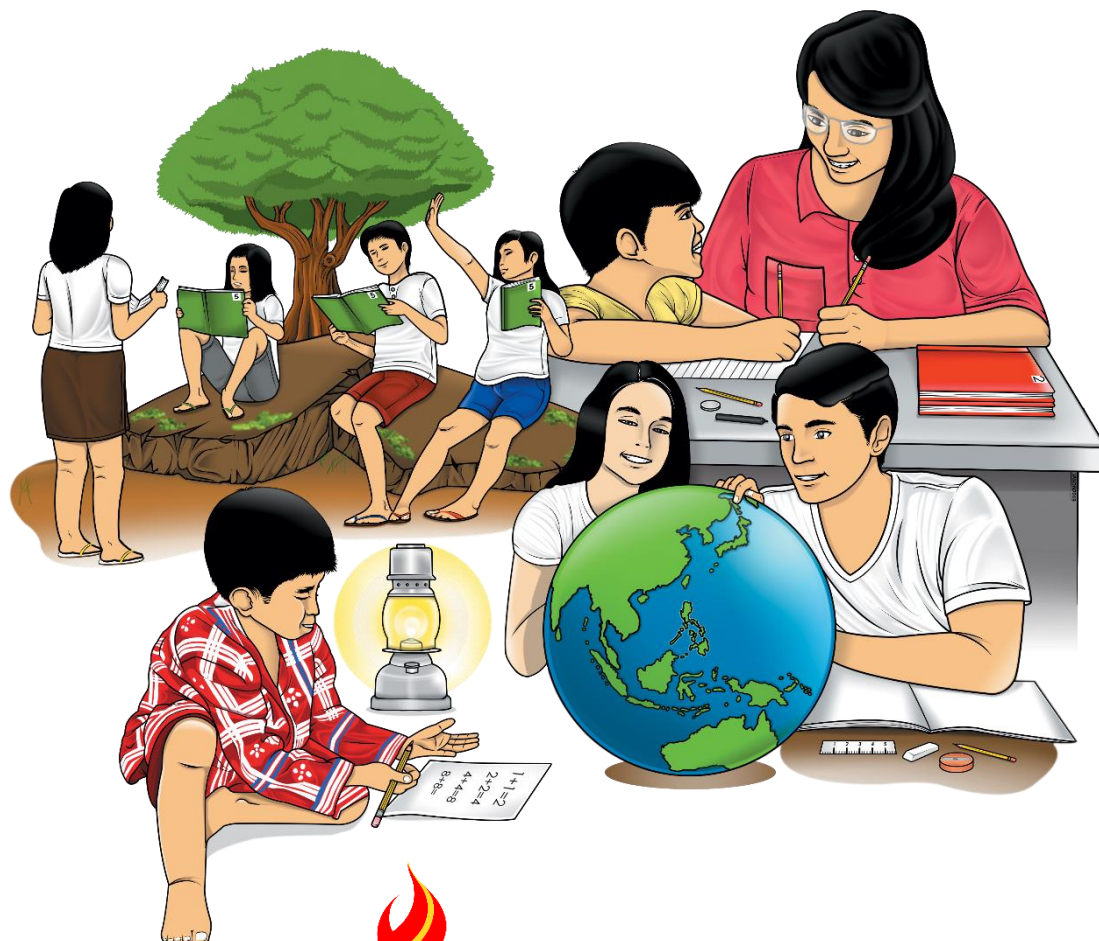


English

Quarter 4 – Module 1: Using Appropriate Grammatical Signals or Expressions to Each Pattern of Idea Development



English – Grade 8
Alternative Delivery Mode
Quarter 4 – Module 1: Using Appropriate Grammatical Signals or Expressions
to Each Pattern of Idea Development
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English

Quarter 4 – Module 1:

**Using Appropriate Grammatical
Signals or Expressions to Each
Pattern of Idea Development**

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 is developed based on the Most Essential Learning Competency (MELC) in the English 8 curriculum guide for the fourth quarter. The lesson found in this module is split into self-contained units with their own activities and notes for further reading.

The lesson in this module will help the learners learn how to use grammatical signals suitable to each pattern of idea development. In addition, this module can be used for individualized instruction working through topic by topic. In this respect, we hope that the module will itself be put to use productively in different ways that, nonetheless, contributes to its underlying aim: to save our learners from dropping out and to develop an awareness of reading among our learners, where reading the word is a part of reading the world.

The most essential learning competency in this module is to use appropriate grammatical signals or expressions suitable to each pattern of idea development: general-to-particular, claim-and-counterclaim, problem-solution, cause-and-effect, and others.

Specifically, the learners are expected to:

1. define grammatical signals;
2. identify the different patterns of idea development;
3. distinguish appropriate grammatical signals to each pattern of idea development; and
4. write a paragraph about a social issue using a pattern of idea development with appropriate grammatical signals.



What I Know

Before we start discussing the lesson, let's find out how much you already know. The result of this pre-test will determine whether you will proceed or skip the module. If you get perfect in this assessment, you can skip the module. If you get at least one mistake, you will proceed with the module.

Directions: Analyze the questions below and choose the letter of the correct answer for each item. Write your answer on a separate sheet of paper.

1. Which concept below refers to the organizing of ideas in a logical and clear manner to suit the writer's purpose?
A. coherence
B. grammatical signals
C. idea development
D. pattern of idea development
2. Apart from using, determiners, repetition, transitional devices, which below can be used to achieve coherence?
A. claim
B. grammatical signals
C. idea development
D. pattern of idea development
3. Which pattern of idea development discusses the general topic by elaborating it using specific details?
A. cause and effect
B. claim-counterclaim
C. general to particular
D. problem-solution
4. Which pattern of idea development is used to present an action that can be taken to address an identified concern or issue?
A. cause and effect
B. claim-counterclaim
C. problem-solution
D. general to particular
5. Which pattern of idea development is based on opinions and emotions that aims to convince the readers to do or believe in something?
A. cause-and-effect
B. claim-counterclaim
C. persuasion
D. problem-solution
6. Which pattern of idea development explains the reasons and results of something?
A. cause-and-effect
B. claim-counterclaim
C. persuasion
D. problem-solution
7. Which pattern of idea development commonly uses the grammatical signals *also, for example, in addition, specifically, and for instance*?
A. persuasion
B. cause-and-effect
C. claim-counterclaim
D. general-to-particular

8. Which among the grammatical signals below is appropriate for problem-solution pattern of idea development?

- A. one way
- B. as a result
- C. specifically
- D. with these reasons

9. Which among the grammatical signals below is LEAST appropriate for cause and effect pattern of idea development?

- A. as a result
- B. consequently
- C. even though
- D. with these reasons

10. Which among the grammatical signals and expressions below is appropriate for claim-counterclaim pattern of idea development?

- A. I urge
- B. Join now
- C. People say
- D. With these reasons

11. What grammatical signal is appropriate to complete the paragraph below?

There are many reasons students are not allowed to chew gum during class. First, some irresponsible students do not properly dispose their gum after chewing. They may stick it on the bottoms of their desks, drop it on the floor, or put it on their classmate's property. This may result to arguments among classmates. Another reason is it is a distraction. When students are allowed to chew gum, their attention is more focused on chewing, popping, or snapping it. _____, they may not listen, read, and learn properly. These are the reasons why students are not allowed to chew gum during class.

- A. Therefore
- B. Despite this
- C. In Conclusion
- D. Because of this

12. What grammatical signal is appropriate to complete the paragraph below?

Some teachers do not allow students to use cellphones during classes. However, using them in class has advantages. Cellphones are useful for students in searching definitions and relevant information. They can check pronunciations and browse pictures to fully understand concepts. Another advantage is their cellphones make note-taking more convenient. Students don't need to take down long notes from the board, and can just take photos and record the teacher's discussions instead. Furthermore, it also serves as an alternative calculator in Math subjects. _____ teachers view cellphones as a distraction to students, they are still very useful. Therefore, with proper supervision and monitoring, cellphones can be very beneficial to students during classes.

- A. Although
- B. Because
- C. As a result
- D. Furthermore

13. What grammatical signal is appropriate to complete the paragraph below?

Unable to fall asleep is frustrating. However, you can fall asleep faster through these ways. _____ is listening to relaxing music. Playing this type of music helps you have a restful and deeper sleep compared to someone who doesn't listen to music. Another way is by keeping the lights off. Keeping the room dark when going to bed helps you sleep. Lastly, avoid using gadgets during bed time. The blue light from gadgets blocks the production of melatonin, the hormone that makes you sleepy. To sum up, these are some ways to help you easily fall asleep.

- A. Also
- B. Next
- C. One way
- D. Another way

14. What pattern of idea development is used in the paragraph below?

Other people say that the tobacco industry helps our economy; however, cigarettes still bring a lot of problems. First, the smoke from cigarettes is harmful to the health of both smokers and non-smokers. It is known to be the leading cause of lung cancer which may result to death. Second, it contributes to air pollution. Despite it boosting our economy, I strongly believe that the mentioned negative effects are more valid for people to stop consuming cigarettes.

- A. cause-and-effect
- B. claim-counterclaim
- C. general-to-particular
- D. persuasion

15. What pattern of idea development is used in the paragraph below?

Generations are classified into different groups. Baby boomers are born from the year 1946 to 1964. They're currently 56-74 years old. Generation X is another group that is born from the year 1965 to 1980. People in this generation are currently 40-55 years old. Generation Y or Millennials are those who are born from the year 1980 to 1995. They are currently 24-39 years old. Lastly, Generation Z is the newest generation being named. People in this generation are born from the year 1996 to 2015. They are currently 5-24 years old. People do come from different generations. The differences in the different generation is not only evident in these terminologies but also in the way they see, do and accomplish things. Thus, these classification is often used to capture patterns of behavior of people belonging to the same generation.

- A. cause-and-effect
- B. claim-counterclaim
- C. general-to-particular
- D. persuasion



What's In

Are you done with the pre-assessment test? This time, let's check what you learned from the previous lesson on parallelism.

Activity: What Went Wrong?

Directions: Choose the letter that corresponds to the words or phrases that make the sentence not parallel. Write your answers on a separate sheet of paper.

1. We had passed by the church, the park, and to the market before we reached home.
A B C D
2. For Carlo to change his email settings, he needs to log in, to choose "settings", and clicked on "preferences."
A B C D
3. Susan likes to spend time with her son by participating in his activities like riding bikes, play video games, and watching his favorite movies.
A B C D
4. The children at the summer camp spent their days, horseback riding boat ride, and learning wilderness survival skills.
A B C D
5. Before Shena left the house, she made sure that she had washed the dishes, disposing the trash, and locked the door.
A B C D

You have to remember that parallelism is important in making your ideas in sentences clear and coherent. However, there are other writing devices that can be used to achieve coherence. You will learn more about them in the next part of this module.



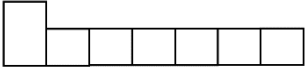
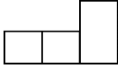



What's New

For you to have a glimpse on the lesson of this module, do the activity below.

Activity: Jumbled Signals

Directions: Complete the sentences below by arranging the jumbled letters. Write your answer on a separate sheet of paper.

JUMBLED EXPRESSIONS	SENTENCES
1. esteh	 are some of the ways to stay fit and healthy.
2. edu ot	Environmental problems exist  irresponsible man-made activities.
3. ovewreh	Covid-19 is now a global health threat;  , there are ways to prevent the virus from further spreading.
4. dan	A healthy diet reduces the risk of diseases  promotes physical fitness.
5. onij own	Our youth organization is looking for enthusiastic environmental advocates. What are you waiting for?  and be one of us!

The jumbled words and phrases used in the activity are grammatical signals. These signals play an important role in developing your idea on a certain topic. You will learn more about them as you go through this module.



What is It

In this part of the module, you will learn about idea development, its patterns, and appropriate grammatical signals.

Idea development is essential in writing. This is done by organizing ideas in a logical and clear manner that suits the writer's purpose. To achieve this, it is necessary to use appropriate grammatical signals or expressions.

Grammatical signals are writing devices such as transitional devices, connectors, determiners, and repetitions that are used to maintain text coherence. Coherence establishes a logical connection between ideas in sentences and paragraphs. These ideas can be developed through different patterns depending on the writer's purpose.

Pattern of idea development refers to the structure of writing on how the ideas are being presented. Five of the commonly used patterns of idea development are discussed in this module. These are the general to particular, cause and effect, claim-counterclaim, problem-solution, and persuasion. Let us explore them and their appropriate grammatical signals.

A. General to Particular

This pattern of idea development discusses the general topic by presenting specific details that support the topic. The writer starts with the general idea stated in the topic sentence. Then, it is elaborated and explained through specific details and examples. In other words, general to particular pattern is a deductive method of organization.

Example:

Clouds can be classified into three major groups. High clouds are a group of clouds that are 5-13 km. away from the Earth's surface. Examples of these clouds are known as Cirrus, Cirrostratus, and Cirrocumulus. Middle clouds are another group of clouds that are 2-7 km. away from the Earth's surface. Examples of middle clouds are Altocumulus and Altostratus. Low clouds are the last group of clouds. They are 2 km. away from the Earth's surface. Specifically, these clouds are the Stratus, Stratocumulus, and Nimbostratus. With these being said, these clouds are grouped according to their distance from the Earth's surface.

The paragraph above uses a general to particular pattern of idea development. The general idea is expressed in the first sentence which is 'Clouds are classified into three major groups.' Then, the succeeding sentences are the specific details explaining the general idea. To state these specific details, grammatical signals are used such as 'a', 'another', and 'last' to present the different major groups of clouds. The expression 'examples of these' and the word 'specifically,' are used to present the specific examples of a group of clouds. Also, the phrase 'middle clouds' is repeated

to show emphasis of the idea. The expression ‘with these being said,’ is used to wrap up the ideas in the paragraph.

These are the other grammatical signals that can be used for general to particular pattern of idea development:

also, for example, as an example, in addition, in addition to, for instance, examples of these, first, second, third, next, on one hand, and on the other hand.

B. Cause and Effect

This pattern of idea development explains the causes or the effects of something. When a writer presents reasons, he or she is explaining the causes. When a writer explains the results, he or she is explaining the effects.

Example:

Regular exercise brings many benefits to your health. First, it improves blood circulation and can result to a strong heart. Because of these, it reduces the risk of heart disease, high cholesterol, and diabetes. When you exercise, your bones and muscles will be strengthened which can slow down the loss of bone density that comes when you age. As a result, it can help you maintain or increase your muscle mass and strength. Also, regular exercise improves your mental health and mood. During an exercise, your body releases chemicals that can improve your mood and make you feel more relaxed. As an effect, it can help you deal with stress and reduce your risk of depression. These are the benefits that you get when you exercise.

The paragraph above uses the cause and effect pattern of idea development. The effects of regular exercise are explained in the paragraph. To present these effects, grammatical signals are used such as ‘because of these’, ‘as a result’, and ‘as an effect.’ Also, you will notice that the paragraph makes use of transitional devices for enumeration such as ‘first’, and ‘also’. These are used because the paragraph enumerates the effects of regular exercise. Aside from that, the connector ‘and’ is used to connect ideas within the sentence. Lastly, the phrase ‘regular exercise’ is repeated for emphasis.

These are the other grammatical signals that can be used for cause and effect pattern of idea development:

Cause: *if, for, since, due to, because, owing to, because of, one cause, and resulting from*

Effect: *so, thus, hence, then, therefore, as a result, in effect, as consequence, consequently, leads to, one of the effects is, and that is why*

C. Claim and Counterclaim

This pattern of idea development refers to the structure of presenting a side of an issue in an argumentative manner. A claim is the writer's stand on a topic supported by evidences and logical reasoning. Also, the writer presents the counterclaim or the opposite stand of an issue to disprove it through evidences and logical reasoning.

Example:

People believe that rock music can make teenagers rebellious because of its lyrics but, I don't think it is enough to make them go against society. They say rock music concentrates mostly on antisocial subjects which influence teenagers' view toward society. However, a study shows that an average teenager would not take the music seriously, for he or she concentrates more on the musical value of the song rather than the inner meaning of the lyrics. Thus, even though the lyrics in rock music show social rebellion, it does not make teenagers rebel against society.

The paragraph above uses the claim-counterclaim pattern of idea development. The first sentence presents both claim and counterclaim. The writer argues the counterclaim that 'rock music can make teenagers rebellious,' by stating his or her claim that 'the lyrics is not enough to make them go against society.' The claim disproves the counterclaim by presenting evidences and logical reasoning. To present these, grammatical signals are used. The transitional device 'however' is used to present the evidence that teenager concentrates more on the musical value of the song rather than the inner meaning of the lyrics. Also, the transitional device 'thus' is used to restate the claim. Aside from this, connectors 'for' is used to present additional information about a study while 'even though' is used to contrast two ideas making the other idea less true.

D. Problem-Solution

Here are the other transitional devices that can be used for claim-counterclaim pattern of idea development:

however, nevertheless, on one hand, on the other hand, admittedly, some people say, some may say, of course, nevertheless, and but not only that.

This pattern of idea development is used when a writer identifies a problem and addresses it by presenting one or more solutions. A problem refers to the unsatisfactory situation that causes troubles or difficulties. A solution on the other hand, refers to the ways in solving or minimizing the problem.

Example:

Drug abuse is one of the leading social issues in many countries. This problem has been the cause of many crimes and health concerns. However, the threat of prohibited drugs can be fought. One way to solve this is through education. Everyone needs to be educated about the dangers of using prohibited drugs. People need to be aware of the harmful effects of these drugs to their health, family, career, and society. Another solution is to increase police manpower and create effective laws to stop dealers. If the authorities will strictly impose these laws, this problem will be addressed. Drug abuse is a threat, but if the community and the government will act together, this problem will be controlled.

The paragraph above uses problem-solution pattern of idea development. It presents the problem ‘drug abuse’ followed by the suggested solutions to this problem. In presenting these solutions, grammatical signals and expressions are used such as ‘one way to solve this’, ‘another solution’, and ‘this problem.’

E. Persuasion

Here are the grammatical signals to be used for problem-solution pattern of idea development:

because, cause, since, as a result, in order to, and so that, as a solution, and one way.

This pattern of idea development intends to convince the readers to do or believe in something. It allows the writer to express his or her personal viewpoints about a topic to convince the readers. This pattern of idea development is based on opinions and emotions. Below are the grammatical signals to be used in persuasive pattern of idea development.

Example:

A school bazaar is something you don't want to miss! Aside from the wonderful experience, attending it is truly a great help. First, a school bazaar is filled with fun activities. There are amusing games, great rides, and entertaining attractions! Besides that, your ticket purchase will help the school. Not only that, but it also gives you a chance to win fabulous prizes. So, what are you waiting for? Join now and experience the fun!

The paragraph above uses the persuasion pattern of idea development. The writer recommends that the reader joins and be part of a school bazaar. To convince the readers, the writer presents the benefits of attending a bazaar. In presenting these benefits, grammatical signals and expressions are used. The transitional devices ‘first’ and ‘also’ are used to enumerate the benefits of attending the school bazaar. To appeal to the reader’s emotion, expressions of persuasion are used such as ‘amusing’, ‘great’, ‘entertaining’, ‘don’t want to miss’, ‘wonderful experience’, ‘what are you waiting for’, ‘join now’, and ‘experience the fun.’

Here are some of the other grammatical signals and expressions of persuasion:

come, free, need, must, must not, necessary, latest, hurry, join, help, best, better, great, proven, trusted, create, come along, urgent, amazing experience, avail now, I believe, I urge, don't miss, can do it, and one of a kind.

Are you now familiar with the different patterns of idea development and their grammatical signals? Will you be able to use them in expressing your thoughts and emotions about a certain topic? The next sections of this module will help you practice the different patterns of idea development and their grammatical signals in a form of writing activities.

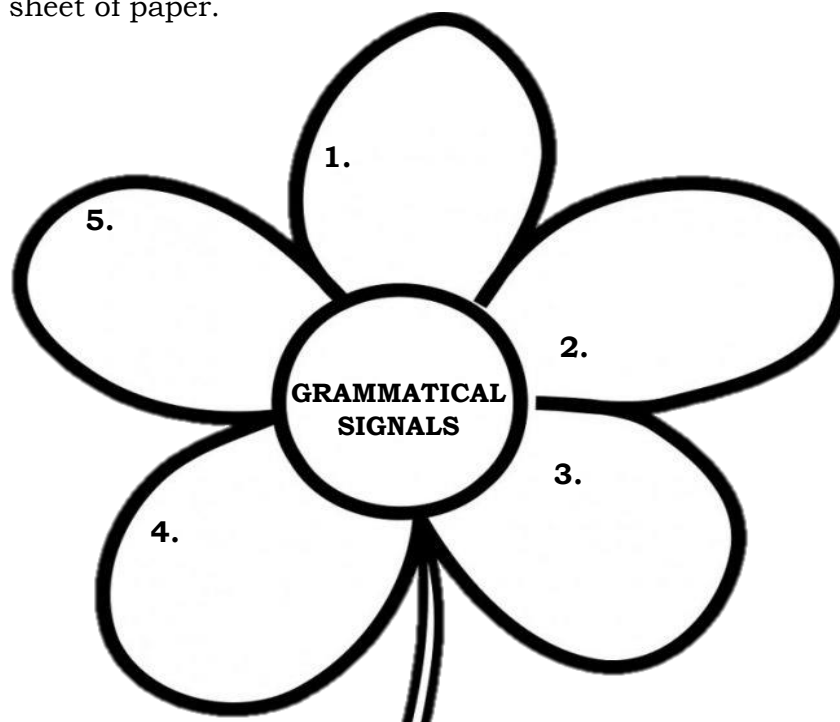


What's More

This time, practice what you have learned about the different patterns of idea development and their appropriate grammatical signals by doing the following activities.

Activity 1. Write on the Petals

Directions: Using the semantic web, give words or phrases that you can associate to grammatical signals. Write your answer in a separate sheet of paper.



Self- Check:

- Were you able to give words or phrases associated to grammatical signals?
- Among the words and phrases, which do you think best defines grammatical signals?

Assessment 1: Group Them Up!

Directions: Below is a list of grammatical signals that are commonly used by writers. Classify these grammatical signals according to their category of idea development. Copy the table and write your answers on a separate sheet of paper.

<i>one of a kind</i>	<i>consequently</i>	<i>however</i>	<i>on the other hand</i>
<i>that is why</i>	<i>first solution</i>	<i>admittedly</i>	<i>for example</i>
<i>join now</i>	<i>also</i>	<i>one way</i>	<i>as a result</i>
<i>I urge</i>	<i>leads to</i>	<i>some people say</i>	<i>specifically</i>
<i>amazing experience</i>	<i>it is recommended,</i>	<i>come along,</i>	<i>for instance</i>
<i>because</i>	<i>in order to</i>	<i>on one hand</i>	<i>such as</i>

General-Specific	Claim - Counterclaim	Problem-Solution

Cause-and-Effect	Persuasion

Activity 2. Identifying the Pattern

Directions: To develop the following statements, identify the suitable pattern of idea development to be used. Write your answers on a separate sheet of paper.

1. *Having a good study habit can greatly contribute to a person's academic success.*

Suitable Pattern: _____

2. *Germs can be classified into several types.*

Suitable Pattern: _____

3. *Despite its contribution to the economy, cigarettes should still be banned for they pose as a threat to people's health.*

Suitable Pattern: _____

4. *Swimming is the best sports for senior citizens.*

Suitable Pattern: _____

5. *Global warming is the biggest enemy that the humankind is facing today, but there are many ways to combat this problem.*

Suitable Pattern: _____

Self-Check:

- Have you identified the appropriate pattern to develop the topic of each statement?
- What are the clues in the statements that help you in identifying the appropriate pattern?

Assessment 2. Identifying the Pattern

Directions: Identify the pattern used in the following paragraphs. Write your answers in a separate sheet of paper.

Research refers to a logical and systematic search for new and useful information on a certain topic. Specifically, it can be classified into two main types. The first type is the basic research. It deals with the investigation on basic principles and reasons for the occurrence of a certain phenomenon or process. Applied research is another type that solves certain problems through using accepted theories. Also, it tries to explore how things can be changed. These two types of research are used in the academic and scholarly fields.

1. Pattern Used: _____

Road accidents happen due to several reasons. One reason is the carelessness of drivers. Some drivers ignore traffic rules and warning signals. They also resist wearing seat belts. Some of them are even drunk while driving. Next reason is the weather conditions. During a hot weather, drivers are prone to have high blood pressure or heat stroke which lead to road accidents. Meanwhile, during rainy seasons when the road is wet or slippery, drivers tend to lose control which lead to vehicular accidents. Another reason is the traffic jam. When there are too many vehicles, some drivers easily panic, get more nervous, and become error-prone. As a result, traffic accidents happen. To sum up, carelessness, weather conditions, and traffic jams are common reasons of road accidents.

2. Pattern Used: _____

Educating our children to take care and protect the environment by saving trees is a lifetime mission. It is important for us and our children to understand that trees do so much for our environment. Trees provide us clean air, food, paper, and medicines. They also give shelter to humans and animals. Can you imagine a world without trees? With this, I urge you to join me in making this world a better, greener, cleaner place for our children and the future generations.

3. Pattern Used: _____

There are many ways to lessen the amount of household wastes. First, turn away from single-use plastics. You can do this by bringing your own reusable containers and ask restaurants to use them in packing your food. Next, use eco-bags when buying in grocery stores. This can minimize the use of plastic cellophanes. Another way is by sorting your garbage. Just get any trash receptacles and follow the proper sorting procedures. Separate plastic bottles and metal wastes from fruits and vegetable scraps. For plastic and metal waste, clean them and place them in separate bins. Once the recyclable bins are filled up, take them to your local recycling centers. These are some of the ways to reduce the amount of wastes.

4. Pattern Used: _____

There are those who believe that technology makes us less creative. They strongly claim that cellphones, computers, and other gadgets make us lazy and dependent. Also, they say that we don't have to think or create for ourselves. However, the truth is these technologies have different features that offer multiple creative outlets. We can edit videos, design webpage, make short films, create graphic arts, and compose web novels. Technology brings out people's creativity in this new age.

5. Pattern Used: _____

Activity 3- Connecting Ideas

Directions: Complete the paragraph by filling in each blank with the appropriate grammatical signal found in the box. You can use each grammatical signal once. Then identify the pattern of idea development used.

A.

<i>However</i>	<i>Also</i>	<i>This</i>	<i>Stories</i>	<i>Meanwhile</i>
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Stories can be commonly presented in print, audio, and audio-visual format. **1.** _____ written in books is a form of print format. It gives the readers more information about the characters and the plot. **2.** _____, stories that are told through radios or podcasts are examples of audio format. They enable the listeners to freely create different mental pictures of the characters and scenes as they listen to the storylines. **3.** _____, movies and TV series shown in cinema or televisions are examples of audio-visual format. **4.** _____, regardless of the format, all of them can equally bring entertainment to people.

5. Pattern Used: _____

B.

Finally	there are those who claim	Second	First	I believe
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Even though school uniforms are not mandatory, **1.** _____ that students must be required to wear one for a number of reasons. **2.** _____, it promotes safety since bonafide students can be easily identified and it reduces security threats. **3.** _____, it encourages equality since all students are viewed in the same way regardless of their socio-economic status. **4.** _____, getting ready for school becomes faster and easier because many students save their time in choosing what to wear to school. Although **5.** _____ that uniforms take away personal freedom, I strongly believe that wearing uniforms is more beneficial.

6. Pattern Used: _____

C.

great	perfect	try	in addition	really
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Everyone should participate in Zumba. It is an aerobic fitness performed with a dance music. It is **1.** _____ good for your body for it helps prevent diseases, enhance your flexibility, and control your weight. **2.** _____, learning and memorizing the steps of a dance routine is a good mental exercise. It is indeed a **3.** _____ exercise because you get to have fun and be with friends at the same time. You don't even need to be a good dancer to enjoy it. Truly, it is a **4.** _____ way to develop one's physical, mental, and social well-being. So, **5.** _____ Zumba!

6. Patterned Used: _____

Self-Check:

- Have you correctly identified the grammatical signals for each paragraph?
- Do the grammatical signals used help you identify the pattern of idea development?

Assessment 3. Develop the Statements

Directions: Write at least a five-sentence paragraph based on the following topic sentences and use the recommended pattern of idea development. Write your paragraphs on a separate sheet of paper. A rubric is provided as your guide.

1. Bullying is rampant nowadays, but there are steps one can take to prevent and stop it.

Pattern to be used: Problem-Solution

2. There are several reasons why a child becomes a bully.

Pattern to be used: Cause and Effect

Paragraph Writing Rubric

CRITERIA	SCORE INDICATOR	SCORE
<p>Pattern of Idea Development</p> <p>1-5 points</p>	<p>5 – The paragraph clearly follows appropriate structure of the pattern of idea development.</p> <p>4- The paragraph follows appropriate structure of the pattern of idea development.</p> <p>3- The paragraph fairly follows appropriate structure of the pattern of idea development.</p> <p>2- The paragraph poorly follows appropriate structure of the pattern of idea development.</p> <p>1- The paragraph fails to follow appropriate structure of the pattern of idea development.</p>	
<p>Grammatical Signals</p> <p>1-5 points</p>	<p>5- All grammatical signals used are appropriate to the pattern of idea development.</p> <p>4- Most grammatical signals used are appropriate to the pattern of idea development.</p> <p>3- Several grammatical signals used are appropriate to the pattern of idea development.</p> <p>2- Some grammatical signals used are inappropriate to the pattern of idea development.</p> <p>1-Most grammatical signals used are inappropriate to the pattern of idea development.</p>	
<p>Grammar and Mechanics</p> <p>1-5 points</p>	<p>5- The paragraph is free from any grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>4- The paragraph has few grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>3- The paragraph has several grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>2- The paragraph has many grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>1-The paragraph is full of grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p>	



What I Have Learned

Let us check how far you have learned from this lesson by filling in the boxes below.

Three things that I learned from the lesson.

1. _____
2. _____
3. _____

Two things that I liked from the lesson.

1. _____

2. _____

One question I still want to ask.

1. _____



What I Can Do

This time you will apply what you have learned through a more complex yet interesting activity.

Let's Write!

Directions: Write at least a five-sentence paragraph about the issue conveyed in the picture using a pattern of idea development with its appropriate grammatical signals. A rubric is given below for your guidance. Write your paragraph on a separate sheet of paper.



Source:
https://www.flickr.com/photos/santosh_mano/4916943290

Paragraph Writing Rubric

CRITERIA	SCORE INDICATOR	SCORE
<p>Pattern of Idea Development</p> <p>1-5 points</p>	<p>5 – The paragraph clearly follows appropriate structure of the pattern of idea development.</p> <p>4- The paragraph follows appropriate structure of the pattern of idea development.</p> <p>3- The paragraph fairly follows appropriate structure of the pattern of idea development.</p> <p>2- The paragraph poorly follows appropriate structure of the pattern of idea development.</p> <p>1- The paragraph fails to follow appropriate structure of the pattern of idea development.</p>	
<p>Grammatical Signals</p> <p>1-5 points</p>	<p>5- All grammatical signals used are appropriate to the pattern of idea development.</p> <p>4- Most grammatical signals used are appropriate to the pattern of idea development.</p> <p>3- Several grammatical signals used are appropriate to the pattern of idea development.</p> <p>2- Some grammatical signals used are inappropriate to the pattern of idea development.</p> <p>1-Most grammatical signals used are inappropriate to the pattern of idea development.</p>	
<p>Grammar and Mechanics</p> <p>1-5 points</p>	<p>5- The paragraph is free from any grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>4- The paragraph has few grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>3- The paragraph has several grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>2- The paragraph has many grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p> <p>1-The paragraph is full of grammatical and language mechanic errors (punctuation, spelling, and capitalization).</p>	



Assessment

Directions: Read and analyze the questions below. Choose the letter of the correct answer and write it on a separate sheet of paper.

1. Which concept below refers to the organizing of ideas in a logical and clear manner to suit the writer's purpose?
 - A. coherence
 - B. grammatical signals
 - C. idea development
 - D. pattern of idea development
2. Apart from using, determiners, repetition, transitional devices, which below can be used to achieve coherence?
 - A. claim
 - B. grammatical signals
 - C. idea development
 - D. pattern of idea development
3. Which pattern of idea development discusses the general topic by elaborating it using specific details?
 - A. cause-and-effect
 - B. claim-counterclaim
 - C. general-to-particular
 - D. problem-solution
4. Which pattern of idea development is used to present an action that can be taken to address an identified concern or issue?
 - A. cause-and-effect
 - B. claim-counterclaim
 - C. problem-solution
 - D. general-to-particular
5. Which pattern of idea development is based on opinions and emotions that aim to convince the readers to do or believe in something?
 - A. cause-and-effect
 - B. claim-counterclaim
 - C. persuasion
 - D. problem-solution
6. Which pattern of idea development explains the reasons and results of something?
 - A. cause-and-effect
 - B. claim-counterclaim
 - C. persuasion
 - D. problem-solution
7. Which pattern of idea development commonly uses the grammatical signals *also*, *for example*, *in addition*, *specifically*, and *for instance*?
 - A. cause-and-effect
 - B. claim-counterclaim
 - C. general-to-particular
 - D. persuasion

8. Which among the grammatical signals below is appropriate for problem-solution pattern of idea development?

- A. one way
- B. as a result
- C. specifically
- D. with these reasons

9. Which among the grammatical signals below is LEAST appropriate for cause and effect pattern of idea development?

- A. as a result
- B. consequently
- C. even though
- D. with these reasons

10. Which among the grammatical signals and expressions below is appropriate for claim-counterclaim pattern of idea development?

- A. I urge
- B. Join now
- C. People say
- D. With these reasons

11. What grammatical signal is appropriate to complete the paragraph below?

There are many reasons students are not allowed to chew gum during class. First, some irresponsible students do not properly dispose their gum after chewing. They may stick it on the bottoms of their desks, drop it on the floor, or put it on their classmate's property. This may result to arguments among classmates. Another reason is it is a distraction. When students are allowed to chew gum, their attention is more focused on chewing, popping, or snapping it. _____, they may not listen, read, and learn properly. These are the reasons why students are not allowed to chew gum during class.

- A. Therefore
- B. Despite this
- C. In Conclusion
- D. Because of this

12. What grammatical signal is appropriate to complete the paragraph below?

Some teachers do not allow students to use cellphones during classes. However, using them in class has advantages. Cellphones are useful for students in searching definitions and relevant information. They can check pronunciations and browse pictures to fully understand concepts. Another advantage is their cellphones make note-taking more convenient. Students don't need to take down long notes from the board, and can just take photos and record the teacher's discussions instead. Furthermore, it also serves as an alternative calculator in Math subjects. _____ teachers view cellphones as a distraction to students, they are still very useful. Therefore, with proper supervision and monitoring, cellphones can be very beneficial to students during classes.

- A. Although
- B. Because
- C. As a result
- D. Furthermore

13. What grammatical signal is appropriate to complete the paragraph below?

Unable to fall asleep is frustrating. However, you can fall asleep faster through these ways. _____ is listening to relaxing music. Playing this type of music helps you have a restful and deeper sleep compared to someone who doesn't listen to music. Another way is by keeping the lights off. Keeping the room dark when going to bed helps you sleep. Lastly, avoid using gadgets during bed time. The blue light from gadgets blocks the production of melatonin, the hormone that makes you sleepy. To sum up, these are some ways to help you easily fall asleep.

- A. Also
- B. Next
- C. One way
- D. Another way

14. What pattern of idea development is used in the paragraph below?

Other people say that the tobacco industry helps our economy; however, cigarettes still bring a lot of problems. First, the smoke from cigarettes is harmful to the health of both smokers and non-smokers. It is known to be the leading cause of lung cancer which may result to death. Second, it contributes to air pollution. Despite it boosting our economy, I strongly believe that the mentioned negative effects are more valid for people to stop consuming cigarettes.

- A. cause-and-effect
- B. claim-counterclaim
- C. general-to-particular
- D. persuasion

15. What pattern of idea development is used in the paragraph below?

Generations are classified into different groups. Baby boomers are born from the year 1946 to 1964. They're currently 56-74 years old. Generation X is another group that is born from the year 1965 to 1980. People in this generation are currently 40-55 years old. Generation Y or Millennials are those who are born from the year 1980 to 1995. They are currently 24-39 years old. Lastly, Generation Z is the newest generation being named. People in this generation are born from the year 1996 to 2015. They are currently 5-24 years old. They are currently 5-24 years old. People do come from different generations. The differences in the different generation is not only evident in these terminologies but also in the way they see, do and accomplish things. Thus, these classification is often used to capture patterns of behavior of people belonging to the same generation.

- A. cause-and-effect
- B. claim-counterclaim
- C. general-to-particular
- D. persuasion



Additional Activities

This part of the module will help enrich your knowledge and skill in using appropriate grammatical signals to a pattern of idea development.

Directions: Think of a social issue that is happening in your community. Then, write at least a five-sentence paragraph about your chosen issue using your preferred pattern of idea development. Make sure to use appropriate grammatical signals for your chosen pattern. A rubric below is provided as your guide.

Paragraph Writing Rubric

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Answer Key

What's More

1. Answers may vary

Assessment-1

1. **General-Particular:** also, such as, for example, specifically, for instance

2. **Cause and effect:** because, consequently, that is why as a result, leads to

3. **Persuasion:** one of a kind join now, I urge, amazing experience, come along

4. **Problem solution:** as a solution, one way, first solution, it is recommended, in order to

5. **Claim-Counterclaim:** however, admittedly, some people say, on one hand, on the other hand,

Activity 1 - Write on the Petals!

1. Cause and Effect

2. General to Particular

3. Claim-Counterclaim

4. Persuasion

5. Problem-Solution

Assessment 2

1. General-Particular

2. Cause and Effect

3. Persuasion

4. Problem-Solution

5. Claim-Counterclaim

What I Know

1. C

2. B

3. C

4. C

5. C

6. A

7. C

8. A

9. C

10. C

11. D

12. A

13. C

14. B

15. C

Pre-Test

What's In

1. C

2. D

3. C

4. C

5. C

What's New

1. these

2. due to

3. however

4. and

5. join now

Activity 3 – Connecting Ideas

A.

1. Stories

2. Also

3. Meanwhile

4. However

5. General-particular

B.

1. I believe

2. First

3. Second

4. Finally

5. There are those who claim

6. Claim-Counterclaim

C.

1. really

2. in addition

3. perfect

4. great

5. try

6. Persuasion

Assessment 3

1. Answers may vary, please refer to the rubric

the rubric

2. Answers may vary, please refer to the rubric

the rubric

- 1. B
- 2. C
- 3. C
- 4. D
- 5. C
- 6. A
- 7. C
- 8. C
- 9. A
- 10. C
- 11. A
- 12. C
- 13. D
- 14. C
- 15. B

Assessment

What I have Learned

1. Answers may vary

What I can do

1. Answers may vary

Additional Activity

1. Answers may vary

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