

LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

SESSION GUIDES FOR MODULE 8:
WRITE IT (YOUR JOURNEY INTO THE TEXT)

ALS Accreditation and Equivalency Program: Junior High School



LEARNING STRAND 1

SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: COMMUNICATION SKILLS IN ENGLISH
SESSION GUIDES FOR MODULE 8 (WRITE IT. (YOUR JOURNEY INTO THE TEXT))

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 1: Communication Skills in English
Session Guides for Module 8 (Write It (Your Journey Into the Text))

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of this module entitled Write It (Your Journey Into the Text) under Learning Strand 1 Communication Skills in English of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st Century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

I SUPPORT YOU Session Guide No. 1

I. Duration of Session: 3 Hours

II. Key Understanding to be Developed:

- Topic sentence
- Supporting sentences
- Concluding sentence

III. Learning Objectives

1. Recognize/identify the parts of a simple paragraph (topic sentences, support sentences, conclusions)
(LS1CS/EN-W-PSE-JHS-16)
2. Identify and write the key ideas and supporting details
(LS1CS/EN-W-PSE-JHS-17)

IV. Resources

- Communication Skills in English Module 8
- Bond paper

V. Procedure

1. Activity 1

Assess learners' prior knowledge of module competencies by allowing them to respond to the pre-assessment activity.

Assess the learners' familiarity with "topic sentence," "supporting details," and "conclusion" by going over the activity in Lesson 1 – *Trying This Out* on page 7.

Emphasize to the learners that they should write the sentences in the paragraph on the sheet of paper that you will give to each of them. They can answer the following questions by simply writing the number that represents that sentence of their answer.

2. Analysis

Have them read and understand the texts in the *Understanding What You Did* on pages 8–12.

Start by discussing what a paragraph is. It's a group of sentences. It is the main structural component of a written text. Each paragraph focuses on a single idea related to the main idea of the text. It consists of three basic parts: the topic sentence, the supporting details, and conclusion.

Once introduced, you can start explaining what a topic sentence is using the previous activity. You can simply review the discussion in the module with your learners. Do the same for the supporting sentences and the concluding sentence.

Remember to take a break from time to time to check if your learners can follow. You can do this by asking them if they have questions. If not, have them repeat part of the discussion to make sure they are able to follow.

3. Abstraction/Generalization

Emphasize the following points for your learners. Better to ask them to explain each briefly in their own words. Encourage them to provide examples to validate their explanation.

- **Topic Sentence** tells what the paragraph is about even if you remove the other sentences. It is usually the first sentence of a paragraph. It can also appear in other parts of the paragraph. It also sets the limitation for what will be covered within the paragraph.
- **Supporting Sentences** are used to develop the discussion in the paragraph. They are more specific than the topic sentence. They provide evidence or information that supports the claim or the main idea of the paragraph. They usually contain statistics, data, facts, examples, reasons, and descriptions.

- **Concluding Sentence** restates the topic and summarizes important points from the previous sentences. It usually appears at the end of the paragraph and highlights the key information mentioned earlier. It also signals the end of a paragraph and links it to the next.

4. Application

Let the learners read the text *Understanding What You Did* on page 12.

Have learners identify the topic sentence, supporting details, and conclusion in the given paragraph. Ask them to arrange the sentences in the order prescribed in the activity: topic sentence - support sentences - concluding sentence. Remind them to write their answers on a piece of bond paper.

Present the activities for *Sharpening Your Skills* on page 13–14 on identifying the topic sentence, supporting details, and conclusion in the paragraph. Have them follow the format on page 10 and the instructions on page 11 of the module.

Have them answer the assessments in *Treading The Road to Mastery* on page 15.

See the answer key for your assessment of the learners' output.

VI. Concluding Activity

1. End the session by reviewing the key knowledge developed and encourage learners to read their written paragraph and allow them to identify parts of the paragraph.
2. Encourage learners to share what part of the lesson they find difficult to understand.

PLEASE TAKE NOTE **Session Guide No. 2**

I. Duration of Session: 6 Hours

II. Key Understanding to be Developed:

- Simple sentence
- Compound sentence
- Complex sentence
- Note-taking

III. Learning Objectives

1. Write sentences on different issues, activities, or occasions (e.g., at home, in the community, in the workplace, local, national, international and international issues) :

- simple sentences
- compound sentences
- complex sentences

(LS1CS/EN-W-PSE-JHS-5)

2. Take notes while reading a book or listening to a speaker/oral presentation (LS1CS/EN-W-PSE-JHS-32).

IV. Resources

- Communication Skills in English Module 8
- Bond paper

V. Procedure

1. **Activity**

Assess learners' familiarity with "simple sentences," "compound sentences," and "complex sentences" in Lesson 2 *Trying This Out* on page 17. Have them read the sentences carefully and determine if the underlined word in the sentence is a subject or a predicate.

Remind them to write their answers on the blank sheet of paper you will distribute to them.

2. Analysis

To begin the discussion for this lesson, ask your learners to provide an example of things they use over and over again.

For example, you can ask them to imagine eating the same food every day for the rest of their lives. Ask them to provide other examples. You can also give other examples.

Follow this with an explanation that when variety or diversity is lacking, it can get monotonous or boring. Point out that this may also be the case with sentences within a paragraph. Therefore, they need to learn how to vary their sentences. Also, emphasize that varying sentences can make paragraphs more effective and interesting to read.

Next, consider the basic elements of a sentence: the subject and the predicate. Discuss the definition of each term with your learners. Again, encourage them to provide their own sentences and identify the subject and predicate of each example.

Have them read and understand the texts in the *Understanding What You Did* on pages 18–22.

Once the discussion of the different types of sentences structure is complete, move on to the discussion on note-taking by encouraging them to share how they have taken notes from previous lessons. Take advantage of their answers and start the discussion about taking notes based on their responses.

Ask your learners why they think taking notes is a lifelong skill.

As you discuss the topic of note-taking tips on pages 23–27, remember to pause now and then to check that your learners are following. You can do this by asking them if they have questions.

If not, ask them to repeat part of the discussion to make sure they can follow—especially the note-taking methods.

3. Abstraction

Emphasize the following points for your learners. Ask them to explain each briefly in their own words. Encourage them to give examples to support their explanation.

- **Simple sentences** contain only the most basic elements of a sentence (*subject and verb*). They form part of the basic components of the other two types of sentences: compound and complex.
- **Compound sentences** are *two independent, complete statements* combined to form a single sentence using a comma (,) or a semi-colon (;). The statements are connected by coordinating conjunctions.
- A **complex sentence** is a *combination of a complete* (independent clause) *and an incomplete* (dependent clause) *statement*.
- When taking notes, *only write down key statements* or information.
- **Note-taking is a lifelong skill.** It builds your organizational skill, boosts your focus and attention span, improves critical thinking, and supports memory retention.

4. Application

Have learners answer the activities on page 22 about identifying sentence structures.

Present the assessments on *Sharpening Your Skills* and *Treading The Road to Mastery* which aim to apply their knowledge of simple, compound and complex sentences as well as note-taking methods.

For *Sharpening Your Skills Part I*, simply give them the instructions

in the module. For Part II, ask them to choose first whether they want to listen to what you will read to them, or prefer to read the text “Introduction to the Earthquake.” If they choose to listen to what you are going to read, you can read the given text out loud or you can even have them read or recite the text.

See the Answer Key for your assessment of the learners’ output.

VI. Concluding Activity

1. End the session by reviewing the key knowledge developed and encourage the learners to give examples of the different types of sentence structure discussed in this lesson.
2. Encourage learners to share which part they have difficulty understanding.

WHAT'S THE DIFFERENCE Session Guide No. 3

I. Duration of Session: 3 Hours

II. Key Understanding to be Developed:

1. Informative Writing
2. Journalistic Writing
3. Literary Writing

III. Learning Objectives

1. Distinguish between and among informative, journalistic, and literary writing (LS1CS/EN-W-PSE-JHS-23)
2. Compose forms of literary writing (LS1CS/EN-W-PSE-JHS-24)

IV. Resources

- Communication Skills in English Module 8
- Bond paper

V. Procedure

1. Activity

Assess learners' familiarity with different forms of writing (informative, journalistic, creative) by having them read the texts/ paragraphs in *Trying This Out* on page 33 of the module. Then, ask them to answer the questions that follow each text/paragraph. Remind them to write their answers on the blank piece of paper that you will distribute to them.

2. Analysis

Review the discussion for each item in the previous activity with your learners. It would be better for a learner to answer the first question and ask another to answer the next, and so on.

Don't forget to take a break every now and then to see if your

learners are following. You can do this by asking them if they have any questions. If not, have them repeat part of the discussion to make sure they can follow.

3. Abstraction

Emphasize the following points for your learners. Ask them to explain each briefly in their own words. Encourage them to give examples to support their explanation.

- An **informative essay** is a subset of nonfiction piece of writing. It uses elements that helps the readers find information quickly and efficiently such as: bold and italicized words, embedded definitions for specialized vocabulary, realistic illustrations, captions, labels, graphs, charts. They are based on factual information and research.
- **Journalistic writing** is characterized by conciseness and brevity or the use of short sentences and paragraphs. Journalistic texts are reports of an event, phenomenon, or occasion. It uses the inverted pyramid format of arranging information and it should be based on facts, not opinion.
- **Literary writing** is defined as creating new creative work such as poems, or words, and compilations or volumes of creative work. Its primary purpose is to express, persuade, or entertain.

4. Application

Present the assessments in *Sharpening Your Skills* on pages 39–42 and *Treading The Road To Mastery* on page 43 to apply their knowledge about informative, journalistic, and literary writing. See the answer key for your assessment of the learners' output.

VI. Concluding Activity

1. End the session by reviewing the key understanding developed and encourage them to distinguish between informational, journalistic, and literary writing as discussed in the lesson.

SESSION GUIDE 3

2. Encourage learners to tell which part of the lesson they have difficulty understanding.

DON'T FORGET & REACH THE TOP

I. Don't Forget

Ask the learners to read the points under this section. You can instruct one learner to read the first bulleted sentence and have another read the next, and so on. Before you leave, ask the learners to complete the last exercise – *Reach the Top*.

Encourage the learners to ask questions about any part of the lesson before they start the last exercise.

II. Reach the Top

Ask learners to read the given paragraphs and answer the questions that follow. Remind them to write their answer on the blank piece of paper that you will distribute to them.

Present the *Reach the Top* assessment to assess their knowledge on:

(a) the different types of sentences based on their role in a paragraph; (b) simple, compound, and complex sentences; (c) methods and pointers when taking notes; and (d) the different forms of sentences

Process the activity by asking learners to explain their answers. Encourage learners to say which part they find difficult to understand.

PRE-ASSESSMENT

PAGE 2

- | | | |
|-------|-------|-------|
| 1. C | 11. A | 21. C |
| 2. A | 12. B | 22. B |
| 3. C | 13. C | 23. B |
| 4. C | 14. B | 24. A |
| 5. B | 15. C | 25. A |
| 6. A | 16. C | 26. B |
| 7. C | 17. B | 27. A |
| 8. A | 18. C | 28. B |
| 9. C | 19. B | 29. C |
| 10. C | 20. A | 30. C |

LESSON 1: I SUPPORT YOU**SHARPENING YOUR SKILLS**

PAGE 13

ACTIVITY I

TOPIC SENTENCE	SUPPORTING SENTENCES	CONCLUDING SENTENCES
We need clean water to survive.	<p>Sadly, it may run out one day.</p> <p>The good news is that there are things we can do to help conserve clean, fresh water.</p> <p>We can turn off faucets when not in use, we can fix leaks on water pipes or report to someone who can fix them, and we can also try to reuse and recycle water.</p>	We need to constantly remind ourselves how valuable water is and start doing something to conserve.

ACTIVITY II

(*Topic Sentence*) Clean, freshwater is not always available where and when humans need it. (*Supporting Sentence*) In fact, half of the world's freshwater can be found in only six countries. (*Concluding Sentence*) More than a billion people live without enough safe, clean water.

TREADING THE ROAD TO MASTERY

PAGE 15

Assess learners' output in Activity I and II using the rubrics on page 17.

LESSON 2: PLEASE TAKE NOTE

SHARPENING YOUR SKILLS

PAGE 28

ACTIVITY I

1. Simple sentence
2. Complex sentence
3. Compound sentence
4. Simple sentence
5. Compound sentence

ACTIVITY II

Assess the output using the rubrics on page 18.

TREADING THE ROAD TO MASTERY

PAGE 31

ACTIVITY I

Assess learners' output using the rubrics on page 18.

ACTIVITY II

Assess learners' output using the rubrics on page 19.

LESSON 3: WHAT'S THE DIFFERENCE

SHARPENING YOUR SKILLS

PAGE 39

1. B
2. Miguel Cadiz
Criselda Soberano
Sahara Digos
Remedios Julian
3. **When:** Thursday
Where: Estancia, Iloilo
4. Teenagers rescuing a trapped and injured old lady.
5. A
6. Philippine regional cinema and Regional films
7. Studio-produced and Independent
8. C
9. Kara
10. In the mountain
11. C
12. Possible answer: a prayer for the souls

TREADING THE ROAD TO MASTERY

PAGE 43

ACTIVITY I

Informative Writing. Assess learners' output using the rubrics on page 20–21.

ACTIVITY II

Journalistic Writing. Assess learners' output using the rubrics on page 21.

ACTIVITY III

Creative Writing. Assess learners' output using the rubrics on page 22.

REACH THE TOP

PAGE 45

1. A
2. *There are two types of earthquakes: tectonic and volcanic earthquakes.*
3. *A tectonic earthquake is produced by sudden movement along faults and plate boundaries.
An earthquake induced by rising lava or magma beneath active volcanoes is called a volcanic earthquake.*
4. *It is important to understand the difference between tectonic and volcanic earthquakes.*
5. B
6. *Fifty trees planted at Mt. Yuhom by residents of Brgy. CP Romulo.*
7. Residents of Brgy. CP Rumolo and their friends.
8. **Where:** at the foot of Mt. Yuhom
When: Saturday
9. C
10. B

LESSON 1. TREADING THE ROAD TO MASTERY – ACTIVITY I

CRITERIA	EXCEEDING (4)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	Presented contents extensively. The general content excellently responded to the task given.	Presented contents adequately. The general content directly responded to the task given.	Presented contents in a limited manner. The general content was confusing and weakly responded to the task given.	Presented few or no elements; The general content did not respond to the task given.
ORGANIZATION	Connection between ideas was well-established in a clear and detailed way.	Connection between ideas is observable.	The flow of ideas at times veered away from the main idea.	Communicated the central message in no clear order.

LESSON 1. TREADING THE ROAD TO MASTERY – ACTIVITY II

CRITERIA	EXCEEDING (2)	BEGINNING (1)	TRY AGAIN (0)
CONTENT	The general content excellently responded to the task given.	The general content was confusing and weakly responded to the task given.	The general content did not respond to the task given.

LESSON 2. SHARPENING YOUR SKILLS – ACTIVITY II

CRITERIA	EXCEEDING (4)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	The general content excellently responded to the task given. All key ideas / information were noted.	The general content directly responded to the task given.	The general content was confusing and weakly responded to the task given.	The general content did not respond to the task given.
ORGANIZATION	Key ideas / information are organized clearly and completely. Relationship among ideas is very easy to recognize.	Key ideas / information are organized clearly but some information are missing. Relationship among ideas is recognizable.	Organization of some noted ideas / information is confusing. Relationship among ideas can be confusing.	Noted ideas / information are entirely disorganized. Relationship among ideas is not observable at all.

LESSON 2. TREADING THE ROAD TO MASTERY – ACTIVITY I

CRITERIA	EXCEEDING (2)	BEGINNING (1)	TRY AGAIN (0)
CONTENT	The general content excellently responded to the task given. The words / phrase provided by the learner connect to the given phrases logically.	The general content was confusing and weakly responded to the task given. The words / phrase provided by the learner connect to the given phrase but is grammatically wrong.	The general content did not respond to the task given. The words/phrase provided by the learner does not connect to the given phrase at all.

LESSON 2. TREADING THE ROAD TO MASTERY – ACTIVITY II

CRITERIA	EXCEEDING (4)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	Presented contents extensively. The general content excellently responded to the task given.	Presented contents adequately. The general content directly responded to the task given.	Presented contents in a limited manner. The general content was confusing and weakly responded to the task given.	Presented few or no elements; The general content did not respond to the task given.
ORGANIZATION	Connection between ideas was well-established in a clear and detailed way.	Connection between ideas is observable.	The flow of ideas at times veered away from the main idea.	Communicated the central message in no clear order.

LESSON 3. TREADING THE ROAD TO MASTERY – ACTIVITY I

CRITERIA	EXCEEDING (4)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	Presented contents extensively. The general content excellently responded to the task given.	Presented contents adequately. The general content directly responded to the task given.	Presented contents in a limited manner. The general content was confusing and weakly responded to the task given.	Presented few or no elements; The general content did not respond to the task given.
QUALITIES OF INFORMATIVE WRITING	Topic is extensively described using factual information. Author's opinion is totally absent in the text / paragraph. Elements such as bold and italicized words, embedded definitions for specialized vocabulary, realistic illustrations, captions, labels, graphs, charts were effectively used to help the readers find information quickly and efficiently.	Topic is described using factual information. Author's opinion is totally absent in the text / paragraph. Elements such as bold and italicized words, embedded definitions for specialized vocabulary, realistic illustrations, captions, labels, graphs, charts were used to help the readers find information quickly and efficiently.	Topic is described using factual information. However, either author's opinion is observable in the text / paragraph or elements that help the readers find information quickly and efficiently were not used.	Topic is not described using factual information. Author's opinion is observable in the text / paragraph and elements that help the readers find information quickly and efficiently were not used.

ORGANIZATION	Connection between ideas was well-established in a clear and detailed way.	Connection between ideas is observable.	The flow of ideas at times veered away from the main idea.	Communicated the central message in no clear order.
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LESSON 3. TREADING THE ROAD TO MASTERY – ACTIVITY II

CRITERIA	EXCEEDING (4)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	Presented contents extensively. The general content excellently responded to the task given.	Presented contents adequately. The general content directly responded to the task given.	Presented contents in a limited manner. The general content was confusing and weakly responded to the task given.	Presented few or no elements; The general content did not respond to the task given.
QUALITIES OF JOURNALISTIC WRITING	Information are based on facts and effectively follow the inverted pyramid format. Sentences are concise. The writing demonstrates objectivity and fairness.	Information are based on facts. The paragraph demonstrates objectivity and fairness. Sentences are concise. However, the information does not follow the inverted pyramid format.	Sentences are concise. However, information is not based on facts. It does not demonstrate objectivity and fairness. The information does not follow the inverted pyramid format.	Sentences are not concise. Information is not based on facts. It does not demonstrate objectivity and fairness. The information does not follow the inverted pyramid format.
ORGANIZATION	Connection between ideas was well-established in a clear and detailed way.	Connection between ideas is observable.	The flow of ideas at times veered away from the main idea.	Communicated the central message in no clear order.

LESSON 3. TREADING THE ROAD TO MASTERY – ACTIVITY III

CRITERIA	EXCEEDING (4)	MEETING (3)	APPROACHING (2)	BEGINNING (1)
CONTENT	Presented contents extensively. The general content excellently responded to the task given.	Presented contents adequately. The general content directly responded to the task given.	Presented contents in a limited manner. The general content was confusing and weakly responded to the task given.	Presented few or no elements; The general content did not respond to the task given.
QUALITIES OF CREATIVE WRITING	The paragraph demonstrates creativity and imaginativeness. It extensively uses figurative or symbolic language to represent ideas or feelings.	The paragraph demonstrates creativity and imaginativeness. Use of figurative or symbolic language to represent ideas or feelings is slightly observable.	The paragraph demonstrates minimal creativity and imaginativeness. Use of figurative or symbolic language to represent ideas or feelings is not observable.	The paragraph does not demonstrate creativity and imaginativeness. Use of figurative or symbolic language to represent ideas or feelings is not observable.
ORGANIZATION	Connection between ideas was well-established in a clear and detailed way.	Connection between ideas is observable.	The flow of ideas at times veered away from the main idea.	Communicated the central message in no clear order.

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