



Do Your Learners Do the Thinking?

**DEVELOPING LEARNERS'
HIGHER-ORDER THINKING SKILLS
IN ENGLISH/READING FOR GRADES 7, 8, 9 & 10**

A TEACHER'S RESOURCE

**A Professional Learning Package on the
PPST Indicators 1.5.2 and 1.5.3**

This Teacher's Resource in English/Reading for Grades 7, 8, 9 & 10 was developed through the **Philippine National Research Center for Teacher Quality (RCTQ)**, a partnership between the **Philippine Normal University** and the **SiMERR National Research Centre--University of New England**, with support from the **Australian Government**.

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INTRODUCTION TO THE TEACHER'S RESOURCE

Hello, dear Teacher! Welcome to this Professional Learning Package in English/Reading!

The Professional Learning Package (PLP) in English/Reading is composed of:

- ✓ this Teacher's Resource in English/Reading, which includes 70 assessment items involving 158 individual Questions;
- ✓ a Mentor's Guide.

This *Teacher's Resource* is designed to set up instructional support for you to implement teaching strategies effectively in helping learners develop higher-order thinking skills through the PPST Indicator 1.5.2 and Indicator 1.5.3; thus, responding to the demands of the Programme for International Student Assessment (PISA) and other international and national assessments.

Developing **Higher-Order Thinking Skills (HOTS)** among learners is crucial to prepare them to face and manage the challenges of the 21st-century academic and social environment as well as to help them reach their full potential.

Through this learning package, you will be able to determine and obtain essential methods and resources for equipping learners with lifelong critical-thinking competencies. Likewise, this learning package will be relevant to your professional practice in enhancing your knowledge and skills in the identified PPST indicators.

Structure of the Teacher's Resource

This Teacher's Resource contains seventy (70) SOLO-based assessment items involving one hundred fifty-eight (158) individual Questions

- eighteen (18) items involving forty-two (42) individual Questions for Grade 7;
- eighteen (18) items involving thirty-eight (38) individual Questions for Grade 8,;
- seventeen (17) items involving thirty-eight (38) individual Questions for Grade 9; and
- seventeen (17) items involving forty (40) individual Questions for Grade 10.

In addition, acceptable answers for each question/activity can be found in a separate section in this resource.

A valuable approach for ongoing professional learning is for teachers to try to predict how their students are likely to engage with, and answer, questions, then check after using the assessment items if their predictions are supported. This reflective approach efficiently reinforces professional learning and teachers' skills in designing high-quality assessment items.

Further, the SOLO-based assessment items address competencies and topics across the following grade levels: Grades 7, 8, 9, and 10. You may also adjust the complexity of the items to better suit the levels of knowledge, understanding and skills of your students. You are also encouraged to adapt the types of strategies for use with other Grade levels and curriculum content.

Ideas for Mentors:

Using the items in LACs might include:

- Initially, selecting a single Item/or Item set to use to introduce the structure and features of the package to mentees
- Suggesting as small set of items around a single topic for mentees to try before a next LAC session, so the whole group can feedback and share ideas on the same set of items
- Discussing the full range of HOTS strategies being modelled in the resource.
- Asking mentees to identify an item of interest to review, try with their students, evaluate and then report back to their group
- Leading your LACs group to identify some general strategies that support HOTS, e.g., *building questions up in a topic from unistructural to multistructural to relational; or using open questions and scaffolds.*

Ideas for Mentees:

Using the items:

- Trying some items themselves to reflect on their knowledge and understanding
- Trying some item with their students – maybe some in early grades and some in higher grades
- Sharing some items with their school colleagues – this could be useful for collaborative discussions; clarifying the focus the school has on the Philippine Curriculum that they are currently implementing
- Adapting or developing some items for your school's context.

Further or complementary study:

- Reading more about HOTS
- Exploring PISA competencies and PISA testing and how they might be used in your school.



OVERVIEW

Programme for International Student Assessment (PISA) and the K to 12 Framework

The Programme for International Student Assessment (PISA), which began in 2000, is an international large-scale assessment (ILSA) by the Organization for the Economic Cooperation and Development (OECD). PISA measures 15-year-olds' ability to use the knowledge and skills they learned in school to real-life situations. PISA does not assess how well learners remember facts but how they are able to interpret or comprehend texts, solve mathematics problems, or explain phenomena scientifically using their knowledge and reasoning skills. These skills are higher-order thinking skills (HOTS).

The Philippines took part in the PISA international program in 2018. The assessment results, informed as well by findings from other international and national assessments, prompted a more aggressive reform initiative to strengthen teachers' subject knowledge and pedagogy to help improve learner performance. To assist in this reform initiative, the National Educators Academy of the Philippines (NEAP) and the Research Center for Teacher Quality (RCTQ) collaborated to develop Professional Learning Packages (PLPs) in English/Reading, Mathematics, and Science, and for teachers in Grades 7, 8, 9 and 10.

To further help develop PISA competencies among the learners in the Philippines, the Structure of the Observed Learning Outcome (SOLO) model is employed within the context of the K to 12 English Curriculum Framework, which is founded on the belief that language, thinking, and learning are interconnected -- language as the foundation of all human relations. Its overarching goal is to develop communicatively competent and multiliterate learners who are competitive in this global economy (Department of Education, 2016).

Further, it can help achieve the targeted principles of an effective language arts and multiliteracies curriculum, which are to:

- develop thinking and language through interactive learning;
- develop communicative competence and critical literacy;
- draw on literature to develop learners' understanding of their literary heritage;
- draw on informational texts and multimedia to build academic vocabulary and strong content knowledge;
- provide explicit skill instruction in reading;
- build on the language, experiences, knowledge, and interests that learners bring to school;
- nurture learners' sense of their common ground in using language/s for communication as present or future global citizens;
- prepare them to participate in school and civic life; and
- assess and reflect the learners' ability to interpret and communicate in the target language (Department of Education, 2016).

The Philippine Professional Standards for Teachers (PPST) and Higher-Order Thinking Skills (HOTS)

The enhancement of higher-order thinking skills is crucial and imperative in achieving an improved learner performance. To help our teachers, the DepEd sought the issuance of the Philippine Professional Standards for Teachers (PPST) to define what teachers should know, be able to do, and value to achieve competence.

The first domain of the PPST is **Domain 1: Content Knowledge and Pedagogy**, which focuses on the teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research to promote high-quality learning outcomes.

Under this domain, Proficient (1.5.2) and Highly Proficient (1.5.3) indicators aim to equip teachers to efficiently employ teaching strategies to advance learners' higher-order thinking skills as response to the demands of the changing character of 21st century learners:

Indicator 1.5.2

Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

Indicator 1.5.3

Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills

This *Teacher's Resource* incorporates the principles of **Structure of the Observed Learning Outcome (SOLO)** taxonomy developed by Biggs and Collis (1982) to facilitate higher-order learning effectively among learners.

SOLO is developed to classify learning outcomes based on their complexities, allowing teachers to assess learners' learning outcomes in terms of quality. Moreover, it can be used as a framework to describe the levels of complexities in higher-order thinking skills. Learners with higher-order thinking skills demonstrate at least the relational level of complexity in SOLO.

What teachers can expect from this Resource Material

To assist you in responding to PPST Indicators 1.5.2 and 1.5.3, this *Teacher's Resource* contains **non-prescriptive** and **suggestive** SOLO-based items that you may use in the classroom.

This *Teacher's Resource*, hence, aims to support you in understanding HOTS and in reflecting these skills in your respective classroom practices. This, then, shall guide you in performing pedagogy and assessment practices in English/Reading that promote learners' critical thinking, creative thinking, and higher-order thinking skills.

In summary, this resource seeks to:

- ✓ **address the appropriate strands/indicators** in the:
 - **Philippine Professional Standards for Teachers** (PPST Strand 1.5 *Strategies for developing critical and creative thinking, as well as other higher-order thinking skills*);
 - **Philippine Professional Standards for School Heads** (PPSSH Strand 3.2 *Teaching Standards and Pedagogies*); and
 - **Philippine Professional Standards for Supervisors** (PPSS Strand 3.1 *Support for Instructional Leadership*);
- ✓ **advocate different learning approaches and modalities** through distance and blended (multi-modal) learning;
- ✓ **support the development and application of collaborative expertise** in teachers, master teachers and school heads to underpin their own development through the Learning Action Cells (LAC); online presentations, classroom applications and mentoring;
- ✓ **keep teachers abreast with various HR systems within DepEd** such as the demonstration of indicators in the RPMS through classroom observations;
- ✓ **assist in the teaching and learning process** and be able to respond seamlessly to the expectations set by international and national assessments; and
- ✓ **respond to professional development needs** identified in DepEd Memorandum 50, s. 2020, or the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023.

Introduction to the Basic SOLO Model

by Professor John Pegg

This Introduction to the basic SOLO Model, divided into four Parts, was written by Professor John Pegg of the SiMERR National Research Centre in Australia. The aim is to situate the reader within the early, and still highly relevant, research and thinking that has been undertaken on SOLO. This will enable teachers to develop a stronger base in assessing student responses. This is particularly relevant in the case of explaining lower-order and higher-order questioning and thinking.

Part 1 Background to SOLO

The SOLO Model (the SOLO Taxonomy) of John Biggs and Kevin Collis (Biggs & Collis 1982, 1991; Pegg 2003, 2020) is a cognitive (brain-based) developmental framework that offers a useful tool to explore the quality of a learner response in a specific context. The notion of 'quality' is not unfamiliar in Education discussions, its importance is seldom challenged. However, trying to tie down a meaning for quality and what it means operationally has shown not to be so easy.

At its basis, SOLO is interested in describing the nature of a learner response to a question or stimulus. This information offers insights into what a learner knows, understands and can do, as well as directions along which instruction may most profitably proceed.

When asked the 'quality' of a student's learning, a common response is to mention the number of facts or pieces of relevant information a person knows something about. This information might be further supported by citing scores on a recent examination, or the number of correct items a person has achieved in some test/quiz.

Such descriptions of 'quality', definitely offer a perspective on learning performance – a view that knowledge creation is about acquiring more and more pieces of information. In terms of operationalizing 'quality', this description can result in predictable and routine approaches to instruction involving drill and practice. However, this view can also limit a breadth of practices in teaching involving more demanding higher-order practices such as analysis, explanation, and synthesis, and that may lead to unfortunate long-term consequences for a learner.

Being told that a student obtained a score of 73% on a test tells us very little about the quality of the learning, except that the student probably knows more than someone who achieved 63% on the same test and not as much as someone who scored 83%. However, little can be interpreted if the comparison was with a person who achieved 70-72% OR 74-75%.

Data are clear that tests are often limited in their ability to discriminate meaningful student learning on scores within a few percentage points of one another. The impact of misguided interpretations of learning is even more dramatic when scores hover around the 50% mark. A mark which usually holds an unprecedented and undeserved importance by society.

Also, there are often issues interpreting student scores when students obtain the same score. Do similar scores on a test mean that students have the same questions correct or incorrect? Ideas of equivalence can be misleading. It is possible, for example, that one student earned their marks on the most straightforward questions across the test, while another respondent might be able to achieve correct responses on some quite difficult questions in certain areas and perform poorly in other areas.

It would seem quite likely that a student who is able to respond to some more difficult questions is likely to be able to advance more quickly with support, than a student who is only able to undertake the more basic questions correctly.

Further, and more importantly, numeric descriptions of quality do little to explain:

- what a learner knows or understands;
- in what directions a teacher, or the learner themselves, might move to improve or advance their learning; and, as importantly,
- how might this notion of 'quality' link to how the brain learns.

SOLO offers help in addressing these concerns. The focus of the SOLO categorization is on cognitive processes in addressing an issue or question rather than the end-products alone. SOLO offers a framework that enables explorations and descriptions of the quality of 'how well' learning has progressed in different contexts. This provides a genuine balance to more typical approaches, mentioned earlier, that describe 'how much' is known.

The application of SOLO to the analysis of learner responses enables insights into learner cognitive development as well as understandings of possible cognitive blockages associated with the pattern of ideas that are impacting on learner growth. As such, SOLO offers teachers insights into learner thinking and subsequent teaching actions.

Part 2 Overview of SOLO

Over the past 40 plus years, since the late 1970s, SOLO has built a substantial evidence base involving many thousands of research studies resulting in many hundreds of published articles. Now, SOLO has an extensive and growing universal following.

SOLO has emerged out as a consequence of describing learning through the eyes of a learner involving two separate but related activities. This involves:

- the acquisition or development of relevant ideas, facts, skills, concepts, processes and strategies; and
- the use of this acquired information in some form such as to solve problems, apply understanding, or explain or interpret meaning.

This reflects the two main ideas in Part 1 above concerning describing quality as 'how much' and 'how well'.

In terms of this current publication, this dual approach to thinking about 'quality' linked to SOLO, offers a realistic and practical description of what lower-order and higher-order thinking looks like as demonstrated in a learner's response.

In particular, SOLO enables teachers to distinguish between skills, knowledge and content that may be considered as lower-order functioning (or the result of surface learning) and those described as higher-order functioning (or the result of deep learning). SOLO supports teachers with ways to identify the practical meaning of lower-order and higher-order quality, and ways to identify examples in different contexts.

Such practical advice on applying decision skills, to distinguish lower- and higher-order functioning is achieved by describing an operationalized balance between:

- (i) the degree of complexity of how responses are structured by the brain; and
- (ii) relevant information associated with the content/context.

As lower-order skills and understandings are necessary pre-requisites for higher-order thinking, the ability of teachers to efficiently and effectively separate lower- and higher-order categorizations is a critically important skill. SOLO offers a structure upon which such decisions can be made.

This significant strength of the SOLO model lies in its links with neuroscience and how the brain learns, i.e., the cognitive (brain) processes. These brain-based ideas behind SOLO are linked to:

- information processing capacity, such as, working memory demands;
- the creation of neural pathways/networks through deliberate practice;
- the amount of information able to be retained by the learner in a particular domain; and,
- features specific to learning tasks or activities.

Overall, despite the obvious importance of the notion of ‘quality’ to education, descriptions of what is meant by quality have not received the attention, or use in practice, it deserves. SOLO offers an alternative to traditional assessment counts of ‘how many’, by placing SOLO center stage in learning and teaching. Teachers who learn to apply SOLO routinely in the classroom find that it is relevant and useful to understanding learning situations in all subject areas.

Further, when used correctly, SOLO can help teachers not only apply more *objective* and *systematic* assessment techniques, but it can help clarify developmental learning pathways to inform lesson and syllabus development, as well as strengthen formative-assessment approaches.

There are four main aspects to modern descriptions of SOLO. These are:

- SOLO levels
- the SOLO modes
- SOLO levels within modes
- SOLO cycles.

All four aspects are important for completeness, but initially, it is sufficient for the reader to become familiar with the meaning, use and application of the concepts around **SOLO levels (Section Part 3 below)**. This feature is the one most prominent in early general discussions. Also, when information about SOLO is provided, say on the Web, the information provided on **SOLO levels** is usually the sole focus.

Part 3 Introduction to SOLO Levels: Language and Meaning

Biggs and Collis (1982) believe the way the brain structures learnt material, 'structural organization' of knowledge, is the difference between well learned from poorly learned material. It is this structural aspect of knowledge in the brain that underpins descriptions of quality. They (Biggs and Collis):

believe that there are 'natural' stages in the growth of learning any complex material or skill... in certain important aspects these stages are similar to, but not identical with, the developmental stages in thinking described by Piaget and his co-workers. (Biggs & Collis, 1982, p. 15)

SOLO Levels

SOLO Levels are the most well-known aspect of the SOLO model. The SOLO levels describe the increasing sophistication (the increasing quality) of responses in handling certain tasks/questions relevant to a particular activity or domain. The levels are given specific names that every teacher needs to acquire and use accurately and consistently.

In the 1982 version of SOLO there are five levels of response. They represent a developmental continuum beginning from a level that describes an irrelevant or incorrect understanding, through a series of three levels describing how the brain structures understanding to an acceptable degree, to a fifth and final level where a response extends beyond what might typically be expected as an acceptable response.

Unistructural, Multistructural and Relational levels

In what follows the middle three levels are described first, and the first and last of the five levels are considered second. The three middle levels have the names unistructural, multistructural and relational. The names are almost self-explanatory. Their level descriptions are:

A *unistructural* (U) response is one where the focus is on a single attribute. It might involve writing a single sentence with one main idea, or undertaking one algorithm, or providing one reason or suggestion, or identifying one relevant piece of information from the stimulus, etc. The key to this level is in the name. The prefix 'uni' stands for 'oneness'. So, the 'structure' of the response is a single aspect that is relevant to the question or activity.

Response Structure (1982)

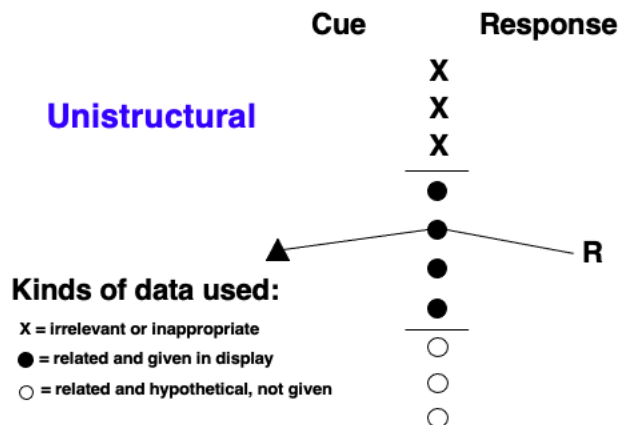


Figure 1: Unistructural level

A *multistructural* (M) response is one that includes several relevant independent pieces of information from the stimulus or comprises a number (i.e., more than 1) usually sequential actions, explanations, algorithms, etc. The key to this level is in the name. The prefix ‘multi’ stands for ‘many’. So, the structure of the response contains more than one aspect that is relevant to the question or activity. Further the different aspects are seen to be independent of one another. There is no integration of pieces of information or seeing inter-related aspects.

Response Structure (1982)

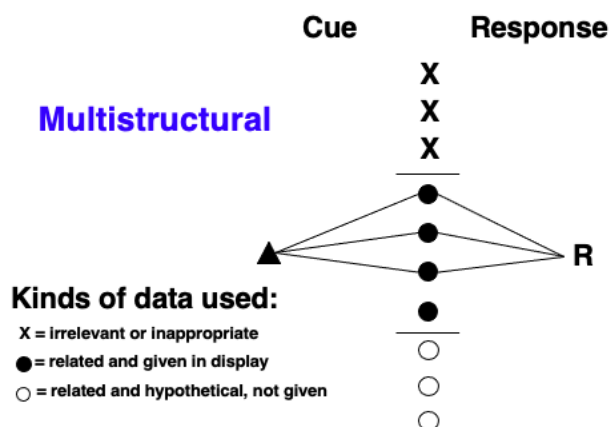


Figure 2: the Multistructural level

A *relational* (R) response is one that integrates all relevant pieces of information or data from the stimulus. These aspects in the stimulus are now linked to one another resulting in an overall coherence, a pattern, to the data presented and any approach to be undertaken. There is no inconsistency within the known system.

Response Structure (1982)

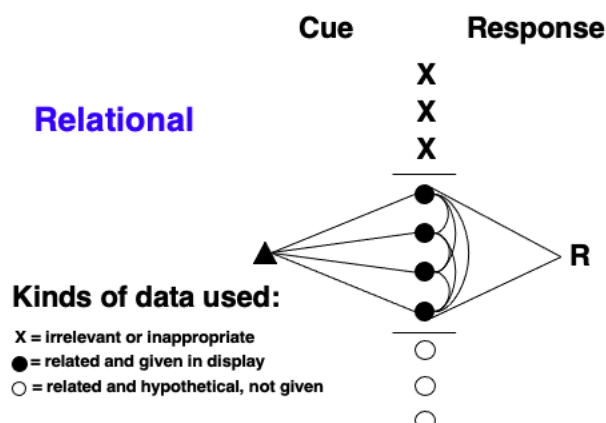
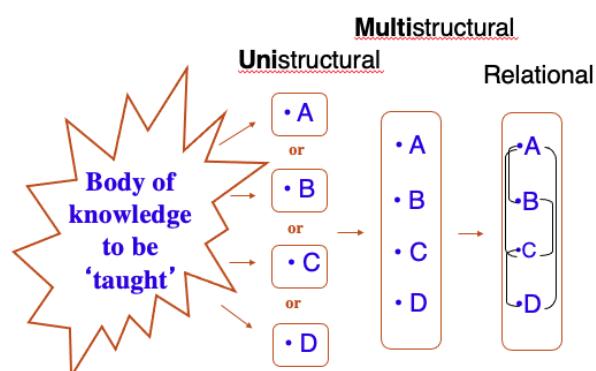


Figure 3: The Relational level

These three levels are often referred to as a SOLO unistructural–multistructural–relational cycle or a SOLO UMR cycle.

Original SOLO Taxonomy (Biggs and Collis, 1982)



The three levels described above offer descriptions of increasing complex structures of thinking by the brain in which higher levels are directly built upon preceding levels, i.e., the multistructural response contains the unistructural response, a relational response identifies the relationships among the separate elements of the multistructural response. Taken together, the three levels represent a SOLO UMR cycle.

Prestructural and Extended Abstract levels

Two other SOLO levels can be found in the literature. They are most relevant to and used when people talk about the SOLO Taxonomy based around the 1982 book. The names of the two levels are prestructural and extended abstract.

The prestructural level, as the word indicates, occurs 'pre' or 'before' the structure starts and so it is used to code responses that fail to address a relevant feature. Such a response is described as:

A *prestructural level* (Pre) of response is one that does not focus on the relevant question or activity. Usually, the answer is quickly given with little thought. The answer is likely to be irrelevant or simply repeat information already provided in the question or activity.

Basic Response Structure (1982)

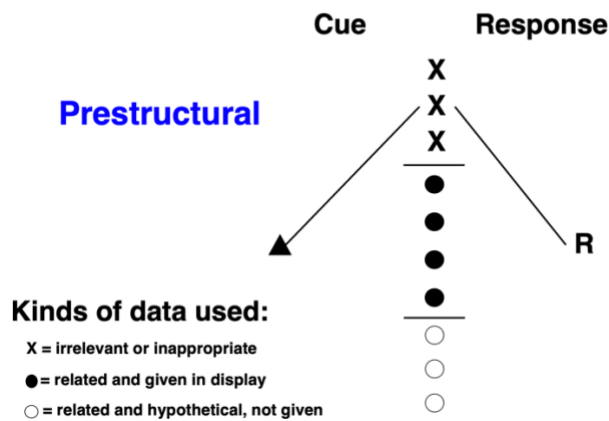


Figure 4: The Prestructural level

The extended abstract level, as the word meaning indicates, occurs after a relational response. So, it is used to identify a response that goes beyond what might typically be expected. In such cases the answer would have a deeper perhaps more abstract feel, hence, the name.

An *extended abstract* (EA) response is one that goes beyond what was expected at the relational level. In school situations it can involve deduction, ability to close on situations not experienced. Answers can be held open or qualified to allow for logical alternatives.

Response Structure (1982)

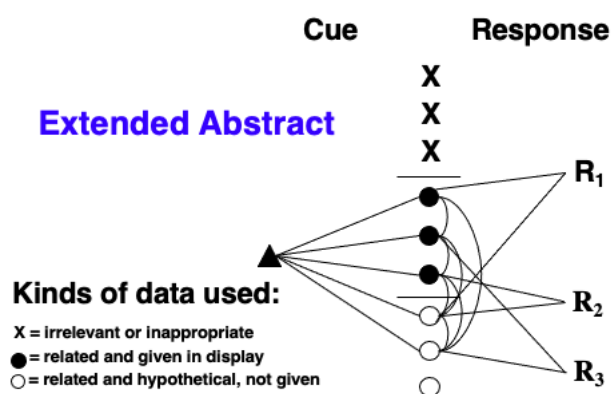


Figure 5: The Extended Abstract level

The two outer levels, one below and one above the middle three levels, respectively, are named prestructural and extended abstract.

Finally, a useful question is: What are the variables that determine or underpin the level of response given by a learner? There are five.

The Degree of Abstractness: The first level (pre-structural) is personal to the learner and not the topic. The next three levels (unistructural, multistructural and relational) are relevant to the area of focus and share similar characteristics. The last level (extended abstract) is more general and extends beyond the previous levels in an appropriate abstract way.

Number of Organizing Dimensions: The first level does not have an organizing dimension relevant to the activity or question. For the next three levels the organization is based on one dimension, several independent dimensions, and an integration of the independent dimension. The final level moves beyond the previous by adding an overarching general framework encompassing the earlier work.

Consistency: The first level is the most inconsistent. This encompasses the information provided and the response provided. The next two levels provide growing consistency as more elements are used in determining a response. The relational level response is consistent within the internal or provided context of the learner. The extended abstract level response not only is able to work within the internal context but can also consider external principles or other contexts providing a much deeper and often more nuanced response.

Openness of Conclusion: The list of levels demonstrates a graduation of thinking from 'closed' to 'open'. 'Closed' is where learners respond very quickly to an activity or stimulus, sometimes without even understanding the question. As a learner offers increasing levels of response, there is more time and consideration provided, i.e., the response becomes more 'open' so as to enable more room for considered interpretations. This 'openness' is maximized for extended abstract responses.

Sequence of Levels: The levels are developmental with an earlier level being a building block for the next level. A unistructural response is within the related multistructural response. A relational response integrates the elements of the earlier multistructural response. An extended abstract response has within it the relational response but extends it through embedding the response within a broader external environment or through incorporating broader principles or theoretical positions.

Part 4 The SOLO Model and Instruction

The strength of the SOLO model is the linking of the hierarchical nature of cognitive development through the modes (not mentioned in this Summary) and the cyclical nature of learning through the levels.

In terms of SOLO levels, each level provides building blocks for the next higher level. SOLO also provides teachers with a common and shared language that enables them to describe in a meaningful way their observations of student performance. This is particularly important when teachers try to articulate differences between lower-order and higher-order skills and understandings.

Emerging from careful research work of SOLO is the observation that while the lower levels in the SOLO model can be taught in the traditional sense. The shift to developing learner higher-order skills and for them to be able to respond to questions with higher-order responses requires a quality in the thinking of the learner that cannot be guaranteed by explicit teaching alone.

There appears to be certain teaching approaches and strategies that might be better applied when students are identified as responding at one SOLO level than when at another. Knowledge of this pattern can better help teachers develop a rationale for their actions and help inform the nature of their instruction to targeted groups.

Part 5 Final Comment

Overall, it has been clear that for the great majority of teachers, assessment in subjects taught in school are dominated by a focus on content (in the form of facts) and skills (associated with computational techniques), and the ability of learners to reproduce these on demand. This narrow focus can have a sterile effect upon innovations and developments in the curriculum and even on what it means for a person to think.

The issue here for teachers is about

- (i) interpreting the quality of the learning in terms of 'how well' material is understood (Biggs & Collis, 1982; 1991); and,
- (ii) selecting the most appropriate strategies, procedures or teaching activities for their students at their SOLO response level.

Higher-order goals of learning, such as judgement formation, solving relevant problems, and on developing understanding, must encompass not only the content, but also the interrelationships between various processes and procedures.

Nevertheless, these more demanding skills and developments must be built on fundamental lower-order knowledge, skills and understandings. Quality education, instruction and learner outcomes, must embrace the full range of abilities as described and categorized through the SOLO model in the topics identified.

Learning Approaches

As this resource deals with varied stems, questions, or activities, you may also want to tap other related time-tested pedagogical approaches in teaching English/Reading. The following strategies have been found to enable higher-order thinking among learners:

1. Question-Answer Relationship (QAR) Strategy

The QAR strategy allows learners to determine the relationship between the question and the answer. Minus the QAR strategy, learners usually rely on their schema or comprehension of the text in answering questions, but hardly make connections between the two. Miller and Veatch (2011) suggest that QAR shows learners how to recognize and then answer questions that may either be located *in the book* or *in their heads*. Answers found *in the book* can either be *Right There* or *Think and Search* strategy.

Moreover, ‘*Right There*’ questions may be found in single sentences in the book or in the text, and ‘*Think and Search*’ questions may be obtained from different segments of text. On the other hand, answers *in your head* may either be called *Author and Me* or *On My Own*. ‘*Author and Me*’ questions ask learners to make inferences based on prior knowledge and details from the text. ‘*On My Own*’ answers can be crafted without even reading the text.



Teaching Points:

- Competencies used for Grade 10 can be taught to a lower level by using a less complex text and reducing the level of difficulty of the questions/activities.
- Combined with SOLO, you may also consider applying other teaching strategies like ‘Activating Prior Knowledge’ strategy in contextualizing your activities.

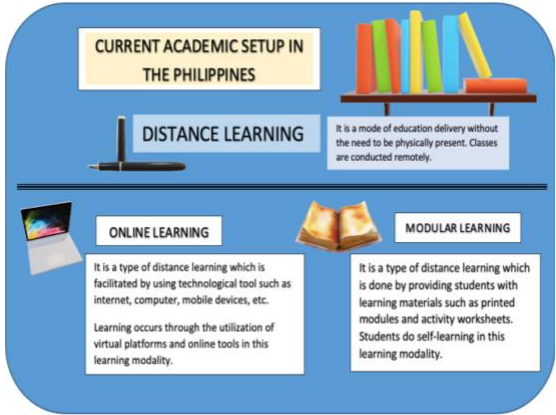
2. Text Structure Strategy (TSS)

The TSS originated from studies that revealed that the content of most texts is organized using a hierarchical structure. The information presented higher in the content structure of a text is connected to better recall than information presented lower in the content structure (Meyer and Ray, 2017). They discovered that the hierarchical structure of texts fits into one or a combination of two or more of five specific text structures: comparison and contrast, cause and effect, problem and solution, sequence, and description. These text structures are utilized in organizing texts regardless of genre (e.g., expository, narrative) or content (e.g., science, social studies, current events, sports).

Text structures are integrated into curriculum standards (e.g., in the K to 12 curriculum) for language arts. They are frequently listed directly in standards about teaching comprehension of expository texts EN9RC-IIf-11.1. Also, text structures are indirectly tied into standards on narrative texts where learners are compelled to think profoundly about a text and engage in higher-order thinking—for example, why do you think the character acted that way? (Suggesting a cause-and-effect relationship). Learners likewise are asked to compare the problems and solutions between texts.

Topic	Scanning relevant information
Competency	The learners should be able to PISA: Scan, search for, locate and select relevant information in the text/from some information space K to 12: Scan for needed information (EN10RC-IIId-1.5.2)

Stage of Instruction	Instruction with Text Structure	Annotation (HOTS – Approach, SOLO)
Introducing Lesson	Activate background knowledge and tailor introduction based on classroom context.	The teacher presents the word “distant” and asks the learners’ input of the words related to the said word.

Stage of Instruction	Instruction with Text Structure	Annotation (HOTS – Approach, SOLO)	
<p>Introducing Lesson</p>	<p>Mention explicitly text structures to start guiding the learners.</p>	<p>Stem/Text</p>	<p>Teacher: “Today we are going to read and analyze the content of the infographic.”</p>  <p>The infographic is titled "CURRENT ACADEMIC SETUP IN THE PHILIPPINES". It is divided into three main sections: "DISTANCE LEARNING", "ONLINE LEARNING", and "MODULAR LEARNING".</p> <ul style="list-style-type: none"> DISTANCE LEARNING: It is a mode of education delivery without the need to be physically present. Classes are conducted remotely. ONLINE LEARNING: It is a type of distance learning which is facilitated by using technological tool such as internet, computer, mobile devices, etc. Learning occurs through the utilization of virtual platforms and online tools in this learning modality. MODULAR LEARNING: It is a type of distance learning which is done by providing students with learning materials such as printed modules and activity worksheets. Students do self-learning in this learning modality.
<p>Vocabulary Instruction</p>	<p>Define terms, present examples and non-examples, and present root words.</p>	<p>The teacher guides learners in unlocking vocabulary difficulty by identifying unfamiliar words and by seeking their meaning.</p>	
<p>Preview Passage</p>	<p>Read the titles, headings, any important highlights, and text structure signaling words.</p>	<p>Teacher: “We are going to learn to scan and locate information through reading and discussing the infographic about distance learning.”</p>	
<p>Read for Comprehension</p>	<p>Read and annotate.</p>	<p>The teacher presents the infographic and asks the learners to read, analyze, and take note of the important details.</p>	
<p>Select Important Ideas</p>	<p>Use the structure of text to select important ideas.</p>	<p>Multistructural Question</p>	<p>The teacher asks question/s that will allow the learners to select the important ideas:</p> <p>Based on the information presented, identify the modalities adopted by the Philippines at the time of the pandemic. Explain how you used the infographic to come up with the answers.</p>

Stage of Instruction	Instruction with Text Structure	Annotation (HOTS – Approach, SOLO)
Write Main Ideas	Use the text structure-specific main idea stream.	<p>Discuss the answer/s provided by the learners:</p> <p>Because of the pandemic, the Department of Education was forced to shift to distance learning (online and modular).</p> <p>The illustration allowed me to identify several modes of learning adopted by DepEd to cater to the needs of learners in different parts of the country. Each picture in the infographic represents the different modes of learning which inform me of what each picture/symbol is all about. Also, this allowed me to choose the appropriate modality contingent to available resources.</p>
Generate Inferences	Use the text structures to make inferences.	Teacher: “If you are the principal, what would you consider in deciding on the learning modality to be used in the school you are assigned to?”
Monitor Comprehension	Use the matrix to check comprehension.	<p>Relational Question</p> <p>The teacher provides the following task/activity to the learners:</p> <p>The pandemic is in its second year of raging the world's educational system. In the Philippine setting, applying the different modalities to the different regions in the country is still difficult. Online learning is being dubbed as the hardest of all since the internet connectivity in the country is the worst among all nations in the Third World. Think of a solution for how a learner can adapt to online learning by making an infographic showing your answers.</p>



Teaching Points:

- The competency used is for Grade 10.
- This can be taught to a lower grade level, Grade 9, for instance, by modifying this or using a less complex text and adjusting the level of difficulty of the questions/activities based on the target level.
- Combined with SOLO, you may also explore other teaching strategies like Survey-Question-Read-Recite-Review (SQ3R) in contextualizing your activities.

3. Metacognitive Approach

Metacognition refers to the process of considering and regulating one's own learning. In reading this means that the readers can think critically about their own understanding as they read. There are a number of steps in the metacognitive approach that can be used in teaching reading comprehension. According to Zhang and Sheepo (2013), metacognitive strategies may be categorized into *planning*, *monitoring*, and *evaluating*.

Topic	Identifying author's purpose
Competency	The learners should be able to PISA: Make inferences about the author's intention, and identify the evidence used to infer that intention K to 12: Read closely to get the author's purpose (EN10RC-Ile-7.3)

Stem/Text/Selection:	<i>Is Divorce worth it?</i>
-----------------------------	-----------------------------

Divorce is not legal in the Philippines, but advocates and lawmakers have tried to make this happen. In fact, a bill has already been filed. What is divorce? A divorce happens after a husband and wife decide not to live together anymore and no longer want to be married to each other. They agree to sign legal papers that make them each single again and allow them to marry other people if they want to. While I support the idea that most religions in our country are against divorce, I would like us to see other potential arguments to strengthen the case.

Divorce has a devastating effect on children. They suffer, and it affects them for the rest of their lives. It leaves emotional and psychological scars. Children need good role models so that their marriages are successful. It provides them with a good example for the future. Children need both their parents to grow up and to be emotionally and psychologically stable and well balanced. Children of divorced parents cannot form stable relationships themselves. Because divorce is easy, almost fashionable, it encourages couples to get divorced. They take an easy option.

Planning. According to Palinscar & Brown (1984), studying entails the ability to plan strategies for learning. For instance, reading instruction can be divided into three parts, i.e., pre-reading, while reading, and post-reading.

Pre-reading Stage

- The teacher motivates the class by playing “Four Pics, One Word” activity.
- The teacher relates the activity to the lesson; then presents the objectives.
- The teacher guides the learners to unlock vocabulary difficulty.
- The teacher introduces the reading material.

Unistructural Item: Find one piece of evidence showing the clear personal stand/position of the writer on divorce.

Acceptable Answer: The writer/author explicit showed his/her bias through this statement: “While I support the idea that most religions in our country are against divorce, I would like us to see other potential arguments to make the case stronger.”

Monitoring. The readers monitor how well they are learning the reading material, which is a step toward discovering the current level or state of learning. Fogarty (1994) maintains that there are many strategies that learners can use for this monitoring facet e.g., making connections, predicting, inferencing, using context clues, using text features, identifying text structures, using graphic organizers in order to determine certain types of text information.

While reading

- The teacher asks the learners to read the text silently.
- The teacher presents the guide questions to be answered by the learners.
- The teacher also asks the learners to answer the multistructural question/activity to monitor how well they comprehend the reading material.

Multistructural Item: The text mainly argues that children are the most affected if divorce is made legal in the country. List evidence you find in the text on why children need both parents in the family.

Acceptable Answer: (i) Children need good role models so that their marriages are successful; and (ii) Children need both their parents to grow up and to be emotionally and psychologically stable and well balanced.

Evaluating. In the context of reading, it helps learners determine the following features: *the significance of information acquired from written texts; the accurateness and credibility of what is read; the appropriateness or practicality of the ideas; the amount of personal pleasure in reading; and, the reader’s own progress as a reader* (Fries-Gaither, 2012).

Post-reading

- The teacher discusses the answers to the previously presented questions.
- To evaluate student’s learning and comprehension, the teacher may ask a relational question.
- The teacher provides assignments that will serve as additional tasks for reinforcements or tasks in preparation for the next lesson.

Relational Item: The writer says, “most religions in our country are against divorce.” What do you think this means? Do you think religions should now be open to the idea of divorce? Why or why not?

Acceptable Answer: The writer could potentially mean that most religious people believe in the sanctity of marriage and are more likely to have stronger moral beliefs in marriage. On religions being open to divorce, I think nothing could be done to persuade the major religions we have in the country to approve divorce. What can be done is perhaps educate people or couples more on the importance of family, especially on the possible effects on children. Moreover, implementing stronger laws to protect women and children from domestic violence is one of the major arguments in pursuing divorce to be legal.



Teaching Points:

- The competency used is for Grade 10.
- This can be taught to a lower grade level by modifying the text (e.g., making it shorter and less complex).
- Also, adjust the level of difficulty of the questions/activities depending on the grade level.
- Combined with SOLO, you may also consider applying other teaching approach like Monitoring Comprehension strategy in contextualizing your activities.

Addressing Challenges

Integration of the SOLO model and various teaching approaches poses a chance for teachers approaches to more closely align with the learning brain. Vital attention for teaching text structures can be associated with high stakes assessments at the regional, national, and international arena in secondary/high school level measures (e.g., National Achievement tests, PISA).

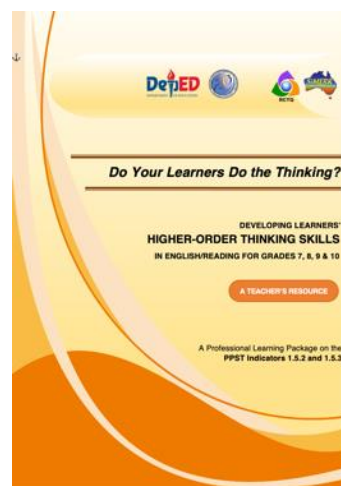
Generally, the types of questions on these tests can help the teachers differentiate among lower-order and higher-order questions and, more importantly, learner responses. In the case of higher-order questions, the focus is typically on causes for the problem, effects of the solutions, and even comparing alternative solutions.

The SOLO model offers insights into the relationship of metacognition to content. Metacognition develops with practice overtime and has both lower-order and higher-order features. It is important that learners acquire lower-order content knowledge and metacognitive behaviors before they can be expected to embrace deep metacognitive actions (Lin, Schwartz, & Hatano, 2005). This is why teachers need to ensure that they view all learning from a developmental position in all learnable situations.

For face-to-face classes, the teacher can ask a series of questions ranging from *unistructural* to *multistructural*, *relational* and *extended abstract* response questions. The same can be done in an online modality. However, this becomes a challenge for other modes where none or only limited interaction between the teacher and the learner is possible such as with modular instruction.

For big class sizes, maximum learner participation can be tapped by throwing structured questions to the group. SOLO-based questions may be asked, and volunteer learners can be called to reply. Class discussion will help and hopefully yield desired results.

*If learning is your passion,
this Professional Learning
Package is for you.*



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Grade 7

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Item 001	Subject:	English
	Grade Level:	7
	Topic:	Sequencing of Ideas
	PISA Competency:	<i>Hierarchize or condense information at a local level (identifying the main idea, summarizing, or giving a title)</i>
	Possible Mapping to K to 12:	Sequence/reorganize ideas or information (EN7RC-IV-e-2.10)

Item 1 Grade 7 English: Sequencing of Ideas

Instructions: Read the paragraph carefully and answer the questions that follow.

Eugene Dela Cruz is a young man who is beyond his years. Throughout high school, he studies hard and works his way to always be on top of the class, champions competitions he joins, and holds tutorial classes to make ends meet. Due to his lack of a home full of love, warmth, and support early on in his life, he has learned to get up and look for the circumstance he wants, and whenever he does not find it, he creates it. He capitalizes on building his strengths as his ultimate gateway to excellence rather than dwelling on his weaknesses. Consequently, he has repeatedly proven himself and the world – that one’s mess of life could be turned into art – a masterpiece of battle scars!

**Question 1.1 Grade 7
Unistructural Item:**

Find 1 piece of evidence from the text that shows that the author wants the reader to admire Eugene.

Your Answer:

**Question 1.2 Grade 7
Multistructural Item:**

List down how Eugene has overcome the obstacles he faced.

Your Answer:

Question 1.3. Grade 7
Relational Item:

Which of the following ideas does the text most support?
Justify your answer.

- If you dream big, you can achieve anything.
- Life is full of obstacles, but if you work hard, you can be successful.
- The circumstances of your birth and upbringing can determine your success
- Eugene's life is a lesson we can all learn from.
- Eugene has successfully turned his life into a work of art.

Your Answer:

Item 002	Subject:	English
	Grade Level:	7
	Topic:	Sequencing of Ideas 2
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text</i>
	Possible Mapping to K to 12:	Scan for Specific Information (EN7RC-I-a-1.5.2)

Item 2 Grade 7 English: Sequencing of Ideas 2

Instructions: Read the article carefully and answer the questions that follow.

Eastern Visayan Region's Finest hosts EVRAA 2019

Ormoc City will be hosting this year's Eastern Visayas Regional Athletic Association (EVRAA). Incidentally, the city will also be defending its title as the champion of the EVRAA 2018, which creates "double pressure", according to Congresswoman Lucy Marie Torres-Gomez.

Collectively, the people of Ormoc recognize that sports play a crucial role in nourishing physical and mental wellness, and at the same time, offer opportunities for the city's economy to prosper. In fact, Mayor Richard Gomez has worked on the rehabilitation and construction of more major sports infrastructures to put Ormoc in a better position of hosting and competing for the regional, national, and international sports events.

In terms of safety and security during the event, athletes and supporters who will be coming to the city may have some level of assurance. This is because Ormoc is known to be one of the safest cities in the Philippines. In fact, the city was formally awarded in 2017 and again in 2018 for its low crime rate, high police visibility, and prompt responses to security emergencies, which hold true to this day. It also has business centers and infrastructures, such as diversion roads, reclamation projects, wide foot, and hanging bridges, school buildings, covered courts, and evacuation centers.

Finally, as the richest city in the Eastern Visayas, Ormoc City has invested so much in sports, which has become instrumental in achieving various distinctions and awards such as CPR-Ready City by Philippine Heart Association, LGU- Readiness Leadership Award, Red Orchid Award for making Ormoc a "No Smoking City", Community-Based Drug Rehabilitation Program Award, Climate Leadership for Governance Award, Business-Friendly City, Seal of Child-Friendly Governance Award, 1st Drug-Free City Declared in RO8, Organic Farming National Award, Best Sanitation Practices, and Best on Active Case Finding in Leprosy, among others.

**Question 2.1 Grade 7
Unistructural Item:**

What does Congresswoman Lucy Marie Torres-Gomez mean by the term “double pressure”?

Your Answer:

**Question 2.2 Grade 7
Multistructural Item:**

Describe why Ormoc City is considered one of the safest places in the Philippines.

Your Answer:

**Question 2.3 Grade 7
Relational Item:**

Why do you think Ormoc City is known as the Eastern Visayan Region’s Finest?

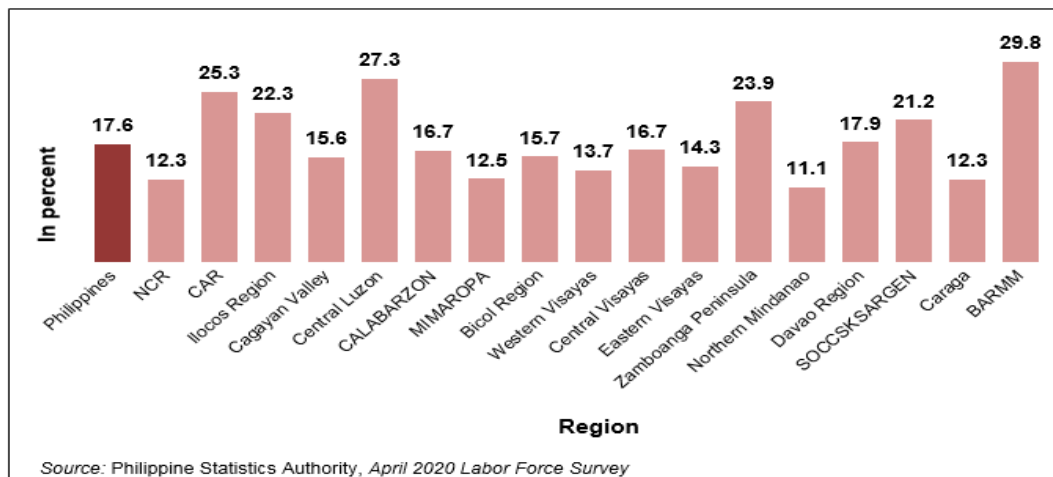
Your Answer:

Item 003	Subject:	English
	Grade Level:	7
	Topic:	Using one's schema
	PISA Competency:	<i>Identify the main dimensions of a graph or a table</i>
	Possible Mapping to K to 12:	Transcode the information presented in graphs (EN7RC - l-e-1.2)

Item 3 Grade 7 English: Using One's Schema

Instructions: Read and analyze the survey results from the Philippine Statistics Authority. Then answer the questions that follow.

Unemployment Rate in the Philippines in April 2020 as a result of COVID-19



The figures in the table are expressed in percentage rate. The unemployment rate rose to 17.6 percent accounting for 7.2 million unemployed Filipinos in the labor force in April 2020. This record-high unemployment rate reflects the effects of Coronavirus disease 2019 (COVID-19) and economic shutdown on the Philippine labor market. The unemployment rate in January 2020 was 5.3 percent, while in April 2019, it was recorded at 5.1 percent. All regions reported double-digit unemployment rates.

Question 3.1 Grade 7
Unistructural Item:

Which Philippine region has the highest unemployment rate in April 2020?

Your Answer:

Question 3.2 Grade 7
Multistructural item:

Which regions should the government provide extra assistance in terms of unemployment?

Your Answer:

Question 3.3 Grade 7
Relational Item:

If you were in the Philippine central government, what conclusions would you draw for action required as a result of this graph?

Your Answer:

Item 004	Subject:	English
	Grade Level:	7
	Topic:	Scanning Information
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text/from some information space.</i>
	Possible Mapping to K to 12:	Scan for specific information (EN7RC-I-a-1.5.2)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 4 Grade 7 English: Scanning Information

Instructions: Read the highlights of the press release published by the Department of Education on their official website on July 29, 2021 and answer the question/s given.

Briones appeals to Institutionalize Policies for a Smoke-free Country (Press Release Highlights)

Education Secretary Briones appealed to the lawmakers to pass strong and comprehensive tobacco policies in support of the promotions of healthy choices among Filipino learners.

She said that such policies are needed to complement DepEd's effort to keep schools smoke-free and make learners educated of the harm of smoking or tobacco use.

"We are using all available platforms to appeal to our legislators, decision-makers, and influencers to help us in protecting the welfare of our learners by making policies and creating an environment that is supportive of their health-promoting choices." Secretary Briones said during the Philippines Smoke-free Movement Champions' Conference.

"We are in very strategic time to have this legislative measure passed, especially now that we have a President who has repeatedly and publicly expressed support for tobacco control," she emphasized.

"As repeatedly mentioned by the World Health Organization, the youth are being targeted by the tobacco industry to be their next generation consumers. Through strong and comprehensive tobacco control policies, we can win this battle," Briones shared.

"What we are really talking about are the dreams of our youth that can only be achieved if they grow up healthy free from the harms of tobacco use," she added.

Source: https://www.deped.gov.ph/2021/07/29/briones-appeals-to-institutionalize-policies-for-a-smoke-free-country/?utm_source=rss&utm_medium=rss&utm_campaign=briones-appeals-to-institutionalize-policies-for-a-smoke-free-country

Question 4.1 Grade 7: Based on the DepEd press release, what are the reasons why DepEd Secretary Leonor Briones appeals to lawmakers to pass strong and comprehensive tobacco policies in the country?

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method or technique.

Question 4.2 Grade 7: Analyze the given text and select the major points presented supporting the appeal of the DepEd secretary for strong and comprehensive tobacco policies. Create a checklist of these points and determine your level of agreement with each statement. Explain why you agree or disagree with your listed key ideas. Use the template below to guide you on the expected output.

Template:

Main Points/Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.				
2.				
3.				
4.				

Your Answer:

Item 005	Subject:	English
	Grade Level:	7
	Topic:	Non-linear Visuals
	PISA Competency:	<i>Explain the purpose or use of a map or figure.</i>
	Possible Mapping to K to 12:	Use non-linear visuals as comprehensive aids in content texts (EN7RC-I-e-2.15)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 5 Grade 7 English: Non-linear Visuals

Instructions: Analyze the infographics below and answer the question/activity that follows.



Question 5.1 Grade 7: Based on the information presented, identify the do's and don'ts to avoid contracting the Covid-19 virus. Explain how the infographic distinguishes between things to do and things to avoid doing.

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc. which if addressed would give the correct answer. You may include some caveats, such as how many changes are expected.

Question 5.2 Grade 7:

Essential supplies like alcohol, sanitizers, and facemasks are challenging to find in some areas these days. Think of alternative ways people would still be able to protect themselves against the dangers of Covid-19 despite the absence of essentials mentioned. Present your answer by writing a TV interview script between a medical expert and a journalist. Explain how the given infographic helped you in conceptualizing the answer.

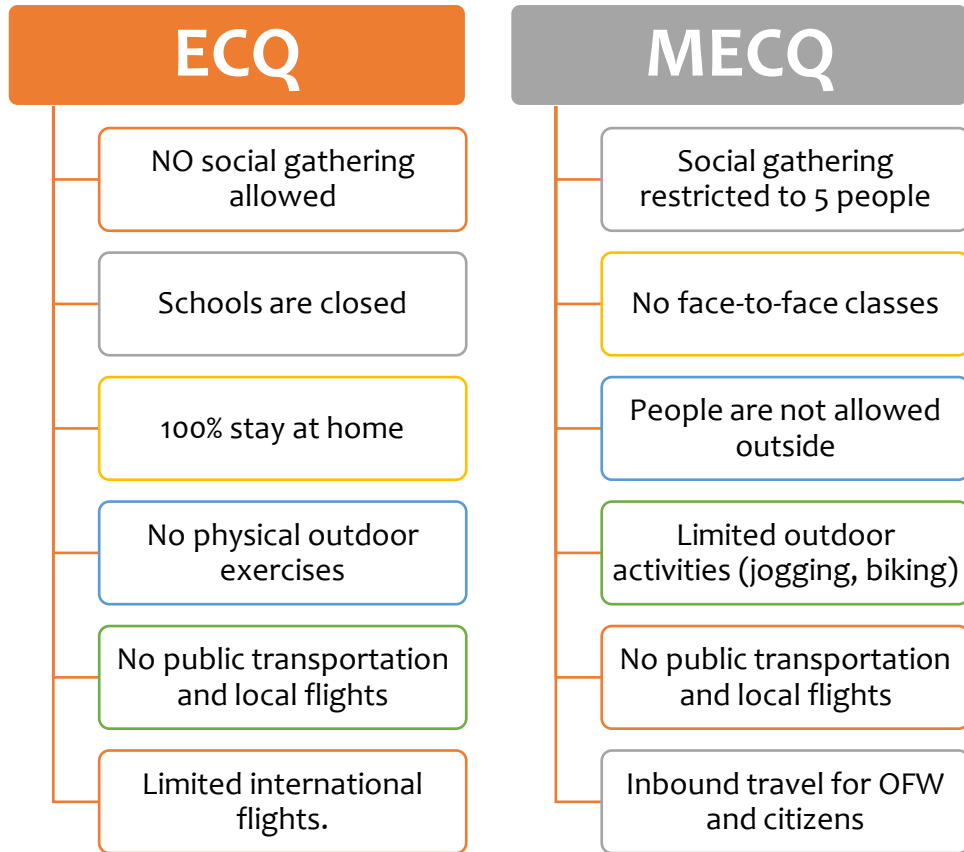
Your Answer:

Item 006	Subject:	English
	Grade Level:	7
	Topic:	Non-linear Visuals
	PISA Competency:	<i>Explain the purpose or use of a map or figure</i>
	Possible Mapping to K to 12:	Use non-linear visuals as comprehensive aids in content texts (EN7RC-I-e-2.15)

Ask learners to respond to two questions about closely aligned materials, characters, problems, etc. at the multistructural level. Provide the response.

Item 6 Grade 7 English: Non-linear Visuals

Instructions: Study the figure below to understand the difference between Enhanced Community Quarantine (ECQ) and Modified Enhanced Community Quarantine as per IATF Guideline released to the public in August 2020. You will use this information to answer the questions below.



Question 6.1 Grade 7: How will you describe the situation when a city/town is placed on ECQ based on the figure provided?

Your Answer:

Question 6.2 Grade 7: How will you describe the situation when a city/town is placed on

Your Answer:

Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 6.3 Grade 7: “There is practically only a minor difference between ECQ and MECQ.” Do you agree based on evidence from the table?

Your Answer:

Item 007	Subject:	English
	Grade Level:	7
	Topic:	Scanning for Specific Information
	PISA Competency:	<i>Find information based on requirements or features explicitly specified</i>
	Possible Mapping to K to 12:	Scan for specific information (EN7SS-I-a-1.5.2)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 7 Grade 7 English: Scanning for Specific Information

Question 7.1 Grade 7: You read in Facebook an announcement from Barangay Mayumi that there is a Summer Job Opportunity for learners. You want to know if you are qualified to apply for a position. Based on the Facebook post, what are the minimum qualifications that you must possess to be able to qualify for the summer job?

The image shows a Facebook post from the page 'Barangay Mayumi'. The post is titled 'Summer Job Opportunity for students of Barangay Mayumi. Check details below:'. Below the title is a blue box with the heading 'NOW HIRING STUDENTS FOR SUMMER JOB'. This box contains two columns of information: one for the duration and tasks, and another for the qualifications. At the bottom of the blue box is a white box with instructions on how to apply. The post has 12 likes and 1 share.

Home Posts Videos Photos Community

Barangay Mayumi 2 hrs · 🌐

Summer Job Opportunity for students of Barangay Mayumi. Check details below:

NOW HIRING STUDENTS FOR SUMMER JOB

(Duration: 4-8 weeks)

- Assist with summer camps and workshops for youth
- Promote and advertise events
- Assist with facility maintenance
- Assist with documentation of activities and events

Qualifications:

- Must be 15-20 years old
- Must be a student (high school or college)
- Must be a residence of Barangay Mayumi
- Preferably has a strong interpersonal skill
- Preferably proficient in using editing software programs such as Microsoft Office and Adobe Creative Suite

To apply:
Write an application letter addressed to Hon. Juan Garcia, Barangay Captain, Barangay Mayumi. Send your Application Letter to barangaymayumi@gmail.com before April 15, 2021.

👍 12 1 Share

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method or technique.

Question 7.2 Grade 7: Below is a draft application letter prepared by Ana Malinaw, a student applicant from Barangay Mayumi. Using the checklist provided, check whether her draft application letter contains the necessary details based on the qualifications posted on Facebook. Provide comments or feedback if possible.

Checklist

	Not Present	Present
There are necessary qualifications included in the draft letter that is relevant to the work/job based on the Facebook post of Barangay Mayumi.		
A statement of interest to apply for a position is expressed in the draft letter.		
Ideas in the draft letter are organized building a logical and coherent argument.		
Correct grammar, spelling, and punctuation are employed throughout the draft letter.		
Other comments/feedback:		

April 11, 2021

Hon. Juan Garcia

Barangay Captain

Barangay Mayumi

Dear Hon. Garcia:

I am Ana Malinaw, 16 years old, from Barangay Mayumi. I am writing this letter to express my intent to apply for a summer job at Barangay Mayumi. I saw your Facebook post about a summer job opportunity. I believe that I meet the qualifications necessary for it.

In the previous academic year in Mayumi High School, I joined relevant clubs and organizations, which may help fulfil my duties in the current position you are hiring for. Specifically, my training as an active officer and my membership in school organizations have prepared me to deal with internal and external stakeholders such as alumni, barangay officials, and sponsors in school projects and programs.

You can reach me anytime in case you need to see me discuss my application.

Thank you very much. I look forward to hearing from you.

Sincerely,

Ana Malinaw

Your Answer:

Item 008	Subject:	English
	Grade Level:	7
	Topic:	Main idea and Supporting Ideas
	PISA Competency:	<i>Distinguish between key ideas and minor details.</i>
	Possible Mapping to K to 12:	Distinguish between general and specific statements (EN7RC-IV-d-10.2)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 8 Grade 7 English: Main Ideas and Supporting Ideas

Instructions: Read the passage below.

Question 8.1 Grade 7 Identify the main idea and supporting ideas of the passage using an appropriate concept map or graphic organizer.

The extraordinary circumstances brought about by the COVID-19 pandemic have introduced several unpleasant changes in our daily lives, which may threaten our mental health:

- The ECQ and MECQ protocols, such as heightened restricted movements and physical distancing, have increased people’s fear and anxiety for the public’s general welfare.
- Working or studying at home with poor internet services or connectivity is very stressful at so many levels.
- Social interactions of children and adults have been limited for far too long, which may affect the attitude, especially of children, in terms of social norms.

Eventually, these changes caused by the pandemic on managing the fear of contracting the virus are threats to our mental health.

Your Answer:

Item 009	Subject:	English
	Grade Level:	7
	Topic:	Providing Evidence/Argument
	PISA Competency:	<i>Provide evidence or arguments from outside the text</i>
	Possible Mapping to K to 12:	Make a stand (EN7RC-IV-g-3.1.13)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 9 Grade 7 English: Providing Evidence/Argument

Instructions: Read the letter of a barangay health officer to a resident regarding the availability of the vaccines in their barangay.

Dear Ms. Sophia,

Hope this email finds you well.

This is Jane from the Barangay Health Office. I am glad to inform you that the Covid-19 vaccines for A3 category (ages 18 to 59 not included in the A1 or the frontline workers and A2 Senior Citizens) are now available in our health center. We encourage everyone under this group to take the vaccine shots as one of the ways to fight the virus.

The vaccination will be available starting September 1, 2021, Mondays to Fridays, 8:0 am to 5:00 pm.

Please feel free to contact us if you have other questions/concerns at (02)520-1222 (via phone/landline) or brgyhealth101@doh.gov.ph (via email).

Yours,
Jane Santos
Barangay Health Officer

Now, read and analyze the given announcement from DOH about vaccination procedures prioritizing the A3 group/category.

CHECK THE FAQs!

FREQUENTLY ASKED QUESTIONS ON PRIORITY ELIGIBLE GROUP A3

BASED ON DMI 2021-0151: IMPLEMENTING GUIDELINES FOR PRIORITY GROUP A3 AND FURTHER CLARIFICATION OF THE NATIONAL DEPLOYMENT AND VACCINATION PLAN FOR COVID-19 VACCINES

RESBAKUNA
KASANGGA NG BIDA

1. WHO ARE INCLUDED IN PRIORITY ELIGIBLE GROUP A3?

This group includes adults 18 to 59 years old with controlled comorbidities not included in A1 (frontline workers in health facilities) and A2 (senior citizens).

2. WHO SHOULD BE PRIORITIZED AMONG A3 ADULTS WITH COMORBIDITIES?

Filipinos 18 to 59 years old with any of the following clinically controlled comorbidities will be prioritized:

- Chronic respiratory disease
- Hypertension
- Cardiovascular disease
- Chronic kidney disease
- Cerebrovascular disease
- Cancer or malignancy
- Diabetes
- Obesity
- Chronic liver disease
- Neurologic disease
- Tuberculosis and chronic respiratory tract infection
- Immunodeficiency state

BE PART OF THE BIDA BAKUNATION!

For more information, visit our digital channels: [OfficialDOHgov](#) [@DOHgovph](#) [www.doh.gov.ph](#) [DOH Philippines](#)

Source: <https://www.facebook.com/OfficialDOHgov/photos/pcb.4304767296201156/4304752156202670/>

Question 9.1 Grade 7: Sophia, the receiver of the letter, is very interested in having the vaccination done to protect herself and others. She has comorbidities (diabetes and hypertension) and finds it difficult to stand and stay in line for a long time. If you were Sophia, how would you respond to the letter of the health officer based on the situation and the DOH announcement given above? Write a letter back to the officer.

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc., which if addressed would give the correct answer. You may include some caveats, such as how many changes are expected.

Question 9.2 Grade 7: In this activity, you will play the role of the health officer. How will you respond to Ms. Sophia’s argument/concern? Write a reply letter.

Your Answer:

Item 010	Subject:	English
	Grade Level:	7
	Topic:	Making generalizations
	PISA Competency:	<i>Hierarchize or condense information at a local level (identifying the main idea, summarizing, or giving a title)</i>
	Possible Mapping to K to 12:	Make generalizations from different text types (EN7RC-IV-c-2.12)

Ask learners to respond to two questions about closely aligned materials, characters, problems, etc. at the multistructural level. Provide the response.

Item 10 Grade 7 English: Making generalizations

Instructions: Read the text about distance learning, then answer the following questions/activities that follow.

Online distance learning is a learning modality that requires learners to must-be gadgets and solid or stable connectivity at home. However, statistics show that fewer parents prefer this modality for their children due to the cost that it entails.

Though not popular choice mode, those who can afford this scheme find this safe from virus transmission since it is home-based learning. In addition, it develops mor ICT skills for learners. Another advantage is that this can be done both in synchronous (real-time) or asynchronous to reduce screen time for health reasons. It also promotes paperless teaching-learning delivery of the lesson.

On the other hand, printed modular learning delivery appears to be the widely preferred learning mode under "New Normal" school year. This is why the option gets a bigger budget (printing, reproduction, and distribution) than the online modality. Furthermore, this modality caters to most learners who do not have gadgets or access to the internet in their households. The use of the printer Self Learning Materials (SLMs) or modules allows self-paced learning and independent learning. Accordingly, SLMs address the mounting fear of parents and teachers as they are highly exposed to the virus during distribution and retrieval in school.

Question 10.1 Grade 7: List the features of the modular distance learning modality

Your Answer:

*Ask learners to compare and contrast the two features working through the similarities and differences with explanations.
Provide the answer.*

Question 10.2 Grade 7: Based on the summary bullets provided, point out the similarities and differences of these two modalities using a T-Chart.

Your Answer:

Question 10.3 Grade 7: The article has no conclusion summing up the writer's judgments about the advantages/disadvantages of the two different modes of education/learning. What conclusions do you think the writer would put in the missing paragraph? Write a three-sentence conclusion.

Your Answer:

Item 011	Subject:	English
	Grade Level:	7
	Topic:	Scanning for Specific Information
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text/from some information space</i>
	Possible Mapping to K to 12:	Scan for specific information (EN7RC-I-a-1.5.2)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 11 Grade 7 English: Scanning for Specific Information

Instructions: Read the article below and provide answers to the questions/activities that follow.

Philippine Nurses Association rejects Bello proposal to scrap board exams

The Philippine Nurses Association (PNA) on Thursday rejected a proposal by Labor Secretary Silvestre Bello III to scrap licensure exams, maintaining that the competency of health professionals must be ensured.

The secretary added that the Board of Nursing also thumbed down Bello's proposal during their meeting, while the labor chief insisted that it was something the Professional Regulation Commission should look into.

Bello floated the idea of doing away with licensure exams for nurses and lawyers, among others, due to the high financial costs of studying and taking the board.

The labor chief argued that as long as a student graduated from an institution accredited by the Commission on Higher Education, there should be no need for a licensure exam.

Source: <https://www.gmanetwork.com/news/news/nation/794535/philippine-nurses-association-rejects-bello-proposal-to-scrap-board-exams/story>

Question 11.1 Grade 7: Given are questions relative to the article above. Analyze each of them and identify which are the ones that contain errors in terms of the accuracy of the ideas presented in the article. Justify your answer.

1. What professional organization in the country is mentioned in the news article?
2. Why did the Philippines Nurses Association reject the proposal of Labor Secretary Bello?
3. Why do you think Labor Secretary Bello said that there is no need for a licensure examination for nurses?
4. Do you agree with the proposal of Secretary Bello? Justify your answer.

Your Answer:

Item 012	Subject:	English
	Grade Level:	7
	Topic:	Activating One's Schema
	PISA Competency:	<i>Draw upon one's knowledge, opinions, or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference</i>
	Possible Mapping to K to 12:	Use the universe of the text to activate one's schema (EN7RC-III-c-8.2)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 12 Grade 7 English: Activating One's Schema

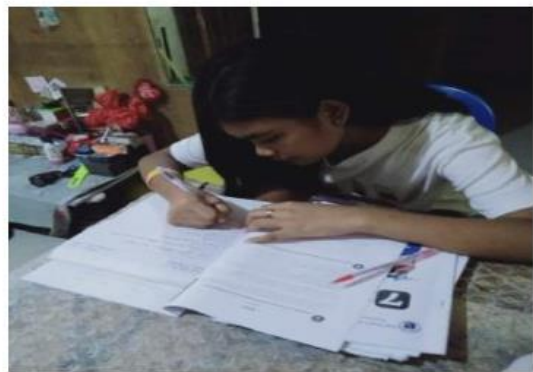
Instructions: The pictures below were taken in 2020 during the pandemic to show what schooling was like. Write a paragraph to go under the Headline: What Education during the Pandemic was like.

Question 12.1 Grade 7: What Education during the Pandemic was like?

Your Answer:

Question 12.2 Grade 7: Write captions for each picture.





Question 12.3 Grade 7: Use Google Search to find two more pictures on the same topic. Explain your choices.

Your Answer:

Now provide an alternative (another) correct answer/solution to the original question/activity, taking a different approach, method, or technique.

Question 12.4 Grade 7: Let's assume that you are going to interview a friend or a classmate about his/her experiences for the previous school year at this time of the pandemic. Construct interview questions for the said activity.

Your Answer:

Item 013	Subject:	English
	Grade Level:	7
	Topic:	Reading Strategies
	PISA Competency:	<i>Scan a single text in order to retrieve target information made of a few words, phrases or numerical values</i>
	Possible Mapping to K to 12:	Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose (EN7RC-I-a-7)

Ask learners to respond to two questions about closely aligned materials, characters, problems, etc. at the multistructural level. Provide the response.

Item 13 Grade 7 English: Sequencing of Ideas

Instructions: Read the poem “I am a Filipino” by Dali Soriano. Find out what Filipino identities are described in the poem and see if they resemble your own identities by filling in the chart below.

I am a Filipino

By Dali Soriano

I am a Filipino

I am proud to be one.

My black hair and my brown skin,

Perfectly baked by sun.

I live happily with my parents,

Brothers, sisters - we are one.

Lolo, lola, uncles, and aunts,

On fiestas we have fun.

I play Filipino games -

Sipa, taguan, palo sebo.

I love Filipino food,

My favorite is adobo.

I kiss the hand of my elders,

To say goodbye or hello.

This makes me a Filipino,

Polite, respectful, and true.

Question 13.1 Grade 7: The poet says that Filipinos are 'polite, respectful and true.' What evidence does the poet give in the poem to show that these characteristics are true?

Your Answer:

Question 13.2 Grade 7: What are the characteristics that you possess which were or were not depicted in the poem? Add one or two more stanzas to the poem using the additional characteristics you have identified.

Your Answer:

Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 13.3 Grade 7: Make a comparison of the identities mentioned in the poem and the characteristics that you possess by filling in the chart below.

Identities of Filipinos based on the poem	Your own Identities	Identities you have and can be found in the poem


Your Answer:

Item 014	Subject:	English
	Grade Level:	7
	Topic:	Scanning information
	PISA Competency:	<i>Scan a single text in order to retrieve target information made of a few words, phrases, or numerical values</i>
	Possible Mapping to K to 12:	Scan for specific information (EN7RC-I-a-1.5.2)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 14 Grade 7 English: Scanning information

Instructions: Read and analyze the text discussing internet/web-based programs. Provide an answer to the question/activity below.



Internet/Web-based Programs

Internet/web-based programs are types of software available for you to access through a website or a web browser. These include activities that you do over the internet. Little did you know, you are using these programs on a day-to-day basis. If you have tried to book accommodations and tickets, made payments online via *GCash, Pay Maya or PayPal*, signed up an account profile in Facebook, Instagram, NBI, and even online games; therefore, internet/web-based programs are already part of your routine.

Question 14.1 Grade 7: Study the situations given below. Applying the concept of internet/web-based programs discussed, identify the situations that do not follow the descriptions provided by highlighting the error (phrases or words) and briefly explain your answer. Do not change the statement if it contains an accurate example of internet/web-based programs.

- **Scenario 1:** Liyah is asked to accomplish an attendance sheet through google forms after online class. Only Microsoft 365 accounts can be used to access the link given by her Grade 7 English teacher.
- **Scenario 2:** Aldrin, an incoming Grade 7 student, received a notification requesting him to participate in a survey conducted by the school where he submitted his name for the early registration. The survey will determine what distance learning modality is the most applicable for him.
- **Scenario 3:** Joe was not able to attend his online classes because he was not feeling well. He then asked a classmate about the topics that were discussed. He was able to catch up with the lesson by reading the pdf copy of the reference material even before the class had started.
- **Scenario 4:** Sydney wants to join the Music Club in her school. She visited the organization's office and was asked to fill out a printed application form to sign her up to become a member.
- **Scenario 5:** Zarah, a Grade 7 student, is taught by Ana, her sister, who is a Grade 10 student, to browse the Learning Resource Portal of DepEd. They want to search and download free materials that Zarah will use in her classes.

Your Answer:

Item 015	Subject:	English
	Grade Level:	7
	Topic:	Search engines
	PISA Competency:	<i>Draw an inference from the text/a local context</i>
	Possible Mapping to K to 12:	Make predictions about the text (EN7RC-III-e-2.8)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 14 Grade 7 English: Search Engines

Instructions: Read the summary of the story “The Centipede” by Rony V. Diaz which is about the rivalry between the two characters, Eddie and Delia. And then, answer the question/activity that follows.

A Summary of “The Centipede”

by Rony V. Diaz

Eddie and Delia are siblings. One day, Delia picked on Eddie when he broke a doll in her dollhouse. She was so angry that she fell, foaming at the mouth, and had to go to the hospital as a result. In the following years, the family has been trying to maintain a sense of calm and hope not to anger her or inspire extreme emotions since she has a weak heart. Eddie accepts her complaints, and they have to let them go because of the intense emotions. He makes no retaliation to her requests.

One day, he adopted a dog whom he loves. Despite seeing her sister hitting his dog, he never spoke because he should not upset her. However, his hatred builds from the times she has been cruel to him and destroyed the things he loves. He went home one time, and there was a workman at their house who showed him a centipede from the chopped wood. Eddie killed it to bring it inside their house. He threw it in his sister's lap, which made her scream, accusing him of attempting to kill her. She fell, clutching her chest in pain, moaning. He feels terrible, saying that the centipede is dead and could not hurt her, but she did not move.

Question 15.1 Grade 7: The story is open-ended leaving the readers to wonder what happens to Delia after the “centipede” incident. Using a concept map, present a list of possible ways to end the story.

Your Answer:

Item 016	Subject:	English
	Grade Level:	7
	Topic:	Scanning Information
	PISA Competency:	<i>Scan a single text in order to retrieve target information made of a few words, phrases or numerical values</i>
	Possible Mapping to K to 12:	Scan for specific information (EN7RC-I-a-1.5.2)

Ask learners to respond to two questions about closely aligned materials, characters, problems, etc. at the multistructural level. Provide the response.

Item 16 Grade 7 English: Scanning information

Instructions: Read the poem “Ballad of a Mother’s Heart” by Jose La Villa Tierra and answer the question/s given.

Ballad of A Mother's Heart

by Jose La Villa Tierra

*The night was dark, for the moon was young
And the stars were asleep and rare;
The clouds were thick, yet Youth went out
To see his Maiden fair.*

*"Dear One," he pleaded as he knelt
Before her feet, in tears,
"My love is true; why have you kept
Me waiting all these years?"*

*The maiden looked at him unmoved,
It seemed, and whispered low:
"Persistent Youth, you have to prove
By deeds your love is true."*

*"There's not a thing I would not do
For you, Beloved," said he.
"Then go," said she, "to your mother dear
And bring her heart to me."*

*Without another word,
Youth left and went to his mother dear.
And opened her breast and took her heart.
He did not shed a tear!
Then back to his Maiden fair he ran,
Unmindful of the rain;
But his feet slipped and he fell down
And loud he groaned with pain!*

*Still in his hand he held the prize
That would win his Maiden's hand;
And he thought of his mother dear
So kind, so sweet, so fond.*

*And then he heard a voice,
Not from his lips but all apart:
"Get up," it said; "Were you hurt, Child?"
It was his mother's heart.*

Source: *Ballad of a Mother’s Heart*. Retrieved from cyril-leonard-l-muring/eng-202/speech-choir--ballad-of-a-mother-s-heart-by-jose-la-villa-tierra <July 29, 2021

Question 16.1 Grade 7: Do you think the Maiden really loves the Youth? State your reasons

Your Answer:

Question 16.2 Grade 7: Describe the kind of love that the mother of the Youth has shown in the poem.

Your Answer:

*Ask learners to compare and contrast the two features working through the similarities and differences with explanations.
Provide the answer.*

Question 16.3 Grade 7: What is the difference between the mother's and the Maiden's love?

Your Answer:

Item 017	Subject:	English
	Grade Level:	7
	Topic:	Scanning Information
	PISA Competency:	<i>Draw upon one's knowledge, opinions or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference</i>
	Possible Mapping to K to 12:	Use one's schema as basis for conjectures made about a text (EN7RC-III-a-8.1)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 17 Grade 7 English: Scanning information

Instructions: Read and analyze quotation by the great philosopher, Aristotle, and answer the question/activity given.

	<p>“We are what we repeatedly do. Excellence, therefore, is not an act but a habit.”</p> <p>Aristotle</p>
--	---

Question 17.1 Grade 7: A student was asked to put Aristotle’s message in their own words. They wrote: “Excellence can be measured by one accomplishment done by an individual.”

Study the question and the answer. Explain what makes the answer erroneous/wrong.

Your Answer:

Question 17.2 Grade 7: Rate the student’s sample answer using the rubric below; give one as the lowest and five as the highest marks.

5	4	3	2	1
The given answer provides a well-articulated and detailed argument that contains no error in logic	The given answer provides a well-articulated but not detailed argument that contains no errors in logic	The given answer presents an argument that makes a point but is not well-articulated or contains significant errors in logic.	The given answer makes no clear point or has so many errors in logic.	No judgment can be made

Your Answer:

Question 17.3 Grade 7:

Provide a correct answer to the question and add evidence that refutes the incorrect answer.

Your Answer:

Item 018	Subject:	English
	Grade Level:	7
	Topic:	Reading Strategies
	PISA Competency:	<i>Make inference about the author’s intention and identify the evidence used to infer that intention</i>
	Possible Mapping to K to 12:	Read intensively to determine the author’s purpose (EN8RC-Ig-7.1)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 18 Grade 7 English: Reading Strategies

Instructions: Read the following announcement from the DepEd's official Facebook page, then answer the questions/activities given.



Source: <https://www.facebook.com/DepartmentOfEducation.PH>

Question 18.1 Grade 7: What do you think is the general purpose of the announcement posted by DepEd? Cite evidence based on the text to support your answer.

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method, or technique.

Question 18.2 Grade 7: Convert the Facebook post above into a radio announcement by writing a radio DJ script following the same purpose conveyed in the text.

Your Answer:

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Grade

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Item 001	Subject:	English
	Grade Level:	8
	Topic:	Scanning Information
	PISA Competency:	<i>Scan a single text in order to retrieve target information made of a few words, phrases, or numerical values</i>
	Possible Mapping to K to 12:	Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose (EN8RC-1e-7)

Item 1 Grade 8 English: Scanning Information

Instructions: Read carefully the text, *Japan's Wonder*, and answer the questions that follow.

Japan's Wonder

A *cherry blossom* is a flower that belongs to the *Prunus* tree. It is popularly known as Japanese cherry or sakura. During the spring season, many tourists come to Japan to view the splendor of these white or pink flowers blooming altogether. According to the 2021 forecast, the best viewing in Japan's major cities, including Tokyo, Osaka, Kyoto, Nagoya, Fukuoka, and Yokohama, is in March.

A traditional Japanese tea made of sakura blossom is a famous brew that even tourists enjoy. The ornamental Japanese cherry trees average 20 to 40 feet tall, but wild cherry trees can grow up to 80 feet. However, they live for a short period at about 16 – 20 years only, unlike the black cherry trees that can grow up to 250 years.

**Question 1.1 Grade 8
Unistructural Item:**

What type of tree is a Cherry Blossom?

Your Answer:

**Question 1.2 Grade 8
Multistructural Item:**

In as much detail as possible, describe a cherry tree.

Your Answer:

**Question 1.3 Grade 8:
Relational Item**

Write a paragraph presenting an argument for the preservation of cherry blossoms. Use evidence from the text to support your answer.

Your Answer:

Item 002	Subject:	English
	Grade Level:	8
	Topic:	Key and Minor Ideas
	PISA Competency:	<i>Distinguish between key ideas and minor details</i>
	Possible Mapping to K to 12:	Identify details that support the topic sentence (EN8RC-IVb-2.21.2)

Item 2 Grade 8 English: Key and Minor Ideas

Instructions: Read carefully the text, *Cats and History*, and answer the questions that follow.

Cats and History

Cats have existed way back in ancient days. They were represented in the social and religious practices of Ancient Egypt for more than 3,000 years. One of the earliest deities of Ancient Egypt was the goddess Mafdet, who was highly revered by the people seeking protection against venomous animals like snakes and scorpions. She was shown as a cat with a woman's head. Wild cats have lived among the people of Mesopotamia for over 100,000 years. They have been domesticated there approximately 12,000 BCE at about the same time as dogs, sheep, and goats. Cats were sacred animals for the Greeks, too. Whenever a cat died in the household, all family members would mourn and shave their eyebrows. Cats truly own time, after

**Question 2.1 Grade 8
Unistructural Item:**

What is the topic sentence of the selection?

Your Answer:

**Question 2.2 Grade 8
Multistructural Item:**

What were the perceived contributions of cats in ancient history? Enumerate your answer.

Your Answer:

**Question 2.3 Grade 8
Relational Item:**

The writer says that cats 'own time.' What do you think this means? How is it shown this in the text?

Your Answer:

Item 003	Subject:	English
	Grade Level:	8
	Topic:	Organizing Information
	PISA Competency:	<i>Organize information in graphs</i>
	Possible Mapping to K to 12:	Organize information in tables, graphs, and maps (EN8RC-IIh-2.15)

Item 3 Grade 8 English: Organising information

Instructions: Read carefully the text, *Religious affiliation in Japan 2017*, and answer the questions that follow.

Religious affiliation in Japan 2017

The majority of Japanese adhere to Shintoism, a traditional Japanese religion focusing on rituals and worship at shrines. In 2017, the majority of the total population of Japan participated in Shinto practices. Closely behind is Buddhism. Most Japanese thus practice both religions. However, very few Japanese adhere to Christianity.

The statistics in Japan released the data showing the distribution of different religions in Japan which are as follows:

Shintoism= 70%
Buddhism= 69%
Christianity= 1%
Other religions= 7%

The added values exceed 100 percent because many Japanese are simultaneously Shinto and Buddhist.

**Question 3.1 Grade 8
Unistructural Item:**

What type of graph do you think can best present the given statistics on religions in Japan.

Your Answer:

**Question 3.2 Grade 8
Multistructural Item:**

What is the difference between a vertical and a horizontal bar graph? Illustrate how these two graphs look like.

Your Answer:

**Question 3.3 Grade 8
Relational Item:**

How would you organize the distribution of different religions in Japan into a bar graph? Create a bar graph to show the data.

Your Answer:

Item 004	Subject:	English
	Grade Level:	8
	Topic:	Sharing prior knowledge
	PISA Competency:	<i>Draw upon one's knowledge, opinions or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference</i>
	Possible Mapping to K to 12:	Share prior knowledge about a text topic (EN9RC-Ia-16)

Item 4 Grade 8 English: Sharing prior knowledge

Instructions: Read the text carefully and answer the questions that follow.

The Importance of saving money

Money by far is the most necessary thing required after necessities, i.e. food, shelter and clothing. It is the fundamental requisite for survival for the poor. It also enables middle-class persons to meet their ends and for the higher class to fulfil their luxurious demands. The fact that should not be forgotten is that you need to save for future crises, for business problems, for travel, for any sort of urgency, for fulfilling a long-cherished dream or for anything. Money is a prized possession though its worth is subjective anyhow. It is needed in every next step. For that, you need to prioritize your needs and understand how much savings play an essential role in securing your future.

You may forget your limits when you spend your money, but you have to plan first and be rational before giving your money to something as good as scrap. This is for a generation existing right now. We argue and claim that we understand the worth of it, but well, we do not. The day we start earning, then maybe we might turn out to be good savers.

Excerpt taken from an article in *My Study Times, Education Through Innovation*. Retrieved on September 6, 2021 at <http://www.mystudytimes.com/saving-money-need-and-importance/>

The text enumerates a number of circumstances you may need to save money for. Identify one which closely relates to your personal experience/s in the past, or you may be currently experiencing.

**Question 4.1 Grade 8
Unistructural Item:**

Your Answer:

According to the text, “Money by far is the most necessary thing required after basic necessities.” Show evidence from the text that this is true and give examples for each, preferably from personal experiences or experiences of others from reliable sources.

**Question 4.2 Grade 8
Multistructural Item:**

Your Answer:

**Question 4.3 Grade 8
Relational Item:** Based on the information found in the text, do you agree with the saying that “Money is the root of all evil?” Explain your answer.

Your Answer:

Item 005	Subject:	English
	Grade Level:	8
	Topic:	Interpreting and following Guidelines
	PISA Competency:	<i>Locate information within a piece of text</i>
	Possible Mapping to K to 12:	Interpret and follow instructions, directions, notices, rules and regulations (EN8RC-IVd-14.1)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 5 Grade 8 English: Interpreting and Following Guidelines

The Inter-Agency Task Force (IATF) for the management of the Covid-19 pandemic in the Philippines placed the National Capital Region under Enhanced Community Quarantine (ECQ) from August 6, 2021, to August 20, 2021. Referring to the Omnibus Guidelines, areas placed under ECQ should observe and implement the following protocols:

1. Minimum public health standards shall be complied with at all times for the duration of the ECQ.
2. The movement of all persons shall be limited to accessing goods and services from permitted establishments.
3. Any person below eighteen (18) years old, those who are over sixty-five (65) years of age, those with immunodeficiency, comorbidity, or other health risks, and pregnant women shall be required to remain in their residences at all times.
4. Food preparation establishments such as kiosks, commissaries, restaurants, and eateries are allowed to operate with full capacity, but services shall be limited to take-out and delivery.
5. Gatherings outside of residence shall be prohibited. Gathering at residences with any person outside of one's immediate household shall likewise be prohibited. Pastors, priests, rabbis, imams, or other religious ministers and their assistants may conduct religious services performed through online video recording and transmission.

Source: *Inter-Agency Task Force for the Management of Emerging Infectious Diseases. (29 July 2021). Resolution No. 130-A Series of 2021. Republic of the Philippines.*

A barangay in NCR released a poster detailing for its constituents the guidelines from the national IATF on ECQ.

BARANGAY MALAYA ECQ GUIDELINES

From August 6, 2021 to August 20, 2021 the following restrictions shall be enforced:

1. NO GATHERINGS
 - Any form of gatherings outside of residence is prohibited.
2. LIMITED RELIGIOUS GATHERINGS
 - Religious gatherings will be allowed limited to 30% venue capacity.
3. UNLESS TRAVEL IS VERY ESSENTIAL, THE FOLLOWING REQUIRED TO STAY AT HOME
 - Citizens 17 years old and below
 - Senior Citizens 66 years old and above
 - Citizen with comorbidities/health risks
 - Pregnant Women
4. LIMITED ESTABLISHMENT SERVICES
 - Restaurants and eateries will be allowed to operate with 50% workforce capacity
 - Food services will be limited to take-out and delivery only.

Everyone must strictly adhere to the standard health protocols. Always wear your face masks and face shields when heading out. Observe physical distancing at all times.

Question 5 .1 Grade 8: What information from the infographics does/do not adhere to the protocols in the Omnibus Guidelines released by the national IATF? Provide a short explanation. Then, suggest alternative statements to correct the wrong information found in the poster.

Your Answer:

Item 006	Subject:	English
	Grade Level:	8
	Topic:	Evaluating PSA Text
	PISA Competency:	<i>Evaluate the quality and credibility of the text and identify and assess the source of the information</i>
	Possible Mapping to K to 12:	Examine biases (for or against) made by the author (EN8RC-IIIg-3.1.12)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 6 Grade 8 English: Evaluating PSA Text

A **public service announcement (PSA)**, is a short message (usually 30 seconds or less) disseminated in the interest of the public. The goal of a PSA is to raise awareness and change public attitudes, opinions, or even behavior towards an issue.

Key points to consider in writing PSA Texts:

- Because you only have a few seconds to reach your audience, the language should be simple and vivid. Make every word count, and your message very clear
- It should have the right words or phrases that grab attention - to attract an audience. Use facts they already know (when available) and appeal to their sense of reason and/or emotion.
- The PSA usually is a request to a specific action, such as calling a specific number to get more information. You ordinarily want the audience to do something as a result of having read or heard the PSA.
- The source should be reliable. A good PSA should always identify the source, e.g. from government agencies, established non-government agencies, and other reliable and reputable organizations both local and international. You can ask adults who may know about the source or you can check it online using multiple references

Question 6.1 Grade 8: Using the key points on the tips on what to consider in writing a public service announcement (PSA) text that was previously discussed in class, do you think that the PSA below is well written and acceptable? You can use details from the text to support your answer.

PSA Text on Vaccination against COVID-19

Time: 30 seconds

Agency: American Hospital Association

Title: A Serious Decision

Main text:

I have a choice. Should I get the COVID vaccine or not. So, I am doing my research, talking to friends about their side effects, reading about vaccines, and finding out how thoroughly they were tested for safety. I know we could all get back to the things we love without fear of getting COVID like travelling or hanging out with friends. I have not made up my mind yet because I still have some more questions. But the more I learn, the more comfortable I feel getting the vaccine.

(This PSA text is from a 30-second PSA video (on public domain) produced by the American Hospital Association <https://www.aha.org/vaccineconfidence>.)

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc. which if addressed would give the correct answer. You may include some caveats, such as how many changes are expected.

Question 6.2 Grade 8: It is recently general knowledge that fake news on the harms of getting vaccinated has circulated on different social media platforms. This has increased the fear of some people who have resisted getting vaccinated. Now, please read below the PSA from the Department of Health (DOH) and use the rubric provided to evaluate it. Do you think this PSA text can help people lessen their fear of getting vaccinated? Explain your answer.

Agency: Department of Health (Philippines)

Title: Dismiss fake news

Main text:

Dismiss fake news against COVID-19 vaccination. Trust only reliable sources such as the World Health Organization, CDC, AHO, IATF. 99.77% of total vaccine doses administered had no untoward reactions! Only 0.23% of total vaccine doses administered have untoward reactions to recipients. Most are mild only and resolve spontaneously. Join the number of those who got vaccinated when it's your turn! Be part of the BIDA BAKUNATION!

Rubrics:

Criteria	3	2	1
Content	The PSA contains necessary information related to the campaign.	The PSA contains information related to the campaign.	The PSA contains very few information related to the campaign
	The source of the PSA is reliable. It identifies the source, e.g., from government agencies, established non-government agencies, and other reputable organizations both local and international.	The source of the PSA is somewhat reliable. It identifies the source, e.g., from government agencies, established non-government agencies, and other reputable organizations both local and international.	The source is unreliable. It does not identify any source at all.
Purpose	The purpose of the PSA is very clear. There is a request for a specific action. It encourages the audience to do something as a result of having read or heard the PSA.	The purpose of the PSA is somewhat clear. There is an attempt to request for a specific action. It encourages the audience to do something as a result of having read or heard the PSA.	The purpose of the PSA is inconsistent and unclear.

Language

The PSA contains right words or phrases very relevant to the campaign. Uses facts the audience already knows, and it appeals to their sense of reason or emotion.

The PSA contains right words or phrases very relevant to the campaign. Uses facts the audience already knows, and it appeals to their sense of reason or emotion.

The PSA does not contain the right words. Barely understandable.

The PSA uses technical terms or acronyms very familiar to the general audience.

The PSA uses technical terms or acronyms somewhat familiar to the general audience.

The PSA uses unfamiliar technical terms or acronyms.

Your Answer:

Item 007	Subject:	English
	Grade Level:	8
	Topic:	Main idea and Supporting Ideas
	PISA Competency:	<i>Distinguish between key ideas and minor details.</i>
	Possible Mapping to K to 12:	Distinguish between general and specific statements (EN8RC-IVf-10.2)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 7 Grade 8 English: Main Idea and Supporting Idea

Instructions: Read the passage below. and identify the main idea and supporting ideas using an appropriate concept map or graphic organizer.

The extraordinary circumstances brought about by the COVID-19 pandemic have introduced several unpleasant changes in our daily lives, which may threaten our mental health. First, the never-ending ECQ and MECQ protocols such as heightened restricted movements and physical distancing, although for the general welfare of the public, have increased people's fear and anxiety. Second, working or studying at home with the kind of internet services or connectivity we have in the country is very stressful at so many levels. Third, social interactions of children and adults have been limited for far too long which may affect the attitude, especially of the children, in terms of social norms. Eventually, these changes caused by the pandemic on top of managing the fear of contraction the virus are threat to our mental health.

Question 7.1 Grade 8: identify the main idea and supporting ideas using an appropriate concept map or graphic organizer.

Your Answer:

Item 008	Subject:	English
	Grade Level:	8
	Topic:	Scanning Information
	PISA Competency:	<i>Scan a single text in order to retrieve target information made of a few words, phrases, or numerical values</i>
	Possible Mapping to K to 12:	Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose (EN8RC-Ie-7)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 8 Grade 8 English: Scanning information

Instructions: Below are the highlights of the statements of DepEd Secretary Leonor Briones during a conference that was organized to campaign for the passage of a comprehensive smoke-free environments law in the 18th Congress. The Department of Education published this press release on its official website on July 29, 2021. Read the following highlights and answer the questions/activities that follow.

**Briones appeals to Institutionalize Policies for a Smoke-free Country
(Press Release Highlights)**

Education Secretary Briones appealed to the lawmakers to pass strong and comprehensive tobacco policies in support of the promotions of healthy choices among Filipino learners.

She said that such policies are needed to complement DepEd's effort to keep schools smoke-free and make learners educated of the harm of smoking or tobacco use.

"We are using all available platforms to appeal to our legislators, decision-makers, and influencers to help us in protecting the welfare of our learners by making policies and creating an environment that is supportive of their health-promoting choices." Secretary Briones said during the Philippines Smoke-free Movement Champions' Conference.

"We are in very strategic time to have this legislative measure passed, especially now that we have a President who has repeatedly and publicly expressed support for tobacco control," she emphasized.

"As repeatedly mentioned by the World Health Organization, the youth are being targeted by the tobacco industry to be their next generation consumers. Through strong and comprehensive tobacco control policies, we can win this battle," Briones shared.

"What we are really talking about are the dreams of our youth that can only be achieved if they grow up healthy free from the harms of tobacco use," she added.

Source: https://www.deped.gov.ph/2021/07/29/briones-appeals-to-institutionalize-policies-for-a-smoke-free-country/?utm_source=rss&utm_medium=rss&utm_campaign=briones-appeals-to-institutionalize-policies-for-a-smoke-free-country

Question 8.1 Grade 8: List the keywords/phrases that you used to determine the grounds presented by DepEd Secretary Leonor Briones in appealing to the legislators and policymakers to institutionalize strong and comprehensive tobacco policies in the country.

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method or technique.

Question 8.2 Grade 8: In the latter part of the DepEd press release, DepEd Secretary Leonor Briones stated that “we can win this battle.” Why do you think the speaker considers it as a “battle”? Cite pieces of evidence.

Your Answer:

Item 009	Subject:	English
	Grade Level:	8
	Topic:	Organizing information
	PISA Competency:	<i>Explain the purpose or use of a map or figure.</i>
	Possible Mapping to K to 12:	Organize information in tables, graphs, and maps (EN8RC-IIh-2.15)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 9 Grade 8 English: Organising information

Instructions: Analyze the infographic and answer the questions/activities below



Question 9.1 Grade 8: Provide interpretations of the illustrations and details given and describe how these illustrations helped you in conceptualizing such interpretations.

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc. which if addressed would give the correct answer. You may include some caveats such as how many changes are expected.

Question 9.2 Grade 8: Thousands of COVID-positive cases are being reported by the Department of Health (DOH) each day. With the existing safety protocols indicated, what other measures do we need to observe to support the government in winning the battle against the virus? You may use any available resources such as government websites, newspapers, public advisories as your reference. Use a graphic organizer or an infographic to present your answer. Lastly, please provide a brief description of the graphic organizer or the infographic discussing its role/usage in the output.

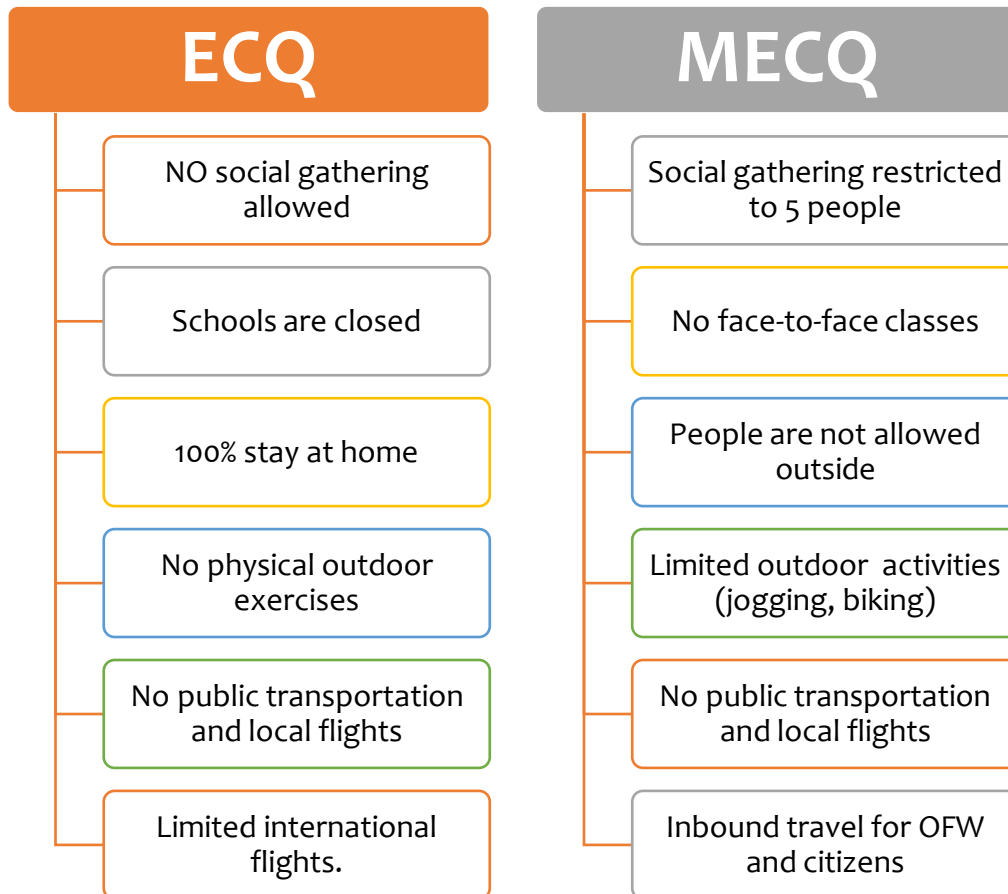
Your Answer:

Item 010	Subject:	English
	Grade Level:	8
	Topic:	Organizing information
	PISA Competency:	<i>Explain the purpose or use of a map or figure.</i>
	Possible Mapping to K to 12:	Organize information in tables, graphs, and maps (EN8RC-IIh-2.15)

Ask learners to respond to two questions about closely aligned materials, characters, problems, etc. at the multistructural level. Provide the response.

Item 10 Grade 8 English: Organising Information

Study the figure below to understand the difference between Enhanced Community Quarantine (ECQ) and Modified Enhanced Community Quarantine as per IATF Guideline released to the public in August 2020. You will use this information to answer the questions below.



Question 10.1 Grade 8: Utilize the graphic organizer above containing the highlights of the IATF guideline regarding the Enhanced Community Quarantine (ECQ) in disseminating the information to the members of your community by creating an announcement. Consider that this will be posted on bulletin boards and areas where it is visible to the public.

Your Answer:



Question 10.2 Grade 8: Utilize the graphic organizer above containing the highlights of the IATF guideline regarding the Modified Enhanced Community Quarantine (MECQ) in disseminating the information to the members of your community by creating an announcement. Consider that this will be posted on bulletin boards or areas where it is visible to the public.

Your Answer:



Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 10.3 Grade 8: Using the guidelines provided, compare and contrast ECQ and MECQ to promote understanding of the said IATF rules by creating a script for a skit or role play. Explain how the graphic organizer assisted you in conceptualizing the skit.

Your Answer:

Item 011	Subject:	English
	Grade Level:	8
	Topic:	Scanning a single text
	PISA Competency:	<i>Scan a single text in order to retrieve target information made of a few words, phrases or numerical values</i>
	Possible Mapping to K to 12:	Scan for logical connectors to determine the text type (EN8RC-1a-7.2)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 11 Grade 8 English: Scanning a single text

Instruction: Read the following selection about cherry blossoms then answer the given question/s below.

Sakura Viewing Amidst Pandemic

by: Elenor M. Malimata

Japan is very popular for its splendid cherry blossom, also known as *sakura*. It is a flower that belongs to the *Prunus* tree. During the spring season, many tourists come to view these wonderful white or pink flowers blooming altogether. They even enjoy the famous brew of traditional Japanese tea made of *sakura* blossom. Nevertheless, due to the COVID-19 pandemic, gatherings of crowds for Hanami cherry blossom viewing festivals were discouraged in 2020 due to pandemic-related restrictions.

However, it seems that tourists will have more access than ever before to Japan's ideal viewing locations in its countless beautiful parks and gardens by using innovative virtual technology from home, including 360 panoramic video tours of iconic cherry blossom viewing locations, according to a news article published by CISION PRNewswire dated February 23, 2021.

In addition, the news article stated that since cherry blossoms are such a big attraction and last for such a short window of time, the Japan Meteorological Agency (JMC) frequently publishes and updates forecasts for the event every year. The forecast is based on flowering, and full bloom dates from previous years and the temperatures during autumn and winter. However, it is often closely monitored and updated well into the spring.

People from other parts of the globe will find ways and means not to skip this remarkable once-in-a-lifetime experience. They will unite for a common purpose – to have a firsthand encounter with *Sakura*.

Question 11.1 Grade 8: According to the selection, how did Japan resolve the conflict of Hanami or *sakura* viewing due to COVID-19 restrictions?

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method, or technique.

Question 11.2 Grade 8: List down words or phrases to identify the solutions made by Japan to the conflict regarding Hanami or *sakura* viewing due to COVID-19 restrictions.

Your Answer:

Item 012	Subject:	English
	Grade Level:	8
	Topic:	Relating content or theme to previous experiences and background knowledge.
	PISA Competency:	<i>Draw upon one's knowledge, opinions or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference.</i>
	Possible Mapping to K to 12:	Relate content or theme to previous experiences and background knowledge (EN8RC-IIa-2.18)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 12 Grade 8 English: Relating content or theme to previous experiences and background knowledge.

Instruction: Read carefully the following selection and answer the question that follows.

Success Baggage
by: Elenor M. Malimata

Vishu was born in India. India is amongst the poorest countries in the world, so there are only a few opportunities for success. Because of this, he decided to move to another country where doors of opportunities open more freely than in his hometown. He decided to migrate to Thailand. During his flight, he thought that he would have difficulty adjusting to Thai culture and finding it difficult to find friends because of the language barrier. Thailand proved this wrong because of the warm welcome of its people. Vishu found them accommodating and cordial, understanding that he was foreign and still unfamiliar to their country. He found a nice place to stay, and after a while, he was able to adapt to Thailand's environment. As Vishu was now comfortable with his life in Thailand, he started the small business he had when he was still in India, and it became a big thing among the people. Indeed, he could smile widely because of the ambiance and opportunities Thailand has offered him in this place.

Question 12.1 Grade 8: If you were Vishu, would you stay in Thailand? Give reasons to support your answer.

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc., which if addressed would give the correct answer. You may include some caveat, such as how many changes are expected.

Question 12.2 Grade 8: Nowadays, many people find discomfort in the place they live in due to limited resources and the rapid growth of the population. If given a chance to move to another place and find success, what lessons have you learned from Vishu's experience in making your choice?

Your Answer:

Item 013	Subject:	English
	Grade Level:	8
	Topic:	Identifying a specific piece of text when a theme or main idea is explicitly stated
	PISA Competency:	<i>Identifying a specific piece of text when a theme or main idea is explicitly stated</i>
	Possible Mapping to K to 12:	Use text type knowledge (narrative in literature, instructions, explanation, factual and personal account, persuasive, expository) to process information in a text (EN8RC-IVe-13)

Ask learners to respond to two questions about closely aligned materials, characters, problems, etc. at the multistructural level. Provide the response.

Item 13 Grade 8 English: Identifying a specific piece of text when a theme or main idea is explicitly stated s

Instruction: Read the following paragraph to understand why many people choose slippers over other footwears. These details will guide you in answering the questions that follow:

A Pair of Comfort

by: Elenor M. Malimata

Some people say rubber shoes are the most comfortable footwear, while others say flats are the top. However, we all know that the true comfort king of footwear is none other than slippers. They are easy to wear and can be matched with almost any kind of clothing, and provide added coziness to your whole outfit. Wearing rubber shoes consumes time just by tying the laces. Also, the color is inconsistent and the shoes can be pricey at times. Flats have thin, unsupportive soles which do not provide shock resistance when you slam your feet to the ground. They can cause many feet and toenail problems; besides, they don't last very long.

Slippers provide the comfort that flats can't give with their rubber soles, which reduces the shock to the foot. Slippers don't consume any time when you wear them. Just slip them on, and you are ready to go. Slippers are cheap, comfy, stylish, durable, and easy to wear, so the next time you want a new pair of footwear, put slippers on top of your list!

Question 13.1 Grade 8: List the advantages that slippers have over flats and rubber shoes.

Your Answer:

Question 13.2 Grade 8: Compare this text with an advertisement for a different type of shoe. Do you think this text is a good advertisement for slippers? Give reasons. What features of effective advertising are evident in this text?

Your Answer:

Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 13.3 Grade 8: Based on the text provided, provide a concept map on how rubber shoes/flats are similar to slippers based on the text provided. Based on your responses, how will you identify the piece of text considering the similarities and differences it presented?

Your Answer:

Item 014	Subject:	English
	Grade Level:	8
	Topic:	Drawing inferences
	PISA Competency:	<i>Drawing an inference from the text/a local context</i>
	Possible Mapping to K to 12:	Draw conclusions from a set of details (EN8RC-IVh-2.12)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for an added fun in the activity.

Item 14 Grade 8 English: Drawing Inferences

Instruction: Read the following selection and answer the questions that follow.

The Baker

E. Malimata

Mikoto was an orphan who grew up with his foster parents, Sashimoto and Kenimura. Early in the morning, he used to help his parents with the household chores. He used to fetch water from a nearby deep well to water their vegetables in the backyard. His parents owned a bakery where Shokupan was their best-seller. After school, he helped in the bakery until he became a famous baker in town. Sashimoto and Kenimura were very proud of Mikoto. They believed that Mikoto was their lucky charm to progress in their business. In return, they gave him all the luxuries in life – a mansion, car and even expensive jewelry pieces. After ten months, Mikoto seldom went to the bakery because he became addicted to gaming and liquor. He even sold his car.

On the other hand, the biological son of the couple, who was also a millionaire, worked in a distant town, so Mikoto was the couple's only helper and companion. Their son would always hear praises about Mikoto, but they did not make him feel envious. Instead, he was very grateful that someone was taking care of his parents.

One day, there were many policemen around the couple's house. They found Sashimoto and Kenimura in the living room. They seemed to be asleep. It was stated in the autopsy report that the couple had a heart attack. The pieces of jewelry, credit cards and cash were gone. Some were investigating the neighbors, and some were getting evidence inside the mansion. A few days later, the biological son was taken into custody. He asked where Mikoto was, but the police said he had been missing for the past few days.

Question 14.1 Grade 8: The police inferred that the biological son could be guilty of the crime. Do you agree with them? Which statement/s suggest that Mikoto should be considered a suspect?

Your Answer:

Question 14.2 Grade 8: Based on the selection, what evidence suggests that the police will soon release the biological son and that Mikoto will be the next person arrested?

Your Answer:

Item 015	Subject:	English
	Grade Level:	8
	Topic:	Demonstrating understanding of cohesion
	PISA Competency:	<i>Demonstrate understanding of cohesion</i>
	Possible Mapping to K to 12:	Note explicit and implicit signals (like cohesive devices) used by the writer (EN8RC-IVc-13.1)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 15 Grade 8 English: Demonstrate understanding of cohesion

Instruction: Read the following selection. Identify the cohesive devices, main idea and supporting ideas of the selection using an appropriate concept map or graphic organizer.

The Wonderful Flamingos

Elenor M. Malimata

Flamingos are wading birds found in tropical or subtropical areas such as Peru, Uruguay and Argentina. They hatch from eggs. A flamingo's nest looks like a mound of mud along waterways. First, on top of that mound, a female flamingo lays one egg. Next, both parents take turns sitting on the egg to keep it snugly and warm. Then, the eggs hatch after 30 days. This takes almost 24 to 36 hours. Although adult flamingos have pink feathers, they all start as grey-colored chicks.

Moreover, when the chicks grow two weeks old, they gather in groups called *microcrèches*. During this time, the parents leave them alone. Sometime later, they start merging into *crèches*. *Crèches* contain thousands of chicks, and any chick who parts away from the crowd is vulnerable to predators. Thus, the young chicks start to imitate the "grown-up" feeding method in shallow water. They learn how to swim before leaving their nests. After eleven weeks, their flight feathers start to grow, and at the same time, the bill starts to hook. Besides, this allows chicks to start feeding independently.

Two to three years after, they lose the grey or white color of their feathers. In place of the lost feathers are the pink feathers that matured flamingos have. Taking all into account, flamingos take time to grow, which starts from their parents' love and care for the egg they came from. Finally, during the times of their growth, they develop skills they need when they get older. Indeed, they're almost like humans!

Source: <https://seaworld.org/animals/all-about/flamingos/care-of-young/>

Question 15.1 Grade 8: In order to achieve cohesion, the paragraph used cohesive devices. Using a concept map, identify the cohesive devices used.

Your Answer:

Question 15.2 Grade 8: Using the concept map, enumerate in sequence the events by which a flamingo becomes fully grown. Be guided by the cohesive devices that show time or sequence.

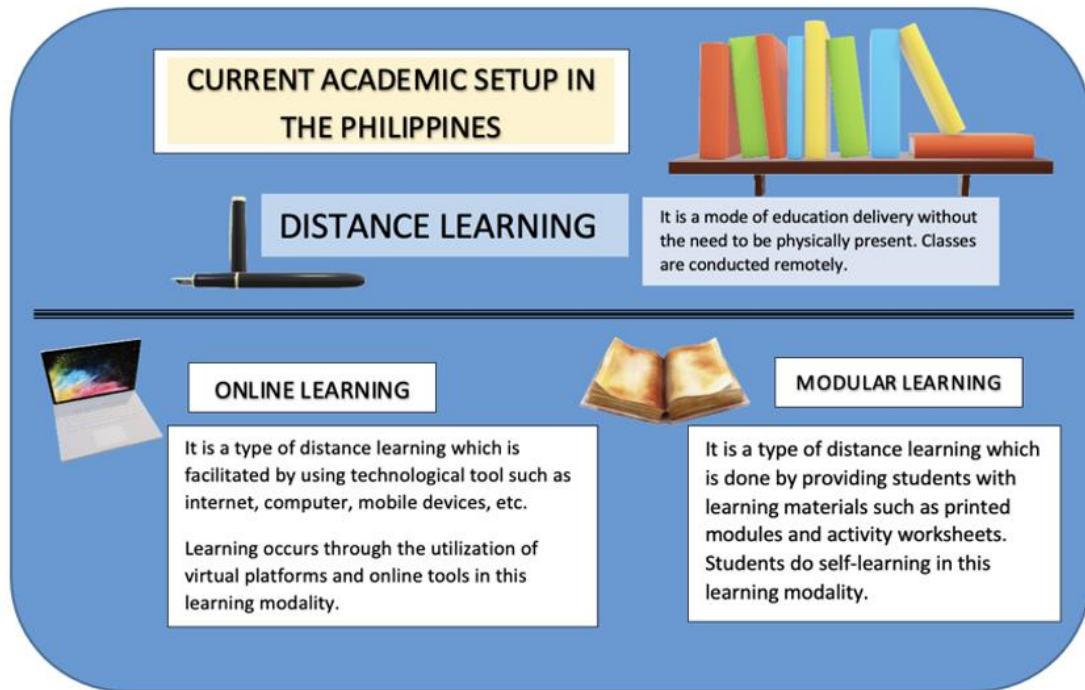
Your Answer:

Item 016	Subject:	English
	Grade Level:	8
	Topic:	Explaining the Purpose of a Map or Figure
	PISA Competency:	<i>Explain the purpose or use of a map or figure</i>
	Possible Mapping to K to 12:	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts (EN8RC-Ile-1.2)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 16 Grade 8 English: Explaining the Purpose of a Map or Figure

Instruction: Analyze the infographics below and answer the questions that follow.



Question 16.1 Grade 8: Based on the information presented, identify the modalities adopted by the Philippines at the time of the pandemic. Explain how the infographic gave you the way to come up with the answers.

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc., which if addressed would give the correct answer. You may include some caveats, such as how many changes are expected.

Question 16.2 Grade 8: The pandemic is in its second year of raging the world's educational system. In the Philippine setting, applying the different modalities to the different regions in the country is still difficult. Online learning is being dubbed as the hardest of all since the internet connectivity in the country is the worst among all nations in the Third World. Think of a solution for how a learner can adapt to online learning by making an infographic showing your answers.

Your Answer:

Item 017	Subject:	English
	Grade Level:	8
	Topic:	Main Idea and Supporting Details
	PISA Competency:	<i>Distinguish between key ideas and minor details</i>
	Possible Mapping to K to 12:	Identify details that support the topic sentence (EN8RC-IVb-2.21.2)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 17 Grade 8 English: Main Idea and Supporting Details

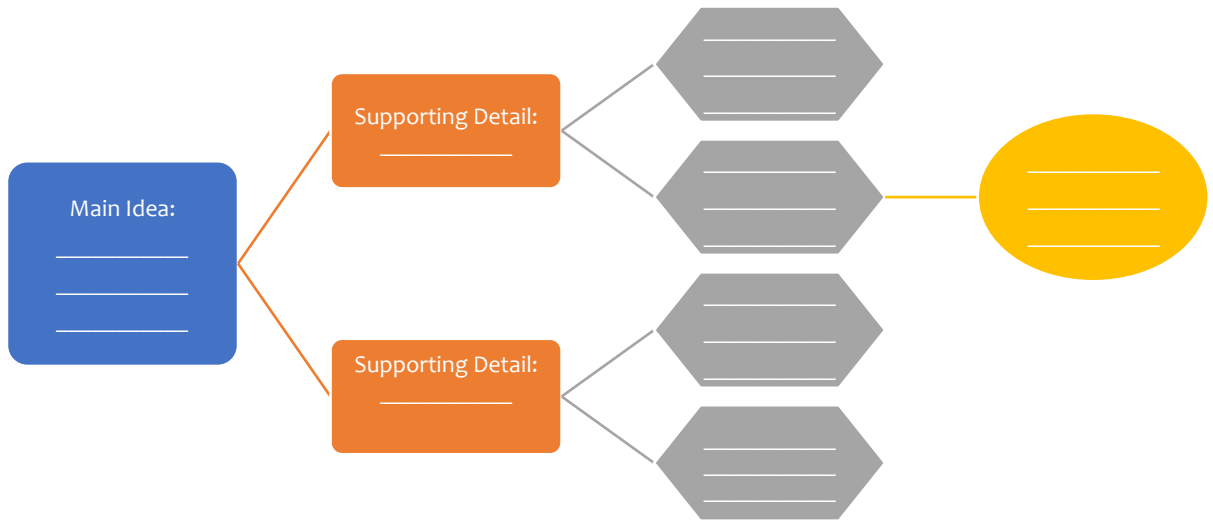
Question 17.1 Grade 8: Read the news article below. Identify the main idea and supporting ideas of the passage using an appropriate concept map or graphic organizer.

The Bureau of Agricultural Research has claimed that the coconut industries use 85% of the total agricultural land in Misamis Occidental. In Oroquieta City, a massive amount of land is utilized to produce copra as its residents' primary source of income. Their land is amiable for its growth, and the place becomes a known supplier for it. The city is one of the leading producers of copra in the province.

After the pandemic struck in 2020, many people have been laid off from their jobs and have resorted to venturing into business. In Oroquieta City, a local cooperative emerged recently whereby it engaged in processing various coconut products which carry the brand name OroqCoco. This thriving establishment has generated jobs for displaced individuals who were affected by the pandemic. Coconut production plays a significant role in the growth of the City's economy.

Source: *Coco Industries Remain Prevalent in Oroquieta City, The Capitol Vol. 2, No. 1*

Template:





Your Answer:

Item 018	Subject:	English
	Grade Level:	8
	Topic:	Scanning and Locating Relevant Information
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text/from some information space.</i>
	Possible Mapping to K to 12:	Scan for specific information (EN7RC-I-a-1.5.2)

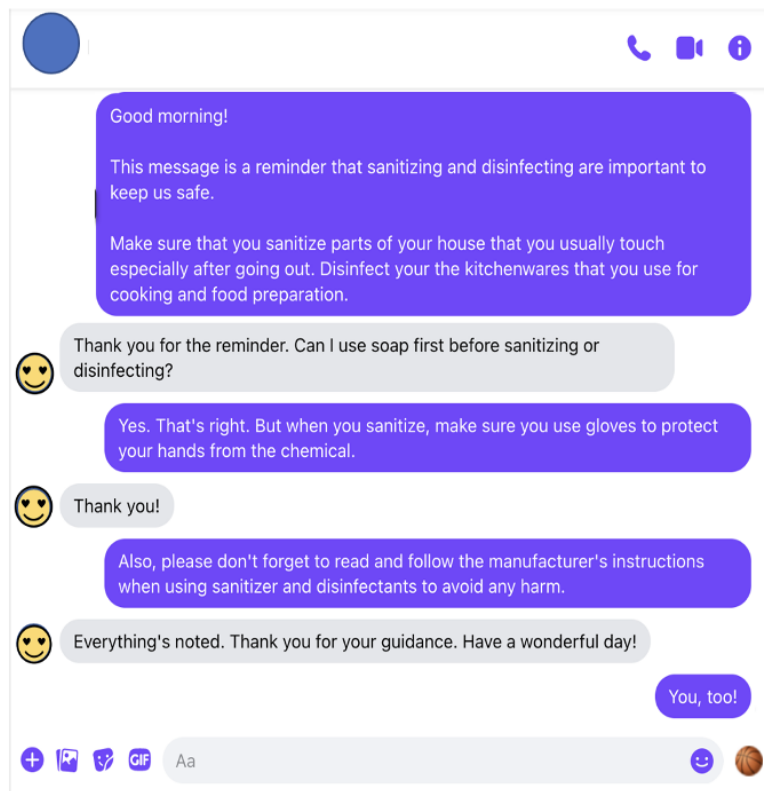
Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for an added fun in the activity.

Item 18 Grade 8 English: Scanning and Locating Relevant Information

Instructions: The words sanitize and disinfect are sometimes used interchangeably. Read and analyze the infographic below, presenting the differences between the two concepts.

SANITIZING	DISINFECTING
<ul style="list-style-type: none">▪ killing bacteria▪ used in food-contact surfaces (dishes, cutting boards, food preparation table etc.)	<ul style="list-style-type: none">▪ killing bacteria/viruses▪ used in non-food-contact surfaces (doorknob, display cases etc.)
	
<p>How to use sanitizer:</p> <ol style="list-style-type: none">1. Verify that the chemical is safe for food-contact surfaces.2. Clean dirt on the surface with soap.3. Prepare and apply sanitizer according to the manufacturer's instructions.	<p>How to use disinfectant:</p> <ol style="list-style-type: none">1. Verify that the chemical is EPA approved.2. Clean dirt on the surface with soap.3. Wear gloves and apply disinfectant according to the instructions. <p>Wash hands after use.</p>

Question 18.1 Grade 8: A webinar was conducted to educate the locals of the Brgy. *Magkaisa* regarding the importance of sanitizing and disinfecting as part of the goal to have a virus-free community. Below is a conversation between a health worker and a resident relative to the topic. Based on the presented information on the infographic about sanitizing and disinfecting, point out the error/s in the chat. Justify your answer.



Your Answer:

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Grade 9

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Item 001	Subject:	English
	Grade Level:	9
	Topic:	General Purpose/Use of Text
	PISA Competency:	<i>Identify the general purpose or use of the text</i>
	Possible Mapping to K to 12:	Skim to determine key ideas and author's purpose (ENgRC-IIIg-2.11)

Item 1 Grade 9 English: General Purpose/Use of Text

Instructions: Read carefully the article, Quit tobacco now! And answer the questions that follow.

Quit tobacco now!

The World Health Organization's 'Commit to Quit' tobacco campaign has made resources from its Quitting Toolkit freely available to more than a billion tobacco users, less than five months into the year-long campaign.

The WHO launched the campaign to support those millions of tobacco users who actively take steps to save their lives but still need help to succeed. The campaign is currently working directly with 29 focus countries. Each country agreed with WHO on selected activities, including running national awareness campaigns, releasing new digital tools, revising policies, engaging youth, training health workers, opening new cessation clinics, supporting nicotine replacement therapies through WHO partners, establishing national toll-free quit lines, making quitting courses available, and more.

“Smokers have up to a 50% higher risk of developing severe disease and death from COVID-19, so quitting is the best thing smokers can do to lower their risk from this coronavirus, as well as the risk of developing cancers, heart disease, and respiratory illnesses,” said Dr Tedros Adhanom Ghebreyesus, WHO Director-General. “We urge all countries to play their part by joining the WHO campaign and creating tobacco-free environments that give people the information, support, and tools they need to quit and quit for good.”

Source: <https://www.who.int/news/item/28-05-2021-who-supports-people-quitting-tobacco-to-reduce-their-risk-of-severe-covid-19>

Question 1.1 Grade 9
Unistructural Item:

What is the main goal of the campaign, 'Commit to Quit Tobacco'?

Your Answer:

Question 1.2 Grade 9
Multistructural Item:

How do countries promote awareness of activities supporting nicotine replacement?

Your Answer:

Question 1.3. Grade 9
Relational Item:

Create a poster/TV advertisement/Tweet/Facebook post or advertisement for WHO on this topic that strongly urges smokers to quit.

Your Answer:

Item 002	Subject:	English
	Grade Level:	9
	Topic:	Comparison and Contrast
	PISA Competency:	<i>Compare, contrast or hypothesize different perspectives or viewpoints</i>
	Possible Mapping to K to 12:	Compare and contrast similar information presented in different texts (EN9RC-IIa-3.2.7)

Item 2 Grade 9 English: Comparison and Contrast

Instructions: Read carefully the short article, *My Dachshund Pets*, written by Wole Soyinka, and answer the questions that follow.

My Dachshund Pets

Although Miggy and Bailey are Dachshund siblings, they have diverse personalities. Miggy is two years old, brown spotted, and has heterochromia where one eye is light brown while the other is light blue. On the other hand, Bailey is one year old, grey spotted, and has turquoise eyes. They carry their long muscular body in short legs and love to chase small animals in the backyard, such as birds and crickets. As scent-hound dogs, both enjoy sniffing at almost everything that crosses their path! Bailey has a voracious appetite. He hastily finishes his food and moves along to Miggy's bowl, which sometimes causes a brawl.

On the other hand, Miggy has a poor appetite which makes him a little bit skinny. Although Miggy and Bailey love chicken, they are rarely given it because they have an allergy to chicken. Miggy loves to sleep in the living room on a fleece mat, while Bailey enjoys sleeping in the bedroom in an air-conditioned room. Around other dogs, both Miggy and Bailey always stand their ground. Although Miggy and Bailey are both Dachshunds and treated the same way, it is hard to believe that they are so different in the many things they do.

**Question 2.1 Grade 9
Unistructural Item:**

What is heterochromia?

Your Answer:

**Question 2.2 Grade 9
Multistructural Item:**

Using a Venn diagram, list the similarities and differences of the two sibling Dachshunds.

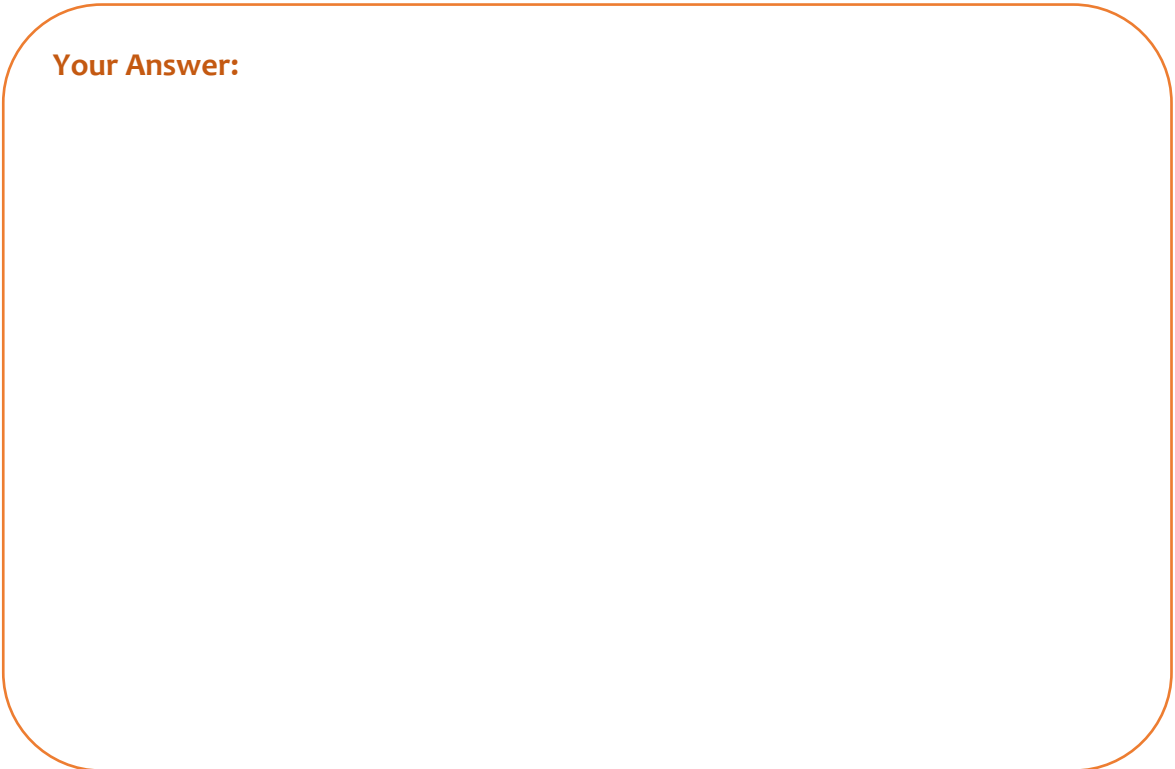
Your Answer:



**Question 2.3. Grade 9
Relational Item:**

If you were to own one of the siblings, which between Miggy and Bailey will you choose? Remember that you can only choose one. Explain your answer.

Your Answer:



Item 003	Subject:	English
	Grade Level:	9
	Topic:	Use of Sensory Images
	PISA Competency:	<i>Identify the author's purpose, attitude, and use of style</i>
	Possible Mapping to K to 12:	Express appreciation for sensory images used (EN9RC-IIIId-2.1.5)

Item 3 Grade 9 English: Use of Sensory Images

Instructions: Read carefully the excerpt from *The Deep*, written by Adam Smith, and answer the questions that follow.

The Deep (Excerpt)

By Adam Smith

The night the sea came in at the windows with a roar like a thousand drumbeats, I was in bed and dreaming of my dead husband.

I missed Riauk most in winter when the rain off the sea slipped through the cracks around the windows, and the wind moaned beneath the thatch. The thin woolen blanket was no comfort from the mist, and the forlorn cries of the gulls picking clams along the beach were echoes of emptiness.

I dreamed that he called to me, though not in a human voice. It was a sound like a cry from deep underwater, a shout laced with bubbles and seaweed, muffled as though by immense distances.

I dreamed of him often. For a while, it was the horrific dream of the bloated body that had washed up on the shingle beach, skin the color of chalk cliffs, nibbled bits of flesh as pink and clean as scrubbed hands. Dreams in which he walked up from the beach, ashen-grey and swollen with seawater, trailing kelp like long green tethers. His eyes were empty as miniature moons, bleached of color and life. Those dreams would heave me up out of the cot, a scream swelling and dying in my throat.

Question 3.1 Grade 9
Unistructural Item:

Who do you think is speaking in the story?

Your Answer:

**Question 3.2 Grade 9
Multistructural Item:**

Identify the images used by the author to describe the setting of the story

Your Answer:

**Question 3.3 Grade 9
Relational Item:**

How did the author use imagery to create a horrible nightmare?

- “I dreamed of him often. For a while, it was the horrific dream of the bloated body that had washed up on the shingle beach, skin the color of chalk cliffs, nibbled bits of flesh as pink and clean as scrubbed hands. Dreams in which he walked up from the beach, ashen-gray and swollen with seawater, trailing kelp like long green tethers. His eyes empty as miniature moons, bleached of color and life.”

Your Answer:

Item 004	Subject:	English
	Grade Level:	9
	Topic:	Sharing prior knowledge
	PISA Competency:	<i>Evaluate the sufficiency of the evidence or information provided in the text</i>
	Possible Mapping to K to 12:	Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation (ENgRC-IVi-2.22)

Item 4 Grade 9 English: Sharing prior knowledge

Instructions: Read the text on hazing and answer the questions that follow.

Hazing is just one tiny part of your initiation into a lifetime of brotherhood and the positive benefits that come with it.

Networking is an integral part of the college experience. Greek life provides one of the strongest foundations for social interfacing with a network of peers. Greek organizations help build networks that often prove beneficial to learners when looking for internships, employment, recommendations, or employees.

The connections gained through your organization, both within your university and national level can have profound long-term benefits. Networking is an integral part of the college experience. Greek life provides one of the strongest foundations for social interfacing with a network of peers.

There are more than nine million alumni of fraternities and sororities working out there in the real world. Joining one of these organizations makes you a member of an exclusive club. This membership affords you an instant connection with any other members of that club. As you advance in your college education and your career, these connections can become increasingly valuable for landing interviews, listing references, or getting letters of recommendation.

Source: Excerpt is taken from The Best Schools Website. Retrieved on September 12, 2021 at <https://thebestschools.org/magazine/joining-a-fraternity-or-sorority-real-pros-and-cons-of-greek-life/>

**Question 4.1 Grade 9
Unistructural Item:**

Give one piece of evidence from the text that supports that Greek organizations can help student members in the future.

Your Answer:

**Question 4.2 Grade 9
Multistructural Item:**

The text emphasizes that networking is the major benefit one can get from joining a Greek Fraternity. List the details that support this argument.

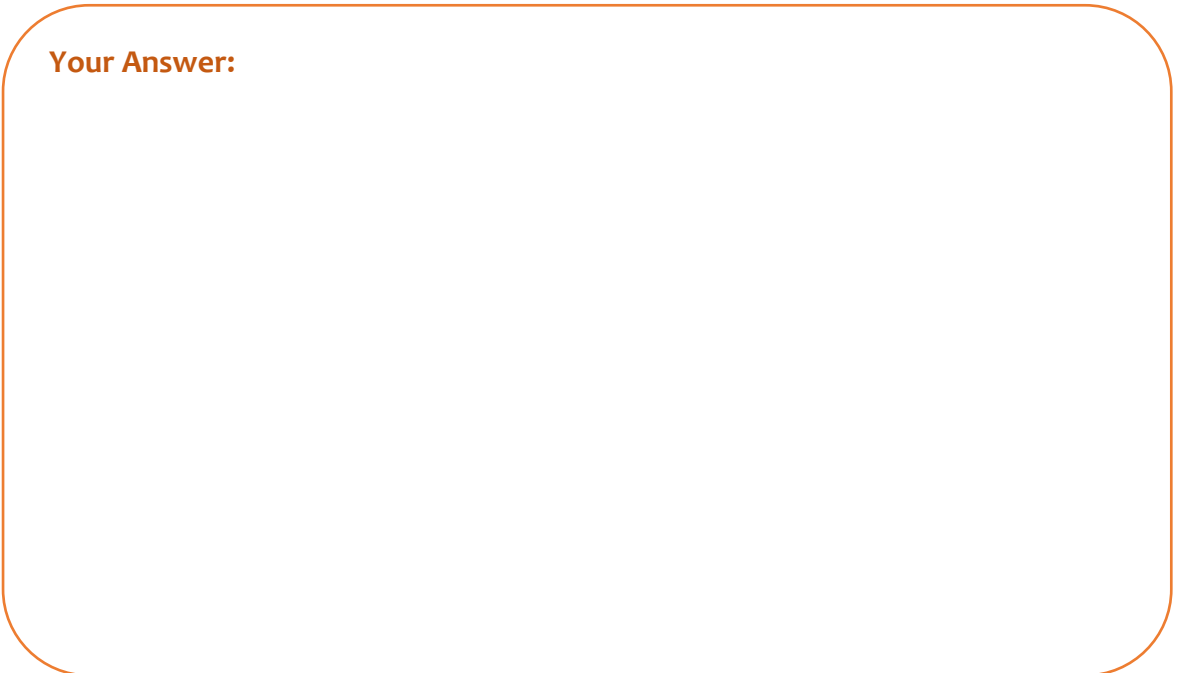
Your Answer:



**Question 4.3 Grade 9
Relational Item:**

The text opens with the sentence, “Hazing is just one tiny part of your initiation into a lifetime of brotherhood and the positive benefits that come with it.” Arguably, the text presents reasonable benefits that could change anybody’s life to a better one. Do you think the arguments presented by the author outweigh the possible danger of hazing? Justify your answer.

Your Answer:

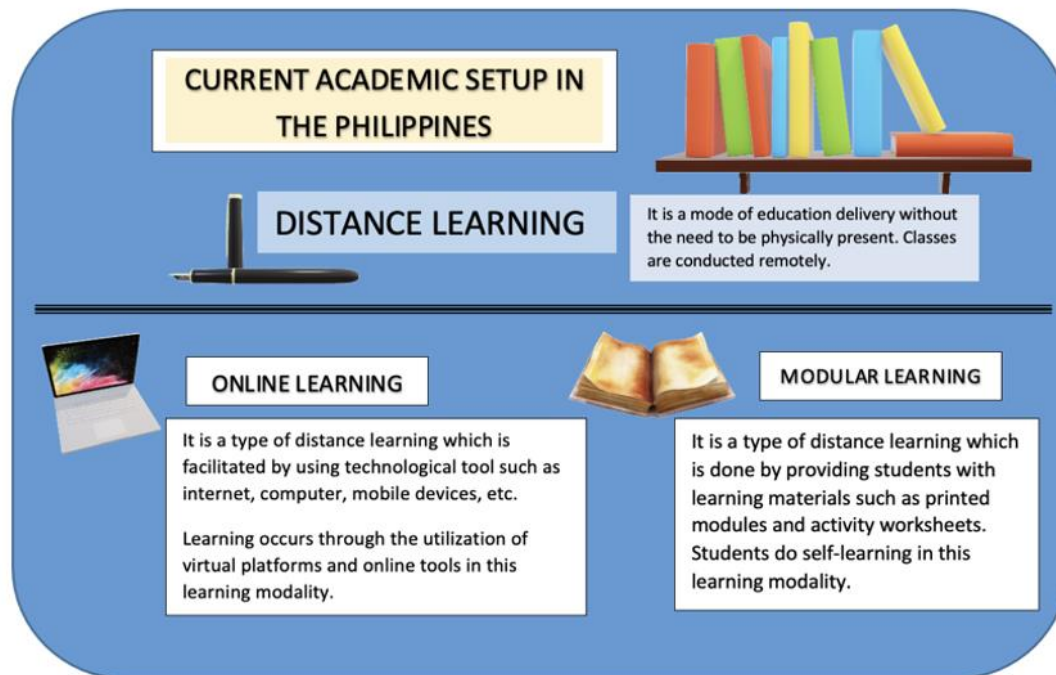


Item 005	Subject:	English
	Grade Level:	9
	Topic:	Sharing Prior Knowledge about a Topic
	PISA Competency:	<i>Draw upon one's knowledge, opinions, or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference</i>
	Possible Mapping to K to 12:	Share prior knowledge about a text topic (EN9RC-Ia-16)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 5 Grade 9 English: Sharing Prior Knowledge about a Topic

Question 5.1 Grade 9: Analyze the infographic that shows discussion regarding the Philippine education's state or the academic setup during the pandemic. Summarize the ideas presented using a concept map. (Optional: Share your experience and knowledge about the setup/modality that you have experienced.)



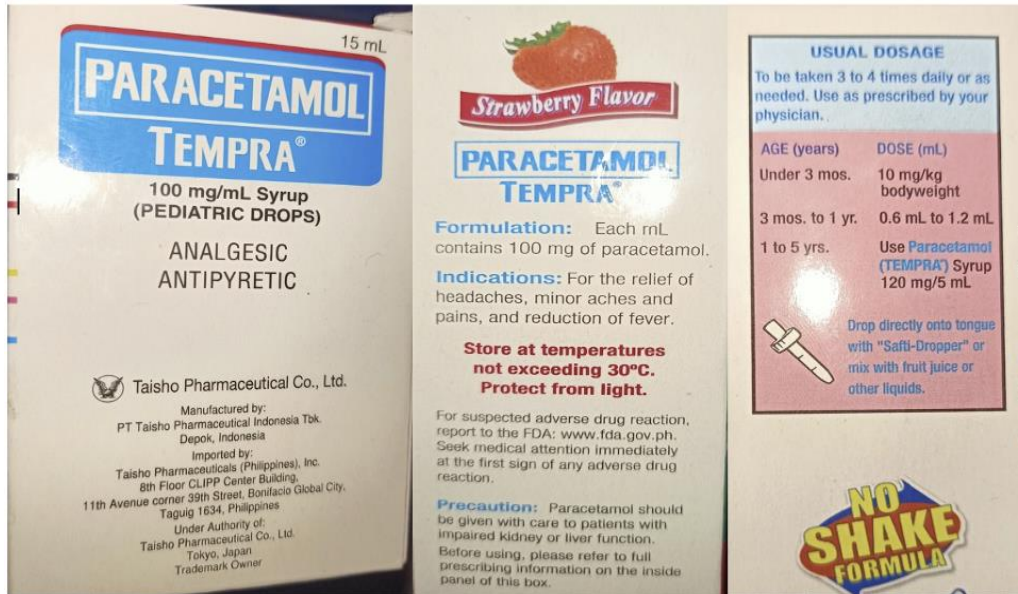
Your Answer:

Item 006	Subject:	English
	Grade Level:	9
	Topic:	Locating Information from Printed Text
	PISA Competency:	<i>Navigate features in printed text such as headings or captions to locate relevant information.</i>
	Possible Mapping to K to 12:	Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings (EN9RC-IIb-19)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 6 Grade 9 English: Locating Information from Printed Text

Instructions: Take a look at the printed materials below, which come from the information included by a pharmaceutical company on one of its products. Carefully read the heading/s, captions, and other featured details to answer the questions/activities given below.



Question 6.1 Grade 9: Mark the statements that contain an error and explain why these were considered errors.

- Temptra* contains 100 mg of paracetamol each ml. which is taken 3 to 4 times daily or as needed.
- The generic name of *Temptra* is mefenamic acid.
- This can be taken by babies ages 3 months to 5 years old.
- Paracetamol cannot be given to patients with impaired kidney or liver function.
- It is manufactured by a pharmaceutical company in India and imported by Taisho Pharmaceuticals (Philippines)
- It is used to relieve headaches, minor aches, and pain, and increases one's temperature.

Your Answer:

Question 6.2 Grade 9: Some information is printed in larger print while others are in smaller print? What type of information is printed in large and small print? Why do you think this has been done?

Your Answer:

Item 007	Subject:	English
	Grade Level:	9
	Topic:	Interpreting and following Guidelines
	PISA Competency:	<i>Locate information within a piece of text</i>
	Possible Mapping to K to 12:	Get information from various print media (EN9RC-II-d-19)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 7 Grade 9 English: Interpreting and following Guidelines

The Inter-Agency Task Force (IATF) for the management of the Covid-19 pandemic in the Philippines placed the National Capital Region under Enhanced Community Quarantine (ECQ) from August 6, 2021, to August 20, 2021. Referring to the Omnibus Guidelines, areas placed under ECQ should observe and implement the following protocols:

1. Minimum public health standards shall be complied with at all times for the duration of the ECQ.
2. The movement of all persons shall be limited to accessing goods and services from permitted establishments.
3. Any person below eighteen (18) years old, those who are over sixty-five (65) years of age, those with immunodeficiency, comorbidity, or other health risks, and pregnant women shall be required to remain in their residences at all times.
4. Food preparation establishments such as kiosks, commissaries, restaurants, and eateries are allowed to operate with full capacity, but services shall be limited to take-out and delivery.
5. Gatherings outside of residence shall be prohibited. Gathering at residences with any person outside of one's immediate household shall likewise be prohibited. Pastors, priests, rabbis, imams, or other religious ministers and their assistants may conduct religious services performed through online video recording and transmission.

(Reference: Inter-Agency Task Force for the Management of Emerging Infectious Diseases. (29 July 2021). Resolution No. 130-A Series of 2021. Republic of the Philippines.)

A barangay in NCR released an infographic detailing and elaborating the guidelines from the national IATF on ECQ.

BARANGAY MALAYA ECQ GUIDELINES

From August 1 to 15, 2021, the following shall be enforced:

- 1. NO GATHERINGS**
 - Any form of gatherings outside of residence is prohibited.
 - For planned gatherings in restaurants/hotel, coordinate with the Barangay or LGU.
- 2. LIMITED RELIGIOUS GATHERINGS**
 - Religious gatherings will be allowed limited to 30% venue capacity.
- 3. UNLESS TRAVEL IS VERY ESSENTIAL, THE FOLLOWING ARE REQUIRED TO STAY AT HOME**
 - Citizens 17 years old and below
 - Senior Citizens 66 years old and above
 - Citizen with comorbidities/health risks
 - Pregnant Women
- 4. LIMITED ESTABLISHMENT SERVICES**
 - Restaurants and eateries will be allowed to operate with 50% workforce capacity
 - Restaurants and eateries will be limited to 30% dining capacity.

Everyone must strictly follow the minimum standard health protocol. Always wear your face masks and face shields when outside. Observe physical distancing at all times.

Question 7.1 Grade 9: Based on the IATF Resolution, identify the mistakes made in the infographic of Barangay Malaya. Provide the correct statement amending the identified wrong information.

Your Answer:

Question 7.2 Grade 9: What other details or information would you like to include in the infographics that you think are relevant to the residences of Barangay Malaya?

Your Answer:

Item 008	Subject:	English
	Grade Level:	9
	Topic:	Providing arguments/evidence
	PISA Competency:	<i>Draw upon one's knowledge, opinions, or attitudes beyond the text to relate the information provided within the text to one's own conceptual and experiential frames of reference</i>
	Possible Mapping to K to 12:	Share prior knowledge about a text topic (EN9RC-Ia-16)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 8 Grade 9 English: Providing arguments/evidence

Instructions: Read the email of a barangay health officer addressed to a resident of the same barangay. The content of the email is about the availability of the vaccines in their health office.

*Dear Ms. Cory,
Hope this email finds you well.*

This is Jane from Barangay Health Office. In the line of the government's intention to put an end to the pandemic, our office glad to inform you that the COVID-19 vaccines are now available in our health center for the A3 category (18-59, not frontline workers (A1) or senior citizens (A2). Everyone is encouraged to take the free vaccine shots as part of our means to promote a healthy and virus-free community.

The vaccination will be available starting September 1, 2021, Mondays to Fridays, 8:00am to 5:00 pm.

Please book your vaccination appointment or contact us for questions/concerns at telephone number (02) 505-1111.

You may also send us email at healthoffice101@doh.gov.ph or visit our office.

*Thank you!
Yours,
Jane Santos
Barangay Health Officer*

Now, analyze the announcement from the Department of Health relative to the vaccination procedures under the A3 group/category.

Source: <https://www.facebook.com/OfficialDOHgov/photos/pcb.4304767296201156/4304752619535957>

Question 8.1 Grade 9: Cory, the recipient of the letter, is very interested in having the vaccination in order to protect herself and others. She has comorbidities (diabetes and hypertension) and worries about the possible side effects of the vaccine on her body. If you were Cory, how would you respond to the letter of the health officer based on the situation and the DOH announcement given above? Write a letter back to the officer.

Your Answer:

Question 8.2 Grade 9: In this activity, you will play the role of the health officer. How will you respond to Ms. Cory's argument/concern? Write a script for a telephone call to present your answer.

Your Answer:


Item 009	Subject:	English
	Grade Level:	9
	Topic:	Scanning, Locating, and Selecting Relevant Information
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text/from some information space</i>
	Possible Mapping to K to 12:	Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings (EN9RC-IIb-19)

Item 9 Grade 9 English: Scanning, Locating, and Selecting Relevant Information


Instructions: Look closely at these two public service announcements (PSAs) and the similar way in which they are structured/designed. Text features allow the reader to locate vital information and promote a better understanding of a particular text, including bold words, sidebars, pictures, captions, labeled diagrams, headings, and a table of contents.

Now, analyze the text features used in the public advisories about an earthquake and a volcanic eruption. Then, answer the following questions below.

EARTHQUAKE









An earthquake is the weak to violent shaking of the ground produced by sudden movement of rock materials below the earth's surface.
Ang lindol ay ang pagyanig ng lupa dahil sa biglaang paggalaw ng mga bato sa ilalim nito.



On 16 July 1990, Luzon was rocked by a magnitude 7.8 earthquake which caused widespread damage. The earthquake affected the cities of Baguio, Cabanatuan and Dagupan, and more than 1,600 people were killed.
Noong 16 July 1990, niyanig ng magnitude 7.8 na lindol ang Luzon, na naging sarhi ng pagkagiba ng mga gusali at bahay sa mga lungsod ng Baguio, Cabanatuan at Dagupan. Higit sa 1,600 katao ang namatay.




BEFORE




KNOW THE HAZARDS IN YOUR AREA.

-  **Familiarize yourself with the following:**
Alamin ang mga sumusunod:
 - Fire extinguishers (Mga pang-apat ng apoy)
 - Medical kit (Mga gamit pang-medikal)
 - Exit routes (Ligtas na daanan pataas ng gusali)
 - Evacuation plan (Plano sa paglikas ng mga tao)
-  **Check your house and have it repaired if necessary.**
Siguraduhing matibay ang bahay at ipakumpuni ang mga sirang bahagi nito.
-  **Store harmful chemicals and flammable materials properly.**
Ayusin ang pag-imbak ng mga nakalalasong kemikal at mga bagay na maaaring maging sarhi ng sunog.
-  **Secure heavy furniture and hanging objects.**
Siguraduhing ligtas ang pagkakatagay ng mga mabibigat at mga nakabilang bagay.
-  **Prepare your family's GO BAG containing items needed for survival.**
Ihanda ang GO BAG na naglalaman ng mga pangangailangan ng pamilya.
-  **Participate in office and community earthquake drills.**
Makilahok sa mga pagpaganay ukol sa lindol.



DURING

WHEN INSIDE A BUILDING, STAY CALM AND DO THE:







-  **Duck under a strong table and hold on to it. Stay alert for potential threats.**
Yumuko at magtago sa ilalim ng matibay na mesa at kumapit sa mga paa nito. Manatiling alerto sa mga banta ng panganib sa paligid.
-  **Stay away from glass windows, shelves and heavy objects.**
Umiwas sa mga bintanang salamin, mga aparador at mabibigat na gamit na maaaring mahulog.
-  **After the shaking stops, exit the building and go to designated evacuation area.**
Matapos ang pagyanig, agad na lisarin ang gusali at pumunta sa evacuation area.


WHEN YOU ARE OUTSIDE, MOVE TO AN OPEN AREA!


-  **Stay away from buildings, trees, electric posts and landslide prone areas.**
Lumayo sa mga gusali, puno, poste at mga lugar na may panganib ng pagguho ng lupa.
-  **If you're in a moving vehicle, stop and exit the vehicle.**
Kapag nagmamaneho, itabi at ihinto ang sasakyan at lumabas.

AFTER


STAY ALERT FOR AFTERSHOCKS!

-  **Assess yourself and others for injuries. Provide first aid if necessary.**
Suring ang iyong sarili at mga kasama kung may tinamong pinsala. Magbigay ng paunang lunas kung kailangan.
-  **Prioritize the needs of older persons, pregnant women, PWDs and children.**
Unahin ang mga pangangailangan ng mga matatanda, buntis, may kapansanan at mga bata.
-  **If in a coastal area and there is a threat of a tsunami, evacuate to higher ground immediately.**
Kapag nasa tabing dagat at may banta ng tsunami, agad na lumikas papunta sa ligtas at mataas na lugar.
-  **Check for spills of toxic and flammable chemicals.**
Surin kung may natapong nakalalasong kemikal at mga bagay na maaaring pagmulan ng sunog.
-  **Stay out of the building until advised that it is safe to return.**
Huwag bumalik sa loob ng gusali hanggang walang abiso na ligtas na ito.
-  **Check for damages in water and electrical lines, and gas or LPG leaks.**
Surin ang mga linya ng tubig at kuryente para sa maaring pinsala. Surin din ang tangke ng gas o LPG.




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VOLCANIC ERUPTION







A volcanic eruption occurs when hot materials such as lava, rocks, dust, ash and gases are expelled from a volcano.
Ang pagputok ng bulkan ay nangyayari kapag nagbubuga ang bulkan ng mga bato, lava, abo at mga usok.






In June 1991, Mount Pinatubo's eruption produced steam explosions, high-speed avalanches of hot ashes, clouds of ashes and gases, and mudflows. More than 1,000 were killed and 1.3 million were evacuated from their homes.
Noong Hunyo 1991, ang pagputok ng Bulkan Pinatubo ay naging sanhi ng kamatayan ng higit sa 1,000 katao at ang paglikas ng higit isang milyong katao mula sa kanilang mga tahanan sa Pampanga, Tarlac at Zambales.

BEFORE

KNOW THE SIGNS OF AN IMPENDING ERUPTION.






-  **Increase in the frequency of volcanic quakes accompanied by rumbling sounds.**
Mas madalas na pagimod o pagyaring ng luha na may kasamang pagdugundong.
-  **Change in color of steam emission from white to gray.**
Pagbabago ng kulay ng usok at nagiging kulay abo.
-  **Drying up of vegetation, springs and wells around the volcano.**
Pagkatuyo ng mga halaman, sapa at balon sa paligid ng bulkan.
-  **Development of new thermal areas or reactivation of old ones.**
Pagkakaroon ng mga bagong bentilasyon sa paligid ng bulkan.

KNOW THE COMMUNITY'S SAFETY PLANS.

-  **Always monitor the volcano updates and watch out for advisories and warnings.**
Making sa ulat ukol sa bulkan at maging alerto sa mga babala.
-  **Know the location of the evacuation site and the fastest and safest way to go there.**
Alamin ang lugar na paglikasan at ang pinakamabilis at ligtas na daan patungo dito.
-  **Prepare your family's GO BAG containing items needed for survival.**
Ihanda ang GO BAG na naglalaman ng mga pangangailangan ng pamilya.





DURING


STAY AWAY FROM DANGER ZONES.



-  **When notified, immediately evacuate to safer grounds.**
Kapag nakatanggap ng abiso, agad na lumisan patungo sa ligtas na lugar.
-  **Assists in evacuating children, pregnant women, PWDs and older people.**
Tulongan sa paglikas ang mga bata, buntis, may kapansanan at mga matatanda.
-  **Cover your mouth with wet cloth and wear protective goggles.**
Takpan ang mga bibig at ilong ng basang paryo o tela at magsuot ng proteksyon sa mata.
-  **Keep your pets in their shelter or inside to avoid them from inhaling ash.**
Siguraduhing nasa ligtas na lugar ang mga alagang hayop para maiwasan ang paglanghap ng abo.
-  **Stay away from rivers and streams for possible lahar flow.**
Lumayo sa mga ilog at sapa na posibleng daluyan ng lahar.

AFTER

REMAIN ALERT AND BE CAUTIOUS.

-  **Leave the evacuation area only when authorities say it is safe.**
Lisarin lamang ang evacuation area kapag ligtas na ayon sa kinasukulan.
-  **Wear masks when cleaning.**
Gumamit ng dust mask o basang paryo kapag naglilinis.
-  **Scrape the accumulated ash in roofs to prevent collapse.**
Linisin ang mga nalipong abo upang maiwasan ang paggulo ng bubong ng bahay.
-  **Shake loose ash from plants before watering.**
Ipagpapangit ng mga abo mula sa halaman bago ito diligan.



 Civil Defense PH
www.ocd.gov.ph
 publicaffairs@ocd.gov.ph

Source: Official Gazette (<https://www.officialgazette.gov.ph/laginghanda/>)

Question 9.1 Grade 9: Describe how the text features are used in the earthquake public advisory by creating a checklist and explain how these features were used. You may use the format below to write your answer.

Text Features	Earthquake Advisory

Your Answer:

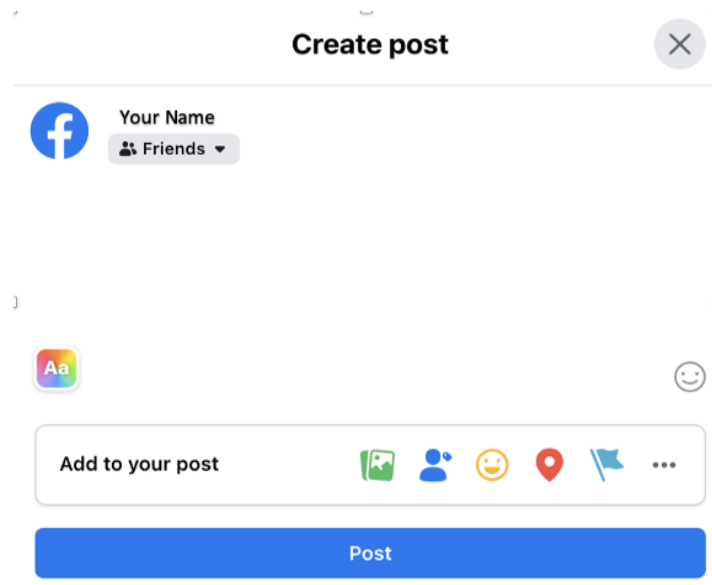
Question 9.2 Grade 9: Describe how the text features are used in the volcanic eruption public advisory by creating a checklist and explain how these features were used. You may use the format below to write your answer.

Text Features	Volcanic Eruption Advisory

Your Answer:

Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 9.3 Grade 9: Compare and contrast the text features used in the public advisories given (earthquake and volcanic eruption) by creating a Facebook post. Use the format below to write your answer in such a way that it would look like an actual Facebook post.



The image shows a screenshot of the Facebook 'Create post' interface. At the top, it says 'Create post' with a close button (X) on the right. Below that, there is a profile picture placeholder (a blue circle with a white 'f') and the text 'Your Name'. To the right of the name is a dropdown menu showing 'Friends' with a downward arrow. Below the name and dropdown is a large text input area. At the bottom left of the input area is a text formatting icon (Aa) and at the bottom right is an emoji icon (smiley face). Below the input area is a row of icons for adding content: a photo icon, a tag icon, a sticker icon, a location pin icon, a video icon, and a more options icon (three dots). Below this row is a blue button labeled 'Post'.

Your Answer:

Item 010	Subject:	English
	Grade Level:	9
	Topic:	Transcoding information from graphs/figures
	PISA Competency:	<i>Explain the purpose or use of a map or figure.</i>
	Possible Mapping to K to 12:	Interpret information found in non-linear texts such as diagrams, maps, charts, etc. (EN9RC-IIg-5)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 10 Grade 9 English: Transcoding information from graphs/figures

Instructions: Analyze the figure below that shows the enrollment record of DepEd for the past five (5) school years from SY 2017 – 2018 to 2021 – 2022. Given are questions/activities for you to answer.

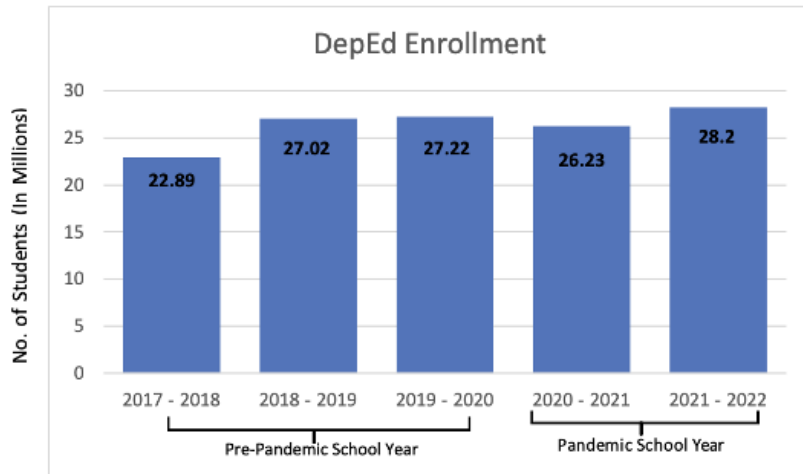


Figure 1. DepEd enrollment for the past five (5) school years

Source: <https://www.facebook.com/DepartmentOfEducation.PH>

Question 10.1 Grade 9 Based on the figure above, compose a paragraph to discuss the details of the graph. Include the essential details provided and make generalizations based on the data.

Your Answer:

Question 10.2 Grade 9: ‘No pandemic can stop educating the mind’. Elaborate this statement by writing a short essay while referring to and interpreting the data from the figure given above.

Your Answer:

Item 011	Subject:	English
	Grade Level:	9
	Topic:	Determining the Mood
	PISA Competency:	<i>Identify the author's purpose, attitude, and use of style</i>
	Possible Mapping to K to 12:	Determine tone, mood, technique, and purpose of the author (EN9RC-IIIg-2.11)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach, or technique.

Item 11 Grade 9 English: Determining the Mood

Instructions: Read the excerpt from the short story, *Don't Wait to Give Daddy a Hug*, written by Francis Fleckner Schletty, and provide answers to the following activities/questions.

Don't Wait to Give Daddy a Hug (An excerpt)

By Francis Fleckner Schletty

The night was soft and warm as I lay gazing at the ceiling. The whole house was quiet, except for the occasional cough from my own congested throat. I lay on the sofa exaggerating my illness as children like to do. Tomorrow, I will probably be dead. Mama said it would go away, but she could be wrong, couldn't she? The hard blue lumps of the tattered sofa beneath my body were a great comfort to me. I was glad to be out of my bedroom and nearer to that of my mother. After all, if I choke during the night, she wouldn't hear me. I needed to be as close as possible. Mama understood that, or at least she pretends to. She has tucked me in methodically several hours before, and she was no doubt confident that I was long since asleep, but I had far too many things to think about to go to sleep.

Question 11.1 Grade 9: What is the mood depicted in the text? Describe how the author created the mood.

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method or technique.

Question 11.2 Grade 9: The scene created a sad and pensive mood which was evident in how the author described the actions and feelings of the character. Provide a list of strategies used by the author to describe the mood of the given text. Use your creativity by presenting it in a way that you are giving tips to the new or novice writers who want to create such a mood on their future compositions/works.

Your Answer:

Item 012	Subject:	English
	Grade Level:	9
	Topic:	Identifying the Author's Style
	PISA Competency:	<i>Identify the author's purpose, attitude, and use of style</i>
	Possible Mapping to K to 12:	Explain the literary devices used (EN9RC-IIIId-20.2)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 12 Grade 9 English: Identifying the Author's Style

Instructions: Read the excerpt from *The Big Wave* by Pearl S. Buck, and answer the questions/activities that follow.

The Big Wave
By Pearl S. Buck

In a few seconds, before their eyes, the wave had grown and come nearer and nearer, higher and higher. The air was filled with its roar and shout. It rushed over the flat still waters of the ocean, and before Jiya could scream again, it reached the village and covered its fathoms deep in swirling wild water, green laced with fierce white foam. The wave ran up the mountainsides until the knoll where the castle stood was an island. All who were still climbing the path were swept away – black, tossing scraps in the hostile waters. The wave ran up the mountain until Kino and Jiya saw the wavelets curl at the terrace walls upon which they stood.

Then, with an incredible sucking sight, the wave swept back again, ebbing into the ocean, dragging everything with it: trees, stones, and houses. They stood, the man and the two boys, utterly silent, clinging together, facing the waves as it went away. It swept back over the village and returned slowly to the ocean, sinking into a great stillness.

Upon the beach where the village stood, not a house remained, no wreckage of wood, or fallen stone, no little street of shops, no docks, not a single boat. The beach was as clean of houses as if no human beings had ever lived there. All that had been was now no more.

Jiya gave a wild cry, and Keno let him slip to the ground. He was unconscious. What he had seen was too much for him. What he knew, he could not bear. His family and his home were gone.

Question 12.1 Grade 9: How did the author make a monster out of the wave?

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc., which if addressed would give the correct answer. You may include some caveats, such as how many changes are expected.

Question 12.2 Grade 9: Your class will be divided into groups with five members each. Using the same story, provide a new ending. Use imagery, figurative language, or other literary devices to make your story interesting.

Your Answer:

Item 013	Subject:	English
	Grade Level:	9
	Topic:	Similarities and Differences
	PISA Competency:	<i>Connect various pieces of information to make meaning (identifying similarities and differences)</i>
	Possible Mapping to K to 12:	Compare and contrast similar information presented in different texts (EN9RC-IIa-3.2.7)

Item 13 Grade 9 English: Similarities and Differences

Instructions: Read and analyze the text below.

Mosquitoes and flies are insects that have been considered pests to humans and animals. They belong to the order *Diptera* means “two” (di) and “wings” (petra). These kinds of insects use only one pair of wings to fly rather. Some of them possess a second pair of wings that only function as “balancers” rather than performing as wings. They have a large, movable head, and oversized eyes. These insects also have mouth parts that are designed to suck, cut, or sponge their liquid diets. They also all go through development that begins with an egg, larvae, pupa, and adult.

The most distinguished difference between mosquitoes and flies is how and what they eat. The mouth of a mosquito is equipped with a long and needle-shaped nose called a “proboscis” which is used to enter the skin of fruits, vegetables, and humans to extract the interior juices and blood. Because female mosquitoes need rich nutrients found in the blood to form eggs, they use the proboscis to penetrate the skin of humans, mammals, and birds to suck their blood. Unlike mosquitoes, flies vomit enzymes into their food sources, turning them into liquid. Then, they suck the partially digested juices up through their proboscis. They land on fruits, vegetables, and other organic matter and then secrete digestive juices. The juices partially digest the food outside of the fly's body so that it can easily soak up the product with its spongy mouthparts.

Flies and mosquitoes are both carriers of different illnesses. While these insects are relatively harmless on their own, they can carry dangerous bacteria, parasites, and viruses. Mosquitoes pass these illnesses to humans and animals through proboscis penetration into victims; while flies carry contaminants on their feet spreading disease-causing organisms on everything they land on.

Question 13.1 Grade 9: What distinctive characteristics do mosquitoes have?

Your Answer:

Question 13.2 Grade 9: Name the distinctive characteristics that flies have based on the text.

Your Answer:

Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 13.3 Grade 9: Provide a comparison between mosquitoes and flies based on the given selection. Use a table or graph to organize the ideas.

Your Answer:

Item 014	Subject:	English
	Grade Level:	9
	Topic:	The Biography of Edgar Allan Poe
	PISA Competency:	<i>Evaluate the sufficiency of the evidence or information provided in the text</i>
	Possible Mapping to K to 12:	Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation (EN9RC-IVf-2.22)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 14 Grade 9 English: The Biography of Edgar Allan Poe

Instructions: Read the biography of Edgar Allan Poe and answer the question that follows.

The Biography of Edgar Allan Poe

One of the best-known American writers and poets, Edgar Allan Poe, wrote stories often dark and macabre, with bizarre twists such as *The Tell-Tale Heart* and *The Pit and the Pendulum*. His story *The Gold Bug*, *Thou Art the Man*, *The Man of the Crow*, *The Murders of the Rue Morgue*, *The Mystery of Margie Roget*, and *The Purloined Letter* gained him the title, “Father of Detective Story”.

Edgar Allan Poe was born on January 19, 1809, in Boston, Massachusetts. Poe never really knew his parents — Elizabeth Arnold Poe, a British actress, and David Poe, Jr., an actor who was born in Baltimore. His father left the family early in Poe's life, and his mother passed away from tuberculosis in 1811 when he was only three. His siblings were sent each to live with different families. Edgar Allan Poe lived with John and Frances Allan, a Richmond businessman, who were childless. He was never legally adopted, but he stayed with them until he was a young adult.

Edgar Allan Poe and his adoptive father both had strong-willed personalities, and tension eventually reached a pinnacle. Poe wanted to become a writer, and Allan disapproved. Poe refused to give up his literary ambitions, so John Allan refused to continue financially supporting him, even when he was enrolled in college. Furious, Poe parted ways with his adoptive father. He returned to Richmond only to find out his sweetheart, Elmira Royster, was already engaged. Heartbroken and frustrated, he moved to Boston, where he wrote “*Tamerlane, and Other Poetry*”, a booklet of young romantic poems.

Poe married at the age of 27 to his 13-year-old cousin, Virginia Clemm. His poem *Annabel Lee* was thought to be written in memory of his young and beautiful wife and cousin who died of tuberculosis on January 30, 1847, at the age of 24. In 1849, he went back to Richmond, where he married Elmira Royster, his childhood sweetheart who was now the widowed Mrs. Shelton.

Some of the famous poems of Edgar Allan Poe were *Annabel Lee*, *Alone* and *The Haunted Place*, which explored themes of death, regret, and lost loved-ones. His best-known poem, *The Raven*, is an eerie poem about a mysterious midnight visit of a raven after the death of his loved one, Lenore, which was published in 1845, two years before the death of his wife.

Poe had some forebodings of death when he left Richmond for Baltimore late in September. There he died on October 7, 1849, at the age of 40. The cause of his death was unknown and has been variously attributed to disease, alcoholism, substance abuse, suicide, and other causes. He was buried in Westminster Presbyterian churchyard in Baltimore, Maryland.

Question 14.1 Grade 9: Is there a connection between Poe's personal life and his literary works? Provide evidence from the text. Below are the possible correct and incorrect answers. Decide which statement/s you would accept and elaborate.

- a. Yes, because Edgar Allan Poe was an alcoholic, it is possible that when Poe was drunk, he started hallucinating weird thoughts, which could have propelled him to write detective stories.*
- b. Yes, the literary works of Edgar Allan Poe are reflections of his complicated personal life. His childhood traumatic experiences, his conflict with his foster father, engagement of his childhood sweetheart to another man, and the death of his wife – all these have contributed to his dark and macabre literary works.*
- c. Yes, because Edgar Allan Poe lived with John and Frances Allan, a Richmond businessman who suffered physical and mental abuse. His only way of escaping from fate was to create characters that could successfully get out of it.*
- d. No. Edgar Allan Poe was an exceptional genius. He was endowed with extraordinary creativity to write horrifying literary genres.*
- e. No. Edgar Allan Poe was a keen observant of the experiences of society; his literary works have nothing to do with his personal life.*

Your Answer:

Item 015	Subject:	English
	Grade Level:	9
	Topic:	Comparing/Contrasting perspectives or viewpoints
	PISA Competency:	<i>Compare, contrast or hypothesize different perspectives or viewpoints</i>
	Possible Mapping to K to 12:	Compare and contrast similar information presented in different texts (ENgRC-IIa-3.2.7)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 15 Grade 9 English: Comparing/Contrasting perspectives or viewpoints

Instructions: Read and study the text on child labor and fill out the table that follows.

ILO-UNICEF (2021) reported that roughly 160 million children ages 5 to 17 globally are engaged in child labor, working in jobs that deprive them of their childhood, interfere with schooling, or potentially harm their mental, physical, or social development. Despite the alarming effects, child labor is favorable to poor families in third world countries apparently because adults are mostly unemployed and cannot find work.

Another benefit is that instead of spending time in school, children work to help the family get by as additional providers. Also, it is easier for children to be hired because of cheap labor. However, child labor is problematic because it does not essentially solve poverty. In fact, it prevents children's access to education, traps children in poverty, and leads to the cycle of child labor and poverty in the family.

Source for the statistics: International Labor Organization and UNICEF for every child (2021).
<https://www.unicef.org/press-releases/child-labour-rises-160-million-first-increase-two-decades>

Question 15.1 Grade 9: Identify from the text the reasons or arguments for and against child labor by filling out the table below:

For	Against
Example: Child labor may help children learn responsibility of helping the family at an early stage, which may make them	Example: Child labor may potentially harm the mental, physical or social development of children

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method or technique.

Question 15.2 Grade 9: Study the arguments for and against child labor presented in the table below and answer the questions that follows.

For	Against
<p>In extreme poverty, a number of poor families in third world countries think that school does not help their children survive. Thus, they send children to work where they can make money to feed themselves and family members. Perhaps if they can somehow help improve the living conditions of their family by working at an early age, these children can slowly go back to school where they will have better chances for stable jobs in the future.</p>	<p>Working too early reduces a child's lifetime earning potential. Child laborers have very limited ability to take advantage of educational opportunities that would help them receive better-paying jobs as adults. As a result, someone who started working as a child may remain in a low-paying and hazardous job for the rest of their life, failing to improve their own economic position and that of their future family.</p>

Your Answer:

Question 15.3 Grade 9: Given the two contrasting viewpoints on child labor, which argument do you think would benefit children the most? Is it the argument for child labor or is it the argument against it? You can use details from the text to support your answer.

Your Answer:

Item 016	Subject:	English
	Grade Level:	9
	Topic:	Sharing Prior Knowledge on a Topic
	PISA Competency:	<i>Draw upon one's knowledge, opinions, or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference</i>
	Possible Mapping to K to 12:	Share prior knowledge about a text topic (EN9RC-Ia-16)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 16 Grade 9 English: Sharing Prior Knowledge on a Topic

Instructions: Read and study the text discussing constructive feedback, and answer the questions/activities that follow.

Disagreements will always be present in human relationships; however, using good oral communication skills can help resolve disagreements so that relationships are repaired and maintained. One important skill in resolving disagreements is giving constructive feedback. This kind of feedback is characterized by a desire to help build up the other party. It uses the power of words to fix any hurt where someone feels he or she was treated unfairly.

In addition, constructive feedback recognizes the good intentions of others. It affirms their desire to develop mutual understanding and reach an acceptable consensus by dealing with any disagreement or negativity. That is why giving positive feedback before tactfully giving a comment on anything negative is very important. Such feedback possesses the qualities of humility, tolerance, and kindness. King Solomon once said, “a soft answer turns away wrath.” Wise men have always valued the importance of the manner of speaking in producing smooth relationships. Constructive feedback comes out of a person’s desire to really resolve disagreements.

Question 16.1 Grade 9: Describe the characteristics of constructive feedback by using a concept map. Then, share an instance when you encountered conflict/disagreement with another individual and used the said skill.

Your Answer:

Item 017	Subject:	English
	Grade Level:	9
	Topic:	Author's purpose
	PISA Competency:	<i>Identify the author's purpose, attitude and use of style</i>
	Possible Mapping to K to 12:	Skim to determine key ideas and author's purpose (EN9RC-le-1.5.1)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 17 Grade 9 English: Author's purpose

Instructions: Read below the article about the reasons why one should adopt from the Animal Lovers Community animal shelter.

Reasons why you should adopt from the Animal Lovers Community animal shelter:

1. You save a life. All animals at the animal shelter are in need of owners who are loving and caring. Most of the animals at the animal shelter have been lost, given up or abandoned. They are unwanted and helpless. Adopting animals gives them a new life in a loving home.
2. You help stop cruelty in mass breeding facilities. Millions of animals are produced for sale in pet stores by commercial pet breeding facilities and backyard breeders. Puppy and kitten mills are facilities that regularly impregnate female dogs and keep them in cages without human connection for the rest of their lives. These unfortunate animals are frequently kept in inhumane conditions, compelled to produce litter after litter, and eventually killed when they become unproductive assets. Adopting a shelter animal signifies that you oppose such inhumane practices.
3. You encourage others to adopt animals from shelters. You may tell your friends that you acquired your amazing pet "at the shelter" when they inquire where you got it. Your adoption may encourage other to do the same.

Question 17.1 Grade 9: What do you think is the purpose of the Animal Lovers Community in writing the article? Explain your answer.

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc., which if addressed would give the correct answer. You may include some caveats, such as how many changes are expected.

Question 17.2 Grade 9: The Animal Lovers Community posted the infographic below on their website for those animal lovers who cannot adopt a pet. Write a short article about the infographic for the purpose of informing the readers of ways to help when one cannot adopt an animal.

Animal Lovers Community

WAYS TO HELP WHEN ONE CANNOT ADOPT

Donate
Your donations may be used to help cover the costs of daily operations, supplies, staff training, and much more.

Volunteer
Your skills are valuable to our animals. Share your skills—may it be in carpentry, marketing, or even dog walking!

Network
You may share our articles and post photos and videos of our animals for adoption to your own social networks.



Animal Lovers Community
0900-000-111
www.animallovers.org/anml

Your Answer:

The background features a large white circle on the right side, set against a solid orange background. Several thick, curved, overlapping bands in various shades of orange and light beige sweep across the page from the left and bottom, creating a dynamic, flowing design.

Grade 10

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Item 001	Subject:	English
	Grade Level:	10
	Topic:	Determining author's purpose
	PISA Competency:	<i>Identify the general purpose or use of the text.</i>
	Possible Mapping to K to 12:	Read closely to get the author's purpose (EN10RC-Ile-7.3)

Item 1 Grade 10 English: Determining author's purpose

Instructions: Read carefully the poem, *Underneath We're All the Same*, written by Amy Maddox, and answer the questions that follow.

Underneath We're All the Same

by Amy Maddox

He prayed--it wasn't my religion.
He ate--it wasn't what I ate.
He spoke--it wasn't my language.
He dressed--it wasn't what I wore.
He took my hand--it wasn't the color of mine.
But when he laughed--it was how I laughed, and
When he cried--it was how I cried.

**Question 1.1 Grade 10
Unistructural Item:**

Give one piece of evidence from the poem that shows that the speaker (indicated by the pronoun my) and the subject (he) are similar.

Your Answer:

**Question 1.2 Grade 10
Multistructural Item:**

List the differences between the speaker and the subject of the poem. Cite specific examples.

Your Answer:

Question 1.3 Grade 10
Relational Item:

Which of the following interpretations of the poem is closest to your own? Give reasons for your choice.

The poem is mainly about

1. Equality in the face of diversity.
2. Discrimination is detrimental in society.
3. Coming together as one community.

Your Answer:

Item 002	Subject:	English
	Grade Level:	10
	Topic:	Scanning Information
	PISA Competency:	<i>Scan a single text in order to retrieve target information made of a few words, phrases, or numerical values.</i>
	Possible Mapping to K to 12:	Scan for needed information (EN10RC-IId-1.5.2)

Item 2 Grade 10 English: Scanning Information

Instructions: Read carefully the poem, *Dreams*, written by Langston Hughes, and answer the questions that follow.

Dreams

Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

**Question 1.1 Grade 10
Unistructural Item:**

What happens when dreams die?

Your Answer:

**Question 1.2 Grade 10
Multistructural Item:**

Enumerate the two metaphors on life stated in the poem.

Your Answer:



**Question 1.3 Grade 10
Relational Item:**

How does the poet use the images of the bird and the field to make the argument that life without dreams is not worth living?

Your Answer:



Item 003	Subject:	English
	Grade Level:	10
	Topic:	Getting explicitly and implicitly stated information
	PISA Competency:	<i>Develop an understanding of what is said and intended in a text</i>
	Possible Mapping to K to 12:	Read closely to get explicitly and implicitly stated information (EN10RC-IIg- 13.1)

Item 3 Grade 10 English: Getting explicitly and implicitly stated information

Instructions: Read carefully the lyrics of the song, *What a Wonderful World*, and answer the questions that follow.

WHAT A WONDERFUL WORLD

Sung by: Louis Armstrong | Written by: Bob Thiele and George David Weiss

I see trees of green
Red roses too
I see them bloom
For me and you
And I think to myself
What a wonderful world

I see skies of blue
And clouds of white
The bright blessed day
The dark sacred night
And I think to myself
What a wonderful world

The colors of the rainbow
So pretty in the sky
Are also on the faces
Of people going by
I see friends shaking hands
Saying how do you do
They're really saying
I love you
I hear babies cry
I watch them grow
They'll learn much more
Than I'll ever know
And I think to myself
What a wonderful world
Yes, I think to myself
What a wonderful world
Ooh, yes

**Question 3.1 Grade 10
Unistructural Item:**

What events does the song refer to?

Your Answer:

**Question 3.2 Grade 10
Multistructural Item:**

List the reasons the writer gives for seeing the world as wonderful.

Your Answer:

This song is optimistic about life because the lines express appreciation and value to even the smallest things in the world. Looking at the current extraordinary circumstances the world is facing e.g. the COVID-19 Pandemic, recurring Earthquakes, Flooding, etc. Can you still say that we have a wonderful world? Explain your answer.

**Question 3.3 Grade 10
Relational Item:**

Your Answer:

Item 004	Subject:	English
	Grade Level:	10
	Topic:	Scanning for Information
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text/from some information space</i>
	Possible Mapping to K to 12:	Scan for needed information (EN10RC-IIId-1.5.2)

Item 4 Grade 10 English: Sequencing of Ideas

Instructions: Read the text on *family planning* and answer the questions that follow.

Family Planning

Family planning plays a vital role in every family or individual. It gives knowledge to couples or individuals in achieving their preferred number of children, controlling the space and time of their births, and avoiding unplanned pregnancies. Different methods can help them achieve it -- contraceptive methods or other involuntary infertility treatment methods.

Men, women or couples can choose any suitable contraceptive methods that could help them plan their family. Hormonal contraceptive methods that involve oral contraceptives pills, injectables, and implants are methods that they can use. These can prevent pregnancies by stopping a woman's ovaries from releasing eggs. They can also consider the Fertility Awareness Method (FAM) or mostly known as the "calendar method" or the "natural family planning." This requires a couple to know the fertile and infertile days of the woman's menstrual cycle to avoid or achieve pregnancy. Another method is the withdrawal method. This involves a man withdrawing his penis during sex and releasing his sperm outside the woman's vagina—lastly, female and male sterilization. Tubal ligation is the procedure for women, and vasectomy is the procedure for men. Sterilization is a permanent method of birth control; it provides lifetime protection against pregnancy. This best suits individual or couples who do not want to have more children.

Our people have the right to choose the best family planning method they believe is suitable for them. The government's role is to ensure these methods are accessible and affordable to everyone. Methods should be promoted equally. The final choice should be left to the family to make. The main thrust should be to educate the Filipino family regarding these methods. Well-informed and educated couples should be able to make a reasonable decision and choose that they would be happy with. In our country, the government is the only institution with the resources and the capability to mount a massive campaign such as a family planning method drive.

Question 4.1 Grade 10.
Unistructural Item:

What do you think is the main role of the government in the family planning program of the country?

Your Answer:

Question 4.2 Grade 10
Multistructural Item:

Based on the text, list how methods of family planning should be done to ensure its success.

Your Answer:

Question 4.3 Grade 10
Relational Item:

On the basis of this text and your own experience, do you think family planning is important in the Philippines? Why or why not?

Your Answer:

Item 005	Subject:	English
	Grade Level:	10
	Topic:	Gathering Information from Different Sources
	PISA Competency:	<i>Navigate features in a printed text such as headings or captions to locate the relevant information.</i>
	Possible Mapping to K to 12:	Use locational skills to gather information from primary and secondary sources of information (EN10RC-IVa-1.5)

Item 5 Grade 10 English: Gathering Information from Different Sources

Instructions: Read the text carefully and answer the questions that follow.

Weightlifter Hidilyn Diaz Wins First-Ever Olympic Gold for Philippines, and the First Non-Chinese in Weightlifting

Weightlifter Hidilyn Diaz became the first Olympic gold medalist for the Philippines when she made a dramatic final lift at the Tokyo International Forum. Diaz won the women's 55-kilogram category in sensational style, making her final attempt to defeat the Chinese favorite and world record holder, Liao Qiuyun. She is the first non-Chinese weightlifting gold medalist at Tokyo 2020.

Other than breaking the record for capturing the first gold, this win is personal to the 30-year-old since she felt she was so close to winning it after a silver medal at Rio 2016 - the first Olympic medal in any sport for the Philippines in 20 years and the first time a Filipino weightlifter stood on the Olympic podium. She worked hard for four years having the gold medal in mind in the hope she could promote weightlifting as a prestigious sport in the country and as a way to show the concerned parties that weightlifting is a serious sport and that it has to be well funded or supported the way other group sports are enjoying. Finally, she also wants to inspire other women that gender is not an issue to achieve big dreams.

**Question 5.1 Grade 10
Unistructural Item:**

Which sentence in the paragraph has the same meaning as the title?

Your Answer:

**Question 5.2 Grade 10
Multistructural Item:**

Make a list of the reasons why this gold medal win in the Olympics is personally significant to Ms. Diaz.

Your Answer:

**Question 5.3 Grade 10
Relational Item:**

Turn the article's message into a Facebook post or a 280-character Tweet addressed to the Philippine Sports Commission (PSC) on the importance of supporting individual/single-event sports the way support is given to team sports like Basketball.

Your Answer:

Item 006	Subject:	English
	Grade Level:	10
	Topic:	Gathering Information from Different Sources
	PISA Competency:	<i>Compare, contrast or hypothesize different perspectives or viewpoints.</i>
	Possible Mapping to K to 12:	Compare new insights with previous learnings (EN10RC-If-21)

Item 6 Grade 10 English: Gathering Information from Different Sources

Instructions: Read the text carefully and answer the questions that follow.

Due to the pandemic, more and more schools are transitioning from a traditional face-to-face classroom to an online learning environment. Let us remove the pandemic from the context to help us objectively see which of the two modalities is better.

Both online learning and face-to-face learning require a significant amount of work. Giving and receiving feedback is vital in both environments. Assignments are a considerable part of the learning experience. The challenges and rewards are the same in each environment. Both require that learners manage their time wisely.

Moreover, online learning includes both synchronous and asynchronous learning. It requires more self-direction and discipline in order to get coursework completed on time. Online feedback can be slower than that of face-to-face feedback found in the traditional classroom. In an online learning environment, everyone is equal as there are no face-to-face interactions that would give another more vocal student the advantage. Networking and social interactions are different in an online learning environment than in a traditional learning environment.

Although there are both similarities and differences between traditional and online learning, it depends upon the student and how they prefer to learn.

**Question 6.1 Grade 10
Unistructural Item:**

Which between the face-to-face class and the online learning is more self-directed and needs more discipline in order to complete coursework on time?

Your Answer:

**Question 6.2 Grade 10
Multistructural Item:**

Using the Venn diagram provided below, list the similarities and differences of the two learning modalities.

Your Answer:

**Question 6.3 Grade 10
Relational Item:**

Assuming that the pandemic has ended and the environment is safe for social interactions, which learning mode would you prefer, face-to-face or online learning? Justify your answer.

Your Answer:

Item 007	Subject:	English
	Grade Level:	10
	Topic:	Explicit and Implicit Information
	PISA Competency:	Develop an understanding of what is said and intended in a text
	Possible Mapping to K to 12:	Read closely to get explicitly and implicitly stated information (EN10RC-IIf-13.1)

Item 7 Grade 10 English: Explicit and Implicit Information

Instructions: Read the text carefully and answer the questions that follow.

Helping Reduce Vehicular Accidents: No Cellphones While Driving

Use a mobile phone in the car only in cases of emergencies. Although texting or talking to your loved ones or friends while driving is very tempting, it is courting disaster because it takes your focus off the road. When you think you cannot resist doing it or expect an important call, it is best to stop and park in a safe zone. In stopping on a designated roadside on a highway where a certain speed is required, make sure to put the car on hazard signal to alert another motorist coming behind.

If you are with someone in the car and you feel it is imperative to answer the call, you may ask your companion to take the call for you. It was reported yesterday that a young student was seen by many witnesses talking and laughing loudly on his cellular phone seconds before a tragic accident. So, use your phone, call, or text, only when there are real emergencies while you are driving.

**Question 7.1 Grade 10
Unistructural Item:**

What makes texting or talking to somebody over the cellphone courting disaster?

Your Answer:

The text intends to educate motorists to be responsible drivers at all times to help reduce vehicular accidents. What do you think a driver should do when he/she really needs to answer a call?

**Question 7.2 Grade 10
Multistructural Item:**

Your Answer:

While it is explicitly mentioned in the text that use of cellphones should only be in real emergencies, the writer did not mention any examples. On a personal experience or based on news you hear or read, what emergencies do you think the writer means when he said to use cellphones in 'real emergencies?'

**Question 7.3 Grade 10
Relational Item:**

Your Answer:


Item 008	Subject:	English
	Grade Level:	10
	Topic:	Scanning for Information
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text/from some information space</i>
	Possible Mapping to K to 12:	Scan for needed information (EN10RC-IId-1.5.2)

Ask learners to respond to two questions about closely aligned materials, characters, problems, etc. at the multistructural level. Provide the response.


Item 8 Grade 10 English: Sequencing of Ideas

Instructions: Look closely at these two (2) public services announcements (PSAs) and how similar is the way in which they are structured/designed. Text features allow the reader to locate vital information and promote a better understanding of a particular text, including bold words, sidebars, pictures, captions, labeled diagrams, headings, and a table of contents. Now, analyze the text features used in the public advisories about an earthquake and a volcanic eruption. Then, answer the following questions below.

















VOLCANIC ERUPTION




A volcanic eruption occurs when hot materials such as lava, rocks, dust, ash and gases are expelled from a volcano.
Ang pagputok ng bulkan ay nangyayari kapag nagtubuga ang bulkan ng mga bato, lava, abo at mga usok.




In June 1991, Mount Pinatubo's eruption produced steam explosions, high-speed avalanches of hot ashes, clouds of ashes and gases, and mudflows. More than 1,000 were killed and 1.3 million were evacuated from their homes.
Noong Hunyo 1991, ang pagputok ng Bulkan Pinatubo ay naging sanhi ng kamatayan ng higit sa 1,000 katao at ang paglikas ng higit isang milyong katao mula sa kanilang mga tahanan sa Pampanga, Tarlac at Zambales.

BEFORE	DURING	AFTER
<p>KNOW THE SIGNS OF AN IMPENDING ERUPTION.</p> <ul style="list-style-type: none">  Increase in the frequency of volcanic quakes accompanied by rumbling sounds. <i>Mas madalas na paglindol o pagyanig ng lupa na may kasamang pagtagundong.</i>  Change in color of steam emission from white to gray. <i>Pagbabago ng kulay ng usok at nagiging kulay abo.</i>  Drying up of vegetation, springs and wells around the volcano. <i>Paghatay ng mga halaman, sapa at balon sa paligid ng bulkan.</i>  Development of new thermal areas or reactivation of old ones. <i>Pagkakaroon ng mga bagong bentilyasyon sa paligid ng bulkan.</i> <p>KNOW THE COMMUNITY'S SAFETY PLANS.</p> <ul style="list-style-type: none">  Always monitor the volcano updates and watch out for advisories and warnings. <i>Making sa ulat ukol sa bulkan at maging alerto sa mga babala.</i>  Know the location of the evacuation site and the fastest and safest way to go there. <i>Alamin ang lugar na paglikasan at ang pinakamabilis at ligtas na daan patungo dito.</i>  Prepare your family's GO BAG containing items needed for survival. <i>Ibando ang GO BAG na naglalaman ng mga pangangailangan ng pamilya.</i> 	<p>STAY AWAY FROM DANGER ZONES.</p> <ul style="list-style-type: none">  When notified, immediately evacuate to safer grounds. <i>Kapag nakatanggap ng abiso, agad na lumisan patungo sa ligtas na lugar.</i>  Assists in evacuating children, pregnant women, PWDs and older people. <i>Tulongan sa paglikas ang mga bata, buntis, may kapansanan at mga matatanda.</i>  Cover your mouth with wet cloth and wear protective goggles. <i>Tapean ang mga abig at ibing ng basang panyo o lehi at magpuod ng proteksyon sa mata.</i>  Keep your pets in their shelter or inside to avoid them from inhaling ash. <i>Siguraduhing nasas ligtas na lugar ang mga alagang hayop para malwasan ang paglanghap ng abo.</i>  Stay away from rivers and streams for possible lahar flow. <i>Lumayo sa mga itag at sapa na posibleng daluyan ng lahar.</i> 	<p>REMAIN ALERT AND BE CAUTIOUS.</p> <ul style="list-style-type: none">  Leave the evacuation area only when authorities say it is safe. <i>Lasinin lamang ang evacuation area kapag ligtas na ayon sa kinasukulan.</i>  Wear masks when cleaning. <i>Gumamit ng dust mask o basang panyo kapag nagliknis.</i>  Scrape the accumulated ash in roofs to prevent collapse. <i>Linisin ang mga naipong abo upang malwasan ang paggulo ng bubong ng bahay.</i>  Shake loose ash from plants before watering. <i>Ipagpatay ang mga abo mula sa halaman bago ito diligan.</i>


Civil Defense PH

www.ocd.gov.ph


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EARTHQUAKE



An earthquake is the weak to violent shaking of the ground produced by sudden movement of rock materials below the earth's surface.

Ang lindol ay ang pagyanig ng lupa dahil sa biglaang paggalaw ng mga bato sa ilalim nito.



On 16 July 1990, Luzon was rocked by a magnitude 7.8 earthquake which caused widespread damage. The earthquake affected the cities of Baguio, Cabanatuan and Dagupan, and more than 1,600 people were killed.

Noong 16 July 1990, niyanig ng magnitude 7.8 na lindol ang Luzon, na naging sanhi ng pagkagiba ng mga gusali at bahay sa mga lungsod ng Baguio, Cabanatuan at Dagupan. Higit sa 1,600 katao ang namatay.

BEFORE

KNOW THE HAZARDS IN YOUR AREA.



Familiarize yourself with the following:

Alamin ang mga sumusunod:

- Fire extinguishers (Mga pang-apula ng apoy)
- Medical kit (Mga gamit pang-medikal)
- Exit routes (Ligtas na daanan palabas ng gusali)
- Evacuation plan (Plano sa paglikas ng mga tao)



Check your house and have it repaired if necessary.

Siguraduhing matibay ang bahay at ipakumpuni ang mga sirang bahagi nito.



Store harmful chemicals and flammable materials properly.

Ayusin ang pag-imbak ng mga nakalalasang kemikal at mga bagay na maaaring maging sanhi ng sunog.



Secure heavy furniture and hanging objects.

Siguraduhing ligtas ang pagkakatagay ng mga mabibigat at mga nakakabitng bagay.



Prepare your family's GO BAG containing items needed for survival.

Ihanda ang GO BAG na naglalaman ng mga pangangailangan ng pamilya.



Participate in office and community earthquake drills.

Makilahok sa mga pagsasanay ukol sa lindol.

DURING

WHEN INSIDE A BUILDING, STAY CALM AND DO THE:



Duck under a strong table and hold on to it. Stay alert for potential threats.

Yumuko at magtago sa ilalim ng matibay na mesa at kumapit sa mga paa nito. Manatiling alerto sa mga banta ng panganib sa paligid.



Stay away from glass windows, shelves and heavy objects.

Umiwas sa mga bintangan salamin, mga aparador at mabibigat na gamit na maaaring mahulog.



After the shaking stops, exit the building and go to designated evacuation area.

Matapos ang pagyanig, agad na isalin ang gusali at pumunta sa evacuation area.

WHEN YOU ARE OUTSIDE, MOVE TO AN OPEN AREA!



Stay away from buildings, trees, electric posts and landslide prone areas.

Lumayo sa mga gusali, puno, poste at mga lugar na may panganib ng pagguho ng lupa.



If you're in a moving vehicle, stop and exit the vehicle.

Kapag nagmamaneho, itabi at ihinto ang sasakyan at lumabas.

AFTER

STAY ALERT FOR AFTERSHOCKS!



Assess yourself and others for injuries.

Provide first aid if necessary.

Suring ang iyong sarili at mga kasama kung may tinamang pinsala. Magbigay ng paunang lunas kung kailangan.



Prioritize the needs of older persons, pregnant women, PWDs and children.

Unahin ang mga pangangailangan ng mga matatanda, buntis, may kapansanan at mga bata.



If in a coastal area and there is a threat of a tsunami, evacuate to higher ground immediately.

Kapag nasa tabing dagat at may banta ng tsunami, agad na lumikas papunta sa ligtas at mataas na lugar.



Check for spills of toxic and flammable chemicals.

Surin kung may natapong nakalalasang kemikal at mga bagay na maaaring pagmulan ng sunog.



Stay out of the building until advised that it is safe to return.

Huwag bumalik sa loob ng gusali hanggang walang abiso na ligtas na ito.



Check for damages in water and electrical lines, and gas or LPG leaks.

Surin ang mga linya ng tubig at kuryente para sa maaaring pinsala. Surin din ang tanjeke ng gas o LPG.



Source: Official Gazette (<https://www.officialgazette.gov.ph/laginghanda/>)

Question 8.1 Grade 10: Describe the text features used in the public advisory provided regarding the occurrence of an earthquake. Be creative, you may use a poem or a song to present your answer.

Your Answer:

Question 8.2 Grade 10: Describe the general features/structure of the public advisory provided regarding the occurrence of a volcanic eruption creatively; you may use a poem or a song to present your answer.

Your Answer:

Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 8.3 Grade 10: Design a Venn Diagram representing the similarities and differences between the PSAs for Earthquakes and Volcanic Eruptions.

Your Answer:

Item 009	Subject:	English
	Grade Level:	10
	Topic:	Comparing/contrasting perspectives or viewpoints
	PISA Competency:	<i>Compare, contrast or hypothesize different perspectives or viewpoints</i>
	Possible Mapping to K to 12:	Compare new insights with previous learnings (EN10RC-If-21)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 9 Grade 10 English: Comparing/contrasting perspectives or viewpoints

Instructions: Read and study the text on child labor and answer the activity that follows.

ILO-UNICEF (2021) reported that roughly 160 million children ages 5 to 17 globally are engaged in child labor, working in jobs that deprive them of their childhood, interfere with schooling, or potentially harm their mental, physical, or social development. Despite the alarming effects, child labor is favorable to poor families in third world countries apparently because adults are mostly unemployed and cannot find work.

Another benefit is that instead of spending time in school, children work to help the family get by as additional providers. Also, it is easier for children to be hired because of cheap labor. However, child labor is problematic because it does not essentially solve poverty. In fact, it prevents children's access to education, traps children in poverty, and leads to the cycle of child labor and poverty in the family.

Source for the statistics: International Labor Organization and UNICEF for every child (2021).
<https://www.unicef.org/press-releases/child-labour-rises-160-million-first-increase-two-decades>

Question 9.1 Grade 10: Let us say that you will be joining a debate activity in your English class. The topic is child labor, but you do not know whether you will defend the Pros or the Cons side. Prepare yourself by creating sets of notes for both Pros and Cons, which you may use as a reference on the day of the debate. Refer to the selection for your answer and use bullets to present the ideas.

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method or technique.

Question 9.2 Grade 10: Analyze the selection given and identify the ideas that fall under the two contrasting viewpoints: pros and cons. Your task is to show the pros and cons of child labor. Show/express your answer using a poster.

Your Answer:

Item 010	Subject:	English
	Grade Level:	10
	Topic:	Locating Information from Printed Text
	PISA Competency:	<i>Navigate features in printed text such as headings or captions to locate relevant information.</i>
	Possible Mapping to K to 12:	Use locational skills to gather information from primary and secondary sources of information (EN10RC-IVa-1.5)

Provide a question/problem/activity and answers/solutions which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for added fun in the activity.

Item 10 Grade 10 English: Locating Information from Printed Text

Instructions: Take a look at the printed materials below, carefully read the heading/s, captions, and other featured details. You will be presented with a list of information based on the printed text, which will be analyzed to answer the activity below

15 mL

PARACETAMOL
TEMPRA[®]
100 mg/mL Syrup
(PEDIATRIC DROPS)
ANALGESIC
ANTIPYRETIC

Taisho Pharmaceutical Co., Ltd.
Manufactured by:
PT Taisho Pharmaceutical Indonesia Tbk.
Depok, Indonesia
Imported by:
Taisho Pharmaceuticals (Philippines), Inc.
8th Floor CLIPP Center Building,
11th Avenue corner 39th Street, Bonifacio Global City,
Taguig 1634, Philippines
Under Authority of:
Taisho Pharmaceutical Co., Ltd.
Tokyo, Japan
Trademark Owner

Strawberry Flavor

PARACETAMOL
TEMPRA[®]

Formulation: Each mL contains 100 mg of paracetamol.

Indications: For the relief of headaches, minor aches and pains, and reduction of fever.

Store at temperatures not exceeding 30°C. Protect from light.

For suspected adverse drug reaction, report to the FDA: www.fda.gov.ph. Seek medical attention immediately at the first sign of any adverse drug reaction.

Precaution: Paracetamol should be given with care to patients with impaired kidney or liver function. Before using, please refer to full prescribing information on the inside panel of this box.

USUAL DOSAGE
To be taken 3 to 4 times daily or as needed. Use as prescribed by your physician.

AGE (years)	DOSE (mL)
Under 3 mos.	10 mg/kg bodyweight
3 mos. to 1 yr.	0.6 mL to 1.2 mL
1 to 5 yrs.	Use Paracetamol (TEMPRA) Syrup 120 mg/5 mL

Drop directly onto tongue with "Safe-Dropper" or mix with fruit juice or other liquids.

NO SHAKE FORMULA

Question 10.1 Grade 10: Which of the following statements are incorrect according to the printed materials? Provide your answer by filling out the table and marking the statements by putting a checkmark to indicate whether it contains an error or not.

Statements	With Error	No Error	Correction	Evidence
Tempra is not a dangerous medication.				
Penicillin is the major ingredients of Tempra.				
Tempra is made in the Philippines.				
Tempra is safe for babies.				
Tempra has no side effects.				
Tempra can be taken by adults.				

Question 10.2 Grade 10: Suggest a correction to those with errors.

Your Answer:

Item 011	Subject:	English
	Grade Level:	10
	Topic:	Scanning and Locating Relevant Information
	PISA Competency:	<i>Scan, search for, locate and select relevant information in the text/from some information space.</i>
	Possible Mapping to K to 12:	Use locational skills to gather information from primary and secondary sources of information (EN10RC-IVa-1.5)

Provide a question/problem/activity and answers/solutions, which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the question. Learners may also allocate marks for the wrong answer/s identified for an added fun in the activity.

Item 11 Grade 10 English: Sequencing of Ideas

Instructions: Read the official statement of the Department of Education on the approval of the pilot implementation of face-to-face classes.

**ON THE APPROVAL OF THE
PILOT IMPLEMENTATION OF LIMITED
FACE-TO-FACE CLASSES IN 120 SCHOOLS**

September 20, 2021 – The Department of Education (DepEd) would like to announce that President Rodrigo Roa Duterte has approved the pilot implementation of face-to-face classes in low-risk areas.

Nonetheless, we would like to emphasize that the pilot will only be participated by at least 100 public schools and 20 private schools. These schools are located in minimal-risk areas based on the criteria set by the Department of Health (DOH), and must have passed the safety assessment using the school safety assessment tool of DepEd, and have the support of the local government unit in the form of a resolution or letter of support. While the public schools have already undergone a selection process, the private school participants will still undergo selection.

In addition, participating schools must have the written support and consent of parents of students who shall participate in the pilot. No learner shall be forced to attend the pilot implementation of face-to-face classes.

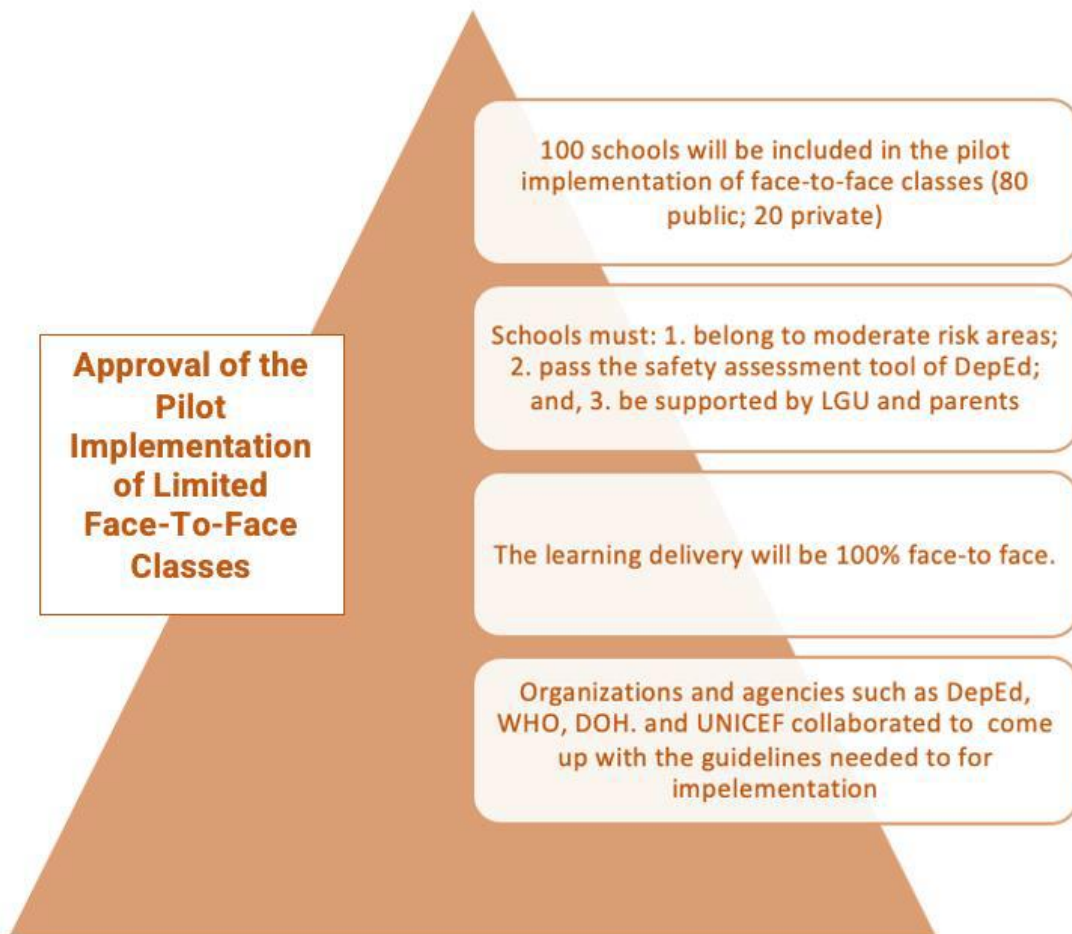
The pilot will be conducted with a combination of face-to-face classes in school and distance learning modalities for two (2) months. Face-to-face classes shall be conducted half-day every other week, with participating schools ensuring that class schedules are arranged equitably so that all qualified learners have the opportunity to attend face-to-face classes.

Prepared by DOH and DepEd and with the support of the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), and other organizations specializing in children's health, the operational guidelines on the pilot implementation of face-to-face learning modality provide health and safety standards in terms of personal protective equipment, sanitation, detection and referral, ventilation, contact tracing, and quarantine, coordination, and contingency measures. It also lists steps to prepare school personnel, learners, and the community before the school reopening.

As we made a step towards *Ligtas na Balik Eskwela*, we encourage our stakeholders to continue the *Bayanihan* for the success of this endeavor and the safety of our teachers and learners.

Source: <https://www.deped.gov.ph/2021/09/20/on-the-approval-of-the-pilot-implementation-of-limited-face-to-face-classes-in-120-schools/>

Below is a figure containing the summary of the text above, read and analyze its content and the organization of the ideas. Then, answer the questions/activities that follow.



Question 11.1 Grade 10: What information from the figure does not adhere to the official statement of DepEd? Justify your answer.

Your Answer:

Question 11.2 Grade 10: Suggest a better way to organize the information given while correcting the errors that you have listed by creating a graphic organizer to promote better understanding of the text.

Your Answer:

Item 012	Subject:	English
	Grade Level:	10
	Topic:	Getting explicitly and implicitly stated information
	PISA Competency:	<i>Find information based on requirements or features explicitly specified in questions.</i>
	Possible Mapping to K to 12:	Read closely to get explicitly and implicitly stated information (EN10RC-II-f-13.1)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 12 Grade 10 English: Getting explicitly and implicitly stated information

Instructions: Read the essay below and answer the given questions/activities that follow.

Distance Education Essay

Formal education at universities and colleges is gradually being supplemented, if not completely replaced, by new distance learning technologies in the modern world. Schools deploy this method of delivering instruction to learners who are not physically present in classrooms. With the advent of the Internet, this type of education has grown in popularity. Learners can communicate with their teachers and exchange materials via the internet using this method, even if they live in different parts of the world.

For example, by taking a distance course, learners can study at their own pace, place, and time, create individual and flexible schedules, and combine multiple activities at the same time. It is also beneficial for people over the age of 25, who usually work full-time and then go to school. Females, particularly Indians, prefer distance learning because they have time constraints and strict rules or prefer to stay close to home. It is also a significant financial benefit because travel expenses and educational fees are significantly lower during distance courses.

Distance education employs a wide range of methods. E-mails, forums, faxes, audio and video recordings, print materials, web and video conferencing, internet radio, telephone, live streaming, and other methods are the most popular and effective. Distance learners receive the same number of writing assignments, materials, and worksheets as traditional learners on campus, thanks to all of these technologies.

My feelings about distance education are conflicted. On the one hand, it has numerous benefits for learners and has the potential to solve many educational problems in the future. Nonetheless, I can't imagine student life without attending lectures, communicating with classmates and teachers, passing exams, receiving good or bad grades, loving stories, and a plethora of other fascinating activities that make going to campus worthwhile for more than six years.

Source: <http://samples.easygoessay.com/distance-education-essay/>

Question 12.1 Grade 10: Based on the essay, what are the benefits of Distance learning that make it a strong competitor against traditional education, especially at this time of pandemic?

Your Answer:

Now provide an alternative (another) correct answer/solution to the original activity/question, taking a different approach, method or technique.

Alternative Question 12.2 Grade 10: Act out an interview of a student journalist to a Grade 10 student.

Student journalist: Now that the world is facing this health crisis, do you think distance learning is a big help to continue your education? Despite all the benefits of distance education, do you agree that nothing can replace a teacher in the classroom?

Your Answer:

Item 013	Subject:	English
	Grade Level:	10
	Topic:	Scanning of Information
	PISA Competency:	<i>Navigate features in a printed text such as headings or captions to locate the relevant information.</i>
	Possible Mapping to K to 12:	Use locational skills to gather information from primary and secondary sources of information (EN10RC-IVa-1.5)

Provide a multistructural question/activity and the correct answer/solution to this multistructural question/activity using a standard or expected method, approach or technique.

Item 13 Grade 10 English: Scanning of Information

Instructions: Read the details of the brochure about disaster preparedness, and answer the questions/activities that follow.

	<p>EMERGENCY HOTLINE S</p>	<p>EMERGENCY CHECKLIST</p>
<p>DISASTER PREPAREDNESS ARE YOU READY?</p>	<p>National Disaster and Risk Reduction and Management Council (NDRRMC) (02) 911-1406, (02) 912-2665 (02) 912-5668, (02) 911-1873 (02) 912-3046 Trunkline 911-5061 to 64</p>	<p> First Aid Kit</p> <p> Bread Cracker</p> <p> Can Opener</p> <p> Rubbing Alcohol</p>
<p>for fires storms earthquakes</p>	<p>Bureau of Fire Protection 117, (02) 729-5166, (02) 410-6319</p>	<p> Extra Batteries</p>
	<p>Red Cross Hotline 143, (02) 527-0000, (02) 527-8385 to 95</p>	<p> Distilled Water 1 gallon per person /day</p> <p> Canned Goods</p>
	<p>PHIVOLCS Trunkline (02) 425-1468 to 79</p>	<p> Face Mask</p> <p> Whistle</p>
	<p>Metro Manila Development Authority 136, 882,0925 (flood control) Trunkline (02) 882-4150-77 Metrobased 882-0860</p>	<p> Flashlight 1/family member</p> <p> Pocket Radio</p>

Question 13.1 Grade 10: Based on the details given, identify how people can prepare for different calamities, and explain how the brochure helps in disaster preparedness.

Your Answer:

Provide a different answer and ask learners to develop a similar question/solution/story etc. which if addressed would give the correct answer. You may include some caveats, such as how many changes are expected.

Question 13.2 Grade 10: To prepare ourselves for a natural disaster, we must be familiar with the warning signals, keeping our survival kits accessible, and learning emergency skills. Create a one-page brochure where you can provide additional ways to stay safe during disasters. You may get ideas from the available websites in the internet, government pages, other sources of information. Make sure that the details on the brochure are all relevant to the topic.













Your Answer:

Item 014	Subject:	English
	Grade Level:	10
	Topic:	Comparing Insights
	PISA Competency:	<i>Develop an understanding of what is said and intended in a text.</i>
	Possible Mapping to K to 12:	Read closely to get explicitly and implicitly stated information (EN10RC-IIf-13.1)

Ask learners to respond to two questions about closely aligned materials, characters, problems at the multistructural level. Provide the response.

Item 1 Grade 7 English: Sequencing of Ideas

Instructions: Study the information to determine advantages and disadvantages of E-Learning from Classroom Learning, then answer the questions given.

 E-LEARNING	 CLASSROOM
 <p>Can be completed anywhere with an internet connection. Anytime a learner is free- progress is saved</p>	<p>Learners have to be available at the same and be the same place</p> 
 <p>Complete at your own risk. Don't rush to keep up with people around you.</p>	<p>Trainer can focus more on particular topics depending on group needs</p> 
 <p>Overhead costs are reduced (no travel time, accommodations etc.)</p>	<p>May cost a lot for accommodation and getting to the training venue</p> 
 <p>If you are unsure about something, you can go back over it again and again</p>	<p>You can ask questions at the time of the training</p> 
 <p>Content is engaging and interactive</p>	<p>Ideal if the learner group aren't confident using computers.</p> 

Question 14.1 Grade 10: Based on your understanding of the infographic above, describe the characteristics of an e-Learning environment through a poem or a song.

Your Answer:

Question 14.2 Grade 10: Based on your understanding of the infographic above, describe the characteristics of a classroom learning environment through a poem or a song.

Your Answer:

Ask learners to compare and contrast the two features working through the similarities and differences with explanations. Provide the answer.

Question 14.3: E-Learning is superior to Classroom Learning.' Do you agree? Give evidence from the text.

Your Answer:

Item 015	Subject:	English
	Grade Level:	10
	Topic:	Explicit and Implicit Information
	PISA Competency:	<i>Find information based on requirements or features explicitly specified in questions.</i>
	Possible Mapping to K to 12:	Read closely to get explicitly and implicitly stated information (EN10RC-Ilf-13.1)

Provide a question/problem/activity and answers/solution which have mistakes/misconceptions. Ask learners to find where mistakes have been made among the given answers/solutions and explain why they were mistakes. Have learners provide the correct answer to the questions. Learners may also allocate marks for the wrong answer/s identified for an added fun in the activity.

Item 15 Grade 10 English: Explicit and Implicit Information

Instructions: Read the excerpt of the editorial article, then answer the question/activity that follows.

Online bullying remains prevalent in the Philippines, other countries

MANILA, 6 September 2019 — One in three young people in 30 countries said they have been a victim of online bullying, with one in five saying they skipped school due to cyberbullying and violence, according to a new poll released today by UNICEF, the United Nations organization working for children’s rights. In the Philippines, latest national data show that cyberviolence affects almost half of children aged 13-17. The prevalence of cyberviolence for males (44 per cent) is almost the same for females (43 per cent).

One-third of cyberviolence experienced by Filipino children is in the form of verbal abuse over the internet or cell phone, while a fourth is through sexual messages. More females received messages of sexual nature or content than males. However, twice as many males than females reported having their nude body or sexual activities, whether real or falsified, shown on the internet or cell phone. Violence against children, in all forms including online bullying or cyberbullying, has devastating effects on the physical and emotional wellbeing of young people.

In the UNICEF U-Report poll conducted in June 2019, almost three-quarters of young people from 30 countries said that social networks including Facebook, Instagram, Snapchat, and Twitter are the most common platforms for online bullying.

Source: <https://www.unicef.org/philippines/press-releases/online-bullying-remains-prevalent-philippines-other-countries>

Article Summary

- ✓ Online bullying no longer exists in the Philippines and other parts of the world.
- ✓ Cyberviolence comes in different forms: verbal abuse over the internet, exposure to sexual messages, nudity, and others.
- ✓ Online or cyberbullying promotes a healthy physical and emotional well-being.
- ✓ Online or cyberbullying can only be experienced by the females.
- ✓ The common platforms of online bullying are the social networking sites such Facebook, Instagram, Snapchat, and Twitter.

Question 15.1 Grade 10: Refer to the online article to determine the statements that have errors in the summary provided. Cite justifications for the error identification.

Your Answer:

Item 016	Subject:	English
	Grade Level:	10
	Topic:	Explicit and Implicit Information
	PISA Competency:	<i>Develop an understanding of what is said and intended in a text</i>
	Possible Mapping to K to 12:	Read closely to get explicitly and implicitly stated information (EN10RC-II-f-13.1)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 16 Grade 10 English: Explicit and Implicit Information

Instructions: Read the letter below and complete the details needed in the organizer.

Dear Madam Love,

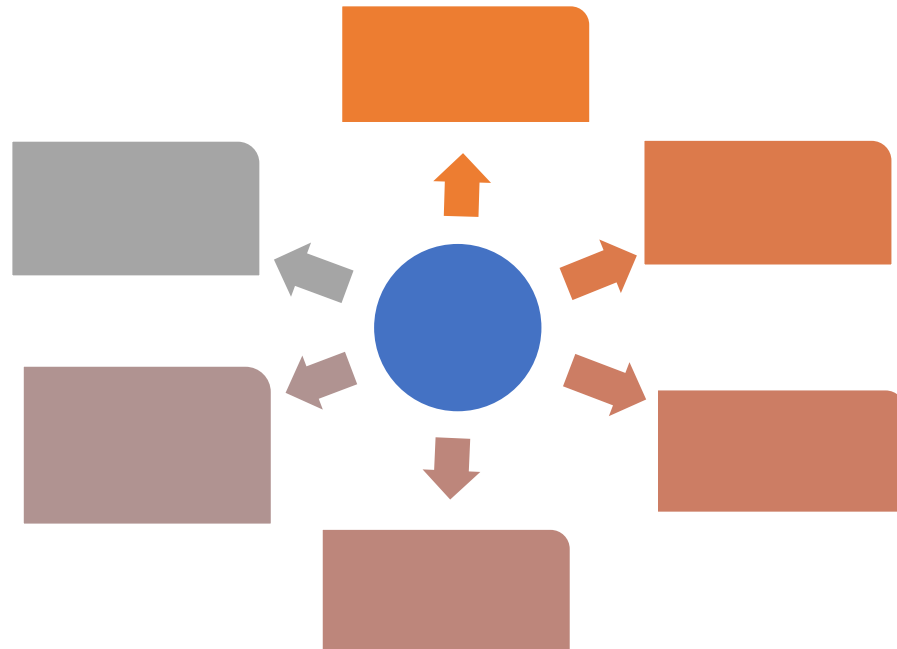
I am writing this letter to you to seek your help with my problem. I cry easily and often because life hasn't been easy for me. I still think of my mom, whom I lost when I was five years old. I grew up with two older brothers who didn't care much about me. My father was either busy at home or at work or out of town most of the time.

I had learned to either sink or swim until my father remarried again. He gave me a stepmother who, frequently, is even more challenging to deal with. I started to think of running away from home. Then, I lost my father in a shattering tragedy. I have had anxiety attacks since then. I wallowed in self-pity. I lost interest in my studies and became more insecure. I tried to stop these patterns because I realized that if you thought something would end badly, it would.

Now, I'm fourteen, and I still can't get over the painful experiences. I don't have somebody I can consider a real friend and to whom I can pour out my feelings. What will I do?

*Sincerely,
Sarah*

Question 16.1 Grade 10: Make a problem-solution web/map as shown below. Fill in the squares with the series of problems met by Sarah. Then, think of a solution that you feel can solve her problems. Consider this question: *What should Sarah do?* Write your solution inside the circle.



Your Answer:

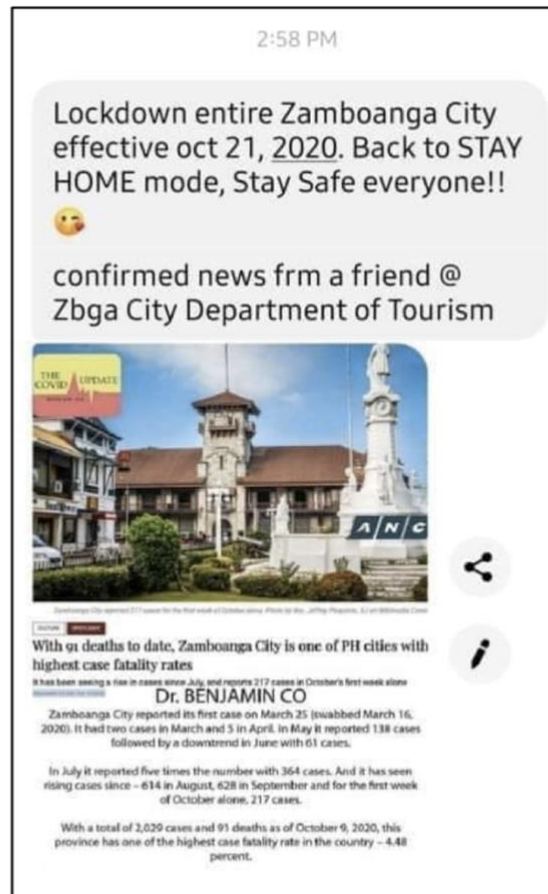
A large, empty rounded rectangular box with an orange border, intended for the student to write their answer.

Item 017	Subject:	English
	Grade Level:	10
	Topic:	Evaluating information in a piece of text
	PISA Competency:	<i>Evaluate the quality and credibility of the information in a piece of text</i>
	Possible Mapping to K to 12:	Draw conclusions from the set of details (EN10RC-IVf-2.12)

Provide a lesson/topic/activity that has already been completed and ask the learners to get the main ideas of the text/story/activity. Let them organize and present these ideas using the appropriate concept map.

Item 17 Grade 10 English: Evaluating information in a piece of text

Instructions: Study the message below that is shared via social media about a possible lockdown in Zamboanga City.



Source: [Beng Climaco](https://www.facebook.com/bengclimaco/photos/a.10151676138223014/10157890426233014). (2020 October 18). **FAKE NEWS ALERT** [Facebook Update]. Retrieved from <https://www.facebook.com/bengclimaco/photos/a.10151676138223014/10157890426233014>

Question 17.1 Grade 10: Through the use of an appropriate concept map, evaluate the credibility of the information according to the following parameters:

- 1. Authority** – Does the information come from an author or organization that has authority to speak on the matter?
- 2. Accuracy** – Does the language appear biased? Are there any spelling errors, typos, or grammatical errors?
- 3. Purpose** – Does the information exist to inform, teach, sell or persuade? Does the point of view seem to be objective and impartial?

Your Answer:



***Acceptable Answers to
SOLO-based Items***

Grade 7

Item No.	Question Type	Acceptable Answer/s
		ITEM 1 Grade 7 English
001	Question 1.1 Unistructural	He is an optimistic person.
	Question 1.2 Multistructural	<ul style="list-style-type: none"> - He does not give up no matter how difficult the circumstances are, - He studies so hard and works his way to always be on top of the class, - He champions competitions he joins, and - He holds tutorial classes to make ends meet.
	Question 1.3 Relational	The text supports the idea, “Life is full of obstacles, but if you work hard, you can be successful.” Regardless of the circumstances, you are born within this life, your attitude towards overcoming obstacles may determine your success in life. Based on the text, Eugene has proven time and again that no matter what or how hard the obstacles are, he has always believed in himself and has worked hard not only to overcome them but to come out much better and more successful.

		ITEM 2 Grade 7
002	Question 2.1 Unistructural	By ‘double pressure,’ the congresswoman refers to Ormoc City hosting the 2019 Eastern Visayas Regional Athletic Association (EVRAA), and at the same time defending the city’s title as the champion during the EVRAA 2018.
	Question 2.2 Multistructural	Ormoc City to this day has held its reputation to be one of the country’s safest cities. In fact, the city has been formally declared as such twice, in 2017 and 2018, because of its low crime rate, high police visibility, and prompt responses to security emergencies. It also has relevant infrastructures, such as diversion roads, reclamation projects, wide foot, and hanging bridges, school buildings, covered courts, and evacuation centers needed during calamities. In addition, it has received the distinctions of being a CPR-Ready City, the 1st Drug-Free City Declared in RO8, a Seal of Child-Friendly Governance Awardee, and a “No Smoking City.”
	Question 2.3 Relational	Ormoc City may be the Eastern Visayan Region’s finest because it has the most promising economy in the region. It is at the moment one of the safest cities in the country, and has received numerous distinctions as an LGU, which to my knowledge opens a number of opportunities for business enterprises. Also, it has leadership that prioritizes and capitalizes on training future leaders with self-discipline, camaraderie, and sportsmanship through modern and innovative sports governance.

		Item 3 Grade 7
003	Question 3.1 Unistructural	BARMM – 29.8%
	Question 3.2 Multistructural	The government should provide extra assistance to BARMM, Central Luzon, and CAR because they have the highest unemployment rate in April 2020.
	Question 3.3 Relational	If I were in the government, I would continue to encourage herd immunity and allocate an appropriate budget to support the development of vaccines for all ages in the entire country. However, priority should be given to regions with the highest unemployment rates. This is the most appropriate action to prioritize the health of the citizens and, at the same time, increase the chances of operation of all work establishments so that the currently unemployed Filipinos will get back their jobs.

		Item 4 Grade 7																									
	Question 4.1 Multistructural Question/Activity	DepEd Secretary Leonor Briones appeals for strong and comprehensive tobacco policies because she wants to protect the welfare of the learners, promote a healthy environment to the youth, keep schools smoke-free, and allow the learners to grow healthy and free from the harm of tobacco use.																									
004	Question 2.2 Question/Activity	<table border="1"> <thead> <tr> <th>Main Points/Statements</th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>1.Learners need to be educated about the ill effects of smoking</td> <td style="text-align: center;">x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. The youth need a healthy environment to achieved their dreams.</td> <td style="text-align: center;">x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. The government is responsible for protecting the welfare of the learners in terms of health.</td> <td></td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> <tr> <td>4. Learners will benefit more in a smoke-free environment.</td> <td style="text-align: center;">x</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Main Points/Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	1.Learners need to be educated about the ill effects of smoking	x				2. The youth need a healthy environment to achieved their dreams.	x				3. The government is responsible for protecting the welfare of the learners in terms of health.		x			4. Learners will benefit more in a smoke-free environment.	x			
		Main Points/Statements	Strongly Agree	Agree	Disagree	Strongly Disagree																					
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<p>After analyzing the text, I was able to list four main points supporting the reason of the DepEd secretary to appeal for strong and comprehensive tobacco policies. And out of 4, I indicated that I strongly agree with the three of them. I believe that learners need to be educated about the ill effects of smoking because this will be the key to open their minds and avoid tobacco usage. If they have an idea of what the consequences are, they may be wiser in deciding whether to use tobacco or not. If they are well-educated about this topic, it may be more challenging to persuade them not to smoke. I agree with Statement no. 3 because the government is responsible for protecting our welfare. However, we also should take part in the said process.</p>																											

		ITEM 5 Grade 7
005	Question 5.1	<p>To avoid contracting the virus, the following are the do's and don'ts that we can consider based on the infographic:</p> <p>Do's:</p> <ul style="list-style-type: none"> a. wearing a facemask b. sanitizing and/or wash hands <p>Don'ts:</p> <ul style="list-style-type: none"> a. going to crowded places b. coughing without covering the mouth c. shaking of hands and hugging; and, d. having contact with animals <p>The infographic allowed me to distinguish between things to do and things to avoid doing to control the spread of the Covid-19 virus. Each picture in the infographic represents very helpful ideas. For instance, the picture of a <i>mask</i> tells people to wear it for protection. The same goes for the other objects and symbols included in the said material. The illustrations also used a symbol, which is the red line, to provide a clue that is something that one should not do just like the usual signages available in the streets.</p>
	Question 5.2	<p>Interview Script</p> <p>Journalist: Good morning, Dr. Ralf. Thank you for being here with us today.</p> <p>Dr. Ralf: Good morning! I am happy to be here.</p> <p>Journalist: Dr. Ralf, I would go straight to the questions. News about the virus is all over the TV, social media, and other platforms. What should people do and avoid doing to be safe from the virus?</p> <p>Dr. Ralf: Well, we have to make sure that we use facemasks whenever we go out. We should sanitize our hands with alcohol/hand sanitizers to make sure that our hands are clean. We have to avoid going to crowded places. It is necessary that we maintain distance from other people if we need to go to public places. No shaking of hands and hugging, too.</p> <p>Journalist: Thank you for these reminders. Essential alcohol, sanitizers, and facemasks are readily available in the cities like Metro Manila. Now, what can the people do from areas where these things are difficult to find to also protect themselves against the virus?</p> <p>Dr. Ralf: You are right. There are regional areas in the Philippines that have problems accessing these essential supplies. In this case, people need to make sure that they wash their hands thoroughly with soap. Also, they can create their facemasks using their old clothes to cover</p>

their noses and mouths. And then, of course, follow the safety protocols I have mentioned earlier.

Journalist: That is great, Doc! Thank you very much for sharing your expertise today!

Dr. Ralf: No worries! I am always here to help.

The infographic allowed me to provide the context of the topic in the interview. It helped me determine the do's and don'ts to avoid contracting the virus, which I presented at the beginning of the interview. Then, these ideas became my guide to a different scenario/answer corresponding to the given activity/question.

		ITEM 6 Grade 7
006	Question 6.1	When a city/town is placed under ECQ, the people are expected to stay at home all the time, activities such as walking, jogging, and biking are not allowed, nor are social gatherings and face-to-face classes since schools/universities are closed. There will be no public transportation available. The work in government offices will be limited since there would only be an on-site skeletal workforce while others work from their homes.
	Question 6.2	When a city/town is placed under MECQ, social gatherings will be restricted to only five people, outdoor activities/exercises will be allowed but limited with the consideration of the safety protocols, no public transportation and local flights will be available. International flights, however, will be limited. Schools/universities will not be able to conduct face-to-face classes, and the workforce in government offices will be limited to a few who will report physically to the office while others are going to be on a work-from-home setup.
	Question 6.3 Relational	I agree with the statement that “There is practically only a minor difference between ECQ and MECQ.” Analyzing the given concept map, it is noticeable that the two concepts have slight differences. The majority are similar to both, such as directing people to stay at home, public transportation availability, local travels, learning modality in schools, and limited government office workforce. They are just different In terms of social gathering, outdoor physical activities, and international travels since ECQ has stricter rules than MECQ. The figure above provided an easier way to distinguish similarities and differences because of how the ideas are organized and presented.

		ITEM 7 Grade 7		
007	Question 7.1	Based on the post, I must be 15-20 years old, a student either in high school or college, and a resident of Barangay Mayumi. Other qualifications are negotiable and are not part of the minimum requirements to be qualified for a position.		
	Question 7.2	Possible Answer:		
			Not Present	Present
		There are necessary qualifications included in the draft letter that is relevant to the work/job based on the Facebook post of Barangay Mayumi.	X	
		A statement of interest to apply for a position is expressed in the draft letter.	X	
Ideas in the draft letter are organized building a logical and coherent argument.		X		
Correct grammar, spelling, and punctuations are employed throughout the draft letter.		X		
Other comments/feedback:				
The applicant did not mention specific qualifications relevant to the work/job. She could have mentioned at least one or two qualifications. She also mentioned that she is interested in applying, but she did not specifically explain her interest in the position.				


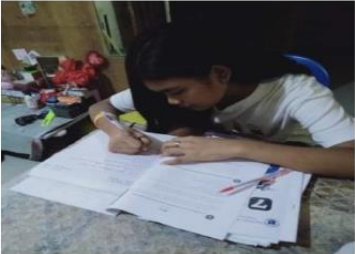
		ITEM 8 Grade 7
008	Question 8.1	<pre> graph TD A["Main Idea: Unpleasant changes brought about by COVID-19 Pandemic may threaten our mental health"] --> B["Supporting Idea: Quarantine Protocols"] A --> C["Supporting Idea: Working or studying at home"] A --> D["Supporting Idea: Limited social interactions of children and adults"] B --> E["Physical Distancing"] B --> F["Heightened Restricted Movements"] C --> G["Poor Internet Service or Connectivity"] G --> H["Stress"] D --> I["Effects on children's attitude"] </pre>

		ITEM 9 Grade 7
009	Question 9.1	<p>Dear Ms. Jane,</p> <p>Good day!</p> <p><i>I appreciate the information you have sent regarding the availability of the vaccines. I am 59 years old and I belong to the A3 group. I am very much interested; however, I am no longer capable of standing too long to wait for my turn to get vaccinated. I am old and I have hypertension and diabetes. I have already consulted my doctor and got his approval.</i></p> <p><i>Also, I saw an announcement from DOH that people with comorbidites like me should be prioritized.</i></p> <p><i>Now I am wondering if I can book an appointment and get vaccinated on September 16, 2021, Friday, at 10:00 in the morning.</i></p> <p><i>Please let me know if this is possible.</i></p> <p><i>Thank you!</i></p> <p>Yours, Sophia</p>
	Question 9.2	<p>Dear Ms. Sophia,</p> <p>Greetings!</p> <p><i>I appreciated your interest in getting the vaccine. I also understand why you will not be able to fall in line wiht the others. I a am also aware of the DOH announcement, and you are right.</i></p> <p><i>People with comorbidites are on the priority list.</i></p> <p><i>I am glad to hear that your doctor approved your vaccination. Upon checking the availability of the health workers, we won't be able to accommodate you on the requested date. Shall we set the appointment on September 17, 2021, Friday, at 10:00am instead.</i></p> <p><i>Please let us know if this is convenient to you. Thank you!</i></p> <p>Yours, Jane Santos Barangay Health Officer</p>

		ITEM 10 Grade 7																															
010	Background	<p>Online distance learning:</p> <ul style="list-style-type: none"> • Requires gadgets and connectivity • Is safe from virus transmission • Develops ICT skills of learners • Involves synchronous learning (real time) • May be asynchronous as required by the teachers • Involves a paperless teaching-learning process • Provides an option for those who can afford gadgets and strong internet connection. 																															
	Question 10.1	<p>Modular distance learning:</p> <ul style="list-style-type: none"> • Caters to learners without gadgets • Uses printed self-learning materials or modules • Is a widely-used modality • Promotes independent learning • Involves self-paced learning • Involves a higher risk of virus transmission to parents and teachers due to exposure during distribution and retrieval schedule ins school • Gets the biggest DepEd budget for the printing/reproduction distribution of learning materials. 																															
	Question 10.2	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; border: none;">SIMILARITIES</th> </tr> <tr> <th style="width: 50%; text-align: center; border: none;">Online</th> <th style="width: 50%; text-align: center; border: none;">Modular</th> </tr> </thead> <tbody> <tr> <td style="border: none;">distance learning</td> <td style="border: none;">distance learning</td> </tr> <tr> <td style="border: none;">implemented by DepEd</td> <td style="border: none;">implemented by DepEd</td> </tr> <tr> <td style="border: none;">competencies/topics covered</td> <td style="border: none;">competencies/topics covered</td> </tr> <tr> <th colspan="2" style="text-align: center; border: none;">DIFFERENCES</th> </tr> <tr> <th style="width: 50%; text-align: center; border: none;">Online</th> <th style="width: 50%; text-align: center; border: none;">Modular</th> </tr> <tr> <td style="border: none;">uses gadgets/Internet</td> <td style="border: none;">does not use gadgets/Internet</td> </tr> <tr> <td style="border: none;">lower risk of virus transmission</td> <td style="border: none;">higher risk of virus transmission</td> </tr> <tr> <td style="border: none;">actual engagement of teacher and students</td> <td style="border: none;">no /limited actual engagement</td> </tr> <tr> <td style="border: none;">develops ICT skills of students</td> <td style="border: none;">no/limited opportunity for students to develop ICT skills</td> </tr> <tr> <td style="border: none;">more costly due to use of gadget and internet</td> <td style="border: none;">less costly</td> </tr> <tr> <td style="border: none;">less preferred modality</td> <td style="border: none;">more preferred modality</td> </tr> <tr> <td style="border: none;">paperless teaching -learning</td> <td style="border: none;">printed materials</td> </tr> <tr> <td style="border: none;">higher exposure to radiation</td> <td style="border: none;">lower exposure to radiation</td> </tr> <tr> <td style="border: none;">fun learning due to real time interaction</td> <td style="border: none;">more serious learning</td> </tr> </tbody> </table>	SIMILARITIES		Online	Modular	distance learning	distance learning	implemented by DepEd	implemented by DepEd	competencies/topics covered	competencies/topics covered	DIFFERENCES		Online	Modular	uses gadgets/Internet	does not use gadgets/Internet	lower risk of virus transmission	higher risk of virus transmission	actual engagement of teacher and students	no /limited actual engagement	develops ICT skills of students	no/limited opportunity for students to develop ICT skills	more costly due to use of gadget and internet	less costly	less preferred modality	more preferred modality	paperless teaching -learning	printed materials	higher exposure to radiation	lower exposure to radiation	fun learning due to real time interaction
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	Question 10.3	DepEd strives to continue providing quality education amid this pandemic by offering online and modular distance learning. Both modalities have advantages and disadvantages; however, parents and learners have the option of the appropriate learning modality for them.
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		ITEM 11 Grade 7
011	Question 11.1	Questions 2 and 4 have errors in terms of the accuracy of ideas. Question 2 presented a different idea which is “need for licensure examination”, when the article states the point of the subject, Sec. Bello that there should be none. Also, question 4 is incorrect because PRC is responsible for providing licenses to our professionals in the Philippines.

		ITEM 12 Grade 7
	Question 12.1	Answers maybe one of the three SOLO levels U, M, R. A focus on one idea, a number of ideas. A general theme bringing together many ideas.
012	Question 12.2	<p style="text-align: center;">What Education during the Pandemic was like?</p> <p>When the pandemic hit in 2019, our schooling was affected as schools had to close yet had to continue providing education. These photos depict what it looked like. We have to stay at home to study. Some use computers for online learning; some were given modules to answer and do self-learning. We have not seen our classmates and teachers in person in a while now. School activities became very limited to what we could do at home.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Online Learning</p> </div> <div style="text-align: center;">  <p>Modular Learning</p> </div> </div>
	Question 12.3	Google search needed plus reason for choice of two pictures
	Question 12.4	Develop Interview questions

		ITEM 13 Grade 7																				
013	Question 13.1	The politeness and respectfulness of the Filipinos are shown in the lines: <i>I kiss the hand of my elders, To say goodbye or hello</i> because these represent one of the customary ways of the Filipinos to show respect, especially to the elders. Another characteristic mentioned is being genuine, which can be seen in the general aspect of the poem. From the very beginning, it is stated that the poet is proud to be a Filipino and did not hesitate to provide further details about our character as Filipinos.																				
	Question 13.2	<p><i>When faced with problems I don't give up I even smile And laugh despite</i></p> <p><i>I enjoy the visit of family and friends To eat and chat Until the day is over</i></p>																				
	Question 13.3	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="text-align: center;">Identities of Filipinos based on the poem</th> <th style="text-align: center;">Your own Identities</th> <th style="text-align: center;">Identities you have and can be found in the poem</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Patriotic</td> <td style="text-align: center;">Loving</td> <td style="text-align: center;">Respectful</td> </tr> <tr> <td style="text-align: center;">Respectful</td> <td style="text-align: center;">Resilient</td> <td style="text-align: center;">Love of family/Close family ties</td> </tr> <tr> <td style="text-align: center;">Close family ties</td> <td style="text-align: center;">Obedient</td> <td style="text-align: center;">Fun-loving</td> </tr> <tr> <td style="text-align: center;">Fun-loving</td> <td style="text-align: center;">Hospitable</td> <td style="text-align: center;">Polite</td> </tr> <tr> <td style="text-align: center;">Polite</td> <td style="text-align: center;">Kind</td> <td style="text-align: center;">Loyal</td> </tr> <tr> <td style="text-align: center;">Loyal</td> <td style="text-align: center;">Optimistic</td> <td></td> </tr> </tbody> </table>	Identities of Filipinos based on the poem	Your own Identities	Identities you have and can be found in the poem	Patriotic	Loving	Respectful	Respectful	Resilient	Love of family/Close family ties	Close family ties	Obedient	Fun-loving	Fun-loving	Hospitable	Polite	Polite	Kind	Loyal	Loyal	Optimistic
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Fun-loving	Hospitable	Polite																				
Polite	Kind	Loyal																				
Loyal	Optimistic																					

		<p>ITEM 14 Grade 7</p>
<p>014</p>	<p>Question 14.1</p>	<p>Scenario 1: Liyah is asked to accomplish an attendance sheet through Google Forms every after her online class. Only Microsoft 365 accounts can be used to access the link given by her Grade 7 English teacher.</p> <p>Scenario 2: Aldrin, an incoming Grade 7 student, received a notification requesting him to participate in a survey conducted by the school where he submitted his name for the early registration. The survey will determine what distance learning modality is most applicable for him.</p> <p>Scenario 3: Joe was not able to attend his online classes because he was not feeling well. He then asked a classmate about the topics that were discussed. He was able to catch up with the lesson by reading the pdf copy of the reference material even before the class had started.</p> <ul style="list-style-type: none"> • <i>This is not an example of an internet/web-based program because when a pdf file is already downloaded, it can be accessed even without internet connectivity.</i> <p>Scenario 4: Sydney wants to join the Music Club in her school. She visited the organization’s office and was asked to fill out a printed application form to sign her up to become a member.</p> <ul style="list-style-type: none"> • <i>The use of printed applications does not support the concept of internet/web-based programs since no software is needed to do such activity.</i> <p>Scenario 5: Zarah, a Grade 7 student, is taught by Ana, her sister, a Grade 10 student, to browse the Learning Resource Portal of DepEd. They want to search and download free materials that Zarah will use in her classes.</p>

ITEM 15 Grade 7		
015	Question 15.1	<p>Delia was sent to the hospital because of shock</p> <p>Delia died because her heart was not able to handle the extreme emotions.</p> <p>Ending of "Centipede"</p> <p>Delia stood up after know that the centipede is already dead but became vengeful to Eddie after the incident</p> <p>Delia was able to reflect about the wrong doings she has done to her brother in the past and became closer to him</p> <p>Delia asked their parents to bring him somewhere else where they could no longer see each other.</p>

		ITEM 16 Grade 7
016	Question 16.1	<p>I think that the Maiden loves the Youth; however, she refused to readily believe the love of her suitor despite his persistence and determination to win her heart. She wanted to be sure that he is worthy of her love; thus, asked him to prove it.</p> <p><i>Another acceptable answer:</i> The maiden does not love the Youth. She is vain and loves herself because she sets such an unnatural test for Youth.</p>
	Question 16.2	<p>The mother has shown unconditional love to her son; the kind of love that is willing to sacrifice everything for the one he/she loves; the kind of love that prioritizes his/her loved one's happiness on top of his/hers</p>
	Question 16.3	<p>The Maiden's love is selfish which is the opposite of the mother's. The mother's love is selfless in that she would care for her son more than herself; that even if she is in pain, or even dead, what would matter to her is her child's safety and happiness. On the other hand, the Maiden's love is demanding and more of getting something to satisfy her wants, unlike the mother's love that does not need anything because she loves her son as he is and no matter what.</p>

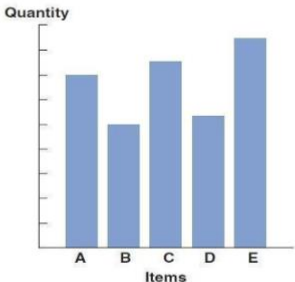
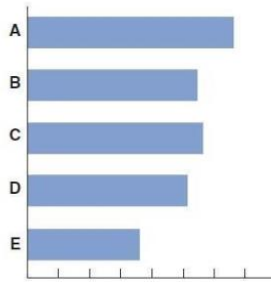
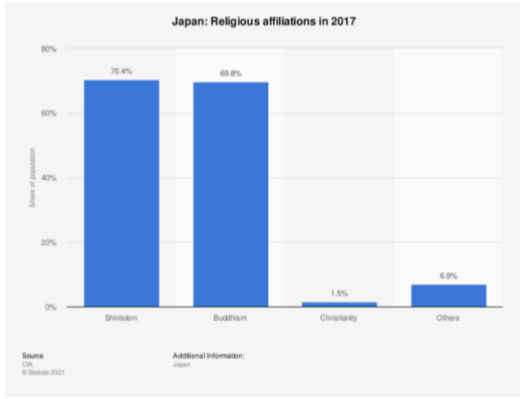
		ITEM 17 Grade 7
017	Question 17.1	The answer given was incorrect because it is contrary to the idea of the quote. It says that one accomplishment done by an individual can measure it.
	Question 17.2	I will rate it as three because it stated an argument, but the idea is not fully aligned with the text.
	Question 17.3	<p>The quote used the words “repeatedly” and “habit”, which indicates the need for consistency and continuity in the things we do. Being in the honor roll cannot be considered excellence unless it is done consistently; hence, I cannot be in one list of the learners in one quarter then drop subjects in another.</p> <p>Based on the statement and my own belief/experience, being excellent means doing your best every step of the way.</p>

		ITEM 18 Grade 7
018	Question 18.1	The general purpose of the text is to persuade the readers to join a virtual convention on mental health. This is evident based on the kind of introductory paragraph presented wherein it emphasizes the importance of standing together to attain a common goal. Also, the phrase “everyone is invited” clearly tells readers that they are encouraged to attend the event. The details such as the theme, the dates, and the link where they can register are all available to give them an overview of what the program will be.
	Question 18.2	<p>DJ Ran: Hello, dear listeners! This is DJ Ran, and welcome to XYZ Radio! You know what, I am glad that I have a guest DJ today. Hi, DJ Mav! How are you feeling today?</p> <p>DJ Mav: Hi, DJ Ran! I am so excited to be working with you.</p> <p>DJ Ran: Same here! So, what do we have today?</p> <p>DJ Mav: We will have several things on the list for our listeners this afternoon! First, we request you, guys, to block your calendars on October 13 - 15, 2021 because DOH is hosting the 4th Public Health Convention on Mental Health. Of course, other government agencies are supporting this event, such as DepEd and various LGUs.</p> <p>DJ Ran: That’s great! Indeed, prioritizing our mental health is important, especially nowadays, with a lot of things going on.</p> <p>DJ Mav: Exactly! That idea goes well with the conference’s theme, which is “Grateful and Hopeful: Building a Resilient Mental Health System”. I believe we will learn from the speakers' input about taking care of and developing a solid mental state.</p> <p>DJ Ran: That sounds good! So, what are you waiting for, guys? Check them online via Facebook, Twitter, Instagram, or visit their website to get the link for you to register.</p> <p>DJ Mav: That’s right! See you!</p> <p>DJ Ran: What an excellent way to start. It’s 4:35 PM. And we will have more after the break!</p> <p style="text-align: center;">***End of Script**</p>

Grade 8

Item No.	Question Type	Acceptable Answer/s
		ITEM 1 Grade 8
001	Question 1.1 Unistructural	A Cherry Blossom is an ornamental tree.
	Question 1.2 Multistructural	A cherry tree bears flowers, popularly known as Japanese Cherry or Sakura. Ornamental Japanese cherry trees can grow up to 20 to 40 feet tall, but wild cherry trees can grow up to 80 feet, but they can only live for a short period at about 16 – 20 years.
	Question 1.3 Relational	Cherry blossoms should be preserved and protected because they are one of the major attractions in Japan, especially for tourists. Tea made from them is good for the body. They are one of the national symbols that carry Japan’s identity as a country.

		ITEM 2 Grade 8
002	Question 2.1 Unistructural	Cats have existed way back in ancient days/
	Question 2.2 Multistructural	<p>a. They were represented in the social and religious practices of Ancient Egypt for more than 3,000 years.</p> <p>b. Wild cats have lived among the people of Mesopotamia over 100,000 years ago and have been domesticated there since approximately 12,000 BCE</p> <p>c. Cats were sacred animals for the Greeks.</p>
	Question 2.3 Relational	Cats these days have played different vital roles in social and religious practices throughout history and are considered treasures in Ancient Egypt. They were used as images of certain gods and goddesses, such as the deity Mafdet, whose head was said to be a cat. Based on the text, the writer emphasized the importance of cats, dating back to 12 000 BCE, and how sacred they were for the Greeks and Egyptians.

		<p>ITEM 3 Grade 8</p>
<p>003</p>	<p>Question 3.1 Unistructural</p>	<p>A graph that could best present the given information is a bar graph. A bar graph is used to represent data visually using bars of different heights or lengths, which may be done vertically or horizontally.</p>
	<p>Question 3.2 Multistructural</p>	<p>The bars of a vertical bar graph are drawn and measured by lengths from the baseline going up. It looks like this:</p>  <p style="text-align: center;">Figure 1. Vertical graph</p> <p>The bars of a horizontal bar are drawn and measured by width from the baseline going right side. It looks like thi</p>  <p style="text-align: center;">Figure 1. Horizontal graph</p>
	<p>Question 3.3 Relational</p>	<p>I will plot a bar graph. This is how it looks like:</p> 


		ITEM 4 Grade 8
004	Question 4.1 Unistructural	<p><i>Answers may vary since it is from a personal experience.</i></p> <p>The text mentioned saving for future crises. I should have thought of it before the pandemic started in 2020. It was very hard for our family since we did not have any savings to prepare for such.</p>
	Question 4.2 Multistructural	<p>The need for money may entail different reasons, as mentioned below. It is the fundamental requisite for survival for the poor: The need for money for food, clothing, shelter, and basic education are well defined for people who do not have much in life. Every penny counts to meet the demands of survival.</p> <p>For a middle-class person to meet his ends: An example of this is the need for money to sustain children’s good education and maintain household demands such as a mortgage.</p> <p>For the higher class to fulfil his luxurious demands: Perhaps money to tour the world, buy branded belongings, or buy high-end cars. For others, perhaps capital for more significant or business expansions.</p>
	Question 4.3 Relational	<p>The text has clearly outlined the necessity of money for people coming from different walks of life. The examples indicate the importance of money and not necessarily for evil. However, because greed is human nature, we have seen time and again how money can be the root of all evil. People are exploiting other people for money. Evil capitalists are pushing ordinary peoples’ backs against the wall to do despicable things for money.</p>

		ITEM 5 Grade 8
005	Question 5.1	<p>Religious gatherings will be allowed but limited to 30% venue capacity – From the IATF Omnibus Guidelines, religious services must only be performed through online video recordings and transmission. An alternative statement could be: <i>“No religious gatherings will be allowed at the venue. Religious services must only be through online video recordings and transmission.”</i></p> <p>Restaurants and eateries will be allowed to operate with 50% workforce capacity – From the IATF Omnibus Guidelines, food preparation establishments to include restaurants and eateries are allowed to operate with full capacity. An alternative statement could be: <i>“Restaurants and eateries will be allowed to operate with full workforce capacity.”</i></p>

		ITEM 6 Grade 8
006	Question 6.1	The PSA text, ‘A Serious Decision’, is well written and perhaps could help convince people to get vaccinated for the following reasons: It uses simple vocabulary that is easy to understand, including the technical, medical terms since they are often talked about lately, such as COVID vaccine, side effects, and tests. The text seems to represent different ideas people have, and the message is simple – if you fear the possible effects of vaccination, you can research, ask people whom you trust, and talk to friends. Perhaps it will help you decide to get vaccinated. Also, when you Google search the agency identified in the PSA, you will find several references which give you evidence that it is reliable.
	Question 6.2	<p><i>Rubric: Content – 3; Purpose – 2; Language – 2</i></p> <p>The PSA may somehow help lessen the fear of people getting vaccinated since the source (DOH) itself is reliable. It even asks the audience to counter-check information with other trusted agencies by saying they trust reliable sources such as the WHO. However, I think the PSA is less effective in terms of language. Not all audiences are familiar with the technical terms mentioned, including the acronyms, e.g. AHO and IATF. Talking about the side effects somehow does not fulfill the real intention of the PSA. It should have presented more reasons why the vaccine is needed or how it works in the body to protect the virus.</p>

		ITEM 7 Grade 8
007	Question 7.1	<pre> graph TD MI["Main Idea: Unpleasant changes brought about by COVID-19 pandemic may threaten our mental health."] SI1["Supporting Idea: The never ending ECQ and MECQ protocols"] SI2["Supporting Idea: Working or studying at home"] SI3["Supporting Idea: Social interactions of children and adults have been limited for already far too long."] MI --- SI1 MI --- SI2 MI --- SI3 SI1 --- P1["Protocols such as physical distancing"] SI1 --- P2["Protocols such as heightened restricted movements"] P1 --- F1["These increase people's fear and anxiety."] P2 --- F1 SI2 --- C1["The country has poor internet service or connectivity."] C1 --- F2["This is very stressful in so many levels."] SI3 --- F3["This affects attitude of adults and children"] </pre>

		ITEM 8 Grade 8
008	Question 8.1	<p>Analyzing the press release, I used the following keywords/phrases to determine the grounds presented by DepEd Secretary Leonor Briones in appealing to the legislators and policymakers to institutionalize strong and comprehensive tobacco policies in the country:</p> <ul style="list-style-type: none"> - promotion of healthy choices - welfare of learners - smoke-free - free from harm - ill-effects of tobacco
	Question 8.2	<p>Based on the text given, DepEd Secretary Leonor Briones considered the idea of fighting for a smoke-free country as a battle. It is evident in the text that she aims at protecting the learners from the harmful effects of tobacco use, especially when the people from the tobacco industry are targeting them to be the next generation of consumers.</p>

		<p>ITEM 9 Grade 8</p>
	<p>Question 9.1</p>	<p>The infographic encourages people to do things to stop the spread of the virus by following the safety protocols such as using facemasks, covering the mouth when coughing or sneezing, sanitizing, avoiding close contact with others, and even with animals.</p> <p>The illustrations allowed me to come up with these interpretations because they are clear and well organized. Each picture in the infographic represents ideas that were very helpful in understanding its message. For instance, the picture of a mask tells people to wear it for protection. The same goes for the other objects and symbols included in the said material. Also, the pictures on the green circles indicate the measures that people have to follow, while those with a slash or red line are the ones that tell the readers what should not be done. Therefore, each detail included in the infographic creates meaning and interpretations.</p>
<p>009</p>	<p>Question 9.2</p>	 <p>The infographic is a circular diagram with a central purple circle containing the text "HOW KEEP A VIRUS-FREE COMMUNITY?". Surrounding this central circle are ten smaller green circles, each containing an icon and a text box. The icons and their corresponding text boxes are: 1. A person wearing a face mask, with the text "Wear your mask all the time." 2. A hand being washed in a sink, with the text "Sanitize with alcohol or wash your hands with soap and water." 3. A group of three people standing apart, with the text "Avoid handshaking, hugging and any close contact with people." 4. A bowl of food with a spoon, with the text "Eat nutritious food and take your vitamins." 5. A person coughing into their elbow, with the text "Be observant of the possible symptoms such as cough, colds, sore throat etc." 6. A hand holding a telephone receiver, with the text "Coordinate with your LGU if you tested positive with the virus." 7. A syringe, with the text "Get vaccinated." 8. A mouse with a red slash through it, with the text "Avoid contact to animals." 9. A person's head with small circles representing droplets coming out, with the text "Be observant of the possible symptoms such as cough, colds, sore throat etc." 10. A person's head with a red slash through it, with the text "Wear your mask all the time." (This text is also present in a separate box at the top of the infographic).</p> <p>The infographic shows a more comprehensive list of measures that people must follow since the COVID-positive cases are getting higher. Instead of using a lengthy and wordy paragraph, this method allowed me to present more organized and more comprehensible concepts, which promoted better and easier understanding among the readers.</p>

ITEM 10 Grade 8

Question 10.1

Announcement	
What	Enhance Community Quarantine (ECQ)
When	August 21, 2020
Where	Brgy. Matiisin
Who	All of the members of the community
How	Follow the guidelines
	No social gatherings
	No public transportation
	Stay at home
	No local flights
	Schools are closed
	Limited International flights
	No outdoor activities

Question 10.2

Announcement	
What	Modified Enhance Community Quarantine (MECQ)
When	September 1, 2020
Where	Brgy. Matiisin
Who	All of the members of the community
How	Follow the guidelines
	Social gatherings limited to 5 people.
	No public transportation
	Stay at home
	No local flights
	Schools are closed
	Limited International flights
	Limited outdoor activities
	Inbound travel for local citizens

010

Question 10.3

Skit/Role Play Script

Setting: In the Mendoza residence, Sophia is preparing and is about to leave.

Mother: Where are you going?

Sophia: I am going out with my friends, Mom.

Mother: Haven't you heard the news that we are on ECQ starting today?

Sophia: I haven't. What's with ECQ?

Mother: Well, people are expected to stay at home all the time. No walking, jogging, and biking. As for you, that means, you can't go out with your friends.

Sophia: But, Mom, we have planned about this for months already.

Mother: I understand. But right now, it is more important to be safe. Even schools are closed. I even think twice about going to government offices because the staff there is limited. I can't even travel and visit your grandparents because of the restrictions.

Sophia: Too bad. Okay, how about next month? I believe we will be on MECQ by then. Can I join Sarah at her birthday celebration?

Mother: How many of you are coming?
Sophia: 10, I guess.
Mother: Great! So tell your friends to stay at home.
Sophia: Mom?
Mother: Gatherings will be limited to 5. 10 is too much. So forget about it. You can celebrate your friend's birthday when the pandemic is over.
Sophia: Fine. By the way, I haven't used a bike for a long time. Can I?
Mother: Yes, next month, on MECQ, but it will be limited, okay? And you need to review the safety protocols.
Sophia: Okay. How about school? I miss school already.
Mother: Still closed.
Sophia: Okay. Hmm. Will you visit grandma and grandpa next month?
Mother: I don't think so, flights will still be limited. I have heard that there are a lot of flight cancellations that are going on because of the restrictions.
Sophia: I see. Oh, by the way, how about DFA? I think I need to renew my passport.
Mother: Same. Booking an appointment is more complicated nowadays because of the limited workforce.
Sophia: Oh, no. This pandemic is driving me crazy.
Mother: I know. But we better be safe than sorry. So go and get changed. I ordered pizza, let's just eat together.
Sophia: Okay, Mom.

*****END OF THE SCRIPT*****

Conceptualizing the scenario for the skit became easier because the details in the graphic organizer are presented in such a way that it is comprehensible and easy to follow. Comparing and contrasting the two ideas became less complicated because of how the ideas were organized. What we did is just think of the characters and the setting. And then use the given concepts as the topic of the conversation.

		ITEM 11 Grade 8
011	Question 11.1	Japan used advanced virtual technology from home, including 360 panoramic video tours of iconic cherry blossom viewing. Also, Japan Meteorological Agency (JMC) frequently publishes and updates forecasts for the event every year.
	Question 11.2	As I carefully read the selection, I used the following few words or phrases to identify the solutions made by Japan on the conflict regarding Hanami or sakura viewing due to COVID-19 restrictions: <ul style="list-style-type: none"> - using innovative virtual technology - frequently published forecasts - updated forecasts

		ITEM 12 Grade 8
012	Question 12.1	If I were Vishu, I would stay in Thailand because I heard that Thai people are very hospitable and cordial. Their culture is fascinating and easy to adapt to. Also, it has a healthy economy which will be an excellent foundation to venture into the business industry.
	Question 12.2	I learned from Vishu that you should not limit yourself and be complacent with the current situation. Your mind must be open to explore the world's possibilities. With this, if I will be given a chance to move to another place where I can find success, I will grab the opportunity and do what I can to succeed.

ITEM 13 Grade 8

Question 13.1

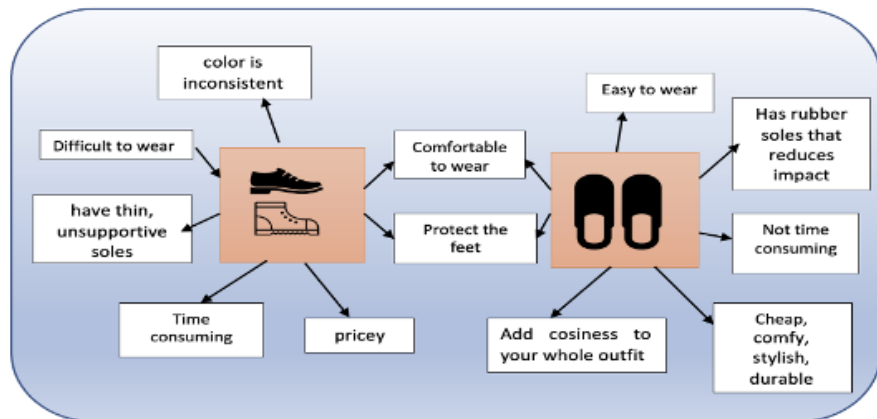
Some people don't prefer rubber shoes because wearing them is time-consuming. They can also be pricey, and there is color inconsistency. Flats have thin and unsupportive soles and don't last long. They can even cause foot and toenail problems. On the other hand, slippers are comfy, stylish, and easy to wear.

Question 13.2

The advertisement for slip-on shoes provides almost similar information to the text above. I think the text provides a good advertisement for slippers as it contains loads of information that is enough to change people's opinions about wearing slippers. By comparing slippers to other footwear, the readers will be able to identify distinguishable features of slippers from other footwear to help them decide the quality of slippers, hence pushing them to go for slippers instead. In the text, selling points of slippers were explicitly stated, and it was kept simple so the readers could efficiently process the information. Although the values were not openly stated, comparing the prices can easily change a person's opinion of the product.

013

Question 13.3

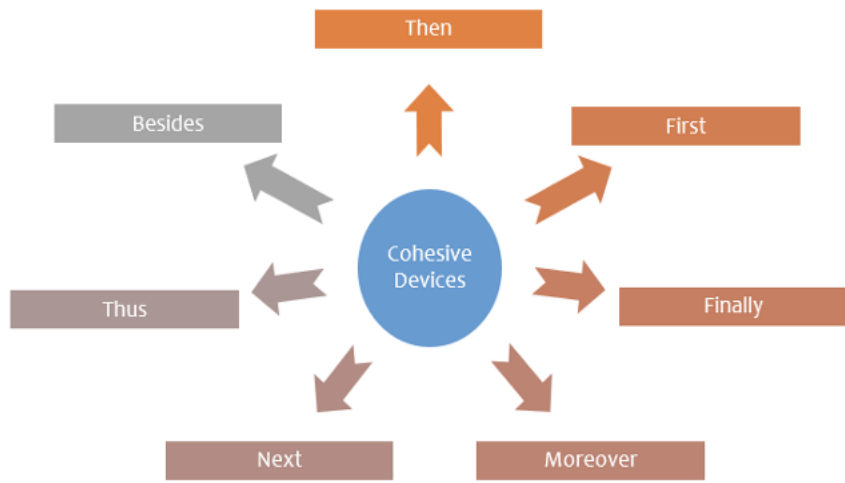


Every individual has a choice of preference which will help them live in utmost comfortability. With the advantages and disadvantages of the kind of footwear, the paragraph encourages the reader to select slippers as the best choice. It provides options that may change opinions or beliefs. It is, therefore, a persuasive text.

		ITEM 14 Grade 8
014	Question 14.1	<p>In the first paragraph, Mikoto became addicted to gaming and liquor. This suggests that Mikoto must have splurged his money on luxuries. When the biological son was taken into custody in the second paragraph, he asked about Mikoto’s whereabouts, but he was not found. It is safe to conclude that he was running away because he committed a crime.</p>
	Question 14.2	<ul style="list-style-type: none"> - Sashimoto and Kenimura’s biological son lived far away because of work. I don’t think he would travel all the way to kill his parents. - The son did not have any motive to get rid of his parents. - In the selection, the son did not feel any negative feelings toward Mikoto or his parents; instead, he was grateful and relieved. Somebody that possesses positive emotions is unlikely to commit a crime. - I can say that he was not materialistic, so there was no way he could be envious of the possessions his parents gave to Mikoto, their adopted son. There was no reason for him to get rid of Mikoto since he did not want any of the foster son's luxuries. - Mikoto indulged himself in luxuries and would splurge all his money. - Mikoto was missing after the thievery happened. He must have run away to escape from his crime. - The couple had heart attacks. They could have been astonished because of Mikoto’s actions and had an attack from shock. - Mikoto was a drunkard, so he could have acted when he was not in his right mind. He must have felt terrified about what he had done and decided to run away from it.

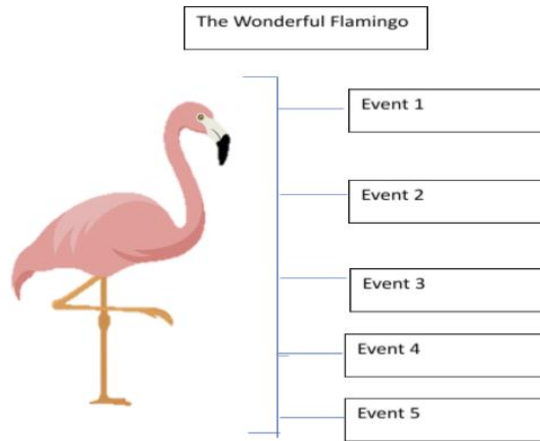
ITEM 15 Grade 8

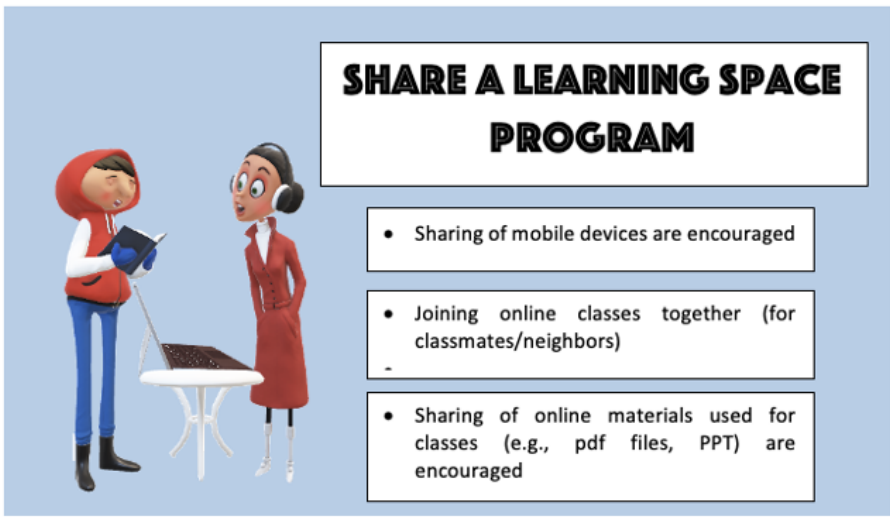
Question 15.1



015

Question 15.2

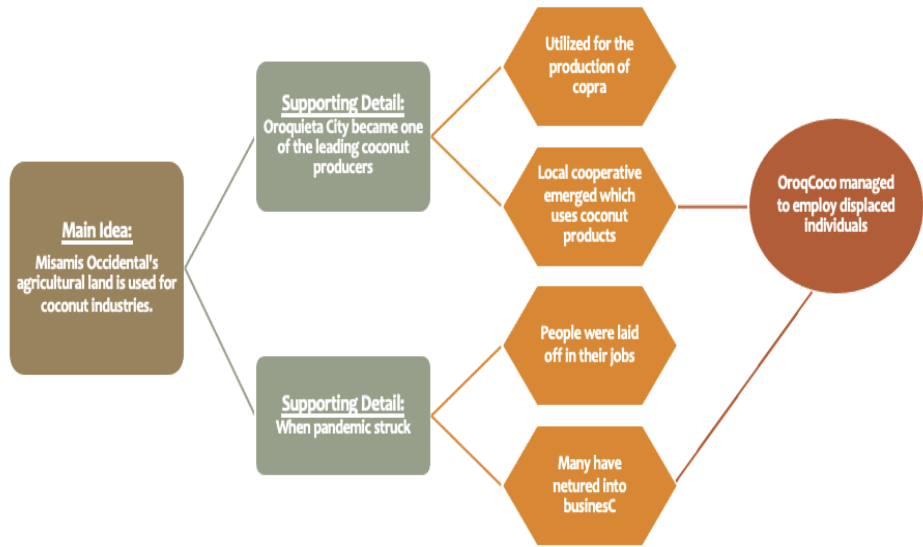


		ITEM 16 Grade 8
	Question 16.1	<p>As the traditional face-to-face setup is not advisable while we maintain physical distance amid an ongoing pandemic, the education system – like many other sectors – the Philippines’ Department of Education was forced to shift on different modes of learning and these are the following:</p> <ol style="list-style-type: none"> 1. Distance Learning <ol style="list-style-type: none"> 1.1. Online Learning 1.2 Modular Learning <p>Based on the illustration, the infographic allowed me to identify several modes of learning adopted by the Department of Education to cater to the needs of learners in the different parts of the country. Each picture in the infographic represents the different modes of learning which inform me of what each picture/symbol is all about. These help me also to choose which is the appropriate modality suited for my capability and resources.</p>
016	Question 16.2	 <p>The infographic suggests a program that will be possible with the consensus of the learners in the same classes living together in a close community. Everyone must agree that the tools that they have must be shared with one another. This way, aside from the lessons they can learn from their online classes, they will still be able to acquire values such as camaraderie, sense of giving, and cooperation.</p>

ITEM 17 Grade 8

017

Question 17.1



		ITEM 18 Grade 8
018	Question 18.1	The error can be found in the first part of the chat/conversation wherein the reminder is given. The two ideas, “sanitize” and “disinfect”, are used interchangeably compared to the ones discussed in the infographic. The idea of killing bacteria in the parts of the house that are not used for cooking or food preparation is attached to the word “sanitize”. A similar scenario can be seen as we observe the description provided for the word “disinfect” related to kitchenware. The misuse of these descriptions made the statements incorrect. On another note, the rest of the parts of the conversation are accurate, having the infographic as the basis of the information.

Grade 9

Item No.	Question Type	Acceptable Answer
		ITEM 1 Grade 9
001	Question 1.1 Unistructural	The campaign is meant to actively support people who have quit smoking in the hope for them to regain the best of health.
	Question 1.2 Multistructural	Health awareness campaigns, releasing digital tools, and revising of policies are being implemented for nicotine replacement.
	Question 1.3 Relational	<p>Tweet or FB Shoutout:</p> <p>If you have tried to quit smoking and failed, take comfort knowing that most people fail several times before quitting the habit successfully. Past failures are not a lesson that you are powerless to quit. Instead, view them as part of the normal journey toward becoming a nonsmoker. If thinking about your own health does not help, think of the possible harms you may inflict on your loved one. You CAN do it. STOP smoking now!</p>

		ITEM 2 Grade 9
002	Question 2.1 Unistructural	Heterochromia is a condition where the color of the eyes is different from each other.
	Question 2.2 Multistructural	
	Question 2.3 Relational	Although both dogs are adorable, I would probably go for Miggy for practical reasons. We do not have an air-conditioned unit. Even if I assume we have one, I still feel it too luxurious to have a pet living with such amenities. His poor appetite may be remedied by taking him to a vet for vitamins or proper food supplements.

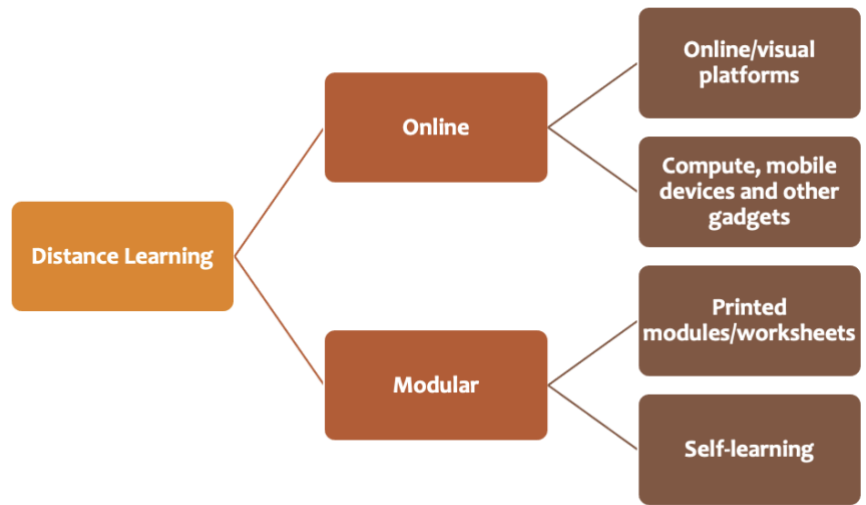
		ITEM 3 Grade 9
003	Question 3.1 Unistructural	The one speaking in the story is the wife of Riauk. It is supported by the phrase “my dead husband”.
	Question 3.2 Multistructural	The following images were used to describe the setting of the story: <i>Visual:</i> seawater slips through the crack windows, house with thatch roof <i>Sound:</i> wind moaned beneath the thatch, forlorn cries of gulls.
	Question 3.3 Relational	One of the horrifying scenes in the nightmare was the physical description of Riauk. First, the author described the character by giving vivid details of his skin tone – ashen grey. This is what becomes of the skin color when there is no more blood circulating. This is the color that describes a dead body, and imagining this body walking up the beach brings horror and suspense. Then the author moved to the horrifying description of Riauk’s eyes. Every living person can have different eye color according to race but never white. In the nightmare, Riauk’s eyes were white with spots of light grey similar to the moon against the dark night sky. Nobody wants to look at these eyes. We often scream when we see these eyes in horror movies. Finally, the author describes Riauk’s body as he walks up the beach. Riauk’s body was filled with seaweeds chaining him so that he was trudging. It is also interesting that the author described Riauk as not walking towards the beach but walking up the beach. This scene brings suspense to how the character would look as he emerges from the water. All these images appeal to the readers' sight, providing them with a powerful image of the character, bringing suspense to the readers.

		ITEM 4 Grade 9
004	Question 4.1 Unistructural	Greek organizations help build networks that often prove beneficial to learners when looking for internships, employment, or recommendations.
	Question 4.2 Multistructural	Greek organizations help build networks that often prove beneficial to learners when looking for internships, employment, recommendations; and, Networking is an integral part of the college experience, and Greek life provides one of the strongest foundations for social interfacing with a network of peers.
	Question 4.3 Relational	<i>Answers may vary</i> The lifetime benefits of being a Greek Fraternity member are very enticing, especially on how the author of the text has detailed and supported the arguments. However, I personally feel that a student is taking a 50-50 chance when a Greek frat requires hazing. It only takes one wrong blow to end a young person's life. There are already existing anti-hazing laws or policies. However, hazing cases still occur not only in the country but all over the world. This says a lot that it can take a life.

ITEM 5 Grade 9

005

Question 5.1



Between the two setups presented under distance learning, I have experienced the modular learning modality. I study in a public school in the Philippines. Most learners prefer modular learning because of the lack of internet connectivity and the gadgets/tools needed for online learning. In this setup, learners are given modules or worksheets to accomplish after self-studying. It is more challenging than the face-to-face classroom setting before the pandemic because our teachers will not be there in real-time when we want to raise questions or ask for guidance. We primarily rely on self-studying for us to accomplish the tasks assigned by our teachers.

		ITEM 6 Grade 9
006	Question 6.1	<div style="border: 1px solid black; padding: 10px;"> <p><input type="checkbox"/> <i>Tempra</i> contains 100 mg of paracetamol each ml. which is taken 3 to 4 times daily or as needed. <i>No error.</i></p> <p><input checked="" type="checkbox"/> The generic name of <i>Tempra</i> is mefenamic acid. <i>The generic name of Tempra is paracetamol as indicated in the upper part of the page.</i></p> <p><input checked="" type="checkbox"/> This can be taken by babies ages 3 months to 5 years old. <i>This lacks in information because Tempra can be given even to babies 3 months and below</i></p> <p><input checked="" type="checkbox"/> Paracetamol cannot be given to patients with impaired kidney or liver function. <i>According to the precaution, this can be given to patients with impaired kidney or liver function but with care.</i></p> <p><input checked="" type="checkbox"/> It is manufactured by a pharmaceutical company in India and imported by Taisho Pharmaceuticals (Philippines) <i>The manufacturer is in Indonesia.</i></p> <p><input checked="" type="checkbox"/> It is used to relieve headaches, minor aches, and pain, and increases one's temperature. <i>One part of the statement is wrong because it does not increase but reduces temperature.</i></p> </div>
	Question 6.2	<p>The large prints presented information most important to the consumer – i.e., name of the product, the main component of the product, what the medicine is for, how to give the medicine to different age groups. In contrast, the small prints included information about the company, often a legal requirement, which is least important to the consumer.</p>

		ITEM 7 Grade 9
007	Question 7.1	<p>The implementation period of the Guidelines is from August 6 to August 20, 2021. The statement should have been: <i>“From August 6 to 20, 2021, the following shall be enforced:”</i></p> <p>* Item No. 1 – no gathering shall be allowed outside of the residence. The second bullet statement should have been removed. It is inconsistent with the IATF Guidelines. It could also be rephrased to: <i>“Likewise, planned gatherings in restaurants, hotels and other places for gatherings are not allowed.”</i></p> <p>* Item No. 2 – Religious gatherings will be allowed limited to 30% venue capacity – From the IATF Omnibus Guidelines, religious services must only be performed through online video recordings and transmission. It could be rephrased to: <i>“Religious gatherings will be prohibited. Religious services must only be performed through online video recordings and transmission.”</i></p> <p>* Item No. 3 – Restaurants and eateries will be allowed to operate with 50% workforce capacity – From the IATF Omnibus Guidelines, food preparation establishments to include restaurants and eateries are allowed to operate with full capacity. It could be restated to: <i>“Restaurants and eateries will be allowed to operate with full workforce capacity.”</i></p> <p>* Item No. 4 – Services to customers in restaurants and eateries should only be limited to takeaway and delivery—no dining allowed. It could be rephrased to: <i>“Restaurants and eateries shall be limited to take-out and delivery only.”</i></p>
	Question 7.2	<p>The infographic could have detailed or enumerated the essential activities allowed during ECQ. It could be accessing essential goods and services from establishments. Although not stated in the IATF Resolution, it would also be helpful if Barangay Malaya included its hotline numbers or social media outlets people could refer to in case there are questions, concerns or clarifications with regards to the ECQ Guidelines.</p>

		ITEM 8 Grade 9
008	Question 8.1	<p>Dear Ms. Jane,</p> <p>Good day!</p> <p>I appreciate the information you have sent regarding the availability of the vaccine for our group/category which is A3. I am very much interested; however, I am worried about the possible side effects of the vaccine to someone like me who is a senior citizen and with hypertension and diabetes.</p> <p>Also, I saw an announcement from DOH enumerating a list of the illnesses which require medical clearance from an attending physician to qualify for the vaccination. Therefore, people with comorbidities that are not on the list won't need to secure the said clearance, but a proof of comorbidity instead. Now, I am wondering what document or proof is accepted so I can proceed with the vaccination.</p> <p>I won't be able to check my emails in a while so I hope you won't mind giving me a call on my mobile phone at 09518762773 for better communication.</p> <p>Thank you!</p> <p>Yours, Cory</p>
	Question 8.2	<p>Telephone Call Script</p> <p>Cory: Hello?</p> <p>Jane: Hi! May I speak with Ms. Cory?</p> <p>Cory: This is her.</p> <p>Jane: Good morning, Ms. Cory.</p> <p>Cory: Good morning, too!</p> <p>Jane: This is Jane, our barangay's health officer. I am calling about your concern/question raised in the email.</p> <p>Cory: Hi, Jane! Thank you for getting back to me through this call.</p> <p>Jane: No worries. You mentioned securing a medical clearance. You are right you won't need to do that if you don't have an autoimmune disease, and are not undergoing steroid treatment and the likes. We just need to see your proof of comorbidity.</p> <p>Cory: I see. What documents are considered proof of comorbidity then?</p> <p>Jane: You may bring a medical certificate, medicine prescriptions, or hospital records.</p> <p>Cory: Oh, yeah. I have those.</p> <p>Jane: Great! So when do you wish to book an appointment?</p> <p>Cory: I can do it on Wednesday, 3:00 PM.</p> <p>Jane: Let me just check.</p>

Cory: Okay.

Jane: Yes, Wednesday is fine. We will book you now. Anything else that I can help you with?

Cory: All good. Thank you!

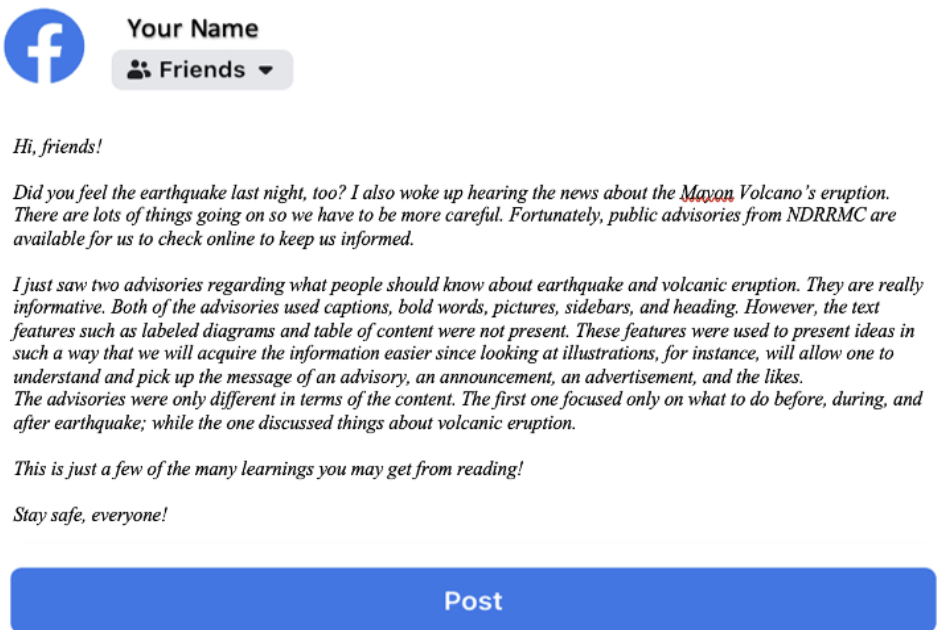
Jane: You're welcome.

Cory: Have a good day!

Jane: You, too!

Cory: Bye now!

Jane: Bye!

		ITEM 9 Grade 9																	
009	Question 9.1	<table border="1"> <thead> <tr> <th>Text Features</th> <th>Earthquake Advisory</th> </tr> </thead> <tbody> <tr> <td>Captions</td> <td>/</td> </tr> <tr> <td>Bold words</td> <td>/</td> </tr> <tr> <td>Illustrations/pictures</td> <td>/</td> </tr> <tr> <td>Heading</td> <td>/</td> </tr> <tr> <td>Labeled diagrams</td> <td>x</td> </tr> <tr> <td>Table of content</td> <td>x</td> </tr> <tr> <td>Sidebar</td> <td>/</td> </tr> </tbody> </table>	Text Features	Earthquake Advisory	Captions	/	Bold words	/	Illustrations/pictures	/	Heading	/	Labeled diagrams	x	Table of content	x	Sidebar	/	
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Question 9.3	 <p>Your Name Friends ▼</p> <p><i>Hi, friends!</i></p> <p><i>Did you feel the earthquake last night, too? I also woke up hearing the news about the Mayon Volcano's eruption. There are lots of things going on so we have to be more careful. Fortunately, public advisories from NDRRMC are available for us to check online to keep us informed.</i></p> <p><i>I just saw two advisories regarding what people should know about earthquake and volcanic eruption. They are really informative. Both of the advisories used captions, bold words, pictures, sidebars, and heading. However, the text features such as labeled diagrams and table of content were not present. These features were used to present ideas in such a way that we will acquire the information easier since looking at illustrations, for instance, will allow one to understand and pick up the message of an advisory, an announcement, an advertisement, and the likes. The advisories were only different in terms of the content. The first one focused only on what to do before, during, and after earthquake; while the one discussed things about volcanic eruption.</i></p> <p><i>This is just a few of the many learnings you may get from reading!</i></p> <p><i>Stay safe, everyone!</i></p> <p>Post</p>																		

		ITEM 10 Grade 9
010	Question 10.1	The figure presents the total number of enrollees of DepEd from the pre-pandemic school year, S.Y. 2017 – 2018 to 2019 – 2020, up to the pandemic school year, S.Y. 2021 – 2021 to 2021 – 2022. During S.Y. 2017 – 2018, there were 22.89 million learners who enrolled in DepEd; 27.02 million in 2018 – 2019; 27.22 million in 2019 – 2020; 26.23 million in 2020 – 2021; and, 28.2 million in 2021 – 2022. The number of enrollees is increasing as seen on the trend; therefore, the Department of Education (DepEd) was able to continue providing education despite the pandemic.
	Question 10.2	<p>During the start of the pandemic, many were puzzled about managing to continue their studies when schools and universities would be closed. As a response, the government, through the Department of Education (DepEd), planned and executed ways to ensure that no school year would be frozen and classes would still be sustained.</p> <p>In fact, based on the report on the enrollment in S.Y. 2017 – 2018 up to 2021 – 2022, the number of enrollees did not decline but increased, despite the restrictions due to Covid-19. The information presented in the report/figure allowed us to see that the difference in the pre-pandemic and the pandemic enrollment is positively significant. Indeed, no pandemic can stop educating the mind as the government seeks possible solutions to deliver the learning needs of the learners without compromising their health. This only proves the resiliency of the Filipinos, especially when it comes to education, and that no adversity could hold us back.</p>

		ITEM 11 Grade 9
011	Question 11.1	<p>The scene depicted a sad and pensive mood, which is evident in the imagery used by the author. The author chose night as the general setting, which created a dark scene depicting sadness. The author also used a light that was soft and warm to fashion a feeling of loneliness; hence, a bright light could create an opposite feeling. The author also described the house as quiet, depicting an atmosphere of suspense as to what would break the silence in the latter part of the story.</p>
	Question 11.2	<div style="border: 1px solid black; padding: 10px; background-color: #f9e79f;"> <p style="text-align: center;">Tips to Create a Sad/Pensive Mood in a Story</p> <ul style="list-style-type: none"> <li style="border-bottom: 1px solid black; padding: 5px 0 5px 20px;"> ✓ Reveal a character that is sick that could easily go away or could go worst <li style="border-bottom: 1px solid black; padding: 5px 0 5px 20px;"> ✓ Heighten the feeling by making one character feel the need to stay close to another character when exigency demanded <li style="border-bottom: 1px solid black; padding: 5px 0 5px 20px;"> ✓ Show that a character is anxious and worried about something <li style="padding: 5px 0 5px 20px;"> ✓ provide suspense to the readers as to the intense of the situation or problems that would develop in the story </div>

		ITEM 12 Grade 9
012	Question 12.1	Regardless of its size, a wave is an inanimate object; it doesn't have life or feelings. However, in the story, what the wave did was comparable to a monster. Interestingly, the author created a monster out of the wave by giving life to the wave. In the story, the wave ran up the mountains, returned slowly to the ocean, and swept back again as if it had legs. The wave was also fierce; it dragged everything on its path, not forgiving the people, plants, and animals. It also hauled all objects on its path. It is as if it has hands, not just ordinary but huge hands, to heave a large number of objects. This attitude of heaving also projects a greedy character; hence monsters have an insatiable appetite. So, even if objects do not have life, a creative author can give life to these inanimate objects through personification.
	Question 12.2	After the great stillness of the ocean, Jiya saw a plank of wood drifting ashore. On it was an unconscious man clinging tightly to the raft. He hurriedly went to Kino's father and told him with streaming tears that they would go down to the fishermen's village to check on the man. Kino's father was moved with pity. So, Jiya and Kino's father hurriedly went down to the fishermen's village. There, they saw the vast destruction. Not even a single scaffold remained from the once stood houses made of reed; only a few palm trees survived against the ravaging waters. From afar, Jiya's heart burst with fear and excitement. When they got nearer, he noticed a familiar face. With several bruises and contusions all over the body, Jiya recognized his father. He rushed towards him and embraced him. His father could not talk. His body was weak and soaked with mud, but he was alive. Then, the medical teams arrived to rescue a few survivors who were seen clinging on staunch palm trees.

		ITEM 13 Grade 9					
013	Question 13.1	Mosquitoes feed on the food and blood of humans, mammals, and birds through their needle-shaped nose/proboscis. Aside from feeding, they also penetrate the skin to pass bacteria/viruses to humans which cause illnesses.					
	Question 13.2	Flies have spongy mouthparts. They secrete digestive juices from their stomach into their food to liquefy them. Once the food has already been liquefied, flies can now use their proboscis to suck the juices. Also, they carry contaminants on their feet that affect anything they land on, especially, human food.					
	Question 13.3	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e67e22; color: white;"> <th style="text-align: center; padding: 5px;">Mosquitoes</th> <th style="text-align: center; padding: 5px;">Similarities (Mosquitoes and Flies)</th> <th style="text-align: center; padding: 5px;">Flies</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> ✓ Use their long needle-shaped protrusion (proboscis) to suck food and blood ✓ Pass illnesses to humans by entering the skin layer through their proboscis </td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> ✓ Belong to same kind/order; Diptera ✓ Have large head and eyes ✓ With similar life cycle/development ✓ Have small and soft bodies ✓ Carriers of illnesses </td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> ✓ Liquefy food by secreting enzymes onto them and get the food through their proboscis ✓ Spread bacteria as they land on anything </td> </tr> </tbody> </table>	Mosquitoes	Similarities (Mosquitoes and Flies)	Flies	<ul style="list-style-type: none"> ✓ Use their long needle-shaped protrusion (proboscis) to suck food and blood ✓ Pass illnesses to humans by entering the skin layer through their proboscis 	<ul style="list-style-type: none"> ✓ Belong to same kind/order; Diptera ✓ Have large head and eyes ✓ With similar life cycle/development ✓ Have small and soft bodies ✓ Carriers of illnesses
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		ITEM 14 Grade 9
014	Question 14.1	<p>Edgar Allan Poe’s childhood traumatic experiences, his conflict with his foster father, the engagement of his childhood sweetheart to another man, and the death of his wife – all these have contributed to his dark and macabre literary works. This can be supported in some of his literary works, such as his poem, Annabel Lee, which describes the death of a woman because of chilling wind; hence his wife died due to tuberculosis.</p> <p>Also, The Raven is a creepy poem narrating the visit of a raven after the death of a lover named Lenore. Although the poem was already published two years prior to the death of his wife, Poe must have foreshadowed death due to proliferating tuberculosis, which was fatal during his time.</p>

		ITEM 15 Grade 9	
015	Question 15.1	For	Against
		Adults are mostly unemployed	Prevents children access to education
		Children as additional providers	Traps children in poverty
	Easy to hire children for cheap labor	Leads to cycle of child labor and poverty	
	Question 15.2	<p>I believe that the argument against child labor is more reasonable. As a practical consequence of working so much early in life, child labor could lead to inter-generational cycles of poverty. Adults who entered the workplace as children at the expense of schooling are more likely to compel their children to do the same mainly for economic reasons, as well as due to the acquired expectation that turning their children into earners is more important than providing them education for survival.</p>	

ITEM 16 Grade 9

016

Question 16.1



With the characteristics provided, I would say that I was able to give constructive feedback when I was working with my group members on a project. We were brainstorming about what should be included and how the output would look like when some of the members reacted negatively towards my suggestions. They kept on insisting on what they wanted and even threatened not to join the group anymore. What I did was that I explained in a calm manner that our goal is the same and that is to contribute to the group project's success. I used kind words and a low tone of voice instead of attacking them because of their behavior. As a result, they understood my point and decided to merge the ideas that we have to come up with a good project output. Indeed, good communications skills are vital to resolving disagreement/conflict.

		ITEM 17 Grade 9
017	Question 17.1	The Animal Lovers Community wrote the article to persuade readers to adopt animals from their animal shelter. They explained the advantages and benefits of adopting animals from a shelter that could help readers decide to adopt. There is a call for action in the way the reasons are discussed which gives readers a certain degree of obligation to start the adoption of pets as soon as possible.
	Question 17.2	<p>There are many ways for animal lovers to help us at the Animal Lovers Community without actually adopting a new pet home.</p> <ol style="list-style-type: none"> You can donate. The Animal Lovers Community has bills to pay to sustain our services for the rescued animals. Any monetary donation from you will be gratefully accepted and appreciated. Your donations may be used to help cover the costs of daily operations, supplies, staff training, and much more. You can volunteer. You can help make life better for animals in the Animal Lovers Community by volunteering with us. Share your skills—whether it be in carpentry, marketing, or even dog walking! All of these are valuable for our animals. You may also want to learn something new that is needed.

Grade 10

Item No.	Question Type	Acceptable Answer/s
		ITEM 1 Grade 10
001	Question 1.1 Unistructural	- But when he laughed—it was how I laughed. - When he cried—it was how I cried.
	Question 1.2 Multistructural	The speaker and the subject differ in the following aspects: Religion – how they pray. Culture – the food and how they dress Language – how they speak Race – the color of their hands/skin
	Question 1.3 Relational	The poem talks about equality in the face of diversity and different types of diversity. The lines in the poem highlight not the individual differences of people but what makes them similar. For example, the emotions experienced by people, regardless of how different they are from each other, are much the same for everyone. It is a fact of life that we are drawn to one another because of our similarities, e.g. emotional feelings are universal. It is our differences that we must learn to respect.

		ITEM 2 Grade 10
002	Question 2.1 Unistructural	People will lose hope and would not strive anymore as may be interpreted in the lines, “Life is a broken-winged bird that cannot fly.”
	Question 2.2 Multistructural	The first metaphor is: “Life is a broken-winged bird that cannot fly.” It compares a frustrating life without dreams to a “broken-winged bird.” The second metaphor is: “Life is a barren field Frozen with snow.” This image shows how life might become useless if a person will allow himself to let go of his dreams.
	Question 2.3 Relational	He gives the bird a broken wing, which means it cannot fly and therefore cannot fulfil its purpose in life. The field too is under snow, which prevents it from achieving its full potential in a harvest of a crop that would feed people and bring happiness and survival.

		ITEM 3 Grade 10
003	Question 3.1 Unistructural	The events referred to are the past events but still occurring at the present.
	Question 3.2 Multistructural	Based on the poem, the writer says that the world is wonderful because he sees things such as plants/flowers blooming, bright days with blue skies and clouds, how pretty rainbows are in the sky, and babies learning/growing.
	Question 3.3 Relational	Despite the current global problems, I still believe there is hope. Like what the song implies, we can cling to the people and things around us. We have our family to begin with, and we simply have to enjoy time with them for things to be wonderful. We also have to learn how to appreciate the little things we see around us. They give us hope.

		ITEM 4 Grade 10
004	Question 4.1 Unistructural	The government’s role is to ensure these methods are accessible and affordable to everyone; or, to educate the Filipino family regarding family planning methods.
	Question 4.2 Multistructural	<ol style="list-style-type: none"> 1. <i>Hormonal contraceptive methods</i> involve oral contraceptives pills, injectable, and implants. These can prevent pregnancies by stopping a woman’s ovaries from releasing eggs; 2. <i>Fertility Awareness Method (FAM) or mostly known as the “calendar method” or the “natural family planning.”</i> This requires a couple to know the fertile and infertile days of the woman’s menstrual cycle for them to avoid or achieve pregnancy; 3. <i>Withdrawal method</i> involves a man withdrawing his penis during sex and releasing his sperm outside the woman’s vagina; and, 4. <i>Female and male sterilization. Tubal ligation</i> for women and <i>vasectomy</i> for men. It is a permanent method of birth control and provides lifetime protection against pregnancy.
	Question 4.3 Relational	I believe family planning is more crucial than ever before. Other than the apparent detriments brought about by overpopulation, such as increased poverty rate, unemployment, and the likes, family planning helps protect women from any health risks that may occur before, during or after childbirth. These risks include high blood pressure, gestational diabetes, infections, miscarriage and stillbirth.

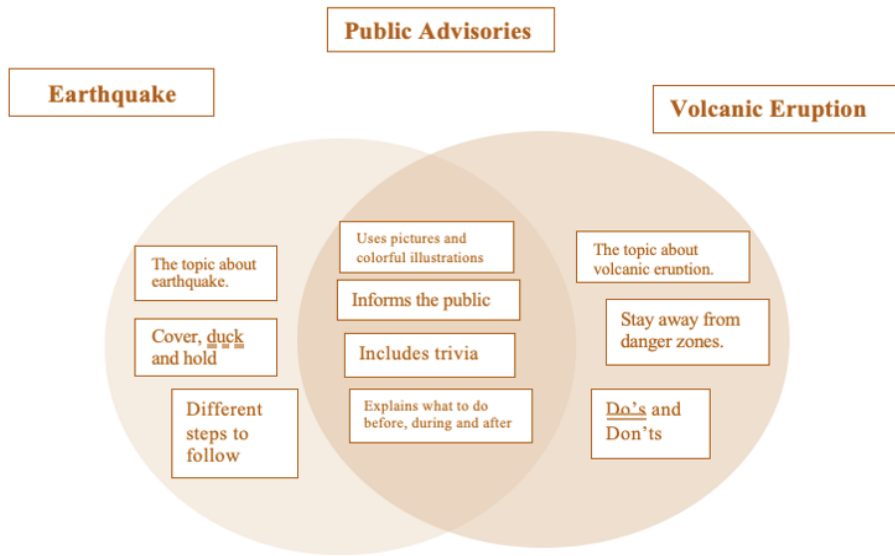
		ITEM 5 Grade 10
005	Question 5.1 Unistructural	We can find the sentence that carries the same meaning with the title in the last sentence of the first paragraph, “She is the first non-Chinese weightlifting gold medalist at Tokyo 2020.”
	Question 5.2 Multistructural	She wanted to win the gold in the 2016 Olympics at Rio and worked hard since: To promote weightlifting as a prestigious sport in the country; To show the concerned parties that weightlifting is a serious sport and that it has to be well funded or supported the way other group sports are enjoying; and, To inspire other women that gender is not an issue to achieve big dreams.
	Question 5.3 Relational	Dear PSC, I/we believe that it is high time that the commission should give full attention to individual or single event sports. Other than giving proper remuneration to the athletes, you should ensure that all other forms of support are given to them. After all, even before Ms. Hidilyn Diaz gave us the first Gold in the Olympics, other medals (silver & bronze) mostly, if not all, came from boxing, taekwondo, and other individual sports.

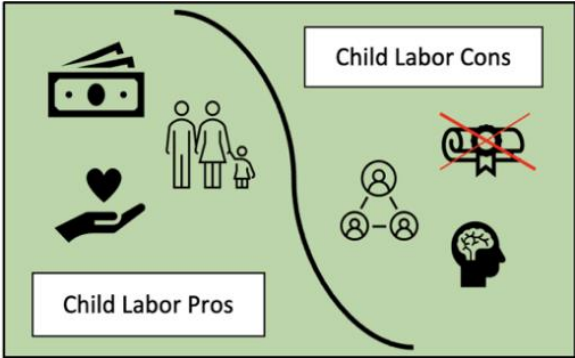
		ITEM 6 Grade 10
006	Question 6.1 Unistructural	It is stated in the third paragraph that online learning “requires more self-direction and discipline in order to get coursework completed on time.”
	Question 6.2 Multistructural	<p style="text-align: center;">Online</p> <ul style="list-style-type: none"> *Synchronous and asynchronous learning *requires more self-direction and discipline *feedback can be slower <p style="text-align: center;">Face-to-Face</p> <ul style="list-style-type: none"> *Students that are more vocal have advantages over other students *networking and social interactions are different <p style="text-align: center;"> *require a great amount of work *importance of feedback -assignments *challenges and rewards *wise time management </p>
	Question 6.3 Relational	Learners like me who may be highly self-directed, organized and autonomous will likely succeed in online learning. I also prefer the solitary features that online classes offer. I am more independent and empowered as a student.

		ITEM 7 Grade 10
007	Question 7.1 Unistructural	It takes your focus off the road, which may cause accidents.
	Question 7.2 Multistructural	Stop and park on a safe zone and make sure hazard signal is on; and, if you are with someone in the car, ask your companion to take the call for you.
	Question 7.3 Relational	I think what is meant by real emergencies in the text are those between life and death circumstances. For instance, health emergencies such as the driver's passenger is experiencing signs of heart attack or any other life-threatening illnesses, which need urgent help. Of course, while driving to the hospital; the driver might want to contact the hospital to alert them that a patient is being transported.

		ITEM 8 Grade 10
008	Question 8.1	<p>Earthquake Advisory</p> <p>During an earthquake Do we know what to do Where to go Or what to expect?</p> <p>See the public advisory It will save you! What does it do? Here we go!</p> <p>It lets us understand What an earthquake is. Shows us what to do Before, during, after</p> <p>Photos and colorful illustrations For easier comprehension Additional information Like trivia, you would know</p>
	Question 8.2	<p>Volcanic Eruption Advisory</p> <p>Volcanic eruption is on the news Oh no, do we know what to do? See the public advisory It will save you!</p> <p>Teaches you what a volcanic eruption is. Shows us what to do Before, during, after</p> <p>Photos and colorful illustrations For easier comprehension Additional information Like trivia, you would know.</p>

Question 8.3



		<p>ITEM 9 Grade 10</p>
<p>009</p>	<p>Question 9.1</p>	<p>Debate Topic: Child Labor</p> <p>Pros</p> <ul style="list-style-type: none"> - Child labor may help children learn the responsibility of helping the family at an early stage, which may make them responsible adults in the future. -Because of cheap labor, children are more likely to get hired and earn money. - Children are able to help those unemployed adults who cannot find jobs. <p>Cons</p> <ul style="list-style-type: none"> - Child labor may potentially harm the mental, physical or social development of children.. - It prevents children from accessing education. - It traps children in poverty. - The cycle of child labor does not stop.
	<p>Question 9.2</p>	




		ITEM 10 Grade 10					
010	Question 10.1	Statements	With Error	No Error	Correction	Evidence	
		Tempra is not a dangerous medication.		X			
		Penicillin is the major ingredient of Tempra.	X		Paracetamol	The word penicillin was not present in the materials provided and the Formulation section states that this medicine has 100 mg of paracetamol each ml.	
		Tempra is made in the Philippines .	X		Indonesia	This can be seen in the front page of the materials which says that it is manufactured by a pharmaceutical in Indonesia. The Philippines only imported this medicine from them.	
		Tempra is safe for babies.		X	-	-	
		Tempra has no side effects.	X		May have side effects	It is generally safe; however there might be a chance of an adverse/side effect that is why there are precautions included in the materials.	
		Tempra can be taken by adults.	X		For children	This is specialized for children and as indicated, this can be taken by children from 0 – 5 years.	
	Question 10.2	<p>Suggestions for each incorrect Statement</p> <p>Paracetamol is the major ingredient of Tempra.</p> <p>Tempra is made in Indonesia</p> <p>Tempra may have side effects</p> <p>Tempra can be taken by children from 0-5 years</p>					

		ITEM 11 Grade 10
011	Question 11.1	The figure contains wrong information such as the number of schools that will join the pilot implementation, the criteria, and the mode of delivery. From 120 to 100 schools, from minimal/low risk to moderate risk areas, and from combined face-to-face and distance learning to 100% face-to-face classes. These were the incorrect information presented that will mislead the readers.

011	Question 11.2	<p style="text-align: center;">Pilot Implementation of Limited Face-to-Face</p> <pre> graph TD Title[Pilot Implementation of Limited Face-to-Face] subgraph No_of_School_Involved [No. of School Involved] A1[100 public schools] A2[20 private schools] end subgraph Requirements_Criteria [Requirements/Criteria] B1[minimal risk areas] B2[passed DepEd's safety assessment tool] B3[supported by LGU] B4[with written support and consent of parents] end subgraph Mode_of_Learning_Delivery [Mode of Learning Delivery] C1[face-to-face classes (half day, every other week)] C2[combined with distance learning] end subgraph Agencies_Organizations_Involved [Agencies/Organizations Involved] D1[World Health Organization (WHO)] D2[Department of Health (DOH)] D3[Department of Education (DepEd)] D4[UNICEF] end Title --- No_of_School_Involved Title --- Requirements_Criteria Title --- Mode_of_Learning_Delivery Title --- Agencies_Organizations_Involved </pre>
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		ITEM 12 Grade 10
012	Question 12.1	Some of the benefits of Distance learning are: a. Learners can study at their own place, time and speed; b. It helps learners with a full-time job as they can study after work; and, d. Travel expenses and educational fees are significantly lower.
	Question 12.2	Yes, I believe it is a big help to learners because we can learn to manage our time in studying so we can perform different tasks or do multitasking activities. It would also help lessen our expenses on travel, stipend and other educational fees. For me, technology can never replace the teacher in a classroom, it is essential to have somebody who guides the learners and who makes the learners feel that they are important.

		ITEM 13 Grade 10
013	Question 13.1	<p>There are two main ways for people to be prepared for a disaster: a. be familiar with emergency hotlines b. be aware of the things needed in times of calamities.</p> <p>Reading the brochure made me aware of the different hotlines in the locality and the essential things to prepare like distilled water, flashlights, food, first aid kit, and others.</p>

013	Question 13.2	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>← NDRRMC</p> <p>Jul 22, 11:00 AM (Sat)</p> <p>NDRRMC (5:15PM, 22Jul21)Orange Rainfall Warning sa Batangas, Cavite, Laguna, at Rizal. Nagbabanta ang maraming pag-ulan, pagbaha at pagpuho ng lupa.</p> <p>Aug 6, 11:00 AM (Sat)</p> <p>NDRRMC (8:25AM, 06Sep21) Orange Rainfall warning sa Laguna. Nagbabanta ang maraming pag-ulan, pagbaha at pagpuho ng lupa.</p> </div> <div style="text-align: center;">  <p>Watch the news.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>Be aware of the government advisories.</p> </div> <div style="text-align: center;">  <p>Prepare a survival kit/bag where you can store canned food, water, flashlight etc.</p> </div> <div style="text-align: center;">  <p>Stay inside your home.</p> </div> </div>
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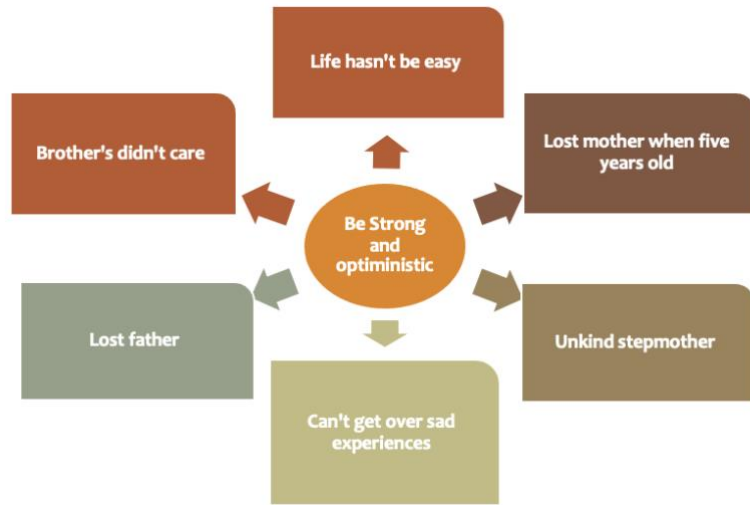
		ITEM 14 Grade 10
014	Question 14.1	<p>E-Learning Environment</p> <p>Oh, no! New normal is here. Though schools are closed Ignorance must be set free Thanks to this learning modality Where we were taught in our home comfortably Computers and technology are all we need We can communicate virtually Even at our own pace No travel time, No accommodations No overhead costs Thinking of getting bored? Content is interactive Will engage you to join.</p>
	Question 14.2	<p>Classroom Learning</p> <p>Before the pandemic this is what we used to do Spend time with classmates, and teachers, too. Learn, play, sing, dance Do things together That’s what we always do. You got questions? Worry not, let me tell you Teacher’s right there just to answer you</p>
	Question 14.3	<p>I agree that E-Learning is superior to Classroom Learning because it is a more flexible learning environment. Unlike classroom learning, a student is not limited to the four walls of the classroom to acquire information but rather an “accessible anywhere” type of education. It is also superior in terms of technology, specifically, computers/laptops, cellphones, tablets, and other gadgets used to access data on the internet. Also, E-learning does not need to have a physical presence. In terms of expenses, there is no need to spend on travel or accommodation since it can be done in the comfort of one’s home.</p>

ITEM 15 Grade 10		
015	Question 15.1	Referring to the article, the first, third and fourth statements, in summary, contain errors. Contrary to the first statement, online bullying is still prevalent in different parts of the world. The third statement also has errors in promoting health; instead, online bullying has devastating effects on young people, as stated in the article. The fourth one limits the cyberbullying experience to females; however, anyone can be a victim regardless of gender based on the article.

ITEM 16 Grade 10

016

Question 16.1



		ITEM 17 Grade 10
017	Question 17.1	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Evaluation Credibility of the Information</p> </div> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%; border: 1px solid black; padding: 5px; background-color: #c0504d; color: white; text-align: center; font-weight: bold;"> <p>Authority</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px; background-color: #6b3a2c; color: white; text-align: center; font-weight: bold;"> <p>Accuracy</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px; background-color: #8b7d4d; color: white; text-align: center; font-weight: bold;"> <p>Purpose</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The shared message did not mention sender or author</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The message has spelling errors and typos</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The message appears to spread false information</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The sender of the message indicated that the source of information is from a friend, which is not a reliable source.</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The photo that is used is not relevant to the topic</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The message creates public scares.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The Department of Tourism, which is the source of information in the message, is not the proper authority to speak on the matter.</p> </div> </div>



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