

L1 | Patterns of Text Development

Writing

- conventional system of marks or signs that
- represents the utterances of a language.

Paragraph Development

A good paragraph:

- Has a clear topic sentence
- Shows smooth transitions between ideas
- Uses one or more patterns of development

Patterns of Text Development

- logical arrangement of ideas
- Signal words can help identify patterns, but understanding meaning is more important.

1. Narration

- Tells a story in chronological order
- Includes setting, characters, plot, and theme

Types:

- **Objective** – factual, unbiased
- **Subjective** – personal interpretation

2. Description

- Tells what something is like
- Appeals to the senses
- Sight, smell, taste, touch, and sound.
- specific details or imagery

Types:

- **Objective** – no judgment
- **Subjective** – personal opinion

3. Definition

- Answers “What is it?”

- Explains the meaning of a term by classifying and distinguishing it

4. Comparison and Contrast

- Comparison shows similarities
- Contrast shows differences

5. Classification

- Sorts ideas or items into groups based on shared characteristics

6. Cause and Effect

- Explains why something happens (cause)
- Explains the result or outcome (effect)

7. Problem–Solution

- Identifies a problem
- Proposes and explains solutions
- *Steps in Problem-Solution:*
 1. Identify the problem.
 2. Describe the problem.
 3. Determine the solution/s.
 4. Explain how the solution/s can help.

8. Persuasion

- Aims to convince readers
- Uses clear stance, evidence, and logical reasoning

Paragraph Development

- *Paragraph*
 - group of sentences
 - main rule: focus on one idea or topic.

Parts of a Paragraph

1. Topic Sentence

- Introduces the main idea of the paragraph
- Acts as the *controlling idea* that guides the writer
- Keeps the paragraph focused

Example:

There are three reasons why I prefer walking to other physical activities.

2. Supporting Sentences

- Develop and explain the topic sentence
- Provide details, examples, or evidence
- Must relate directly to the topic sentence
- Use transitional devices for smooth flow

Example ideas:

1. Walking is easy and can be done anywhere
 2. It is good for the heart
 3. It is safe compared to other activities
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3. Concluding Sentence

- Restates the main idea
- Ends the paragraph clearly and effectively
- Often uses conclusion or summary signal words

Common signal words:

- *for all these reasons, therefore, in conclusion, as a result, to sum up*

Example:

For all these reasons, I consider walking the best physical activity of all.

L2	Properties of a Well-Written Texts
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Properties of a Well-Written Text

- A well-written text shows clarity, organization, and ease of understanding. Using patterns of development alone is not enough; a text must follow standard writing properties regardless of its form.

Properties of a Well-Written Text

1. Organization

- Logical arrangement of ideas for clarity
- Helps readers understand ideas easily

General Ways of Organization

- **Deductive** – starts with general idea, followed by specific details
- **Inductive** – starts with specific examples, leading to a general idea

Other Ways of Organizing Ideas

- **Brainstorming** – listing ideas related to a topic
 - **Graphic Organizers** – visual mapping of ideas
 - Flowchart, Cycle, Organizational Chart, Venn Diagram
 - **Outlining** – listing main points
 - *Topic Outline* - (words/phrases)
 - *Sentence Outline* - (complete sentences)
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2. Coherence

- Logical flow and clear connection of ideas

Ways to Achieve Coherence

1. Discuss one idea per paragraph
 2. Finish one topic before moving to another
 3. Group related ideas correctly
 4. Avoid mixing positive and negative points
 5. Observe **parallelism** (same grammatical form)
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3. Cohesion

- Smooth flow between sentences and paragraphs
 - Achieved by :Substitution & Transitional devices
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4. Language Use

- Proper word choice (diction)
- Shows mastery of language

Components

1. Synonyms – similar meaning
2. Antonyms – opposite meaning
3. Diction – correct word for context

Avoid Weak Diction

1. *Colloquial words* - informal communication
2. *Archaic words* - obsolete and old.
3. *Jargon or technical terms* (unless defined) - used by particular groups of people

5. Mechanics

- Correct use of writing rules

1. Grammar

- Set of rules for organizing words into sentences
- Ensures correct word choice and sentence structure

2. Sentence

- A group of words that expresses a complete thought

3. Punctuation

- Marks that clarify meaning
- Show separation of sentences, clauses, and phrases
- Absence of punctuation causes confusion

4. Indention and Capitalization

- **Indention** – space at the beginning of a paragraph that signals a new idea
- **Capitalization** – use of capital letters for proper nouns and the start of sentences

L3	The Different Types of Claim
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1. Claim

- A statement the writer believes to be true
- **Must be proven** using evidence
- Should be **specific and focused**

Example:

➤ *Too much exposure to the sun can cause skin cancer.*

2. Fact

- A statement that is **already proven**
- Based on tested and accepted evidence

Example:

➤ *The sun emits ultraviolet (UV) rays.*

Characteristics of a Good Claim

1. Argumentative and debatable
2. Specific and focused
3. Interesting and engaging
4. Logical

Types of Claims

1. Claim of Fact

- States whether something is **true or false**
- Can be **proven or disproven** using evidence
- **Key Feature:** Verifiable, debatable

Examples:

➤ *Sometimes people use social media to bully one another.*

➤ *Too much exposure to the sun can cause skin cancer.*

2. Claim of Policy

- Suggests what **should or should not be done**

- Proposes a solution or action

Key Feature: Calls for action

Examples:

- *There should be criminal charges against online bullies.*
 - *Parents should understand the effects of the internet.*
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3. Claim of Value

- Expresses judgment of right or wrong
- Based on beliefs and values

Key Feature: Evaluative

Examples:

- *Using social media to bully people is immoral.*
 - *Keeping a dog in a cage is cruel.*
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Explicit vs. Implicit Claims

1. Explicit Claims

- Directly stated in the text
- Easily identified through literal comprehension

Example:

- *The writer is afraid of his father.*

2. Implicit Claims

- Implied, not directly stated
- Requires inferential comprehension

Examples:

- *The writer had bad experiences with his father.*
- *The writer is afraid to recall those experiences.*

L4	Context Development: Hypertext & Intertext
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Context of a Text

- Context – the situation or reality behind a text
- Important to identify when reading or writing

Factors in Writing Context

- Academic writing → stick to facts, use scholarly references
- Represent multiple perspectives
- Fiction → keep it realistic and relatable

Essential Factors in Text Development

- Purpose – aim/objective of writing (e.g., to inform, persuade, entertain)
 - Audience – target readers; adjust language and style accordingly
 - Content & Meaning – substance, relevance, truthfulness, proper citations
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Hypertext Development

- text that links to other information (Web, dictionaries, encyclopedias)
- Allows quick access to related content
- Benefit: Navigate multiple texts rapidly, enhancing understanding

Intertext Development

- creation of a text influenced by other texts
- Helps readers understand and relate to new texts through references
 - Bernardo Carpio (Philippine legend) ↔ Poseidon (Greek mythology)
 - Both link natural disasters to legendary figures

Ways of Presenting Intertextuality

1. Retelling – restating or re-expressing a story
2. Quotation – directly lifting exact words from another text
3. Allusion – referring to another text without direct quotation
4. Pastiche – copying style/properties of another text without parody

L5	Critical Reading as Reasoning
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- Daily exposure to **social media, news, and advertisements**
- Need for **critical thinking** to avoid believing information without questioning

1. **Reading** – making meaning from printed words
Key skills: decoding, word recognition, comprehension, fluency, motivation
2. **Reasoning** – to explain, justify, and support ideas
Purpose: explain events, convince others, defend actions or beliefs
3. **Critical Reading** – evaluate ideas and arguments
→ Requires reflection and objectivity
→ Focuses on **how ideas are presented**, not just information

Key Principle

- Read to **analyze thinking**, not just gather information
- **Logically evaluate** the writer's claims

Characteristics of Critical Readers

- (Schumm & Post, 1997)

- ★ Reflective
- ★ Logical thinkers
- ★ Seek truth
- ★ Open-minded
- ★ Consider alternative views
- ★ Evidence-based judgments
- ★ Ask relevant questions
- ★ Willing to change views with new information

Ways to Become a Critical Reader

1. **Annotate**
2. **Outline** main ideas
3. **Summarize**
4. **Evaluate** purpose, assumptions, and evidence

Sound Reasoning

- Based on **facts and evidence**
- **Focused on the issue**
- Considers **multiple viewpoints**
- Avoids bias

L6	Text and ContextConnections:Formulating Assertions
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- Reading isn't just about noticing details; it involves **evaluating** the material.
- You **assess** the text and form **judgments** based on evidence.

Evaluative Statement

- **Definition:** A statement reflecting your **judgment or generalization** about a text.
- **How it's done:** Use **evidence from the text** to make assertions or counterclaims.

Assertion

- **Definition:** A statement expressing a **strong belief or declaration**, sometimes without evidence.
- **Purpose:** To **convey an idea or feeling** and convince readers of your interpretation of a literary work.

Four Types of Assertions

1. **Fact** - Statement proven to be true with evidence.
Example: "The Philippines is approximately 300,000 square kilometers

of land area."

2. **Convention** - Statement based on **beliefs, traditions, or norms**.
Example: "A Filipina mother is called 'ilaw ng tahanan' because she is loving and caring."
3. **Opinion** - Statement of **judgment or belief** not necessarily based on facts.
Example: "In the Philippines, people go crazy about basketball, boxing, and beauty pageants."
4. **Preference** - Statement showing **personal liking or taste** for one alternative over another.
Example: "Filipinos are more hospitable when entertaining visitors."

- What you oppose.
- Your reasons or explanations.
- Collect **supporting evidence** from the text or other authors.
- **Key point:** Assertions **without evidence** can harm your credibility.
- One's credibility will be jeopardized if assertions are without evidence.

Making Inferences and Conclusions

Inference: Reading "between the lines" to gather evidence and meaning.

Importance: Helps in forming **evaluative statements and assertions**.

Tip: Look for **clues in the text** and connect them to your own experiences.

Controversy

- Situation where people express **disagreement, dislike, or anger** about ideas.
- **In reading:** Controversy arises when reactions to writers' ideas differ.

Causes of Controversy:

1. Goes against popular beliefs.
2. Criticizes others.
3. Introduces ideas not accepted by culture.
4. Lacks evidence or proof.

How to Write an Assertion

- Read or watch the literary work **thoroughly**.
- **Note:**
 - What you agree with.