

Learning Plan
Grade 11/12

I. Desired Results

(Transfer Goals) Performance Standard:

The learner critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.

(Meaning Making Goals) Content Standard:

The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.

Learning Competencies:

EN11/12RWS-IIIgh-4 Identifies properties of a well-written text

EN11/12RWS-IIIgh-4.2 Coherence and cohesion

Objectives:

- a. Define cohesion and coherence.
- b. Identify the key features of a coherent and a cohesive text.
- c. Analyze a text using the identified properties of a coherent and cohesive text.
- d. Develop a sense of teamwork through collaborative activities

II. Learning Evidences (Assessment Tools)

A. Performance Tasks:

- At the end of the lesson, the students are expected to critique a 3 paragraph text marking the properties of a coherent and cohesive text. They also need to state if the text is coherent, cohesive or both and they must justify their answers. They are asked to do a semi-oral presentation in reporting their outputs.
- **Evaluative Criteria: (in 1-5 scale):** Content of Output; Comprehensiveness of the presentation; Mechanics (Grammar); and Organization

Resources: PowerPoint presentation, Texts that show coherence and cohesion, Video clips on how to check if a text is coherent or cohesive.

III. Learning Activities

Daily Routines

- ✚ Prayer
- ✚ Checking of Attendance
- ✚ Let the students arrange their chairs before sitting down
- ✚ Presentation of new lexes through 4 pics 1 Vocab game

Activity

1. The class will be grouped into four groups.
2. Each one will be given a placard and a chalk to write their answers.
3. The class will play the "Secret Code" game.

4. The teacher will give instruction to the students on how to play the game.
5. The students need to unlock and interpret the code.
6. Each code letter corresponds to the letter that comes before it in the English Alphabet. For example 'dplftjpo' is cohesion.
7. The teacher may also use numbers that correspond to the letter in the English Alphabet. For example, "3, 15, 8, 5, 18, 5, 14, 3, 5" is coherence.
8. The game will continue until the teacher present the key terms of a coherent and cohesive texts.

Analysis

The teacher will ask questions about the key concepts that they've discussed and learned a while ago. Also, the instructor will use the ReQuest (Reciprocal Questioning) procedure as an inquiring technique to the students. He'll also play selected video clips about coherent and cohesive texts. The following are the questions that the learners need to answer.

1. What is the importance of reading a text?
2. Is it necessary to make a text understandable?
3. What is cohesion? What is coherence?
4. What is the difference between coherence and cohesion?
5. What is the importance of making a text coherent and cohesive?
6. What are the features of a coherent and cohesive text?
7. What are the conjunctions use in a written text?
8. What are the things you need to consider in a well-written text?
9. How does coherence and cohesion help you in reading?
10. Is coherence and cohesion important in reading? Why?

Abstraction

1. Students will analyze a coherent and a cohesive text.
2. The students need to pinpoint the features and properties that are present in the text.

Application

1. The teacher will distribute bond papers that contain the text which students must critique.
2. The learners will identify if the text is coherent, cohesive or both coherent and cohesive and justify their answer using the features and properties that are present in the text.
3. The learners need to present their outputs in a semi-oral presentation and they must meet the criteria of the teacher.

Closure

One word, ticket for EXIT!

1. The students need to say a word if the teacher's hand points on them.
2. The word must sum-up the things that they have learned in the lesson.

3. Students need to explain the word in a sentence. It must be short, sure, and simple.

Home Delight

In a one half crosswise sheet of bond paper, students are asked to make a word cloud summarizing the lessons that they have taken in the lesson. Under it is a 3-sentence explanation of the word cloud.

TEXT TO BE CRITIQUED

We need to ask, though, how important this relationship is for explaining patterns of poverty in the United States and for guiding policy. Should we conclude, as development economists conclude when they look at poverty and economic development across countries, that per capita income differences among states or other political entities are essentially the whole story of poverty? Should we conclude, as they do, that attention to development will solve poverty problems? There are three ways of approaching the problem that suggest that this conclusion would not be correct.

A first approach is to look at the relationship between the number of poor in a state and its per capita income. The largest number of poor in any state is found in California, which ranks 14/51 in per capita income. Half the poor in the US are found in eight states: California, Texas, New York, Florida, Pennsylvania, Illinois, Ohio and Georgia. With the exception of Texas, which ranks 33 in per capita income, all these states are in the top half of the per capita income distribution; indeed six of the eight are in the top quarter of the per capita income distribution. This finding reflects both a high level of inequality and thus relatively high poverty rates in rich states like New York and California. It also reflects the fact that many of the richer states are quite large, so that even with average or below poverty rates—as in Illinois and Michigan—they are home to large numbers of poor.

Another way of looking at these relationships is to ask what proportion of the poor live in poor states as defined by per capita income. For this calculation we ranked the states by per capita income, and then examined the group of low income states whose cumulative population numbers came to about a quarter of the country. In the US this procedure identified twenty states, ranging from Mississippi with a per capita income of \$15,853 to Iowa with a per capita income of \$19,674.7 (The US average in 2000 was \$21,587.) The group includes states in the deep south, Maine, and some mountain, plains and mid-western states, for example, the Dakotas and New Mexico. These twenty US states included 24 percent of the population and 29 percent of the poor. In other words, the percentage of the poor living in poor states is not much higher than the overall percentage of the population (or of the non-poor) living in those states. It is also worth noting that while 29 percent of the US poor live in these poor states, 71 percent do not.

Reference:

<http://www.humanities.manchester.ac.uk/humnet/ourservices/postgraduateresearch/researcherdevelopment/resources/academicwriting/paragraphs1/coherence/>

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III-BEE