



Republic of the Philippines
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UNIFIED SUPPLEMENTARY LEARNING MATERIALS (USLeM)



Development & Editorial Team

Writer:	Celeste T. Macawile
Content Editor:	Glenda D. Tabaquirao
Language Editor:	Glenda D. Tabaquirao, Maricar B. Villanueva
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ENGLISH 6

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UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 6 - ENGLISH

Outlining

MELC: Construct a composition using an outline and sentence outline.



Hello learners! I'm teacher Estee. How life has changed due to COVID-19 and we've experienced an unprecedented shift in our way of life.

I hope you learned a lot with our online classes, and it was a sustainable learning amidst COVID 19.

Lloyd Alexander said, "Keep READING. It's one of the most marvelous adventures that anyone can have." Do you agree with him? Yes! He's right because if you know how to read and comprehend you will have a remarkable adventure in the future.

Expectations:

This lesson will help you expand your knowledge in constructing a composition using an outline which in turn, can enable you to be more vivid in writing a paragraph, speech or an essay.

By the end of this module, you will be able to:

- Identify the steps in constructing an outline.
- Construct a composition using an outline and sentence outline.

Pre-Test

DIRECTIONS: Read the words and phrases inside the box. Complete the outline given. The main topics and some subtopics have been written for you.

mosquito	corn on the cob	birds	meats	broccoli	beetle
vegetables	pork chops	animals	hamburger	robin	hawk
insects			foods		

Use the outline form below to organize each of your two lists of information. Write your outlines on the space provided.

- I. Main topic
 - A. Subtopic
 1. subtopic
 2. subtopic
 - B. Subtopic
 1. sub-sub-topic
 2. sub-sub-topic

- II. Main Topic
 - A. Subtopic
 1. subtopic
 2. subtopic
 - B. Subtopic
 1. sub-sub-topic
 2. sub-sub-topic

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I. Foods

A. _____

- 1.
- 2.

B. Vegetables

1. broccoli
- 2.

II. Animals

A. Birds

- 1.
- 2.

B. _____

- 1.
2. beetle

Looking Back...



In your previous lessons you have encountered how to make a two or three-point outline. Now, using this basic knowledge, you may answer the following exercise below.

DIRECTIONS: Read the sentence/questions below and choose the letter of the correct answer, then write it on the space provided.

1. A good introduction should _____.
 - A. Identify the purpose and establish the context for the paper.
 - B. Catch the reader's attention and establish the tone.
 - C. Will not state a thesis or purpose
 - D. Both A and B
2. When should you write the introduction for a paper?
 - A. As you are writing the first draft.
 - B. After you are done with your conclusion
 - C. After you have written the rest of the paper
 - D. Either A or B
3. How long should an introduction be?
 - A. A good introduction contains flowery words.
 - B. A good introduction only needs to be one sentence.
 - C. Every introduction should be at least five sentences.
 - D. The length of the introduction varies with the purpose of the essay

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4. What is the name of the first part of an outline?
A. conclusion
B. body
C. introduction
D. supporting sentence
5. The part of the speech which tells your audience what you will talk about.
A. essay line
B. thesis statement
C. sub-topic
D. outline
6. How many main ideas should the outline have?
A. 2
B. 3
C. 4
D. 5
7. The first part of the introduction is called...
A. attention getter
B. Summary
C. Opener
D. closing
8. The body of the speech is labeled with which Roman numeral?
A. I.
B. II.
C. III.
D. IV
9. The main points of a speech are labeled with...
A. numbers
B. lowercase letters
C. uppercase letter
D. caps and lowercase letters
10. What part of the outline connects back to the introduction and provides a sense of closure?
A. topic sentence
B. supporting sentences
C. closing sentences
D. summary

Brief Introduction

How can we construct a composition using an outline and sentence outline?



Creating an outline is a good step to take while writing your paper. It allows you to brainstorm new ideas and make sure your paper will be organized, focused, and supported. Many writers find it easier to write from an outline instead of starting from a blank page.

Writing an outline can take place at any time during the writing process. Although it is most commonly used before beginning to write or doing research, this process can also take place during or after writing your paper to make sure your points are organized and make sense.

What is an outline?

An **outline** is a tool for improving writing. An outline can help you:

- determine a logical organization (sequence) of your main ideas and supporting evidence and explanation
- check that all your ideas and information are on-task and relevant
- see at a glance where you need more evidence to make your point

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How to write an outline?

- Identify your **topic** or **thesis statement**.
- Decide what points you would like to discuss writing your paper.
- Put your points in logical, numerical order so that each point connects back to your main point.
- Write possible **transitions** between paragraphs.

Remember that your outline should serve as a rough idea of how your paper will develop; it does not have to be very formal or exact.

Here are five steps to a strong outline:

1. Choose your topic and establish your purpose. A lot of writers struggle to define the initial focus for their paper.
2. Create a list of main ideas. This is the brainstorming part of the **writing process**.
3. Organize your main ideas.
4. Flush out your main points.
5. Review and adjust.

Sample outline

This is a rough idea of the format an outline can have:

- I. Main idea
 - A. Secondary or supporting idea to main idea I
 - B. Secondary or supporting idea to main idea I
 1. Secondary idea to B
 2. Secondary idea to B
 - a. Secondary idea to 2
 - b. Secondary idea to 2
- II. Main Idea
 - A. Secondary or supporting idea to main idea II
 - B. Secondary or supporting idea to main idea II
 - C. Secondary or supporting idea to main idea II
- III. Main Idea

Activities

Activity 1

DIRECTIONS: Read the passage below, then answer the questions about what you have read, and fill in the outline that follows.

Whales

The biggest animal in the world is the whale. The blue whale is the largest animal that ever lived. It is even bigger than the great dinosaurs of long ago. Whales are close cousins of dolphins and porpoises. But these animals do not come as big as the whales.

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Cont.

Whales spend their entire lives in water, usually in the ocean. Because they live in cold water, they have a thick layer of fat under their skin. This fat which is called blubber, protects the animal from the cold. Though whales live in water, they are not fish. Whales are mammals. They have lungs through which they breathe. A whale comes to the surface to breathe. It blows the old air from its lungs out of a hole on the top of its head. Whales are warm blooded. Even if the temperature outside is very cold or hot, their body temperature remains steady. Whales have hair all over their bodies though not much. Mother whales feed their babies with milk from their own.

Whales are very sociable animals. They talk with others by making different sounds. They make clicks, whistles, squeaks, thumps and even low moans. Because sound waves travel well in water, the songs of whales can be heard more than a hundred miles away.

Comprehension Questions:

1. What is the story about?
2. Where do whales spend their entire lives?
3. Why can whales live in cold water?
4. Why do whales come to the surface of the water?
5. How do mother whales feed their babies?

Answer the following to form an outline.

- I.
 - A. What is the biggest animal that ever lived?
 1. } What are the close cousins of whales
 2. }
- II. Where do whales live?
 - A. What kind of water do they live in?
 - B. What kind of animals are they?
 1. } What are the characteristics of whales?
 2. }
 3. } What are the characteristics of whales?
 4. }
- III. What is the main idea of the last paragraph?
 - A. Why are they called sociable animals?
 1. } What are the things whales can make?
 2. }

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In the outline you've made, what is used before the main idea or main topic in each paragraph?

What are used before the supporting ideas or subtopics?

Activity 2.

- a. **DIRECTIONS:** Read the paragraph. Make an outline by answering the guide questions. Complete the given format below.

Plants

Plants are important to all people and animals. Without them, we would have nothing to eat. Farmers raise crops by spraying fertilizers. Most farmers now put chemicals on the plants they grow. They use fertilizers, pesticides and herbicides on the plants grown commercially.

Fertilizers are chemicals that provide the nutrients that plants need to make their own food. Pesticides are chemicals that repel or kill insects that harm the plants. Herbicides are chemicals that kill the weeds that grow with the plants.

- I. What is the paragraph about?
- A. How do the farmers now raise their crops?
- B. What do they put on the plants?
1. }
2. } What chemical do they use?
3. }
- II. What is the second paragraph about?
- A. }
B. } What effects do the chemicals have on plants?

- b. **DIRECTIONS:** Read the following paragraph. Make an outline by answering the given questions.

Plants

Plants are vital I our lives. Men and other form of animals can't live without plants. The food we eat, the medicine that we take, the books, and pencils we use in school come from plants. They also give oxygen that we need in order to breathe.

People eat a large number of plants every day. Most animals, like us depend on plants for their foods, too. Fortunately, the earth doesn't run out of plants because plants are able to reproduce.

- What is the main topic in the first paragraph?
- What are the subtopics?

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- What is the main topic in the second paragraph?
- What are the subtopics?

Try to complete the format below.

- I. Main Topic: _____
Subtopics:
A. _____
B. _____
C. _____
- II. Main Topic: _____
Subtopics:
A. _____
B. _____

Remember

Here is a summary of what you have learned today. Read the sentence aloud and try to remember these general ideas.

An outline is a plan for or a summary of a writing project or speech.

An outline is usually in the form of a list divided into headings and subheadings that distinguish main points from supporting points. Most word processors contain an outlining feature that allows writers to format outlines automatically. An outline may be either informal or formal.

In an outline, the most general or main ideas are called **major topics**. The **major topics** are assigned a Roman numeral followed by a period in the outline; for example, I., II., III., IV., etc. The Roman numerals should be placed on the left margin line of your paper. The ideas that are related to the major topics are called **subtopics**. The **subtopics** are identified by uppercase letters that are indented beneath the major topics.

For example: I. Main Topic
A. Subtopic
B. Subtopic

Sometimes there are more details you can include that further divide the subtopics. These details are called **sub-sub-topics**. The **sub-sub-topics** are designated by Arabic numerals and are indented beneath the relevant subtopics.

Checking Your Understanding

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DIRECTIONS: Read the question below and encircle the letter of the correct answer.

1. An outline is _____.
 - A. A great way to organize your thoughts for an essay
 - B. Pre-writing that everyone should complete
 - C. Quick and easy when know how to outline
 - D. All of these answers are correct about outlines
2. Which of the following is **NOT** good supporting detail?
 - A. facts and statistics
 - B. incidents
 - C. examples
 - D. opinions
3. Transitions are _____.
 - A. Connecting words and phrases between sentences and paragraphs
 - B. A way to move from one place to another
 - C. A way to communicate your thoughts
 - D. Words that move other words
4. Which of the following is **NOT** a transition?
 - A. Furthermore
 - B. On the other hand
 - C. whereas
 - D. bridge
5. Which of the following is **NOT** part of the writing process?
 - A. Planning
 - B. audience
 - C. revising
 - D. drafting
6. For a short, timed essay, you should consider using what type of outline and why?
 - A. An informal outline, to help you stay focused on the topic and avoid rambling
 - B. a formal outline, to show the instructor you know how to do an outline
 - C. no outline is necessary to organize information; write as ideas come to mind
 - D. A sentence that tells what your entire essay is about.

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In this part, we will measure how much you have learned from the entire USLeM.



Post-Test

DIRECTIONS: Read the paragraph and complete the outline below.

The Busy Children

The class participated in the Clean and Green Project. The teacher asked the pupils to keep the surroundings clean and orderly. The children picked up pieces of paper scattered around the classroom, corridors, and playground. They put all chairs in the classroom in straight lines. Some swept the floor, dusted the bookshelves, tables, cabinets and the chalkboard.

After class, the pupils tended the school garden. Some made plots for vegetables. Some planted seeds in pots and cans. Others watered the plants.

The Busy Children

- I. _____
- A. _____
1. _____
2. _____
3. _____
- B. _____
1. _____
2. _____
3. _____

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Answer Key

Pre-test

I. Foods

A. Meats

1. hamburger
2. pork chops

B. Vegetables

1. broccoli
2. corn on the cob.

II. Animals

A. Birds

1. Robin
2. Hawk

B. Insects

1. Mosquito
2. Beetle

Looking Back

- | | |
|------|-------|
| 1. D | 6. B |
| 2. A | 7. A |
| 3. D | 8. B |
| 4. C | 9. C |
| 5. B | 10. C |

Activity 1

Comprehension Questions:

1. about the whales
2. in water
3. because they have thick layer of fat under their skin
4. to breathe
5. Mother whales feed their babies with milk

Outline

I. Biggest Animal in the World

A. Blue Whale

1. Dolphins
2. Porpoises

II. In the Ocean

A. A Cold Water

B. Mammals

1. Breathe on the surface
2. Warm blooded
3. Have hair all over bodies
4. Feed babies with milk

III. Sociable Animals

A. Talk by making sounds

1. Clicks and whistle
2. Squeaks and moans

Activity 2

a. I. Importance of Plants

A. Spraying fertilizers

B. Put chemicals

1. Fertilizers
2. Pesticides
3. Herbicides

II. Chemicals Used

A. Harm the plants

B. Kills the weeds

b. I. Plants are vital in lives

A. Man and animals can't live without plants

B. Food, medicine, books and pencil come from plants

C. Plants give off oxygen

II. People and Animals

A. People eat plants

B. Animals depend on plants

Checking Your...

- | | |
|------|------|
| 1. A | 5. B |
| 2. D | 6. A |
| 3. A | |
| 4. D | |

Post Test

The Busy Children

I. Participating in the Clean and Green

A. Keeping the surroundings clean and orderly

1. Picking up pieces of paper
2. Arranging chairs in order
3. Sweeping the floor

B. Tending the school garden

1. Making plots
2. Planting seeds in pots and cans
3. Watering plants

References: http://www.beaconlearningcenter.com/documents/726_01.pdf

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