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**Department of Education**  
BUREAU OF LEARNING DELIVERY

# Lesson Exemplar in Effective Communication

Quarter 1

LE

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Lesson Exemplar for General Mathematics  
Quarter 1: Unit 1

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**LESSON EXEMPLAR**

<b>Learning Area</b>	<b>EFFECTIVE COMMUNICATION</b>	<b>Grade Level</b>	<b>11</b>
<b>Semester</b>	<b>FIRST</b>	<b>Quarter</b>	<b>FIRST; W7-W8</b>

**I. OBJECTIVES (*Identifying the Goals*)**

<b>Content Standard</b>	<p><i>This section presents the key understandings that connect essential concepts within the unit. It summarizes the big ideas that learners should retain long after the lesson, offering insights that help bridge topics and subjects while providing a coherent framework for understanding complex ideas. These understandings also promote curiosity, critical thinking, and deeper inquiry.</i></p> <ul style="list-style-type: none"><li>❖ The learners demonstrate effective communication in personal and interpersonal contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive and collaborative, and that trust-building, emotional reciprocity, and contextual understanding foster meaningful relationships.</li></ul>
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<b>Performance Standard</b>	<p><i>This section outlines the goal of ensuring that learners can apply their knowledge to real-life situations. It defines how students transfer their learning to various contexts beyond the classroom. Learners will demonstrate this through performance tasks that involve authentic, novel, and challenging scenarios related to the unit. Success in these tasks requires the thoughtful application of knowledge, skills, and attitudes.</i></p> <p>❖ The learners are able to perform specific roles in controlled and uncontrolled personal and interpersonal communication events; engage in intrapersonal communication, including goal-setting, reflection and journaling; participate in extended conversations and discussions on a variety of personal and interpersonal topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; and <b>produce short and extended personal and interpersonal correspondence in formats such as, but not limited to, letters, email, texting and messaging, and social media posts.</b></p>
<b>Learning Competencies</b>	<div><p><i>Prior to lesson objectives have a description of the assumed prior knowledge and skills that learners have acquired in the previous grade level, which are essential for their successful engagement with the current lesson. These assumptions can also serve as a basis for designing diagnostic assessments.</i></p></div> <p><i>This section outlines the targeted skills that learners must develop to meet the Content and Performance Standards. These specific skills and understandings serve as the foundation for designing instructional activities. Bloom's Taxonomy can be used to determine the appropriate cognitive level such as remembering, understanding, applying, analyzing, evaluating, or creating that learners should achieve when processing and applying new information. This approach ensures that learning objectives are clearly defined and suitably challenging, effectively guiding the design of both lessons and assessments.</i></p>



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	<ul style="list-style-type: none"> <li>❖ Employ language and structure (e.g., use of transition/cohesive devices) appropriately and effectively for a variety of purposes; and</li> <li>❖ Compose well-structured personal and interpersonal communication, showing awareness of audience and purpose (e.g., reporting observations, narrating experiences, or articulating opinions).</li> <li>❖ Review one's participation in personal and interpersonal communication, identifying strengths and areas for growth to improve communicative competence.</li> </ul>
<b>III. COMMUNICATIVE EVENT</b>	Composing text messages, emails, or handwritten notes for personal purposes
<b>III. REFERENCES and MATERIALS</b> <i>(Selecting Resources and Material)</i>	<p><i>This section involves the selection of high-quality, contextualized, and technology-enhanced learning materials that align with the instructional objectives. Chosen resources should be inclusive, accessible, and responsive to the diverse needs of learners, aiming to enhance engagement, support differentiated instruction, and foster meaningful skill development.</i></p> <ul style="list-style-type: none"> <li>• DepEd. <i>SHS Curriculum Guide. DepEd MELCs Guide (K to 12)</i>.</li> <li>• EAP Foundation. <i>Coherence and Cohesion in Academic Writing</i>. YouTube video, 7:00. February 12, 2020. <a href="https://www.youtube.com/watch?v=3EzJICqv3WY">https://www.youtube.com/watch?v=3EzJICqv3WY</a>.</li> <li>• StudyDocu. <i>Business Correspondence Overview, Types &amp; Examples</i>. Accessed June 3, 2025. <a href="https://study.com/academy/lesson/comparing-types-of-business-correspondence.html">https://study.com/academy/lesson/comparing-types-of-business-correspondence.html</a></li> <li>• Purdue Online Writing Lab. <i>Professional Correspondence Section</i>. Purdue University. Accessed May 3, 2025. <a href="https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html">https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html</a>.</li> <li>• SocialBee. <i>What Is Social Media Post</i>. 2016. <a href="https://socialbee.com/glossary/social-media-post/">https://socialbee.com/glossary/social-media-post/</a>.</li> <li>• Teachinglearning English. <i>How to Use Cc and Bcc in E-mail Writing   Business Writing</i>. YouTube video, 5:57. July 7, 2020. <a href="https://www.youtube.com/watch?v=F_VzjDYIPPE&amp;list=PLzFg7YvJjbdWXbDjJK5DVu7DkafeDREch&amp;index=6">https://www.youtube.com/watch?v=F_VzjDYIPPE&amp;list=PLzFg7YvJjbdWXbDjJK5DVu7DkafeDREch&amp;index=6</a>.</li> </ul>



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<i>(These shall be accomplished per topic)</i>		
<b>III. CONTENT</b> <i>(Sequencing Content)</i>	<i>This section outlines the lesson or topic that learners need to learn to independently attain the <b>Content Standard</b> and achieve the <b>Performance Standard</b></i>  ✧ Types of Cohesive Devices; ✧ Personal and Interpersonal Correspondence; and ✧ Different Formats of Correspondence	
<b>IV. OBJECTIVES</b> <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<i>This section outlines the unpacked learning competencies. These are the knowledge, skills, attitude that the learners will gain after instructions.</i>  At the end of the lesson, students are expected to:  1. distinguish various types of cohesive devices and their functions in different text types; 2. assess the effectiveness of one's use of cohesive devices in achieving clarity and purpose in written communication; and 3. develop a well-structured personal and interpersonal correspondence using appropriate format, tone, and language that reflect a clear awareness of audience and purpose tailored to specific platform.	
<b>IV. PROCEDURES</b> <i>(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)</i>  This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary integration, and technology-enhanced instruction. These strategies are intended to foster active engagement, critical thinking, and adaptability across diverse learning pathways. The chosen approaches and methodologies will be reflected through	<b>ANNOTATION</b>  <i>*Instruction to teacher on how to facilitate the activities.</i>  <i>*In the Annotation, explicitly explain how the IDF is applied in each part of the lesson</i>	



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varied and relevant activities and assessments that emphasize real-world relevance and application, thereby enhancing learner engagement and comprehension.									
(Each part shall have 2-3 varied activities)									
A. Activating Prior Knowledge	DAY 1		The teacher shall select an activity from the suggested activities that best aligns with the learners’ abilities, learning needs, and local context. This ensures the activity is both accessible and relevant to the learners' everyday experiences. After completing the selected activity, students will respond to the provided processing questions to deepen understanding and reflection.						
	1. Activating Prior Knowledge								
	<i>This involves activities in which the learners can recall or connect what they already know that is relevant to the new lesson. It serves as a cognitive bridge between previous learning and new concepts. This can be done through questioning, short activities, visual prompts, or discussions.</i>								
	OPTION 1: KWL Chart (Know–Want Columns Only) Ask learners to fill out the first two columns of the KWL chart:								
	<table><tr><th>K</th><th>W</th><th>L</th></tr><tr><td>What do you already know about : a) how language and tone change with audience/purpose; b) Cohesive Devices; and c) Interpersonal and Intrapersonal Correspondence</td><td>What do you want to learn about: a) how language and tone change with audience/purpose; b) Cohesive Devices; and c) Interpersonal and Intrapersonal</td><td></td></tr></table>	K	W	L	What do you already know about : a) how language and tone change with audience/purpose; b) Cohesive Devices; and c) Interpersonal and Intrapersonal Correspondence	What do you want to learn about: a) how language and tone change with audience/purpose; b) Cohesive Devices; and c) Interpersonal and Intrapersonal			<i>Particular emphasis will be placed on this key area: Types of Cohesive Devices—focusing on appropriate usage and effective variety of purposes.</i>
K	W	L							
What do you already know about : a) how language and tone change with audience/purpose; b) Cohesive Devices; and c) Interpersonal and Intrapersonal Correspondence	What do you want to learn about: a) how language and tone change with audience/purpose; b) Cohesive Devices; and c) Interpersonal and Intrapersonal								



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		Correspondence	
<p><b>Purpose:</b> This activity helps students connect prior knowledge to new content and sets personalized learning goals.</p> <p><b>OPTION 2: SPRINGBOARD ACTIVITY</b></p> <p>Present a poorly written business correspondence and its well-written counterpart for the students to analyze. Let the students answer the processing questions afterwards.</p>		<p><b>INSTRUCTIONAL DESIGN FRAMEWORK (IDF) MAPPING:</b></p> <p><b>3Rs (Guiding Principles)</b></p> <p>❖ The component of the Instructional Design Framework (IDF) found in this part is <b>REFLECTIVE</b>. This instruction allows learners to think critically about their learning, understanding, and progress on <b>effective written communication in digital and traditional formats</b></p> <p>The processing questions also serve as a formative assessment to help the teacher gauge the depth of the students' understanding of personal and interpersonal communication across formal and informal contexts.</p> <p><b>4Is (Instructional Principles)</b></p> <p>❖ It is <b>IDEATIONAL</b> because it focuses on fostering critical thinking and creativity of the learners. It</p>	
<p><b><u>Sample 1</u></b></p> <p><b>Subject:</b> Order</p> <p>We ordered items last week. They are not here. We are unhappy. Send them now. You should do better. Thank you.</p> <p>From,</p> <p>Jenny</p> <p>Purchasing Officer</p> <p>Cruz</p>			
<p><b><u>Sample 2</u></b></p>			





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**Subject:** Follow-up on Undelivered Order

Dear Sir/Madam,

I am writing to follow up on our order placed last week. As of today, we have not received the items, which is causing delays in our operations.

Due to this, we are quite concerned about the delay. We kindly request that you look into this matter immediately and update us on the status of our order.

Furthermore, we hope that future deliveries will be made on time to avoid similar issues.

We appreciate your prompt attention to this matter.

Sincerely,

Jenny Cruz  
Purchasing Officer

Processing Questions:

1. What made the first version of the letter difficult or unpleasant to read?
2. How did cohesive devices improve the tone and flow of the revised letter?
3. Can you list at least three cohesive devices used in the second version?

encourages them to generate ideas, explore different perspectives, and engage in problem-solving in order to demonstrating clarity, coherence, and purpose in communication for different audiences.

**4Cs (21<sup>st</sup> Century Skills):**

- ❖ The suggested activities focus on various **CONTEXTS** or settings that affect how the learners comprehend information and help them better appreciate the importance of *Tone in Communication* and *Language Appropriateness* in aiming effective communication.

**4Es (Instructional Facets)**

- ❖ This part is the **ENGAGE STAGE** where it focuses on capturing the learners' attention and generating interest in the teaching-learning process. The suggested activities include creating hooks and



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	<ol style="list-style-type: none"><li>4. Why is it important to use formal and connected language in business writing?</li><li>5. How can these writing skills help you in real-life situations like job applications or formal emails?</li></ol> <p><b><u>2. Establishing the Purpose of the Lesson</u></b></p> <p><i>This part the learners will know the learning goals, relevance, and real-life applications of the lesson. It sets expectations and provides motivation by answering the question: “Why are we learning this?”</i></p> <p><b>Lead the class into the discussion of the following processing questions, then present the target performance standard and learning objectives.</b></p> <ol style="list-style-type: none"><li>1. What is the importance of distinguishing various types of cohesive devices and their functions in different text types?</li><li>2. How do you assess the effectiveness of one’s own use of cohesive devices? Are there things to take into consideration?</li><li>3. How does cohesive devices help achieve clarity and purpose in written communication more specifically in a personal correspondence?</li></ol> <p><b>Transition Statement:</b> Now that we have understood our learning goal for this week, let’s dive deeper into distinguishing the importance of cohesive devices in achieving clarity and purpose in written communication to develop a well-structured personal and interpersonal correspondence.</p>	establishing relevance to a real-world scenario.



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B. Instituting New Knowledge	<p><b>DAY 2</b></p> <p><b>1. <u>Presenting Examples</u></b></p> <p><i>This step involves showing a relatable, concrete, or real-life example that illustrates the new concept. Examples can be visual, situational, or experiential and are used to spark interest and provide context.</i></p> <p><b>OPTION 1: COOPERATIVE LEARNING (Text Comparison Exercise)</b></p> <p>Provide students with different examples of personal and interpersonal communications (e.g., a personal letter, an email to a teacher, a social media post, a formal apology).</p> <p>Let the students choose the learning activity that is best suited to their interest and from there, formulate a small group with 3-5 members:</p> <ul style="list-style-type: none"> <li>• <b>Comparison Chart (Visual learners)</b> Have each group fill out a comparison chart to organize their observations (columns: Text Type, Audience, Purpose, Tone, Language Features, Structure, Key Observations)</li> <li>• <b>Mini Discussion (Linguistically-inclined learners)</b> Facilitate a mini discussion where groups present their findings and teacher guides students to explore:               <ul style="list-style-type: none"> <li>• Why certain tones or word choices are appropriate or inappropriate</li> <li>• How communication style affects interpretation and response</li> <li>• How awareness of audience helps shape effective communication</li> </ul> </li> </ul>	<p>The teacher shall select an activity from the suggested activities that best aligns with the learners' abilities, learning needs, and local context.</p> <p>This ensures the activity is both accessible and relevant to the learners' everyday experiences. After completing the selected activity, students will respond to the provided processing questions to deepen understanding and reflection.</p> <p><i>Particular emphasis will be placed on two key areas: (1) Personal and Interpersonal Correspondence; and (2) Formats of Correspondence.</i></p> <p><b>INSTRUCTIONAL DESIGN          FRAMEWORK (IDF) MAPPING:</b></p> <p><b><u>3Rs (Guiding Principles)</u></b></p> <p>This part of the lesson is <b>RESPONSIVE</b> for it promotes differentiated instruction, integration of technology,</p>



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	<p>Processing Questions:</p> <ol style="list-style-type: none"><li>1. How does the purpose of the text influence the type of language and structure used? → Follow-up: Can you identify parts where the writer used linking or transition words to organize their ideas?</li><li>2. Which text used more formal or informal cohesive devices (e.g., "however," "so," "besides," "and then")? → Follow-up: Why do you think that is appropriate for the audience?</li><li>3. Did any of the texts use repetition, pronouns, or sequencing words to connect ideas smoothly? How did that affect the clarity of the message?</li><li>4. In your rewritten version of a text for a different audience, what changes did you make to connect ideas more clearly or logically? → Follow-up: What cohesive devices did you add or remove?</li><li>5. How does the use (or absence) of cohesive devices influence how easily the audience can follow and understand the message?</li><li>6. Why is it important to consider both the audience and purpose when choosing transition words or connectors in writing?</li></ol> <p>These questions help bridge the gap between analyzing communication types and preparing students to consciously use cohesive devices in their writing.</p> <p><b>OPTION 2: INTERACTIVE LECTURE + CONCEPT MAP</b></p> <p>Provide a mini-lesson on cohesive devices followed by a worksheet where students highlight and label the devices in sample texts highlighting personal and</p>	<p>and real world applications by being exposed to varied personal and interpersonal correspondence.</p> <p><b><u>4Is (Instructional Principles)</u></b></p> <p>The three instructional principles central to the design framework are demonstrably present within this specific part of the lesson.</p> <p>This part is fundamentally <b>INCLUSIVE</b>, prioritizing the design of learning experiences that are both accessible and deeply meaningful for all learners, irrespective of their diverse backgrounds, varied abilities, or unique learning needs.</p> <p>Furthermore, it is distinctly <b>IDEATIONAL</b>, actively involving learners in the generation of ideas and concepts crucial for articulating thought processes, building mental frameworks, and rigorously applying critical thinking.</p>



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	<p>interpersonal communications/ correspondence (e.g., a personal letter, an email to a teacher, a social media post, a formal apology). Include short quizzes or concept maps to reinforce understanding.</p> <p><i>Please refer to the <b>Annex A1-A3</b> for the worksheet/ rubric/ sample texts.</i></p> <p><b>OPTION 3: MESSAGE MAKEOVER</b></p> <p>Provide varied personal and interpersonal communication scenarios. Let the students analyze and modify messages to fit different audiences and contexts, emphasizing the role of cohesive devices in achieving clarity and coherence.</p> <p>Note: This activity pushes students to think critically about the importance of cohesive devices to show the relationship between the tone in communication and language appropriateness in effective communication.</p> <p><i>Please refer to <b>Annex B</b> for the worksheet/ rubric/ sample texts.</i></p> <p><b><u>2. Discussing New Concept</u></b></p> <p><i>This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.</i></p>	<p>Lastly, the suggested activities are inherently <b>INTEGRATIVE</b>, serving as educational engagements that vigorously promote problem-solving tied directly to real-life challenges while simultaneously facilitating interdisciplinary connections among students.</p> <p><b><u>4Cs (21<sup>st</sup> Century Skills):</u></b></p> <p>Since activities manifest vital consideration in instruction, <b>CONNECTION</b> is employed. The activities highlight the development of understanding and transferable knowledge in complex domains and linking practical applications.</p> <p>One of the 21<sup>st</sup> century skills present is <b>COLLABORATION</b>. Learners cooperate with one another to accomplish a common objective. This occurs when learners are given the opportunity to</p>



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	<p><b>OPTION 1: DIRECT TEACHING</b></p> <p><i>Provide information about the following topics:</i></p> <ul style="list-style-type: none"><li>✧ Types of Cohesive Devices;</li><li>✧ Technical Writing or Business Correspondence; and</li><li>✧ Different Formats of Correspondence</li></ul> <p>Note: The discussion must emphasize the importance of cohesive devices in delivering effective communication. Feel free to use any teaching method that is more appropriate to the students. Sample materials are provided.</p> <p>Sample Materials:</p> <ul style="list-style-type: none"><li>• StudyDocu. <i>Business Correspondence Overview, Types &amp; Examples</i>. Accessed June 3, 2025. <a href="https://study.com/academy/lesson/comparing-types-of-business-correspondence.html">https://study.com/academy/lesson/comparing-types-of-business-correspondence.html</a></li><li>• Purdue Online Writing Lab. <i>Professional Correspondence Section</i>. Purdue University. Accessed May 3, 2025. <a href="https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html">https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html</a>.</li><li>• SocialBee. <i>What Is Social Media Post</i>. 2016. <a href="https://socialbee.com/glossary/social-media-post/">https://socialbee.com/glossary/social-media-post/</a>.</li><li>• Teachinglearning English. <i>How to Use Cc and Bcc in E-mail Writing   Business Writing</i>. YouTube video, 5:57. July 7, 2020. <a href="https://www.youtube.com/watch?v=F_VzjDYIPPE&amp;list=PLzFg7YvJjbdWXbDjJK5DVu7DkafeDREch&amp;index=6">https://www.youtube.com/watch?v=F_VzjDYIPPE&amp;list=PLzFg7YvJjbdWXbDjJK5DVu7DkafeDREch&amp;index=6</a>.</li></ul>	<p>contribute/ participate through peer learning and cooperation.</p> <p><b><u>4Es (Instructional Facets) :</u></b></p> <p>This part of the lesson is in the <b>EXPLORE</b> stage where it refers to an opportunity for the learners to discover new concepts and ideas through independent explorations.</p>



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**OPTION 2: ICT INTEGRATION**

*Provide ICT-based material with an in-depth discussion about the following topics:*

- ✧ Types of Cohesive Devices;
- ✧ Technical Writing or Business Correspondence; and
- ✧ Different Formats of Correspondence

Ensure that the discussion must give emphasis on the importance of cohesive devices in delivering effective communication. Feel free to use any teaching method that is more appropriate to the students.

**OPTION 3: GUIDED STUDENT TEACHING**

Divide the class into three groups and assign each group of the following topics:

- ✧ Types of Cohesive Devices;
- ✧ Technical Writing or Business Correspondence; and
- ✧ Different Formats of Correspondence

Each group is given a timed-presentation to discuss the assigned topic. Employ the Socratic Method in every after the presentation. Ensure that questions are relevant to give emphasis on the importance of cohesive devices in delivering effective communication.

**3. Developing Mastery**



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*In this part learners will engage in guided and independent practice activities to reinforce the concept. This may include drills, problem-solving, application tasks, or peer collaboration. This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.*

*\*this pertains to formative assessment*

**OPTION 1: WORKSHEET ON VARIED CORRESPONDENCE FORMATS**

Present examples and explanations of letter writing (formal/informal), formal email structure (subject line, salutation, body, closing), and social media post types (informative, persuasive, reflective).

Let the students examine the provided examples for each type, specifically with emphasis on: tone, language, purpose, audience; and recognize cohesive devices.

Each student will be given a worksheet containing various sample texts.

*Please refer to **Annex C** for the worksheet/ rubric/ sample texts.*

**OPTION 2: SENTENCE AND PARAGRAPH REARRANGEMENT**

- Give students various personal and interpersonal correspondence (traditional or digital) with **jumbled sentences** or **paragraphs** and missing cohesive devices.





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	<ul style="list-style-type: none"> <li>Have them rearrange the sentences and insert appropriate cohesive devices to improve clarity and logical flow according to the type of correspondence, audience, and purpose.</li> <li>Discuss how their choices affected readability and meaning.</li> </ul> <p><i>Please refer to <b>Annex D</b> for the worksheet/ rubric/ sample texts.</i></p>	
<b>C. Demonstrating Knowledge and Skills</b>	<p><b>DAY 3</b></p> <p><b>1.Finding Practical Application</b></p> <p><i>In this stage learners apply what they have learned to real-life or simulated scenarios, problems, or tasks. This involves transferring knowledge and skills to authentic contexts and this will serve as scaffolding for the unit performance task.</i></p> <p><b>OPTION 1: REAL-WORLD CORRESPONDENCE ROLE-PLAY</b></p> <p>Assign students specific roles (e.g., a job applicant, a customer sending feedback, a student emailing a professor, a manager responding to a request).          Provide sample situations where they must craft a formal letter, an email, and a social media post based on their assigned role.</p> <p>Exchange messages with peers who respond appropriately, ensuring continuity of tone and format.</p> <p><b>Teacher's Input:</b> Discuss which cohesive devices were most effective in making the communication clear and purposeful.</p>	<p>The teacher shall select an activity from the suggested activities that best aligns with the learners' abilities, learning needs, and local context.</p> <p>This ensures the activity is both accessible and relevant to the learners' everyday experiences. After completing the selected activity, students will respond to the provided processing questions to deepen understanding and reflection.</p> <p><i>Particular emphasis will be placed on two key areas: (1) short and extended personal and interpersonal correspondence; and (2) Formats of Correspondence.</i></p>



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	<p><i>(This activity directly simulates everyday interactions in academic, professional, and digital spaces, preparing students for effective communication in real-world situations.)</i></p> <p>Please refer to <b>Annex E</b> for the worksheet/ rubric/ sample texts.</p> <p><b>OPTION 2: “REVISING FOR CLARITY AND PURPOSE” with ICT Integration</b></p> <p>Let the students assess and refine written communication to improve tone, coherence, and effectiveness by following the procedural steps:</p> <ul style="list-style-type: none"><li>• Provide students with poorly written samples of correspondence (e.g., an overly casual job application letter, a formal email with unclear structure, or an informal social media post lacking engagement).</li><li>• Have students revise the samples, focusing on cohesive devices, clarity, audience appropriateness, and format.</li><li>• Students are allowed to use ChatGPT in this part. They will compare and contrast their revision to what ChatGPT will release as a well-written correspondence</li><li>• Use Venn Diagram for their output:</li></ul> <div><div><b>My Revision</b></div><div><b>Similarities</b></div><div><b>ChatGPT’s Version</b></div></div>	<p><b>INSTRUCTIONAL DESIGN FRAMEWORK (IDF) MAPPING:</b></p> <p><b><u>3Rs (Guiding Principles)</u></b></p> <p>This part of the lesson enhances meaningful learning by connecting concepts to real-life situations. It also promotes transdisciplinary approaches and encourages students to engage in authentic performance tasks, making the instruction both <b>RELEVANT</b> and impactful.</p> <p>Moreover, this emanate <b>REFLECTIVE</b> instruction for it encourages goal-setting, self-awareness, and the use of metacognitive strategies. It empowers learners to think critically about their learning experiences, decision-making processes, and personal progress. This approach fosters a habit of continuous</p>



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	<p><b>Reflection:</b> Students identify key changes they made to improve audience engagement.</p> <p><i>(This allows students to refine their writing through real-world scenarios by integrating ICT and AI tools, which will helping them build confidence in structuring effective communication for different audiences.)</i></p> <p><b>2. Making Generalization</b></p>	<p>self-improvement, supporting the development of lifelong learning skills.</p> <p><b><u>4Is (Instructional Principles)</u></b></p> <p>The two instructional principles essential to the design framework are present within this specific part of the lesson.</p> <p>This part is fundamentally <b>INTEGRATIVE</b>, serving as educational engagements that vigorously promote problem-solving tied directly to real-life challenges while simultaneously facilitating interdisciplinary connections among students.</p> <p>Furthermore, it is distinctly <b>INNOVATIVE</b> as the suggested activities involve exploring new and creative ways to design and deliver instruction. It includes the use of</p>



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*This phase the learners will draw conclusions or summarize the key takeaways from the lesson. It can be done through discussions, reflective questions, or concept mapping.*

**OPTION 1: REFLECTION & SELF-EVALUATION ACTIVITY**

Provide students a **Reflective Graphic organizer** to write a brief summary of their learning takeaways, compiling insights on how to enhance their written communication.

**Reflective Graphic organizer**

Reflection Area	Student Response
<b>1. What I Learned</b> <i>Summarize the most important lessons about effective written communication.</i>	
<b>2. Why It Matters</b> <i>Explain why strong written communication skills are important in academic or real-life settings.</i>	
<b>3. Strategies That Work</b> <i>List 2–3 specific strategies or techniques that help improve written communication (e.g., clarity, organization, tone).</i>	
<b>4. Challenges I Faced</b> <i>Describe difficulties encountered when writing and how you managed them.</i>	

emerging technologies like social media posts, sending emails, and among others.

**4Cs (21<sup>st</sup> Century Skills):**

Since activities manifest vital consideration in instruction, **CONNECTION** is employed. The activities highlight the development of understanding and transferable knowledge in complex domains and linking practical applications.

One of the 21<sup>st</sup> century skills present is **COLLABORATION**. Learners cooperate with one another to accomplish a common objective. This occurs when learners are given the opportunity to contribute/ participate through peer learning and cooperation.

**4Es (Instructional Facets) :**



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**5. Personal Improvement Plan**

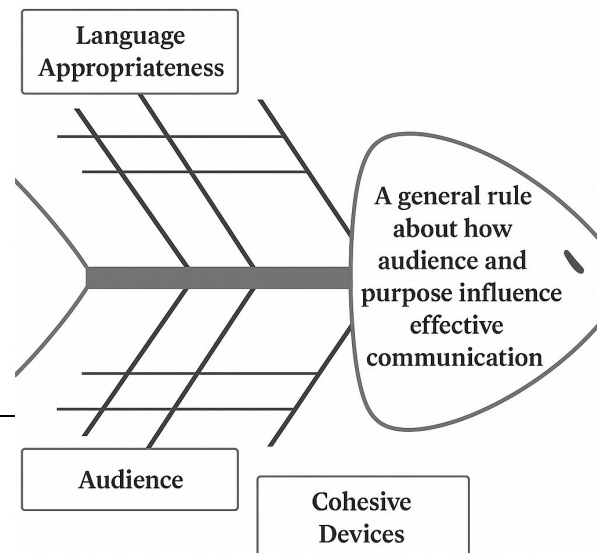
*Describe how you will apply what you've learned to future writing tasks.*

**6. One Key Takeaway**

*Write one sentence that best sums up your most valuable learning insight.*

**OPTION 2: FISHBONE ORGANIZER**

Provide students a fishbone organizer to **formulate a general rule** about how audience and purpose influence effective communication. The output must show the relationship of how the language appropriateness, audience, purpose, and cohesive devices play vital roles in crafting personal and interpersonal correspondences (traditional or digital).



This part of the lesson is in **EXPERIENCE** stage. It involves to an event in the teaching and learning that will allow learners to apply the knowledge, skills, abilities in a real-world context.

Lastly, it depicts **EMPATHIZE** stage because it enables learners to understand and connect with the materials they are learning and understanding other's perspectives.



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**OPTION 3: PLATFORM-SPECIFIC WRITING EXERCISE**

Let the students develop personalized correspondence that aligns with the appropriate format and platform by:

- Assigning them with different scenarios where they have to write for a specific platform (e.g., composing a formal email, drafting a professional LinkedIn post, writing a casual text message); and
- Exchanging their drafts with a peer for feedback.

In pairs, students **reflect on the importance of format, tone, and language choices**, sharing their insights with the class.

*Please refer to **Annex F** for this activity's rubric.*

**DAY 4**

**3. Evaluating Learning**

*In this step the learners are assessed to determine the level of their understanding and skill acquisition. This may include written activities, performance tasks, or other check-in activities. This must be aligned to unit summative assessment.*



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**OPTION 1: KWL Chart (Learned Column Only)**

Ask learners to fill out the L column in KWL chart:

<b>K</b>	<b>W</b>	<b>L</b>
What do you already know about : d) how language and tone change with audience/purpose; e) Cohesive Devices; and f) Interpersonal and Intrapersonal Correspondence	What do you want to learn about: d) how language and tone change with audience/purpose; e) Cohesive Devices; and f) Interpersonal and Intrapersonal Correspondence	What have you learned from the lesson?

**Purpose:** This activity helps students connect prior knowledge to new content and evaluate understanding as a whole.

**OPTION 2: MINDMAPPING**

Let the students formulate a mind map to visually organize their understanding of formats, tones, and language styles in various types of personal and interpersonal correspondence based on audience and purpose.



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	<p>Have them logically organize the information with a central theme and branching subtopics.</p> <p>(By integrating graphic organizers into evaluation strategies, educators can create engaging and effective learning experiences that promote student comprehension, critical thinking, and visual learning).</p> <p><b><i>Students' expected output:</i></b> <i>Crafted their own mind map or concept map that shows how they understand the topics presented for this quarter.</i></p> <p><b>4. Additional Activities</b></p> <p><i>These are enrichment, reinforcement, or remediation activities designed to support diverse learners. These can be extension work, research tasks, or differentiated exercises.</i></p> <p><b>Activity 1: Cooperative Learning:</b></p> <p>Divide the students by group. Each group should write three versions of a message about a recent school or community event:</p> <ol style="list-style-type: none"><li>1. <b>A formal letter</b> addressed to a school official,</li><li>2. <b>A professional email</b> to a school-based organization, and</li><li>3. <b>A social media post</b> that reflects or informs the audience on, but not limited to: a mental health awareness, youth voter education and civic participation, inclusivity and anti-discrimination, or volunteerism.</li></ol>	





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**Activity 2: Peer Review:**

Let the groups exchange their written pieces and provide feedback based on the set criteria:

<i><b>Criteria</b></i>	<i><b>Remarks (Observed/Not Observed)</b></i>
Clarity	
Tone and Purpose	
Use of Cohesive Devices	

**Activity 3: Reflection Paper**

Instruct the students to write a **short reflection** that synthesizes their takeaways based on the group activity.

Guide questions for the reflection:

- 1) How did you find the activity?
- 2) Were the set criteria observable in your group output? Why or Why not?
- 3) What have you discovered about your communication style and how can you improve it for different audiences and platforms?



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<b>V. ASSESSMENT</b>  (Assessing Learnings)	<p><b>WRITTEN-BASED ASSESSMENT STEM-OPTION VARIETY</b></p> <p>1. Which of the following is an example of a <i>transitional cohesive device</i> used to show contrast?</p> <p>A. Furthermore B. Consequently C. However D. Moreover <b>Answer: C</b></p> <p>2. What type of cohesive device is used in the following sentence? <i>"John loves playing the guitar. He practices every day."</i></p> <p>A. Substitution B. Reference C. Ellipsis D. Conjunction <b>Answer: B</b></p> <p>3. Which cohesive device BEST fits the blank? <i>"The restaurant was fully booked. _____, we decided to order takeout instead."</i></p> <p>A. Nevertheless B. As a result C. On the contrary</p>



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D. In contrast

**Answer: B**

4. Which of the following pairs shows a cause-and-effect relationship?

A. First – Second

B. Although – Yet

C. Because – Therefore

D. Likewise – Similarly

**Answer: C**

5. Which sentence demonstrates ineffective use of cohesive devices?

A. I studied hard for the exam. Therefore, I passed.

B. She went to the market. And, however, she bought nothing.

C. They didn't attend the meeting because they were sick.

D. In addition to the speech, he also prepared a video.

**Answer: B**

6. Which of the following is most important when writing a formal letter of complaint?

A. Using emojis and contractions

B. Using informal greetings

C. Using respectful tone and logical structure

D. Using slang to show frustration

**Answer: C**



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7. Which sentence uses ellipses as a cohesive device?

- A. I went to the park, and so did she.
- B. I went to the park; she went too.
- C. I went to the park; she did as well.
- D. I went to the park; she \_\_\_\_.

**Answer: D**

8. In writing a personal message on social media, which of the following is MOST appropriate?

- A. Dear Sir/Madam, I would like to inform you...
- B. Hey! Just wanted to let you know...
- C. To whom it may concern...
- D. I am writing  
in response to your inquiry...

**Answer: B**

9. Which element is least important in developing a well-structured interpersonal correspondence?

- A. Audience awareness
- B. Proper format
- C. Use of cohesive devices
- D. Length of the message

**Answer: D**



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10. Which is the BEST revision of this sentence for clarity and cohesion?

*"She woke up. She ate breakfast. She went to school."*

- A. She woke up she ate breakfast and went to school.
- B. She woke up, and then she ate breakfast. She then went to school.
- C. She woke up. Ate breakfast. Went to school.
- D. Woke up, ate, school.

**Answer: B**

**PERFORMANCE-BASED ASSESSMENT:**  
**GRASPS-Based Written Communication Activity**

**Topic: Cultural Sensitivity in Interpersonal and Intrapersonal Correspondence – Understanding Muslim Customs**

**G – Goal:**

Your goal is to write a professional and culturally sensitive interpersonal and intrapersonal correspondence addressing a cultural misunderstanding involving Islamic dietary practices (*haram* foods). The correspondence aims to acknowledge the situation, promote awareness of Muslim customs, and encourage respectful intercultural communication.

**R – Role:**

You are a student intern at a Filipino multicultural organization assisting international exchange students in adjusting to local cultural and religious norms.



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**A – Audience:**

Your audience is Mr. Sato, a Japanese exchange student who has unintentionally caused offense to a local Muslim family by offering food considered *haram* (forbidden) under Islamic dietary laws.

**S – Situation:**

Mr. Sato, unfamiliar with Muslim dietary restrictions, brought food containing pork to a gathering with a local Muslim family. The family politely declined but felt disrespected due to the lack of cultural awareness. As the intern responsible for supporting intercultural relations, you are tasked with writing an email that explains the cultural sensitivity involved, fosters mutual understanding, and suggests an appropriate response to the situation. You are also tasked to write an intrapersonal correspondence addressed to your supervisor expressing your reflections on the challenges of cultural sensitivity in communication.

**P – Product/Performance:**

**Part 1: Intrapersonal Correspondence (Personal Reflection Letter)**

Write a one-page letter addressed to your supervisor expressing your reflections on the challenges of cultural sensitivity in communication. Include:

- Specific examples of cultural misunderstandings you observed or experienced.
- How these moments helped you grow personally or professionally.
- What you learned about Filipino and other cultures involved.



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	<p>Paper size: A4 Margin: 1" in all sides Font Style and size: Arial, 12</p> <p><b>Part 2: Interpersonal Correspondence (Professional Email)</b></p> <p>Compose an email addressed to Mr. Sato, a Japanese exchange student. In your message:</p> <ul style="list-style-type: none"><li>• Recognize the incident involving the offering of food that may be considered <i>haram</i> under Islamic dietary laws, and express understanding that it was an unintentional mistake.</li><li>• Respectfully explain the cultural and religious importance of avoiding <i>haram</i> foods in Muslim communities, particularly within the Filipino context.</li><li>• Provide thoughtful and respectful suggestions on how Mr. Sato can make amends or clarify his intentions to the local Muslim family.</li><li>• Conclude the email with a positive and reassuring tone, encouraging continued cultural learning and respectful engagement.</li></ul> <p><b>S – Standards (Success Criteria/Rubric Highlights):</b> Your correspondence will be assessed based on the criteria set in Annex G.</p>
<b>VI. REFLECTION</b>	<p><i>This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction.</i></p>



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<i>(Feedback Continuous Improvement)</i> and	<b>REFLECTION QUESTIONS</b>  1. How many students achieved 80% on the assessment? How many learners need remediation?  2. Which of my teaching strategies worked well?  3. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?

Prepared by:

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Teacher III

Reviewed by:

**HOLDEN KENNETH G. AKCAZAREN**

Approved by:

Learning Area Specialist  
Name of LA Specialist  
BLD-TLD





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**ANNEX A1**

**INTERACTIVE LECTURE + CONCEPT MAP**

Types of Cohesive Devices:

Type	Examples	Function
Additive	and, also, moreover, furthermore	Adds information
Adversative	but, however, yet, on the other hand	Shows contrast
Causal	because, so, therefore, as a result	Shows cause and effect
Temporal	then, next, finally, meanwhile	Shows time sequence
Referential	this, that, these, it, they	Refers back/forward to ideas
Conjunctive adverbs	thus, hence, consequently, nevertheless	Transitions between ideas

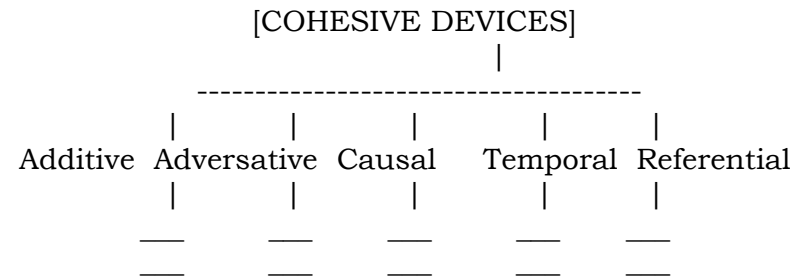


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**ANNEX A2**

CONCEPT MAP

**Task: Complete the concept map below by placing the correct examples of cohesive devices under each category.**



**ANNEX A3**

**WORKSHEET ACTIVITY: IDENTIFYING COHESIVE DEVICES**

Text A: Personal Email to a Teacher

Dear Ma'am,

I hope you're doing well. I am writing to explain why I missed class yesterday. I was not feeling well; therefore, I decided to rest at home. Also, I had completed the reading assignment, so I didn't fall behind. I hope to be back tomorrow.



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Sincerely,  
Jane

Highlighted Example:

- therefore (Causal)
  - also (Additive)
  - so (Causal)
- 

Text B: Social Media Post

Just finished a 5K run! It was exhausting, but worth it. Next, I'm heading to brunch with friends. Then, I'll probably nap.

Anyone else up for a run tomorrow?

Highlighted Example:

- but (Adversative)
  - next (Temporal)
  - then (Temporal)
- 

Text C: Apology Letter

Dear Alex,

I'm truly sorry for missing your birthday dinner. I had planned to come, but my car broke down unexpectedly. Because of this, I couldn't make it on time. Nevertheless, I want to make it up to you with lunch this weekend.



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Warmly,  
Chris

Highlighted Example:

- but (Adversative)
- because (Causal)
- nevertheless (Conjunctive adverb)

**ANNEX B**

**MESSAGE MAKEOVER (Sample Texts/Scenarios)**

**Scenario 1: Text Message to a Close Friend**

Original Message (Informal, Less Coherent):

*Hey, I didn't go. Traffic. No mood. Just stayed home.*

Makeover Message (Using Cohesive Devices):

*Hey! I didn't go to the party because the traffic was terrible, and I wasn't in the mood anymore. So, I just stayed home instead.*

Explanation:

- **Cohesive devices used:** *because, and, so, pronouns (I), substitution (the party).*
- The revised message connects ideas more clearly and uses an appropriate tone for a close friend.

**Scenario 2: Email to a Professor Requesting an Extension**



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Original Message (Too Casual, Unclear):

*Hi. I can't submit. Things came up. Hope it's okay.*

Makeover Message (Formal, Cohesive):

*Dear Professor Santos,*

*I hope this message finds you well. I am writing to request an extension for my paper due to unforeseen personal circumstances. I understand the importance of deadlines; however, I would appreciate your consideration. Thank you very much.*

Explanation:

- Cohesive devices used: *I hope, I am writing to, due to, however, I would appreciate*, pronouns and repetition (*I*).
- The makeover emphasizes formality and clarity using cohesive devices suitable for academic communication.

**Scenario 3: Apology to a Group Chat for Missing a Meeting**

Original Message (Choppy, Lacks Connection):

*Sorry I missed the meeting. I overslept. I had a long night.*

Makeover Message (Smoother, More Appropriate):

*I'm really sorry I missed the meeting earlier. I had a long night working on the proposal, and unfortunately, I ended up oversleeping this morning. I'll catch up with the notes and updates.*

Explanation:

- Cohesive devices used: *earlier, and, unfortunately, this morning*, substitution (*the meeting*), personal pronouns. The message shows accountability while maintaining a friendly, respectful tone.



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**ANNEX C**

**WORKSHEET ON VARIED CORRESPONDENCE FORMATS**

**Topic: Personal and Interpersonal Correspondence in Different Formats**

**Instructions:** Differentiate formats, tones, and language styles for various types of personal and interpersonal correspondence based on audience and purpose.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade/Section: \_\_\_\_\_

**Part A: LETTER WRITING**

**Example 1: Formal Letter**

Context: A student is writing to the principal to request permission to be excused from class for a medical appointment.

March 15, 2025

The Principal

St. Helena High School

Cityville, Metro

Dear Sir/Madam,



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I hope this letter finds you well. I am writing to request your permission to be excused from class on March 20, 2025, due to a scheduled medical appointment. I will ensure to catch up on any lessons or assignments missed during my absence.

Thank you for your understanding.

Sincerely,

Angela Marie Dela Cruz

Grade 10 - St. Teresa

**Example 2: Informal Letter**

Context: A student is writing to a friend about a recent family vacation.

Hey Marco!

How's it going? I just got back from our family trip to Baguio, and I had the best time! We went biking around Burnham Park and tried strawberry taho—it was so good. Wish you were there!

Hope to catch up soon!



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Take care,

Jules

**Questions (Answer in short phrases):**

1. What is the tone of each letter?  
Formal Letter: \_\_\_\_\_  
Informal Letter: \_\_\_\_\_
2. Identify two cohesive devices used in either letter (e.g., linking words, pronouns):  
a. \_\_\_\_\_  
b. \_\_\_\_\_
3. Which letter uses formal language? Give one example:  
\_\_\_\_\_
4. Who is the intended audience for each letter?  
Formal Letter: \_\_\_\_\_  
Informal Letter: \_\_\_\_\_

**Part B: FORMAL EMAIL STRUCTURE**

**Example: Email to a Teacher**

Subject: Request for Extension on Project Submission





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Dear Mr. Santiago,

Good day! I hope you're doing well. I am writing to kindly request a two-day extension for the submission of our science project due to unexpected internet connectivity issues at home. I assure you that I will submit the final output by Friday, June 7.

Thank you for your understanding and consideration.

Best regards,

Kristine D. Ramos

Grade 9 – St. Dominic

Questions:

1. Identify each part of the email:

- Subject Line: \_\_\_\_\_
- Salutation: \_\_\_\_\_
- Body (main idea): \_\_\_\_\_
- Closing: \_\_\_\_\_



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2. What is the purpose of this email? \_\_\_\_\_
3. Give an example of polite/formal language used in the email:  
\_\_\_\_\_
4. Highlight one cohesive device used in the body:  
\_\_\_\_\_

**Part C: SOCIAL MEDIA POSTS**

**Post 1: Informative Post (School Facebook Page)**

*"Reminder: Parent-Teacher Conferences will be held on Friday, June 7, from 1:00 PM to 4:00 PM at the school gymnasium. We encourage all parents to attend and discuss student progress. Thank you!"*

**Post 2: Reflective Post (Student Blog)**

*"This week has been a rollercoaster, but I've learned that asking for help is not a sign of weakness. Grateful for my friends who check in and remind me to keep going. 🙌 #MentalHealthAwareness"*

**Post 3: Persuasive Post (Student Council IG)**

*"Let's make a difference! Vote for Team Aspire in the upcoming student elections. We stand for transparency, action, and student empowerment. Your voice matters—make it count!"*

Questions:

1. Match each post with its type (Informative, Persuasive, Reflective):



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○ Post 1: \_\_\_\_\_

○ Post 2: \_\_\_\_\_

○ Post 3: \_\_\_\_\_

2. Identify the tone of each post:

○ Post 1: \_\_\_\_\_

○ Post 2: \_\_\_\_\_

○ Post 3: \_\_\_\_\_

3. Give one example of language that shows persuasion or reflection:

4. What is the audience of each post?

○ Post 1: \_\_\_\_\_

○ Post 2: \_\_\_\_\_

○ Post 3: \_\_\_\_\_



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**ANNEX D**

**SENTENCE AND PARAGRAPH REARRANGEMENT**

**Grade Level:** 11

**Topic:** Personal and Interpersonal Correspondence

**Skills:** Coherence, Cohesion, Sentence Organization

**Objective:** To rearrange the sentences and insert appropriate cohesive devices to improve clarity and logical flow according to the type of correspondence, audience, and purpose.

**Part 1: Jumbled Sentences (Email)**

Instructions: The sentences below are from an email a student wrote to a friend. Rearrange them to form a coherent message. Then, add cohesive devices (e.g., first, however, because, also, finally, etc.) where appropriate.

**Jumbled Sentences:**

1. I really enjoyed our group project last week.
2. I hope we get to work together again.
3. Let me know if you're free this weekend.
4. I thought your idea about the video presentation was amazing.
5. Maybe we can hang out or start planning for the next assignment.

**Your Task:**

- Rearrange the sentences into a logical order.
- Add at least 3 cohesive devices.



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**Part 2: Missing Cohesive Devices (Letter)**

Instructions: Read the personal letter below and identify some cohesive devices that are missing. Complete task assigned for you.

Dear Ana,

I hope you're doing well. I'm writing to tell you about our recent class trip to the museum. The weather was perfect, we saw many interesting exhibits. We had a fun scavenger hunt inside the museum. We learned a lot about ancient civilizations.

We had lunch at a nearby park. We played games and shared snacks. It was a great way to end the day.

I wish you had been there. Maybe you can join us next time.

Sincerely,  
Karen

**Your Task:**

- Insert 5 cohesive devices to make the letter clearer and more connected.
- Underline or highlight the cohesive devices you added.

**Part 3: Arrange Paragraphs (Message Thread)**

Instructions: Below is a jumbled conversation between two friends planning a study session. Rearrange the paragraphs to form a logical sequence.



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- A. Sure! I'm free after 3 PM. Should we meet at the library?  
B. Hey! Are you free to study for the math quiz tomorrow?  
C. That works for me. Let's bring snacks too!  
D. Yes, good idea. I'll find us a quiet spot on the second floor.

**Your Task:**

- Number the messages in the correct order.
- Rewrite the complete conversation in paragraph form using cohesive devices (like *then*, *after that*, *so*, *also*, etc.).

**ANNEX E**

**Real-World Correspondence Role-Play Rubric**

**Focus:** *Students practice sending and responding to different types of correspondence in a simulated real-world setting.*

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Format &amp; Structure</b>	Uses correct and professional format consistently; includes all necessary elements	Minor errors in format; all essential parts are present	Format is inconsistent or some key elements are missing	Incorrect or informal format; lacks essential parts
<b>Clarity &amp; Coherence</b>	Writing is clear, well-organized, and easy to follow	Generally clear; minor lapses in flow or organization	Somewhat unclear or disorganized	Hard to understand; poor flow or logic



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<b>Tone &amp; Appropriateness</b>	Tone is professional and well-matched to context and audience	Mostly appropriate tone; occasional mismatches	Tone sometimes inappropriate or inconsistent	Tone is unprofessional or clearly mismatched to context
<b>Grammar &amp; Mechanics</b>	Virtually no grammar, punctuation, or spelling errors	Few minor errors that do not hinder understanding	Noticeable errors that occasionally interfere with meaning	Frequent errors that hinder understanding or appear careless
<b>Content &amp; Purpose Fulfillment</b>	Fully addresses the task or scenario; message is complete and purposeful	Mostly addresses the task; minor details may be lacking	Partially addresses the task; some key points missing	Does not fulfill the task or deviates significantly from the prompt
<b>Responsiveness</b>	Responses show active engagement, clear understanding of the scenario	Generally responsive and engaged	Limited engagement or understanding	Responses are vague, off-topic, or show lack of preparation
<b>Professionalism &amp; Realism</b>	Highly realistic and reflective of real-world practice	Mostly realistic with few exaggerations or lapses	Somewhat artificial or lacks real-world applicability	Unrealistic or does not reflect real-world practice

**Scoring Guide:**

- 24–28 points: Outstanding – Demonstrates high-level readiness for real-world professional correspondence.
- 18–23 points: Proficient – Good understanding with minor room for improvement.
- 12–17 points: Developing – Basic grasp of correspondence but needs refinement.
- Below 12 points: Beginning – Needs significant improvement for professional readiness.



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**ANNEX F**

**Rubric for Personalized Correspondence Activity**

Instructions: Focus on **audience awareness**, **adjusting** your tone and language accordingly.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Format &amp; Platform Appropriateness</b>	Perfectly matches the assigned platform's conventions and structure.	Mostly adheres to the format and platform conventions with minor issues.	Some elements of the format are followed, but key aspects are missing or incorrect.	Does not follow the expected format for the platform.
<b>Audience Awareness</b>	Clear, purposeful adjustments to tone and content to suit audience expectations.	Good understanding of audience; tone and language are mostly appropriate.	Limited adjustment for the audience; tone/language somewhat generic or inconsistent.	Shows little awareness of audience; tone and language are inappropriate.
<b>Tone &amp; Language Use</b>	Tone is perfectly suited to the context; language is precise, engaging, and clear.	Tone is mostly appropriate; language is generally clear and effective.	Tone and language are uneven; some areas lack clarity or appropriateness.	Tone is off or confusing; language is ineffective or inappropriate.





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<b>Peer Feedback Quality</b>	Gave and applied specific, constructive feedback to improve the draft significantly.	Gave and applied useful feedback with some helpful suggestions.	Gave or applied minimal feedback; suggestions were vague or superficial.	Gave no meaningful feedback or failed to apply any received feedback.
<b>Reflection &amp; Class Sharing</b>	Insightfully analyzes choices in tone, language, and format; communicates clearly.	Reflects adequately on tone and format decisions; class sharing is coherent.	Basic reflection with limited insights; class sharing lacks clarity or depth.	Minimal or no reflection; class sharing is unclear or disengaged.

**Scoring Guide:**

- **18–20 points:** Outstanding performance; student shows mastery in adapting communication to context and platform.
- **14–17 points:** Good performance; demonstrates clear understanding with minor areas to improve.
- **10–13 points:** Satisfactory; shows basic comprehension but needs stronger application.
- **Below 10 points:** Needs improvement; significant gaps in understanding and execution.



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**ANNEX G**

**RUBRIC FOR UNIT ASSESSMENT**

Criteria	Excellent (10)	Good (8)	Fair (6)	Needs Improvement (4)
<b>Cultural Awareness</b>	Demonstrates deep understanding and sensitivity to both Filipino and other cultures	Shows good awareness but lacks some depth	Acknowledges cultural aspects but lacks clarity	Fails to consider cultural context
<b>Clarity and Structure</b>	Well-organized, clear, and coherent	Generally clear with minor issues	Somewhat disorganized or unclear	Poorly structured and difficult to follow
<b>Tone and Appropriateness</b>	Consistently appropriate tone and respectful language	Mostly appropriate with minor tone issues	Occasionally inappropriate tone	Inappropriate or offensive tone
<b>Grammar and Mechanics</b>	Virtually no errors	Few minor errors	Several noticeable errors	Frequent and distracting errors
<b>Creativity and Insight</b>	Highly engaging and insightful	Some original thoughts and reflections	Basic reflections, lacks depth	Lacks personal insight or originality



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