



Using Picture-Prompts to Enhance Sensory Details in Descriptive Paragraph Writing: A Quasi-Experimental Approach

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Abstract

Descriptive writing is an important skill that enables students to communicate ideas clearly and creatively. However, many learners experience difficulty in developing organized paragraphs and incorporating meaningful sensory details into their writing. This study investigates the effectiveness of picture prompts in enhancing students' use of sensory details in descriptive paragraph writing. Using a quasi-experimental research design, the study compares the performance of Grade 11 students who learn through picture prompts with those who use text prompts. Grounded in Dual Coding Theory and Constructivist Learning Theory, the research explores how visual stimuli support idea generation, organization, and the integration of sensory language related to sight, sound, smell, taste, and touch. The study also examines the influence of picture prompts on the coherence and overall quality of descriptive writing. The findings are expected to provide practical evidence for teachers and curriculum developers on the value of integrating visual instructional materials into writing lessons to improve students' descriptive writing performance and creativity.

Keywords

Picture Prompts; Descriptive Writing; Sensory Details; Quasi-Experimental Research; Writing Instruction; Grade 11 Students; Visual Learning; Writing Skills.

1. Introduction

In today's challenging learning environment, many students struggle to present their ideas in a logically connected and organized manner. Given this challenge, teaching writing skills is a fundamental aspect of education that plays a crucial role in developing students' communication, critical thinking, and creativity (Murtadho, 2021; Choudhury, 2013; Cookson & Stirk, 2019). Effective writing skills enable individuals to express their thoughts, ideas, and knowledge in a clear and coherent manner (Bobojonova, 2020; Rao, 2019; Mamaramova, 2022). However, the teaching of writing skills presents several challenges for educators, requiring them to navigate various complexities to support students' growth in this area (Demir et al., 2019; Hidayati, 2018; Nassi & Nasser, 2019).

First, it is important to consider the fact that, in general, writing prompts provide the bases for idea generation in teaching writing. In particular, writing prompts also offer beginning guidelines that students can use to express their thoughts in a sound logical and creative manner. In descriptive writing specifically, picture prompts are used by teachers as a means to motivate the creativity of students and

to give them initial guidance in writing. Even so, however, many students struggle much; the result of these struggles often leads to fragmented and unclear written products, hampering the acquisition of much-needed literacy competence. The strategy involves using picture prompts as visual stimuli that help students organize their ideas and express themselves more coherently. One strategy that has been shown to address this issue is the use of picture prompts, which serve as visual stimuli that help students organize their thoughts and express ideas more coherently. Research highlights the need for interventions to improve writing performance, suggesting that picture prompts can be a valuable instructional tool for enhancing idea development and coherence (Sharar et al., 2024).

According to Budiharso (2017), writing prompts in general provide direction for students, helping them develop descriptive writing by presenting a situation or image to describe. Prompts encourage students to express their thoughts, make arguments, and include explanations or detailed descriptions in their texts rather than restricting interpretation. As noted by Ge & Land (2004), they also supply essential information that allows learners to better understand a topic. Likewise, Huh & Lee (2018) reported that such prompts can attract students' interest in writing by presenting creative and engaging situations.

Picture prompts have been found to significantly improve students' performance in idea formulation and organization compared to text prompts. This indicates that visual stimuli can engage learners' creativity more effectively and help them translate images into coherent descriptive texts (Mukramah et al., 2023). As reported by Shi (2020); Vedora & Barry (2016), by providing a stimulus for imagination and description, picture prompts encourage students to explain information represented in the image through writing. In addition, Yuskar (2022), picture prompts offer important advantages as a teaching aid that supports students throughout the writing process.

Based on Reed and Jasti (2020), text prompts help students by providing structured steps to compose a complete written response. In contrast, picture prompts foster visual literacy, help students grasp abstract concepts, and guide them in organizing their ideas into well-structured texts (Jung & Bae, 2013), which in turn improves writing quality (Kurniawan & Malik, 2018). Furthermore, research indicates that both picture and text prompts enable learners to elaborate on their ideas and sentences more effectively (Bourdin & Fayol, 2022).

According to Sakkir (2020), a picture prompt is a visual image that provides textual information for students. It can generate writing content, help students determine the meaning of unfamiliar words, and focus their attention on learning materials (Weigle, 2002). Additionally, Greenhoot and Semb (2008) stated that picture prompts also guide students in constructing a story by offering cues such as characters, events, settings, and structure. Because they typically depict multiple objects, they serve as an effective tool for guiding the composition of descriptive texts.

Writing prompts are closely connected to descriptive texts because they function as visual or textual cues that support written composition, as noted by (Ahmadi & Mansoordehghan, 2014). Research shows that text prompts help learners maintain focus on writing tasks (Hanson & Williams, 2008) and provide scaffolding, especially since they often contain key information easily incorporated into descriptions (Visser et al., 2018). In contrast, picture prompts have been shown to positively influence task completion in descriptive writing (Li, 2018). Selecting between text and picture prompts should align with the social function of descriptive texts, which is to describe people, places, or things. In this regard, text prompts assist with classification and organization (Padua, 2011), while picture prompts stimulate creativity and vivid representation.

Sensory details play a crucial role in descriptive writing because they encourage students to use their imagination and generate richer ideas by engaging the five senses. Words that appeal to sight, smell, sound, taste, and touch help writers create vivid mental images for readers. Wilhelm (2008) explains



that when students visualize something, they find it easier to write about it, while Gee (2012) emphasizes that good writing employs all the senses. These perspectives highlight the importance of developing students' abilities to see, hear, smell, taste, and touch through writing a descriptive text. Using the five senses to visualize can engage students and improve their writing skills. By picturing scenes in their minds as they read, describing their experiences, and completing the chart, students received support for their writing. With their notes and details, they had what they needed to write a descriptive paragraph or essay. Moreover, sensory details help create coherence and unity in descriptive writing by connecting abstract ideas to real experiences. Through sensory language, writers form clear links between sentences and ideas, making it easier for readers to follow the description. These vivid details make the text engaging and strengthen the organization and flow of ideas, ensuring that each sentence supports the main image or impression being described.

Despite the availability of writing prompts, many students still face difficulties in structuring their work, often producing incoherent descriptive texts, as noted by Laelaem and Lekatompessy (2024). These challenges limit their ability to communicate ideas effectively and hinder overall literacy development. Given that descriptive writing is essential in both academic and professional contexts, interventions are needed to address these gaps. Picture prompts have been proposed as a potential tool for improving idea generation, organization, and creativity; however, limited empirical research has examined their effect on coherence in descriptive writing, highlighting the need for further investigation through a quasi-experimental study.

The primary objective of this study is to determine the effect of picture prompts on students' use of sensory details in writing descriptive paragraphs. Specifically, it examines how picture-prompts help learners generate vivid descriptions by engaging the five senses and how these visual stimuli support the organization of ideas and constructions of logically connected sentences. It also compares the effectiveness of picture prompts and text prompts in enhancing students' ability to incorporate sensory details and well-structured descriptive paragraphs. Furthermore, it investigates the extent to which picture prompts stimulate creativity and assist students in producing richer, more detailed, and sensory-enhanced descriptive content.

The significance of this study lies in its potential to provide empirical evidence on how picture prompts enhance the use of sensory details in descriptive writing. By examining how visual stimuli support students in generating vivid descriptions, the study can offer meaningful insights into improving the quality of descriptive texts. Picture prompts allow learners to observe concrete visual elements, which can activate their senses and help them translate what they see into detailed descriptions involving sight, sound, smell, tastes, and touch. Marginingsih et al. (2022) emphasized that integrating picture prompts in classroom strategies can enhance the quality of learning and support the writing process. The findings of this study may also have implications for curriculum design and instructional materials, benefiting both students and teachers.

This research focuses on the use of picture prompts in enhancing sensory details in descriptive writing among Grade 11 students during the school year 2025–2026. It specifically investigates how picture prompts help students generate vivid sensory descriptions using sight, sound, smell, taste, and touch while also supporting the organization of ideas, logical sentence connections, and creativity in writing. The study is limited to descriptive paragraphs, which require students to present clear, sensory rich, and well-structured descriptions of people, places, or objects. Using a quasi-experimental approach, the study compares the effectiveness of picture prompts and text prompts, with particular attention to the coherence achieved through transition, sequencing of ideas, and unity of thought. By evaluating Grade 11 students' written outputs, this study seeks to highlight the potential benefits of picture prompts in improving descriptive writing instruction that emphasize sensory detail and coherence. This focus is significant because it is a fundamental competency in the Grade 11 Reading and Writing Skills



curriculum for Quarter 1, which emphasizes the ability to write clear, well - structured, and logically connected texts. Developing coherence ensures that sentences and ideas flow smoothly and meaningfully, making writing clearer and more meaningful as students are trained to apply writing strategies that emphasize organization, unity, and vividness in descriptive and other academic forms of writing.

1.1. Conceptual Framework

This study is grounded in Dual Coding Theory (Paivio, 1971), and Constructivist Learning Theory (Piaget, 1973; Vygotsky, 1978). These theories help the study develop an understanding of how picture prompts enhance students' ability to use sensory details in descriptive paragraph writing.

To further explain the theoretical grounding of this study, it draws primarily from Paivio's Dual Coding Theory (1986), which posits that information is processed through two interconnected cognitive systems: the verbal system (responsible for language, words, and sentences) and the imagery system (responsible for mental pictures and visual representations). According to this theory, when learners are exposed to both verbal and visual inputs simultaneously, their capacity to understand, retain, and organize information is significantly enhanced. In this research, the independent variable is the use of picture prompts, while the dependent variable is the coherence of students' descriptive paragraphs. Picture prompts function as visual stimuli that activate the imagery system, while the process of translating these visuals into written language stimulates the verbal system. According to Paivio's Dual Coding Theory (1986), this dual activation fosters deeper cognitive processing, which enables learners to comprehend and organize ideas more effectively.

Building on this foundation, Constructivist Learning Theory (Vygotsky, 1978; Piaget, 1972), which views learning as an active, meaning-making process where knowledge is built through interaction with tools, experiences, and social guidance. When students engage with descriptive writing, they do not simply transfer words onto paper; rather, they actively construct meaning from their experiences and the materials provided to them. Picture-prompts can play a vital role in this process because they act as supportive tools that guide learners in generating and organizing ideas. They provide visual cues that spark imagination, reduce the difficulty of starting from a blank page, and encourage learners to connect new tasks with what they already know. Within this framework, picture prompts serve as scaffolds temporary supports that help learners bridge the gap between what they can do independently and what they can achieve with guidance. In this way, students are not passive receivers of information but active participants who gradually take ownership of their learning, strengthening both creativity and coherence in their descriptive writing.

By integrating Dual Coding Theory and Constructivist Learning Theory, this study posits that picture prompts can enhance students' ability to write coherent descriptive paragraphs. The dual activation of verbal and imagery systems, facilitated by picture prompts, fosters deeper cognitive processing and promotes better understanding and retention of information. As students engage with picture prompts, they actively construct meaning and develop their descriptive writing skills, gradually taking ownership of their learning.

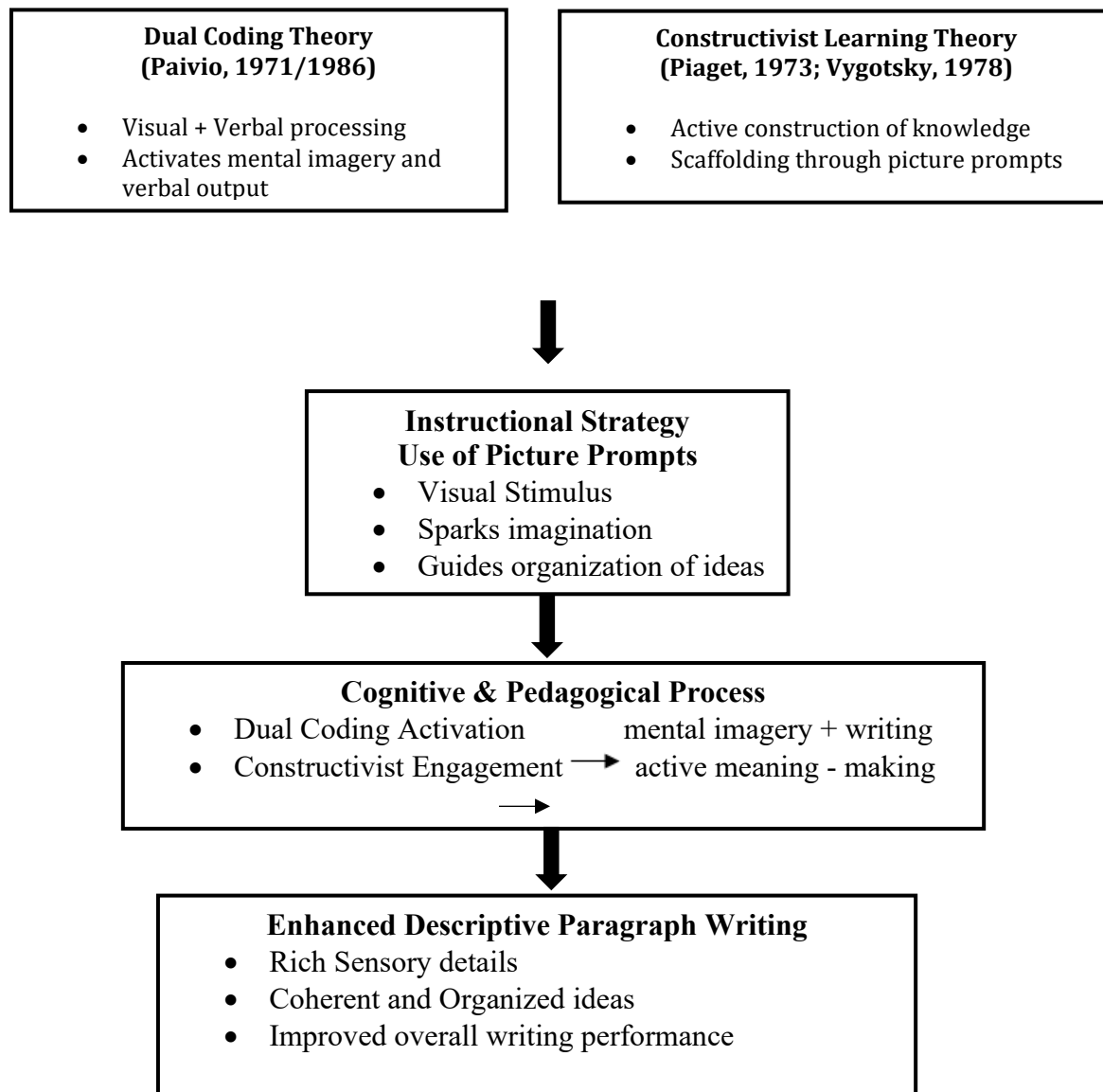


Figure 1. Schematic Diagram of the Study

1.2. Statement of the Problems

This study aimed to determine the effectiveness of using picture prompts in enhancing sensory details in descriptive paragraph writing among Grade 11 students during the School Year 2025–2026.

Specifically, it addresses the following research questions

1. How do picture prompts and text prompts differ in their effects on students' use of sensory details in descriptive paragraph writing across three trial runs?



2. Is there a significant difference between the effects of text prompts and picture prompts on students' use of sensory details in descriptive paragraph writing across three trial runs?
3. What are the students' feedback on the use two kinds of prompts in writing descriptive paragraphs?
4. Base from the results, how can text and picture prompt materials be designed to effectively elicit the features of different types of paragraphs (descriptive, narrative, expository, and persuasive)?

1.3. Null Hypothesis

H₀₁: There is no significant difference in the level of coherence between students exposed to text prompts and those exposed to picture prompts.

H₀₂: Picture prompts do not significantly influence the organization, logical flow, and unity of students' descriptive paragraph writing

1.4. Significance of the study

The result of this study will significantly benefit Grade 11 students by enhancing their sensory details to generate ideas, organize thoughts, and produce coherent descriptive paragraphs. This improvement in writing skills will, in turn, enhance their academic performance and real- life communication skills. Additionally, the study's findings will equip teachers with an effective instructional strategy, enabling them to create more interactive and engaging writing lessons. By providing insights into the effectiveness of picture prompts, this study will also inform teacher development programs and guide the design of instructional materials, ultimately contributing to improved writing instruction and literacy skills among learners.

2. Definition of Terms

The following terms were conceptually and operationally defined for a better understanding of the study:

Coherence: It refers to the logical connection and consistency of ideas in a text, ensuring smooth transitions and unity of thought. In this study, coherence is measured in the descriptive paragraphs of Grade 11 students in terms of organization of ideas, logical flow and transitions, and unity of thought.

Descriptive Paragraph: It is a type of writing that aims to describe a person, place, object, or event using vivid details to create a clear picture in the reader's mind. In this study, descriptive paragraphs are written outputs of Grade 11 students that are evaluated based on coherence criteria after exposure to either picture prompts or text prompts.

Logical Flow and Transitions: These refer to the smooth progression of ideas in writing, where sentences and paragraphs are linked with appropriate transition signals and sequencing. In this study, logical flow and transitions are evaluated as part of coherence, focusing on how effectively students connect ideas in their descriptive paragraphs.

Organization of Ideas: It refers to the systematic arrangement of thoughts in writing, often following a clear structure such as chronological, spatial, or order of importance. In this study, organization of ideas is measured based on how well students arrange their sentences and details to present a clear and logical description.



Picture-Prompts: These are visual images, illustrations, or drawings used as stimuli to generate ideas and support students in writing tasks. In this study, picture prompts are images shown to Grade 11 students to help them organize ideas and produce coherent descriptive paragraphs.

Sensory Details: It refers to the use of descriptive language that appeals to the five senses namely; sight, sound, smell, taste, and touch in order to create vivid and realistic imagery in writing. In this study, sensory details are measured by the presence and effective use of sensory words and phrases in students' descriptive paragraphs after being exposed to picture prompts.

Text-Prompts: These are written cues, statements, or questions provided to stimulate thinking and guide learners in writing tasks. In this study, text prompts are written instructions or statements given to Grade 11 students as a comparison tool against picture prompts in producing descriptive paragraphs.

Unity of Thought: It refers to the extent to which all sentences in a paragraph focus on a single main idea without digressions. In this study, unity of thought is one of the criteria for measuring coherence in students' descriptive writing, ensuring that sentences support the main topic consistently.

3. Research Method

This chapter presents the research methodology of the study. It includes discussion on the research methods covering this research, research environment, research participants, sampling techniques, research instruments, data gathering procedure, data analysis, and ethical consideration.

3.1. Research Design

This study will employ a quasi-experimental design, specifically a pre-test post-test control group design, to investigate the effectiveness of picture prompts in enhancing sensory details in descriptive paragraph writing among Grade 11 students. The independent variable will be the type of prompt used, with the experimental group receiving picture prompts and the control group receiving text prompts. The dependent variable will be the quality of descriptive paragraph writing, which will be measured in terms of sensory details and organization of ideas.

The study will involve randomly selecting two intact classes from Marcelino C. Regis Integrated School, with one class serving as the experimental group and the other as the control group. A pre-test will be administered to both groups to assess their initial writing performance. The intervention will involve implementing picture prompts for the experimental group and text-prompts for the control group in their writing instruction. A post-test will then be administered to both groups after the intervention to assess their writing skills in descriptive paragraph writing.

Data analysis will involve the use of descriptive statistics, such as means, standard deviations, and frequency distributions, to summarize the data. Inferential statistics, such as t-tests or ANCOVA, will be employed to compare the mean scores of the experimental and control groups on the post-test, while controlling for pre-test scores. This design will determine whether the use of picture prompts significantly improves the students' sensory details and overall writing performance compared to the traditional instruction.

3.2. Research Environment

This study will be conducted at Marcelino C. Regis Integrated School in Division of Ozamiz City, which serves Senior High School learners from varied backgrounds. Grade 11 students in this school often



encounter difficulties in writing coherent descriptive paragraphs, particularly in generating sensory details. This environment is suitable for the study as it reflects real classroom challenges where picture prompts will be introduced as an intervention. By applying picture prompts as instructional intervention, the study seeks to determine their effectiveness in addressing these challenges and enhancing students' ability to incorporate rich sensory details and improve the overall quality of their descriptive writing.

3.3. Research Participants

The respondents of this study will be sixty (60) Grade 11 students from two intact classes of Marcelino C. Regis Integrated School for the School Year 2025–2026. They will be selected through purposive sampling to participate as members of either the experimental group or the control group. The experimental group will consist of thirty (30) students who will receive writing instruction using picture prompts to enhance sensory details in writing a descriptive paragraph. Meanwhile, the control group will be composed of thirty (30) students who will receive writing instruction using text prompts, which will represent the traditional approach in descriptive writing tasks.

3.4. Research Instruments

The instruments that will be used in this study will include the pre-test and post-test writing tasks, picture prompts, lesson plans, interview guide, and a scoring rubric for sensory details.

The pre-test and post-test writing tasks will serve as the primary tools for measuring students' ability to incorporate sensory details before and after the intervention. In the pre-test, both the control and experimental groups will be tasked to write a 150–200-word descriptive paragraph based on a text-based prompt. During the post-test, the control group will continue using a text-based prompt, while the experimental group will use picture prompts to stimulate sensory imagery and idea generation. These tasks will be anchored on the Grade 11 Reading and Writing Skills Curriculum Guide (Quarter 1), particularly the competency on writing effective and vividly detailed descriptive texts.

The lesson plans will also serve as instructional instruments. Three experimental lesson plans will integrate picture prompts as visual stimuli to guide students in enhancing their use of sensory details, while three conventional lesson plans will employ text-based prompts representing the traditional approach. Both sets of lessons are aligned with the competency from the curriculum guide, focusing on sensory imagery, organization, and unity in paragraph development.

The picture prompts will consist of carefully selected and validated images representing familiar context and relatable theme such as community, school, and nature. These visuals will serve as the independent variable of the study and will be validated by English language teaching experts to ensure that each prompt is appropriate, relevant, and effective in eliciting vivid sensory descriptions from learners.

To assess student outputs, a scoring rubric for sensory details will be used. The rubric focuses on two major criteria: (1) Organization and Coherence and (2) Use of Sensory Details and Unity, each rated from (Beginning) to 4 (Excellent). Each paragraph will be scored based on these two criteria. The total score ranges from 2 to 8 points, interpreted using the following scoring guide. This rubric will undergo expert validation and inter-rater reliability testing to ensure accuracy and consistency of evaluation across all writing outputs.



Finally, a semi-structured interview guide will be used to gather qualitative insights from the experimental group after the intervention. The interview will explore how the use of picture prompts influenced their ability to visualize ideas, generate sensory descriptions, and organize their paragraphs effectively. Responses will provide contextual depth to the quantitative results and reinforce the validity of the findings.

3.5. Data Gathering Procedure

The researcher will first seek approval from the school administration and secure consent from all student participants. Once permission is secured, the Grade 11 students will be assigned to either control group or the experimental group. Before the intervention, both groups will be given a pre-test to determine their baseline performance in terms of sensory details in descriptive paragraph writing. The intervention will then be implemented: the control group will be taught using text-based prompts, while the experimental group will be exposed to picture prompts to enhance sensory detail writing. After the intervention period, both groups will take the post-test parallel to the pre-test to evaluate changes in their descriptive writing performance. The students' written outputs from both testing phases will be collected and assessed using a standardized scoring rubric focusing on sensory details and descriptive quality.

Following the quantitative phase, a sample of participants will be invited to participate in a semi-structured interview using the validated interview guide to explore their experiences, challenges, and perceptions regarding the writing activities. The interview responses will be recorded, transcribed, and analyzed to complement the quantitative findings.

All scores and qualitative responses will be organized, tabulated, and compared to determine the effectiveness of picture prompts in enhancing sensory details in descriptive paragraph writing.

4. Data Analysis

The data from the pre-test and post-test descriptive paragraph writing tasks will be evaluated using the study's scoring guide, which classifies student performance into four levels: Excellent (8 points), Proficient (6-7), Developing (4-5), and Beginning (1-3 points). The rubric assesses two major criteria: Organization and Coherence and Use of Sensory Details and Unity with descriptors guiding consistent scoring across all student outputs.

After scoring each paragraph, descriptive statistics, including mean scores, standard deviation and frequency distributions for each performance level will be computed to determine the average performance and variability of both the control and experimental groups. This will provide a clear picture of the students' writing performance before and after the intervention, allowing for a comparison of the effectiveness of picture prompts versus text-based prompts in enhancing sensory details in writing descriptive paragraph.

For the qualitative data, responses gathered through the semi-structured interviews will undergo thematic analysis to identify common insights, challenges, and perceptions regarding the use of text-based prompts and picture prompts. The themes will support the quantitative results by explaining the factors influencing students' writing performance.

5. Ethical Standards



Ensuring ethical practices in research is essential to maintaining the study's integrity, credibility, and reliability. In the research, several ethical principles were observed to protect the rights and well-being of the participants. These considerations ensured that the research process was conducted responsibly and respectfully.

Informed Consent. The researcher will seek approval from the school administration and obtain informed consent from the participants before the conduct of the study. The objectives, procedures, and scope of the research will be explained clearly to ensure that the participants fully understand their involvement.

Confidentiality and Privacy. The privacy of the participants will be strictly protected. Names and personal information will not appear in any part of the research report; instead, codes will be used to represent student outputs. Data will be used solely for academic purposes and handled with strict confidentiality.

Beneficence. The study will be conducted to benefit students by helping improve their coherence in descriptive writing through the use of picture prompts. The findings will also serve as a resource for teachers and researchers in the field of education.

Non-Maleficence. The researcher will ensure that no harm will come to the participants throughout the study. The tasks will be educational in nature, aligned with their curriculum, and will not negatively affect their academic standing.

Voluntary Participation. Participation in the study will be voluntary, and the students will be informed that they may withdraw at any time without penalty or adverse consequence.

Integrity and Honesty. The researcher will uphold academic integrity by ensuring fairness in the conduct of the intervention, providing equal treatment to both groups, and properly citing all sources of information. Data will be presented truthfully and without fabrication or manipulation

6. Appendix A - Conventional Lesson Plan 1

Daily Lesson Plan (DLP)

Learning Area	Reading and Writing					
Grade Level	11	Time Allotment			1 hour/ 8:30-9:30	
Quarter	1 st Quarter / 2 nd Semester	Week		Session	Date	

I. OBJECTIVES	
A. Content Standards	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.
B. Performance Standards	The learner critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.



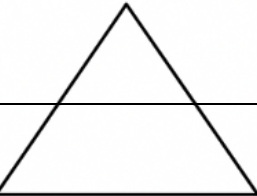
C. Learning Competencies/ Learning Code	Distinguishes between and among patterns of development in writing across disciplines b. Description (EN11/12RWS-IIIbf-3.2)	
D. Learning Objectives	At the end of the lesson, the learners will be able to: a. Distinguish description as one of the patterns of development in writing across disciplines by identifying its key features such as organization, logical flow, and unity of thought. b. Organize ideas effectively based on a given text prompt, demonstrating understanding of how the descriptive pattern of development presents details through sensory impressions. c. Write a well-organized descriptive paragraph that shows coherence, clear transitions, logical sequencing, and a unified central idea using the descriptive pattern of development.	
I. CONTENT		
A. Concepts		
3. References		
1. Teacher's Guide pages		
2. Learner's Material pages		
3. Textbook pages		
4. Learning Resources		
1. Materials from LR Portal		
2. Other Learning Resources	Reading and Writing Skills Module: Module 1	
II. PROCEDURE (Strategy Used)	4A'S (Activity, Analysis, Abstraction, Application)	
A. Preparatory Phase		
1. Drill/Review	Direction: Read the scrambled sentences below. Arrange them in the correct order: Beginning → Middle → End. Scrambled Narrative (Picture: Boy with a Balloon)	

	• The balloon slipped from Carlo's hand and drifted into the sky. • Carlo and his mother were strolling in the park on a sunny morning. • His mother noticed his sadness and gently bought him another balloon. • Carlo ran after it, but it floated higher and higher until he could no longer reach it. • He smiled again as he held the new balloon tightly. • Carlo was very happy as he played with his big, red balloon.	(Correct Order): Beginning: Carlo and his mother were strolling in the park on a sunny morning. / Carlo was very happy as he played with his big, red balloon. Middle: The balloon slipped from Carlo's hand and drifted into the sky. / Carlo ran after it, but it floated higher and higher until he could no longer reach it. End: His mother noticed his sadness and gently bought him another balloon. / He smiled again as he held the new balloon tightly.
2. Motivation	Activity 1: Facebook Caption Challenge 1. Motivation / Preparation The teacher shows a picture of a rainbow on the screen and asks: <i>"If you were to post this picture on Facebook, what caption would you write so your followers can feel the moment?"</i> <i>"What colors, feelings, or emotions do you sense when you see this rainbow?"</i> 2. Activity Proper ✓ Each student writes a 1-2-sentence caption describing	(Answers may vary)

	the rainbow using vivid, sensory words. ✓ Encourage the use of descriptive adjectives, emotion words, and figurative expressions. ✓ Invite 3–4 volunteers to share their captions aloud. 3. Processing / Discussion Guide reflection with quick questions: 1. Which captions helped you imagine the rainbow most clearly? 2. How did sensory words make the caption more expressive? 3. Are your two sentences connected? Do they focus on one image? 4. Why are sensory details important in descriptive writing?" Note: Connect this to the upcoming lesson on descriptive paragraphs, focusing on how organization, transition words, and unity of thought strengthen sensory description.  (SUNSET)	
3. Presentation of the Objectives	At the end of the lesson, the learners will be able to: a. Distinguish description as one of the patterns of development in writing across disciplines by identifying its key features such as organization, logical flow, and unity of thought. b. Organize ideas effectively based on a given text prompt, demonstrating understanding of how the descriptive pattern	



	of development presents details through sensory impressions. c. Write a well-organized descriptive paragraph that shows coherence, clear transitions, logical sequencing, and a unified central idea using the descriptive pattern of development.
B. Developmental Activities/ Lesson Proper	4A'S (Activity, Analysis, Abstraction, Application)
I. Activity	Activity 2: "Picture the Marketplace" 1. Form three groups. 2. Read the short text prompt below. 3. Discuss and imagine more details about the scene. 4. Write a five-sentence descriptive paragraph based on your discussion. 5. Choose one representative to read your paragraph aloud to the class. Short text prompt: <i>"The marketplace was filled with vendors shouting their prices, customers hurrying to buy fresh goods, and stalls crowded with colorful fruits and vegetables."</i> Guide Questions: 1. What comes to your mind when you read this prompt? 2. What other details can you imagine from this scene?

	After all groups have shared, reflect on which paragraph used the most vivid sensory details and effectively captured the atmosphere of the marketplace.
II. Analysis	Activity 3: Paragraph Showdown: The Battle of Sensory Details and Coherence Instructions: 1. Ask each group's representative to read their descriptive paragraph aloud. 2. Post all group outputs on the board for comparison. 3. Guide the class in examining the differences among the paragraphs. 4. Ask the following questions: • Which descriptions are clear and well-connected? • Which ones seem disorganized or jump from one idea to another? Discussion: • Compare the sample paragraphs written on the board. • Emphasize how effective organization, logical flow, and unity make a descriptive paragraph coherent. Introduce the Key Features of a Descriptive Paragraph: 1. Organization – arranging details in a clear order (spatial, chronological, or by importance). 2. Logical Flow – connecting ideas smoothly with proper transitions. 3. Unity of Thought – maintaining one central idea throughout the paragraph. Visual Aid: The Coherence Triangle: Building a Unified Paragraph COHERENCE 



	ORGANIZATION TRANSITIONS UNITY OF THOUGHT The Three Pillars of a coherent Paragraph: Organization, Transitions, and Unity of Thought work together to achieve Coherence.
III. Abstraction	After reading and analyzing the text prompt about the busy marketplace, what happens when our sentences are not connected? Correct. If the sentences are just written randomly, can the reader imagine the marketplace clearly? Exactly. Now, what happens when our details are arranged in order and focus only on one idea? It becomes confusing and the ideas do not make sense. No, the reader might get lost. It would be hard to picture what is happening in the marketplace. The paragraph becomes clear and the description



	Very good! How does the text prompt help you in writing? Excellent answer! So we can say that: A coherent paragraph is one with organized details, smooth transitions, and a single central idea. A text prompt helps us practice arranging and connecting details logically so our writing becomes clear and easy to imagine.	is easier to follow. Also, the reader can imagine the place more vividly. It helps me know what to describe. And also, it guides me to focus on one main topic.
1. Generalization	So class, based on our activity with the text prompts, we have learned that in writing descriptive paragraphs; the details should be arranged in order, all sentences should focus on one main idea and the transitions help the ideas flow smoothly, We can generalize that: <i>A descriptive paragraph becomes coherent when the sentences are connected logically, organized clearly, and focused on one central idea.</i> <i>When we use a text prompt, we need to carefully arrange our sentences so the description is clear and unified.</i>	
1. Values Integration	Just as a public marketplace needs order—vendors arranging goods properly and buyers moving in clear pathways—a descriptive paragraph also needs organization and clarity. Without order, both the market and the paragraph become confusing and chaotic. Teacher's Note: Think of a busy marketplace: if stalls are scattered and sellers shout all at once, it's hard to find what you need. But when everything is arranged properly, people can move easily and understand each other. Writing works the same way—when	



	our ideas are organized and clear, readers can follow and appreciate our message.
IV. Application	Activity 4: Building a Unified and Organized Description <u>Pre-Activity Lecture/Discussion</u> 1. Arranging Details Clearly ✓ Before writing, the teacher will give a short lecture and examples on arranging details clearly in a descriptive paragraph. ✓ Explain that ideas should follow a clear and consistent order so readers can easily picture what is being described. Possible patterns include: ▪ <u>Top to Bottom:</u> describing from the head to the feet, or from the sky to the ground ▪ <u>Left to Right:</u> describing objects as the eye naturally moves ▪ <u>Outside to Inside:</u> describing an area or object from its outer appearance to its inner parts ▪ <u>Near to Far:</u> describing what is closest first before moving to distant details ▪ <u>Chronological Order:</u> describing events in the order they happened ▪ <u>Order of Importance:</u> describing from the most to the least significant detail (or vice versa) Sample Illustration: Describe your classroom from outside to inside—begin with the school building, then the door, the arrangement of chairs, and finally the decorations on the walls. 2. Logical Flow through Transitions The teacher will present a list of transition words (printed or posted visually) to help students maintain a smooth flow of ideas:

	Purpose	Transition Words/Phrases
	To Show Location or Position	above, below, beside, behind, in front of, near, far, next to, between, beyond, around, inside, outside, to the left, to the right, across
	To Show Time or Sequence	first, next, then, after that, later, meanwhile, suddenly, eventually, finally, before
	To Add More Description	also, in addition, furthermore, moreover, as well as, another, besides
	To Show Contrast	however, but, although, even though, yet, on the other hand, still
	To Emphasize or Give Examples	for example, for instance, such as, especially, in particular, notably
	To Conclude or Summarize	overall, in summary, in conclusion, all in all, to sum up, generally
3. Unity of Thought The teacher will give a short lecture defining unity: “Unity means every sentence in a paragraph supports one main idea. If a sentence does not help describe the main subject, it should be removed.” Example: ✓ <u>Unified Paragraph:</u> The park is peaceful in the morning. Birds chirp in the trees while joggers move along the path. The sunlight filters softly through the leaves, creating a calm and refreshing scene. ✗ <u>Off-Topic Sentence:</u> The park is peaceful in the morning. Birds chirp in the trees while joggers move along the path. My mother loves to bake cookies on weekends. Explanation: The last sentence breaks unity because it does not describe the park.		

Activity Instructions:

1. Each student will receive a text prompt.

2. Create a **short outline** or **five key sentences** to organize your ideas in order (beginning → middle → end).

3. Using your outline, **write one descriptive paragraph**. Be sure your writing shows:

▪ **Organization (details arranged clearly):** Choose one pattern (top to bottom, outside to inside, near to far, etc.) and apply it consistently.

▪ **Logical flow (smooth transitions):** Use appropriate transition words.

▪ **Unity of thought (all sentences focus on one main idea):** Remove off-topic details.

TEXT PROMPTS:

Beach

The waves crash gently against the shore as children build sandcastles. The salty breeze mixes with the laughter of families enjoying the sunny day

Post-Activity (Processing and Feedback)

• After writing, selected students will read their paragraphs aloud.

• **Peer Feedback:** Classmates will listen and comment on the **organization, transitions, and unity** of each paragraph.

• **Teacher Processing:**

✓ The teacher will highlight good examples of unity and clear organization.

✓ Provide constructive feedback such as:

1. “You organized your ideas clearly from near to far good job maintaining order.”

2. “This sentence feels off-topic; how can we revise it to support the main idea?”

3. Summarize by reinforcing that **a well-organized and unified paragraph** helps readers easily visualize and understand the description.

Criteria	Unacceptable (1)	Acceptable (2)	Target (3)	Exemplary (4)	Score
Logic & Organization	Does not develop ideas coherently; sentences are disorganized with unclear sequence or conclusion.	Develops and organizes ideas in a paragraph that is not sequentially connected. Some sentences are misplaced or illogical.	Develops unified and coherent ideas with generally logical organization (e.g., top to bottom, near to far, chronological). Uses some effective transitions.	Develops ideas coherently and organizes them logically with effective transitions. Clear and specific order maintained throughout the paragraph.	/4
Language Use	Uses incorrect, limited, or repetitive words and sentence structures. Meaning is often unclear.	Uses basic language and structures; meaning sometimes unclear due to word choice or phrasing. Errors cause occasional confusion.	Uses varied and appropriate vocabulary; sentence structures are mostly clear. Minor word choice errors do not affect understanding.	Uses vivid, precise, and fluent language; sentence structures enhance description and engage the reader.	/4

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Scoring Rubric

Performance Level	Score Range	Description
Exemplary	18–20 points	Excellent mastery of organization, language, and unity of thought. Vivid and coherent description.
Target	14–17 points	Meets expectations with minor errors; clear and logical paragraph.
Acceptable	10–13 points	Some lapses in organization or grammar but meaning generally clear.
Unacceptable	5–9 points	Lacks organization, unity, and clarity; difficult to understand.

Total Score: /20

Source: Adapted and revised from the University of New Brunswick Teaching Tips Assessment Rubric (https://www.unb.ca/fredericton/ctl/resources/teaching_tips/assessment_methods/grading_rubrics.html)

EVALUATION

Directions: Multiple Choice: Choose the letter of the correct answer.

1. What does *coherence* in a paragraph mean?
A. The paragraph is organized, and ideas flow smoothly
B. The paragraph has long and complex sentences.
C. The paragraph uses only descriptive adjectives
D. The paragraph has different topics mixed together



	Answer: a 2. Which of the following helps make a paragraph coherent? A. Using random ideas B. Using transition words C. Writing long sentences D. Adding unrelated details Answer: b 3. Which paragraph is most coherent? A. The park was full of laughter. The cake tasted sweet. My shoes were new. B. I love reading books. The sun is shining brightly. My phone is ringing. C. The garden is peaceful. Birds sing in the trees, and flowers bloom beautifully. D. The street is busy. The classroom is quiet. The mountain is high. Answer: c 4. What is the main purpose of using transition words in writing? A. To confuse the reader B. To connect ideas smoothly C. To make the sentences longer D. To show unrelated thoughts Answer: b 5. Which transition word shows contrast between two ideas? A. However B. Also C. Furthermore D. Finally Answer: a 6. Read the sentences: <i>The sun rises in the east. After that, the birds begin to sing. Finally, people start their day.</i> What makes this paragraph coherent? A. The use of chronological order and transitions B. The repetition of the same word C. The use of random examples D. The addition of unrelated ideas Answer: a
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	7. Which sentence should be removed to maintain coherence? A. The library is quiet and peaceful. B. Students read books and take notes. C. The walls are lined with shelves of books. D. My favorite movie is about superheroes. Answer: d 8. Which of the following best describes a coherent descriptive paragraph? A. The sentences describe the place clearly and logically. B. The sentences talk about many unrelated topics. C. The sentences are long but lack meaning. D. The sentences are full of random adjectives. Answer: a 9. What happens when a paragraph lacks coherence? A. The reader easily understands the message. B. The ideas are connected and flow naturally. C. The reader becomes confused and loses interest. D. The sentences clearly support one idea. Answer: c 10. Which of the following is an example of a coherent sequence of ideas? A. The room was dark. Suddenly, the lights flickered. Then, everything went quiet. B. The car is red. The food tastes sweet. The song is sad. C. The mountain is tall. My cat is sleeping. The beach is far. D. The teacher is writing. The bag is heavy. The clock stopped. Answer: a
II. ENRICHMENT/ ASSIGNMENT	Ask students to find a short descriptive passage from a book, magazine, or online article that describes a place or scene. At home, they will: 1. Identify the organization of details (beginning, middle, end). 2. Highlight the transitions used (e.g., <i>first</i>, <i>next</i>, <i>meanwhile</i>, <i>suddenly</i>). 3. Check if the passage has unity of thought (focused on one central idea). 4. Write a short reflection (3–5 sentences) answering:



	1. What made the paragraph coherent? 2. What can I apply to my own writing from this example?
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Conventional Lesson Plan 2

Daily Lesson Plan (DLP)

Learning Area	Reading and Writing					
Grade Level	11	Time Allotment			1 hour	
Quarter	1 st Quarter / 2 nd Semester	Week		Session	Date	

I. OBJECTIVES	
A. Content Standards	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.
B. Performance Standards	The learner critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.
C. Learning Competencies/ Learning Code	Distinguishes between and among patterns of development in writing across disciplines b. Description (EN11/12RWS-IIIbf-3.2)
D. Learning Objectives	At the end of the lesson, the learners will be able to: a. Distinguish description as one of the patterns of development in writing across disciplines by identifying its key features such as organization, logical flow, and unity of thought. b. Organize ideas effectively based on a given text prompt, demonstrating understanding of how the descriptive pattern of development presents details through sensory impressions. c. Write a well-organized descriptive paragraph that shows coherence, clear transitions, logical sequencing, and a unified central idea using the descriptive pattern of development.
III. CONTENT	
B. Concepts	Descriptive Writing: Organization, Coherence, and Unity

3. References	Reading and Writing Skills Module 1 & 2 Ozamiz LRMS, Curriculum Guide 11 Reading and Writing
1. Teacher's Guide pages	
2. Learner's Material pages	
3. Textbook pages	
4. Learning Resources	
1. Materials from LR Portal	
2. Other Learning Resources	
II. PROCEDURE	4A'S (Activity, Analysis, Abstraction, Application)
(Strategy Used)	
C. Preparatory Phase	
1. Drill/Review	Directions: Read the scrambled sentences below. Arrange them in the correct order: Beginning → Middle → End. Scrambled Narrative (Picture: Boy with a Balloon) • The balloon slipped from Carlo's hand and drifted into the sky. • Carlo and his mother were strolling in the park on a sunny morning. • His mother noticed his sadness and gently bought him another balloon. • Carlo ran after it, but it floated higher and higher until he could no longer reach it. (Correct Order): Beginning: Carlo and his mother were strolling in the park on a sunny morning. / Carlo was very happy as he played with his big, red balloon. Middle: The balloon slipped from Carlo's hand and drifted into

	• He smiled again as he held the new balloon tightly. • Carlo was very happy as he played with his big, red balloon.	the sky. / Carlo ran after it, but it floated higher and higher until he could no longer reach it. End: His mother noticed his sadness and gently bought him another balloon. / He smiled again as he held the new balloon tightly.
2. Motivation	Activity 1: Facebook Caption Challenge The teacher will show a beautiful picture of a rainbow. And, the teacher will ask this question to students. <i>"If you were to post this picture on Facebook, what caption would you write to describe it so your followers can 'feel' the moment?"</i> (The teacher will pick a few volunteers to share their captionss.) Motivation: (15 minutes) 1. The teacher shows a beautiful picture of a rainbow on the screen. Teacher asks:  (RAINBOW)	(Answers may vary)



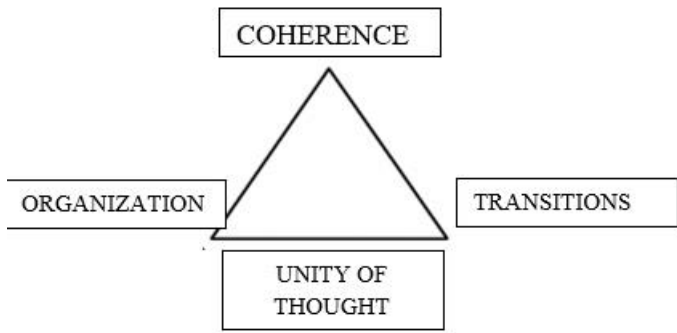
	After a few responses, the teacher follows up with: <i>"What colors or emotions do you feel when you see this rainbow?" This helps students begin thinking about sensory language (sight, feeling, emotion) used in descriptive writing."</i> 2. Activity Proper ✓ Students write a short caption (1–2 sentences) that describes the picture vividly using sensory or emotional words. ✓ Encourage students to use descriptive adjectives and expressions that show how the rainbow makes them feel. ✓ The teacher selects 3–4 volunteers to share their captions aloud. 3. Processing / Discussion The teacher leads a brief reflection using questions such as: 1. What made a caption more descriptive or expressive? 2. How did sensory words help you make the picture come alive? 3. Why is sensory language important in descriptive writing? Summarize by emphasizing that descriptive writing appeals to the senses and emotions, allowing readers to imagine and feel what is being described. Note: This activity serves as a springboard to the formal discussion on descriptive paragraphs, focusing on sensory	
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	details, organization, and unity of thought.	
3. Presentation of the Objectives	At the end of the lesson, the learners will be able to: a. Distinguish description as one of the patterns of development in writing across disciplines by identifying its key features such as organization, logical flow, and unity of thought. b. Organize ideas effectively based on a given text prompt, demonstrating understanding of how the descriptive pattern of development presents details through sensory impressions. c. Write a well-organized descriptive paragraph that shows coherence, clear transitions, logical sequencing, and a unified central idea using the descriptive pattern of development.	
D. Developmental Activities/ Lesson Proper	4A'S (Activity, Analysis, Abstraction, Application)	
III. Activity	Activity 2: "Picture the Playground" 1. Form three groups. 2. Read the short text prompt below. 3. Discuss and imagine more details about the scene. 4. Write a five-sentence descriptive paragraph based on your discussion. 5. Choose one representative to read your paragraph aloud to the class. Short Text Prompt: "The park is alive with laughter as children swing back and forth, their joyful voices echoing through the air. Parents relax on wooden benches beneath the shade of tall, leafy trees. Above, birds glide gracefully across the bright blue sky, while the fresh	



	scent of grass and blooming flowers fills the warm afternoon breeze.” Guide Questions: 3. What comes to your mind when you read this prompt? 4. What other details can you imagine from this scene? After all groups have shared, reflect on which paragraph used the most vivid sensory details and effectively captured the atmosphere of the marketplace.
IV. Analysis	Paragraph Showdown: The Battle of Coherence Instructions: 5. Ask each group’s representative to read their descriptive paragraph aloud. 6. Post all group outputs on the board for comparison. 7. Guide the class in examining the differences among the paragraphs. 8. Ask the following questions: • Which descriptions are clear and well-connected? • Which ones seem disorganized or jump from one idea to another? Discussion: • Compare the sample paragraphs written on the board. • Emphasize how effective organization, logical flow, and unity make a descriptive paragraph coherent. Introduce the Key Features of a Descriptive Paragraph: 4. Organization – arranging details in a clear order (spatial, chronological, or by importance). 5. Logical Flow – connecting ideas smoothly with proper transitions. 6. Unity of Thought – maintaining one central idea throughout the paragraph. Visual Aid: The Coherence Triangle: Building a Unified Paragraph

	 The Three Pillars of a coherent Paragraph: Organization, Transitions, and Unity of Thought work together to achieve Coherence.								
III. Abstraction	<table border="1"> <tr> <td data-bbox="534 869 1129 965"> After reading and analyzing the text prompt about the busy marketplace, what happens when our sentences are not connected? </td><td data-bbox="1129 869 1369 1435"> It becomes confusing and the ideas do not make sense. </td></tr> <tr> <td data-bbox="534 1070 1129 1167"> Correct. If the sentences are just written randomly, can the reader imagine the marketplace clearly? </td><td data-bbox="1129 1070 1369 1435"></td></tr> <tr> <td data-bbox="534 1541 1129 1637"> Exactly. Now, what happens when our details are arranged in order and focus only on one idea? </td><td data-bbox="1129 1435 1369 1906"> No, the reader might get lost. It would be hard to picture what is happening in the marketplace. </td></tr> <tr> <td data-bbox="534 1921 1129 2022"> Very good! How does the text prompt help you in writing? </td><td data-bbox="1129 1921 1369 2022"> The paragraph becomes clear and the </td></tr> </table>	After reading and analyzing the text prompt about the busy marketplace, what happens when our sentences are not connected?	It becomes confusing and the ideas do not make sense.	Correct. If the sentences are just written randomly, can the reader imagine the marketplace clearly?		Exactly. Now, what happens when our details are arranged in order and focus only on one idea?	No, the reader might get lost. It would be hard to picture what is happening in the marketplace.	Very good! How does the text prompt help you in writing?	The paragraph becomes clear and the
After reading and analyzing the text prompt about the busy marketplace, what happens when our sentences are not connected?	It becomes confusing and the ideas do not make sense.								
Correct. If the sentences are just written randomly, can the reader imagine the marketplace clearly?									
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Very good! How does the text prompt help you in writing?	The paragraph becomes clear and the								



	Excellent answer! So we can say that: A coherent paragraph is one with organized details, smooth transitions, and a single central idea. A text prompt helps us practice arranging and connecting details logically so our writing becomes clear and easy to imagine. After reading and analyzing the text prompt about the busy park, what happens when our sentences are not connected? Correct. If the sentences are just written randomly, can the reader imagine the park clearly? Exactly. Now, what happens when our details are arranged in order and focus only on one idea? Very good! How does the text prompt help you in writing? Excellent answer! So, we can say that a coherent paragraph is one with organized details, smooth transitions, and a single central idea. A text prompt helps us practice arranging and connecting details logically so	description is easier to follow. Also, the reader can imagine the place more vividly. It helps me know what to describe. And also, it guides me to focus on one main topic. It becomes confusing and the ideas do not make sense. No, the reader might get lost. It would be hard to picture what is happening in the park.
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	our writing becomes clear and easy to imagine.	The paragraph becomes clear and the description is easier to follow. Also, the reader can imagine the place more vividly. It helps me know what to describe. And also, it guides me to focus on one main topic.
1. Generalization	So class, based on our activity with the text prompts, we have learned that in writing descriptive paragraphs, the details should be arranged in order, all sentences should focus on one main idea and the transitions help the ideas flow smoothly. We can generalize that: <i>"A descriptive paragraph becomes coherent when the sentences are connected logically, organized clearly, and focused on one central idea. When we use a text prompt, we need to carefully arrange our sentences so the description is clear and unified."</i>	
2. Values Integration	Just like in a park where everything has order. Children playing safely in their areas, parents relaxing on benches, and birds flying freely. Our writing also needs organization and balance. If the park were messy and chaotic, people would not enjoy staying there. In the same way, when our ideas in writing are scattered, the reader becomes confused. But when there is order, harmony, and focus, the reader can appreciate the beauty and clarity of our words.	



	Reflection Question: Why is organization important not just in writing, but also in our daily routines?		
IV. Application	Activity 3: Building a Unified and Organized Description <u>Pre-Activity Lecture/Discussion</u> 1. Arranging Details Clearly • Before writing, the teacher will give a short lecture and examples on arranging details clearly in a descriptive paragraph. • Explain that ideas should follow a clear and consistent order so readers can easily picture what is being described. Possible patterns include: • <u>Top to Bottom</u>: describing from the head to the feet, or from the sky to the ground • <u>Left to Right</u>: describing objects as the eye naturally moves • <u>Outside to Inside</u>: describing an area or object from its outer appearance to its inner parts • <u>Near to Far</u>: describing what is closest first before moving to distant details • <u>Chronological Order</u>: describing events in the order they happened • <u>Order of Importance</u>: describing from the most to the least significant detail (or vice versa) Sample Illustration: Describe your classroom from outside to inside—begin with the school building, then the door, the arrangement of chairs, and finally the decorations on the walls. 2. Logical Flow through Transitions The teacher will present a list of transition words (printed or posted visually) to help students maintain a smooth flow of ideas: <table border="1" style="width: 100%;"> <tr> <td>Purpose</td><td>Transition Words/Phrases</td></tr> </table>	Purpose	Transition Words/Phrases
Purpose	Transition Words/Phrases		

	To Show Location or Position	above, below, beside, behind, in front of, near, far, next to, between, beyond, around, inside, outside, to the left, to the right, across
	To Show Time or Sequence	first, next, then, after that, later, meanwhile, suddenly, eventually, finally, before
	To Add More Description	also, in addition, furthermore, moreover, as well as, another, besides
	To Show Contrast	however, but, although, even though, yet, on the other hand, still
	To Emphasize or Give Examples	for example, for instance, such as, especially, in particular, notably
	To Conclude or Summarize	overall, in summary, in conclusion, all in all, to sum up, generally
3. Unity of Thought The teacher will give a short lecture defining unity: “Unity means every sentence in a paragraph supports one main idea. If a sentence does not help describe the main subject, it should be removed.” Example: <u>Unified Paragraph:</u> The park is peaceful in the morning. Birds chirp in the trees while joggers move along the path. The sunlight filters softly through the leaves, creating a calm and refreshing scene. ✗ Off-Topic Sentence: The park is peaceful in the morning. Birds chirp in the trees while joggers move along the path. My mother loves to bake cookies on weekends. Explanation: The last sentence breaks unity because it does not describe the park. Activity Instructions: - Each student will receive a text prompt.		



	• Create a short outline or five key sentences to organize your ideas in order (beginning → middle → end). • Using your outline, write one descriptive paragraph. Be sure your writing shows: • Organization (details arranged clearly): Choose one pattern (top to bottom, outside to inside, near to far, etc.) and apply it consistently. • Logical flow (smooth transitions): Use appropriate transition words. • Unity of thought (all sentences focus on one main idea): Remove off-topic details. TEXT PROMPTS: Classroom The desks are neatly arranged, and colorful posters hang on the walls. The soft sound of chalk on the board blends with the quiet murmur of students working. Post-Activity (Processing and Feedback) • After writing, selected students will read their paragraphs aloud. • Peer Feedback: Classmates will listen and comment on the organization, transitions, and unity of each paragraph. • Teacher Processing: ✓ The teacher will highlight good examples of unity and clear organization. ✓ Provide constructive feedback such as: 1. "You organized your ideas clearly from near to far good job maintaining order." 2. "This sentence feels off-topic; how can we revise it to support the main idea?" 3. Summarize by reinforcing that a well-organized and unified paragraph helps readers easily visualize and understand the description.
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	Criteria	Unacceptable (1)	Acceptable (2)	Target (3)	Exemplary (4)	Score															
	Logic & Organization	Does not develop ideas coherently; sentences are disorganized with unclear sequence or conclusion.	Develops and organizes ideas in a paragraph that is not sequentially connected. Some sentences are misplaced or illogical.	Develops unified and coherent ideas with generally logical organization (e.g., top to bottom, near to far, chronological). Uses some effective transitions.	Develops ideas coherently and organizes them logically with effective transitions. Clear and specific order maintained throughout the paragraph.	/4															
	Language Use	Uses incorrect, limited, or repetitive words and sentence structures. Meaning is often unclear.	Uses basic language and structures; meaning sometimes unclear due to word choice or phrasing. Errors cause occasional confusion.	Uses varied and appropriate vocabulary; sentence structures are mostly clear. Minor word choice errors do not affect understanding.	Uses vivid, precise, and fluent language; sentence structures enhance description and engage the reader.	/4															
	Spelling and Grammar	Frequent and serious errors in spelling and grammar that obscure meaning.	Several minor errors in spelling or grammar, but the overall meaning remains understandable.	Few minor errors in spelling and grammar; does not distract the reader.	Free from spelling and grammar errors; demonstrates strong control of conventions.	/4															
	Development of Ideas	Presents limited or confusing ideas; lacks sensory details.	Presents some relevant ideas but with limited use of sensory details; lacks depth.	Presents clear ideas with effective sensory details (sight, sound, smell, touch, taste). Shows understanding of descriptive writing.	Presents vivid, original ideas with rich sensory details that create a strong mental image for the reader.	/4															
	Purpose & Unity of Thought	Purpose is unclear; sentences are unrelated or off-topic.	Attempts to stay on topic but includes some unrelated or repetitive sentences.	Stays on topic; sentences support one main idea with few off-topic details.	Maintains unity of thought; all sentences clearly support the main idea and strengthen the overall purpose of the description.	/4															
Scoring Rubric <table><tr><th>Performance Level</th><th>Score Range</th><th>Description</th></tr><tr><td>Exemplary</td><td>18–20 points</td><td>Excellent mastery of organization, language, and unity of thought. Vivid and coherent description.</td></tr><tr><td>Target</td><td>14–17 points</td><td>Meets expectations with minor errors; clear and logical paragraph.</td></tr><tr><td>Acceptable</td><td>10–13 points</td><td>Some lapses in organization or grammar but meaning generally clear.</td></tr><tr><td>Unacceptable</td><td>5–9 points</td><td>Lacks organization, unity, and clarity; difficult to understand.</td></tr></table> Total Score: /20 Source: Adapted and revised from the University of New Brunswick Teaching Tips Assessment Rubric (https://www.unb.ca/fredericton/ctl/resources/teaching_tips/assessment_methods/grading_rubrics.html)							Performance Level	Score Range	Description	Exemplary	18–20 points	Excellent mastery of organization, language, and unity of thought. Vivid and coherent description.	Target	14–17 points	Meets expectations with minor errors; clear and logical paragraph.	Acceptable	10–13 points	Some lapses in organization or grammar but meaning generally clear.	Unacceptable	5–9 points	Lacks organization, unity, and clarity; difficult to understand.
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Acceptable	10–13 points	Some lapses in organization or grammar but meaning generally clear.																			
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EVALUATION	1. What does coherence in a descriptive paragraph mean? A. The ideas are connected logically and support one sensory image																				

	B. The paragraph uses only vivid adjectives C. The sentences describe different unrelated topics D. The paragraph uses random sensory details Answer: A 2. Which of the following helps create coherence and stronger sensory details? A. Using transition words to connect descriptive ideas B. Adding unrelated sensory images C. Writing long sentences without descriptions D. Changing the topic in every sentence Answer: A 3. Which paragraph is the most coherent and rich in sensory details? A. The cake smelled sweet. The dog barked loudly outside. The floor was cold. B. The market was colorful, with vendors calling out and the scent of fresh fruits filling the air. C. The sky is blue. The phone is ringing. The table is big. D. The teacher is talking. The sun is bright. My shoes are small. Answer: B 4. What is the purpose of sensory details in a coherent paragraph? A. To make the paragraph confusing B. To help the reader clearly imagine the scene C. To add unrelated information D. To make the paragraph longer only Answer: B 5. Which transition word helps connect sensory details smoothly? A. However B. Moreover C. Randomly D. Confusingly Answer: B 6. Read the sentences: "The wind felt cool on my skin. Soon after, the gentle sound of waves filled the air. Finally, the orange sky began to fade into purple." What makes this paragraph coherent? A. The use of sensory details organized in sequence B. The repetition of the same sensory image C. The addition of unrelated descriptions D. The lack of transitions Answer: A
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	7. Which sentence should be removed to maintain coherence in a beach description? A. The waves crashed softly on the shore. B. The scent of salty air filled my lungs. C. The sand felt warm beneath my feet. D. My favorite video game is about racing cars. Answer: D 8. What best describes a coherent descriptive paragraph with sensory details? A. The sentences focus on one scene using organized sensory images. B. The sentences jump from one topic to another. C. The sentences use sensory words but describe unrelated ideas. D. The sentences are long but unclear. Answer: A 9. What happens when sensory details are unrelated or randomly added? A. The reader clearly imagines the scene. B. The paragraph becomes more coherent. C. The reader becomes confused and distracted. D. The ideas flow smoothly. Answer: C 10. Which of the following shows a coherent sequence of sensory details? A. The room smelled of fresh coffee. Then, soft music began to play. Finally, the warm light from the lamp filled the space. B. The grass is green. The music is loud. The ice cream tastes sweet. C. The dog barked. The clouds moved. The paper is white. D. The flower is red. The chair is old. The cat is sleeping. Answer: A
IV. ENRICHMENT/ ASSIGNMENT	Ask students to find a short descriptive passage from a book, magazine, or online article that describes a place or scene. At home, they will: 1. Identify the organization of details (beginning, middle, end). 2. Highlight the transitions used (e.g., <i>first</i>, <i>next</i>, <i>meanwhile</i>, <i>suddenly</i>). 3. Check if the passage has unity of thought (focused on one central idea).



	4. Write a short reflection (3–5 sentences) answering: <i>1. What made the paragraph coherent?</i> <i>2. What can I apply to my own writing from this example?</i>
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Conventional Lesson Plan 3

Daily Lesson Plan (DLP)

Learning Area	Reading and Writing					
Grade Level	11	Time Allotment			1 hour	
Quarter	1 st Quarter / 2 nd Semester	Week		Session	Date	

I. OBJECTIVES	
A. Content Standards	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.
B. Performance Standards	The learner critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.
C. Learning Competencies/ Learning Code	Distinguishes between and among patterns of development in writing across disciplines b. Description (EN11/12RWS-IIIbf-3.2)

D. Learning Objectives	At the end of the lesson, the learners will be able to: a. Distinguish description as one of the patterns of development in writing across disciplines by identifying its key features such as organization, logical flow, and unity of thought. b. Organize ideas effectively based on a given text prompt, demonstrating understanding of how the descriptive pattern of development presents details through sensory impressions. c. Write a well-organized descriptive paragraph that shows coherence, clear transitions, logical sequencing, and a unified central idea using the descriptive pattern of development.
V. CONTENT	
C. Concepts	Descriptive Writing: Organization, Coherence, and Unity
3. References	Reading and Writing Skills Module 1 & 2 Ozamiz LRMDs Reading and Writing Skills Module 1 & 2 Ozamiz LRMDs
1. Teacher's Guide pages	
2. Learner's Material pages	
3. Textbook pages	
4. Learning Resources	
1. Materials from LR Portal	
2. Other Learning Resources	
II. PROCEDURE	4A'S (Activity, Analysis, Abstraction, Application)
(Strategy Used)	
E. Preparatory Phase	

1. Drill/Review	Directions: Read the scrambled sentences below. Arrange them in the correct order: Beginning → Middle → End. Scrambled Narrative (Picture: Boy with a Balloon) • The balloon slipped from Carlo's hand and drifted into the sky. • Carlo and his mother were strolling in the park on a sunny morning. • His mother noticed his sadness and gently bought him another balloon. • Carlo ran after it, but it floated higher and higher until he could no longer reach it. • He smiled again as he held the new balloon tightly. • Carlo was very happy as he played with his big, red balloon.	(Correct Order): Beginning: Carlo and his mother were strolling in the park on a sunny morning. / Carlo was very happy as he played with his big, red balloon. Middle: The balloon slipped from Carlo's hand and drifted into the sky. / Carlo ran after it, but it floated higher and higher until he could no longer reach it. End: His mother noticed his sadness and gently bought him another balloon. / He smiled again as he held the new balloon tightly.
2. Motivation	Activity 1: Facebook Caption Challenge The teacher will show a beautiful picture of mountain view. And, the teacher will ask this question to students; <i>"If you were to post this picture on Facebook, what caption would you write to describe it so your followers can 'feel' the moment?"</i> (The teacher will pick a few volunteers to share their captions.)	<i>(Answers may vary)</i>



(MOUNTAIN VIEW)

Motivation:

1. The teacher shows a beautiful **picture of a mountain view** on the screen. Teacher asks:

"If you were to post this picture on Facebook, what caption would you write to describe it so your followers can feel the moment?"

After a few responses, the teacher follows up with:

*"What colors or emotions do you feel when you see this rainbow?" This helps students begin thinking about **sensory language** (sight, feeling, emotion) used in descriptive writing."*

2. Activity Proper

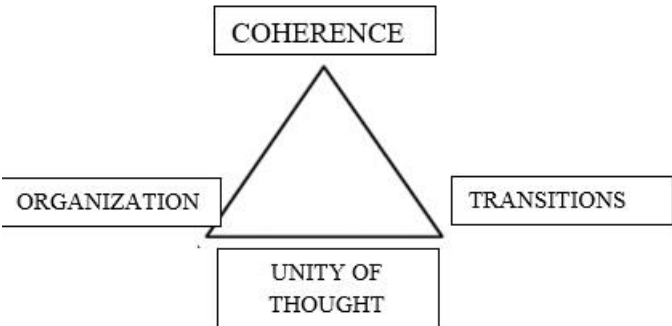
- ✓ Students write a short caption (1–2 sentences) that describes the picture vividly using sensory or emotional words.
- ✓ Encourage students to use descriptive adjectives and expressions that show how the rainbow makes them feel.



	The teacher selects 3–4 volunteers to share their captions aloud. 3. Processing / Discussion The teacher leads a brief reflection using questions such as: 1. What made a caption more descriptive or expressive? 2. How did sensory words help you make the picture come alive? 3. Why is sensory language important in descriptive writing? Summarize by emphasizing that descriptive writing appeals to the senses and emotions, allowing readers to imagine and feel what is being described. Note: This activity serves as a springboard to the formal discussion on descriptive paragraphs, focusing on sensory details, organization, and unity of thought.	
3. Presentation of the Objectives	At the end of the lesson, the learners will be able to: a. Distinguish description as one of the patterns of development in writing across disciplines by identifying its key features such as organization, logical flow, and unity of thought. b. Organize ideas effectively based on a given text prompt, demonstrating understanding of how the descriptive pattern of development presents details through sensory impressions. c. Write a well-organized descriptive paragraph that shows coherence, clear transitions, logical sequencing, and a unified central idea using the descriptive pattern of development.	
F. Developmental Activities/ Lesson Proper	4A'S (Activity, Analysis, Abstraction, Application)	
V. Activity	Activity 2: "Picture the Busy Street"	



	1. Form three groups. 2. Read the short text prompt below. 3. Discuss and imagine more details about the scene. 4. Write a five-sentence descriptive paragraph based on your discussion. 5. Choose one representative to read your paragraph aloud to the class. Short Text Prompt: “Cars honk as people hurry along the sidewalks. Vendors sell snacks from small carts while the smell of roasted corn fills the air.” Guide Questions: 1. What comes to your mind when you read this prompt? 2. What other details can you imagine from this scene? After all groups have shared, reflect on which paragraph used the most vivid sensory details and effectively captured the atmosphere of the marketplace.
VI. Analysis	<u>GROUP REPORTING: Paragraph Showdown: The Battle of Coherence</u> Instructions: 1. Ask each group’s representative to read their descriptive paragraph aloud. 2. Post all group outputs on the board for comparison. 3. Guide the class in examining the differences among the paragraphs. 4. Ask the following questions: • Which descriptions are clear and well-connected? • Which ones seem disorganized or jump from one idea to another?

	Discussion: • Compare the sample paragraphs written on the board. • Emphasize how effective organization, logical flow, and unity make a descriptive paragraph coherent. Introduce the Key Features of a Descriptive Paragraph: 1. Organization – arranging details in a clear order (spatial, chronological, or by importance). 2. Logical Flow – connecting ideas smoothly with proper transitions. 3. Unity of Thought – maintaining one central idea throughout the paragraph. Visual Aid: The Coherence Triangle: Building a Unified Paragraph  The Three Pillars of a coherent Paragraph: Organization, Transitions, and Unity of Thought work together to achieve Coherence.
III. Abstraction	After reading and analyzing the text prompt about the busy marketplace, what happens when our sentences are not connected? Correct. If the sentences are just written randomly, can the reader imagine the marketplace clearly? It becomes confusing and the ideas do not make sense.



	Exactly. Now, what happens when our details are arranged in order and focus only on one idea? Very good! How does the text prompt help you in writing? Excellent answer! So we can say that: A coherent paragraph is one with organized details, smooth transitions, and a single central idea. A text prompt helps us practice arranging and connecting details logically so our writing becomes clear and easy to imagine. After reading and analyzing the text prompt about the busy street, what happens when our sentences are not connected? Correct. If the sentences are just written randomly, can the reader imagine the busy street clearly?	No, the reader might get lost. It would be hard to picture what is happening in the marketplace. The paragraph becomes clear and the description is easier to follow. Also, the reader can imagine the place more vividly. It helps me know what to describe. And also, it guides me to focus on one main topic.
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	Exactly. Now, what happens when our details are arranged in order and focus only on one main idea? Very good! How does the text prompt help you in writing? Excellent answer! So, we can say that a coherent paragraph is one with organized details, smooth transitions, and a single central idea; and a text prompt helps us practice arranging and connecting details logically so our writing becomes clear and easy to imagine.	It becomes confusing, and the ideas do not make sense. No, the reader might get lost. It would be hard to picture what is happening on the street. The paragraph becomes clear and the description is easier to follow. Also, the reader can imagine the scene more vividly. It helps me know what to describe, and it guides me to focus on one main topic.
1. Generalization	Teacher: So class, after working with our text prompts, let's think about what we discovered.	



	When you wrote your descriptive paragraphs, what helped your ideas make sense? Was it the way you arranged your details? The way your sentences connected? <i>(Pause for a few student responses.)</i> Teacher: That's right. We realized that in writing descriptive paragraphs, it's important to arrange details in order, focus on one main idea, and use transitions to make our thoughts flow smoothly. Now, let's reflect together. We can say that a descriptive paragraph becomes coherent when its sentences are connected logically, organized clearly, and focused on one central idea. When we use a text prompt, it guides us to arrange our ideas carefully so our description is clear, unified, and easy for the reader to imagine. Teacher (Reflection Question): Before we end, think about this: How can organization and unity in our writing help readers understand and feel what we want to express? <i>(Allow students to share short reflections.)</i> Teacher: Excellent insights! Always remember that writing is like painting with words. When your details are organized and connected, your reader can clearly see the picture you want them to imagine.
3. Values Integration	In a busy street, people move in different directions—vendors selling, cars honking, and pedestrians rushing. If everyone acted without discipline and order, the street would become chaotic and unsafe. Writing works the same way, if our ideas are scattered, readers will get lost. But when there is discipline, order, and focus, the message becomes clear and meaningful.
IV. Application	Activity 3: Building a Unified and Organized Description <u>Pre-Activity Lecture/Discussion</u> 1. Arranging Details Clearly • Before writing, the teacher will give a short lecture and examples on arranging details clearly in a descriptive paragraph. • Explain that ideas should follow a clear and consistent order so readers can easily picture what is being described.

Possible patterns include:

- Top to Bottom: describing from the head to the feet, or from the sky to the ground
- Left to Right: describing objects as the eye naturally moves
- Outside to Inside: describing an area or object from its outer appearance to its inner parts
- Near to Far: describing what is closest first before moving to distant details
- Chronological Order: describing events in the order they happened
- Order of Importance: describing from the most to the least significant detail (or vice versa)

Sample Illustration:

Describe your classroom from outside to inside—begin with the school building, then the door, the arrangement of chairs, and finally the decorations on the walls.

2. Logical Flow through Transitions

The teacher will present a **list of transition words** (printed or posted visually) to help students maintain a smooth flow of ideas:

Purpose	Transition Words/Phrases
To Show Location or Position	above, below, beside, behind, in front of, near, far, next to, between, beyond, around, inside, outside, to the left, to the right, across
To Show Time or Sequence	first, next, then, after that, later, meanwhile, suddenly, eventually, finally, before
To Add More Description	also, in addition, furthermore, moreover, as well as, another, besides
To Show Contrast	however, but, although, even though, yet, on the other hand, still
To Emphasize or Give Examples	for example, for instance, such as, especially, in particular, notably
To Conclude or Summarize	overall, in summary, in conclusion, all in all, to sum up, generally

3. Unity of Thought

	The teacher will give a short lecture defining unity: “Unity means every sentence in a paragraph supports one main idea. If a sentence does not help describe the main subject, it should be removed.” Example: • <u>Unified Paragraph:</u> The park is peaceful in the morning. Birds chirp in the trees while joggers move along the path. The sunlight filters softly through the leaves, creating a calm and refreshing scene. ✗ Off-Topic Sentence: The park is peaceful in the morning. Birds chirp in the trees while joggers move along the path. My mother loves to bake cookies on weekends. Explanation: The last sentence breaks unity because it does not describe the park. Activity Instructions: • Each student will receive a text prompt. • Create a short outline or five key sentences to organize your ideas in order (beginning → middle → end). • Using your outline, write one descriptive paragraph. Be sure your writing shows: • Organization (details arranged clearly): Choose one pattern (top to bottom, outside to inside, near to far, etc.) and apply it consistently. • Logical flow (smooth transitions): Use appropriate transition words. • Unity of thought (all sentences focus on one main idea): Remove off-topic details. TEXT PROMPTS: Forest Scene “Tall trees sway gently in the wind. Birds chirp overhead while the scent of pine and damp earth spreads through the air.” Post-Activity (Processing and Feedback) • After writing, selected students will read their paragraphs aloud.
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- **Peer Feedback:** Classmates will listen and comment on the **organization, transitions, and unity** of each paragraph.
- **Teacher Processing:**
 - ✓ The teacher will highlight good examples of unity and clear organization.
 - ✓ Provide constructive feedback such as:
 1. “You organized your ideas clearly from near to far good job maintaining order.”
 2. “This sentence feels off-topic; how can we revise it to support the main idea?”
 3. Summarize by reinforcing that **a well-organized and unified paragraph** helps readers easily visualize and understand the description.

Criteria	Unacceptable (1)	Acceptable (2)	Target (3)	Exemplary (4)	Score
Logic & Organization	Does not develop ideas coherently; sentences are disorganized with unclear sequence or conclusion.	Develops and organizes ideas in a paragraph that is not sequentially connected. Some sentences are misplaced or illogical.	Develops unified and coherent ideas with generally logical organization (e.g., top to bottom, near to far, chronological). Uses some effective transitions.	Develops ideas coherently and organizes them logically with effective transitions. Clear and specific order maintained throughout the paragraph.	/4
Language Use	Uses incorrect, limited, or repetitive words and sentence structures. Meaning is often unclear.	Uses basic language and structures; meaning sometimes unclear due to word choice or phrasing. Errors cause occasional confusion.	Uses varied and appropriate vocabulary; sentence structures are mostly clear. Minor word choice errors do not affect understanding.	Uses vivid, precise, and fluent language; sentence structures enhance description and engage the reader.	/4
Spelling and Grammar	Frequent and serious errors in spelling and grammar that obscure meaning.	Several minor errors in spelling or grammar, but the overall meaning remains understandable.	Few minor errors in spelling and grammar; does not distract the reader.	Free from spelling and grammar errors; demonstrates strong control of conventions.	/4
Development of Ideas	Presents limited or confusing ideas; lacks sensory details.	Presents some relevant ideas but with limited use of sensory details; lacks depth.	Presents clear ideas with effective sensory details (sight, sound, smell, touch, taste). Shows understanding of descriptive writing.	Presents vivid, original ideas with rich sensory details that create a strong mental image for the reader.	/4
Purpose & Unity of Thought	Purpose is unclear; sentences are unrelated or off-topic.	Attempts to stay on topic but includes some unrelated or repetitive sentences.	Stays on topic; sentences support one main idea with few off-topic details.	Maintains unity of thought; all sentences clearly support the main idea and strengthen the overall purpose of the description.	/4

Scoring Rubric

Performance Level	Score Range	Description
Exemplary	18–20 points	Excellent mastery of organization, language, and unity of thought. Vivid and coherent description.
Target	14–17 points	Meets expectations with minor errors; clear and logical paragraph.
Acceptable	10–13 points	Some lapses in organization or grammar but meaning generally clear.
Unacceptable	5–9 points	Lacks organization, unity, and clarity; difficult to understand.



	Total Score: /20 Source: Adapted and revised from the University of New Brunswick Teaching Tips Assessment Rubric (https://www.unb.ca/fredericton/ctl/resources/teaching_tips/assessment_methods/grading_rubrics.html)
EVALUATION	1. What does coherence in a descriptive paragraph mean? A. The ideas are connected logically and support one sensory image B. The paragraph uses only vivid adjectives C. The sentences describe different unrelated topics D. The paragraph uses random sensory details Answer: A 2. Which of the following helps create coherence and stronger sensory details? A. Using transition words to connect descriptive ideas B. Adding unrelated sensory images C. Writing long sentences without descriptions D. Changing the topic in every sentence Answer: A 3. Which paragraph is the most coherent and rich in sensory details? A. The cake smelled sweet. The dog barked loudly outside. The floor was cold. B. The market was colorful, with vendors calling out and the scent of fresh fruits filling the air. C. The sky is blue. The phone is ringing. The table is big. D. The teacher is talking. The sun is bright. My shoes are small. Answer: B 4. What is the purpose of sensory details in a coherent paragraph? A. To make the paragraph confusing B. To help the reader clearly imagine the scene C. To add unrelated information D. To make the paragraph longer only Answer: B 5. Which transition word helps connect sensory details smoothly? A. However B. Moreover



	C. Randomly D. Confusingly Answer: B 6. Read the sentences: "The wind felt cool on my skin. Soon after, the gentle sound of waves filled the air. Finally, the orange sky began to fade into purple." What makes this paragraph coherent? A. The use of sensory details organized in sequence B. The repetition of the same sensory image C. The addition of unrelated descriptions D. The lack of transitions Answer: A 7. Which sentence should be removed to maintain coherence in a beach description? A. The waves crashed softly on the shore. B. The scent of salty air filled my lungs. C. The sand felt warm beneath my feet. D. My favorite video game is about racing cars. Answer: D 8. What best describes a coherent descriptive paragraph with sensory details? A. The sentences focus on one scene using organized sensory images. B. The sentences jump from one topic to another. C. The sentences use sensory words but describe unrelated ideas. D. The sentences are long but unclear. Answer: A 9. What happens when sensory details are unrelated or randomly added? A. The reader clearly imagines the scene. B. The paragraph becomes more coherent. C. The reader becomes confused and distracted. D. The ideas flow smoothly. Answer: C 10. Which of the following shows a coherent sequence of sensory details? A. The room smelled of fresh coffee. Then, soft music began to play. Finally, the warm light from the lamp filled the space. B. The grass is green. The music is loud. The ice cream tastes sweet. C. The dog barked. The clouds moved. The paper is white.
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	D. The flower is red. The chair is old. The cat is sleeping. Answer: A
VI. ENRICHMENT/ ASSIGNMENT	Ask students to find a short descriptive passage from a book, magazine, or online article that describes a place or scene. At home, they will: 1. Identify the organization of details (beginning, middle, end). 2. Highlight the transitions used (e.g., <i>first</i>, <i>next</i>, <i>meanwhile</i>, <i>suddenly</i>). 3. Check if the passage has unity of thought (focused on one central idea). 4. Write a short reflection (3–5 sentences) answering: 1. <i>What made the paragraph coherent?</i> 2. <i>What can I apply to my own writing from this example?</i>

Appendix B - Experimental Lesson Plan 1

Daily Lesson Plan (DLP)

Learning Area	Reading and Writing					
Grade Level	11	Time Allotment			1 hour	
Quarter	1 st Quarter / 2 nd Semester	Week		Session	Date	

VII. OBJECTIVES	
A. Content Standards	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.
B. Performance Standards	The learner critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.

C. Learning Competencies/ Learning Code	Distinguishes between and among patterns of development in writing across disciplines b. Description (EN11/12RWS-IIIbf-3.2)
D. Learning Objectives	At the end of the lesson, the learners will be able to: a. Identify the key features of a descriptive paragraph (organization, logical flow, and unity of thought). b. Organize ideas using a picture prompt as the basis for description. c. Write a descriptive paragraph that uses sensory imagery to create a vivid mental picture.
II. CONTENT	
D. Concepts	Concepts: Descriptive writing, coherence, sensory language, paragraph unity.
3. References	Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). DepEd MELCs for EN11/12RWS-IVe-1, and Modules
1. Teacher's Guide pages	
2. Learner's Material pages	
3. Textbook pages	
4. Learning Resources	
1. Materials from LR Portal	Reading and Writing Skills Module 1 SHS Grade 11 Curriculum Guide
2. Other Learning Resources	
II. PROCEDURE	4A'S (Activity, Analysis, Abstraction, Application)
(Strategy Used)	
G. Preparatory Phase	



1. Drill/Review	Directions: Read the scrambled sentences below. Arrange them in the correct order: Beginning → Middle → End. After arranging, reflect: Why is the order of events important in writing? Scrambled Narrative (Picture: Boy with a Balloon) • The balloon slipped from Carlo's hand and drifted into the sky. • Carlo and his mother were strolling in the park on a sunny morning. • His mother noticed his sadness and gently bought him another balloon. • Carlo ran after it, but it floated higher and higher until he could no longer reach it. • He smiled again as he held the new balloon tightly. • Carlo was very happy as he played with his big, red balloon.	(Correct Order): Beginning: Carlo and his mother were strolling in the park on a sunny morning. / Carlo was very happy as he played with his big, red balloon. Middle: The balloon slipped from Carlo's hand and drifted into the sky. / Carlo ran after it, but it floated higher and higher until he could no longer reach it. End: His mother noticed his sadness and gently bought him another balloon. / He smiled again as he held the new balloon tightly.
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1. Motivation	Activity 1: Facebook Caption Challenge Instructions: - The teacher will show a beautiful picture of a sunset.  (SUNSET) - The teacher will ask the students: <i>"If you were to post this picture on Facebook, what caption would you write to describe it so your followers can feel the moment?"</i> - The teacher will invite a few volunteers to share their captions with the class. - After sharing, the teacher will ask: <i>"Which caption made you feel the scene most vividly?"</i> - The teacher will then connect this question to the lesson focus by saying: <i>"The captions that made us feel the sunset most clearly use sensory details words that describe what we can see, hear, and feel. Today, we'll learn how to use those details effectively in our descriptive writing."</i>	(Answers may vary)
2. Presentation of the Objectives	At the end of the lesson, the learners will be able to:	

	a. Identify the key features of a descriptive paragraph (organization, logical flow, and unity of thought). b. Organize ideas using a picture prompt as the basis for description. c. Write a descriptive paragraph that uses sensory imagery to create a vivid mental picture.
H. Developmental Activities/ Lesson Proper	4A'S (Activity, Analysis, Abstraction, Application)
I. Activity	Activity 2: "Sensory Scene Challenge" (15 minutes) Instructions: 1. The class will be divided into three (3) groups. Each group will be assigned specific roles: • Scribe – writes down the group's ideas • Presenter – reads the group's sentences aloud • Timekeeper – ensures the group stays on task and within the time limit • Encourager – motivates and helps everyone share ideas 2. The teacher will show a picture of a busy marketplace and ask: <i>"What do you see in the picture?"</i>  Public Marketplace 3. Each group will observe the picture carefully and collaborate to write five descriptive sentences about what they see, hear,

	smell, touch, or taste. The teacher will encourage students to use sensory details in their descriptions. 4. To support all learners, the teacher will provide a Sensory Word Bank (posted on the board or printed as a handout): <table border="1"> <thead> <tr> <th>Sense</th><th>Sample Words</th></tr> </thead> <tbody> <tr> <td>Sight</td><td>colorful, crowded, bright, lively, shiny</td></tr> <tr> <td>Sound</td><td>buzzing, shouting, clinking, humming, cheerful</td></tr> <tr> <td>Smell</td><td>fragrant, smoky, spicy, fresh, sweet</td></tr> <tr> <td>Touch</td><td>rough, smooth, warm, sticky, cool</td></tr> <tr> <td>Taste</td><td>tangy, sweet, salty, bitter, sour</td></tr> </tbody> </table> 5. After composing their sentences, each group's presenter will read their description aloud to the class. 6. The teacher will transition to the next discussion by saying: <i>"Now that we've shared your group descriptions, let's explore what makes some descriptions clearer and more connected than others."</i> 7. (Optional for discussion or reinforcement) Guiding Questions: • What can you see? (e.g., baskets of bright oranges, piles of green leafy vegetables) • What can you hear? (e.g., vendors calling, coins clinking) • What can you smell? (e.g., the scent of ripe mangoes and grilled fish) • What can you feel? (e.g., the heat of the sun, the rough texture of sacks) • What can you taste? (e.g., a sample of sweet pineapple offered by a vendor)	Sense	Sample Words	Sight	colorful, crowded, bright, lively, shiny	Sound	buzzing, shouting, clinking, humming, cheerful	Smell	fragrant, smoky, spicy, fresh, sweet	Touch	rough, smooth, warm, sticky, cool	Taste	tangy, sweet, salty, bitter, sour
Sense	Sample Words												
Sight	colorful, crowded, bright, lively, shiny												
Sound	buzzing, shouting, clinking, humming, cheerful												
Smell	fragrant, smoky, spicy, fresh, sweet												
Touch	rough, smooth, warm, sticky, cool												
Taste	tangy, sweet, salty, bitter, sour												
II. Analysis	Activity 3: Color the Description!												



	Instructions: 1. Each group representative will read their group's descriptive paragraph aloud to the class. 2. As each paragraph is read, the teacher will display the text on the board. 3. The teacher will then show a visual anchor, a color-coded version of a descriptive paragraph to highlight important features: • Blue for <i>sensory words</i> (sight, sound, smell, touch, taste) • Green for <i>transition words</i> (first, next, meanwhile, finally, above, below, etc.) • Yellow for <i>main idea or topic sentence</i> Note: This visual helps student see how organization, transitions, and sensory details work together to make writing coherent and vivid. 4. Guided Discussion • Which paragraph made you imagine the scene most clearly? • Which sensory details helped you "enter" the place described? • How did the transitions make the description flow smoothly? • Which descriptions are clear and well-connected? • Which ones seem disorganized or jump from one idea to another? 5. Mini-Lecture: Key Features of a Descriptive Paragraph The teacher explains the following using short examples: 1. Organization – arranging details logically (spatial, chronological, or by importance). 2. Logical Flow – using transitions to connect ideas smoothly. 3. Unity of Thought – focusing on one central idea consistently. 6. The teacher will present a short, well-written sample paragraph that demonstrates these features. • The paragraph will be color-coded to highlight sensory details and transitions.
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	Students will be asked to observe how each element contributes to clarity and coherence.																									
III. Abstraction	Class, after reading your descriptive paragraphs about the marketplace, what did you notice about the ones that were easier to imagine? Very good! What kind of details helped you imagine it clearly? Excellent observation! Those are called sensory details. They make the reader feel like they're part of the scene. <i>(The teacher shows a five-senses chart on the board labeled "Sight, Sound, Smell, Taste, and Touch.")</i> <table><tr><th>Sense</th><th>Question to Ask</th><th>Sample Sensory Words / Phrases</th><th>Example (Marketplace Scene)</th></tr><tr><td>Sight</td><td>What do I see?</td><td>bright, colorful, crowded, shiny, dusty, sparkling</td><td></td></tr><tr><td>Sound</td><td>What do I hear?</td><td>clinking, shouting, humming, chattering, rustling</td><td>vendors calling, coins clinking, laughter of children</td></tr><tr><td>Smell</td><td>What do I smell?</td><td>fragrant, smoky, spicy, sweet, fresh, strong</td><td>scent of grilled fish, aroma of ripe mangoes</td></tr><tr><td>Touch</td><td>What do I feel?</td><td>rough, smooth, sticky, warm, soft, cold</td><td>rough sacks of rice, warm breeze on the skin</td></tr><tr><td>Taste</td><td>What do I taste?</td><td>sweet, sour, salty, bitter, spicy, tangy</td><td>sweet pineapple slices, salty dried fish</td></tr></table> Let's use this chart to list some of the sensory details from your paragraphs.	Sense	Question to Ask	Sample Sensory Words / Phrases	Example (Marketplace Scene)	Sight	What do I see?	bright, colorful, crowded, shiny, dusty, sparkling		Sound	What do I hear?	clinking, shouting, humming, chattering, rustling	vendors calling, coins clinking, laughter of children	Smell	What do I smell?	fragrant, smoky, spicy, sweet, fresh, strong	scent of grilled fish, aroma of ripe mangoes	Touch	What do I feel?	rough, smooth, sticky, warm, soft, cold	rough sacks of rice, warm breeze on the skin	Taste	What do I taste?	sweet, sour, salty, bitter, spicy, tangy	sweet pineapple slices, salty dried fish	Ma'am, those with more details! I could really picture the scene. The ones that mentioned what people could see and hear like the colorful fruits and the vendors shouting.
Sense	Question to Ask	Sample Sensory Words / Phrases	Example (Marketplace Scene)																							
Sight	What do I see?	bright, colorful, crowded, shiny, dusty, sparkling																								
Sound	What do I hear?	clinking, shouting, humming, chattering, rustling	vendors calling, coins clinking, laughter of children																							
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Touch	What do I feel?	rough, smooth, sticky, warm, soft, cold	rough sacks of rice, warm breeze on the skin																							
Taste	What do I taste?	sweet, sour, salty, bitter, spicy, tangy	sweet pineapple slices, salty dried fish																							



	Now, if a paragraph doesn't have sensory details, how does it sound? Exactly! Writing without sensory words is like describing food without tasting it. Now, let's recall, what are the five senses we can use to make our writing vivid? Excellent! So, we can say that a good descriptive paragraph is coherent when it is organized clearly, uses smooth transitions, focuses on one central idea, and appeals to the reader's five senses.	<i>(Students give examples as the teacher writes them in the chart.)</i> It sounds dull, Ma'am. It's like just telling facts without showing anything. Sight, sound, smell, taste, and touch!
Generalization	Instructions:	

	1. The teacher facilitates a short discussion by asking what the students noticed about the descriptive paragraphs that were easier to imagine and understand. 2. Students share that well-written paragraphs are organized, focus on one central idea, and use sensory details that help readers visualize and feel the scene. 3. Through guided questioning, the class concludes that: • A good descriptive paragraph should be logically organized. • It must maintain unity of thought—all sentences supporting one main idea. • It should use smooth transitions to connect ideas clearly. • It becomes vivid and engaging by appealing to the reader's five senses. 4. The teacher reinforces that a descriptive paragraph is effective when it is clear, coherent, unified, and rich in sensory imagery that helps readers experience the moment.
Values Integration	Instructions: 1. The teacher compares writing to a busy marketplace; if stalls are arranged properly, people can move smoothly; but if things are disorganized, confusion occurs. 2. Students reflect that, just like writing, life requires organization and clarity to function smoothly and avoid misunderstandings. 3. The teacher emphasizes the value of being organized, clear, and coherent in both writing and daily actions. 4. The teacher asks a reflective question: <i>"Why do you think organization and clarity are important not only in writing but also in our everyday lives?"</i> 5. Students are encouraged to share real-life situations where organization and clarity help them succeed or communicate better.
IV. Application	Activity 3: "Picture to Paragraph: Painting with Words" Instructions:

1. Each student will receive a **picture prompt of a park**.
2. Observe your picture carefully and list down the details you notice using your **five senses** (sight, sound, smell, touch, taste if applicable).
3. Create a short **outline** or list of **five key sentences** to organize your ideas logically (beginning, middle, and end).
4. Using your outline, **write one descriptive paragraph** about the park.

Your paragraph should show:

- Organization and Coherence – Arrange your details clearly and logically. Choose one order (e.g., top to bottom, near to far, outside to inside, or chronological). Use transition words to make your ideas flow smoothly.
- Unity of Thought – Make sure all your sentences support one main idea about the park.
- Sensory Details – Help the reader see, hear, smell, feel, and even taste the scene.

Purpose	Transition Words/Phrases
To Show Location or Position	above, below, beside, behind, in front of, near, far, next to, between, beyond, around, inside, outside, to the left, to the right, across
To Show Time or Sequence	first, next, then, after that, later, meanwhile, suddenly, eventually, finally, before
To Add More Description	also, in addition, furthermore, moreover, as well as, another, besides
To Show Contrast	however, but, although, even though, yet, on the other hand, still
To Emphasize or Give Examples	for example, for instance, such as, especially, in particular, notably
To Conclude or Summarize	overall, in summary, in conclusion, all in all, to sum up, generally

Sharing and Reflection:

1. After writing, selected students will **read their paragraphs aloud** to the class.

2. **Peer Assessment:** Classmates will listen and give feedback using a simple checklist:

- Are the details organized clearly?
- Are transition words used effectively?
- Do all sentences focus on one main idea?
- Can you clearly imagine the park through the description?

3. **Self-Assessment:** Students will reflect by answering:

1. What part of my paragraph was most vivid?
2. What can I improve to make my writing flow more smoothly?

RUBRIC:

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Organization and Coherence	The paragraph is exceptionally well-organized; ideas flow logically with smooth and varied transitions. The structure enhances clarity and engagement.	The paragraph is organized logically with clear transitions. Most ideas connect smoothly.	Some organization is evident, but transitions are limited or repetitive; flow is occasionally confusing.	Lacks clear organization; ideas seem scattered or disconnected; few or no transitions used.
Use of Sensory Details and Unity	The paragraph vividly appeals to multiple senses and maintains a strong, focused main idea throughout. Every detail supports the central image.	The paragraph includes several sensory details and stays mostly focused on one main idea. Minor lapses in unity.	The paragraph includes few sensory details; focus on the main idea is inconsistent. Some unrelated sentences appear.	The paragraph lacks sensory details and focus; ideas are general or off-topic. Unity is not evident.

Scoring Guide

- **8 points** – Excellent
- **6-7 points** – Proficient
- **4-5 points** – Developing
- **1-3 points** – Beginning

Reference: Adapted from **DepEd MELCs for EN11/12RWS-IVe-1**, "Write a well-organized and coherent descriptive paragraph using sensory language and appropriate transitions."

	 (PARK)
EVALUATION	Activity Title: "Feel the Words!" A Quick Reflection on Descriptive Writing Instructions: 1. The teacher will read aloud a short, vivid descriptive paragraph. 2. Students will reflect and answer the following questions in 3–5 sentences: Questions: 1. How did the description make you feel or imagine the scene? 2. Why do you think descriptive writing is important in expressing emotions and experiences?

	3. How can using sensory words make your writing more engaging for readers? 3. Volunteers may share their reflections aloud. Purpose: This activity helps students appreciate the value of descriptive writing by connecting the effect of vivid language to their own emotions and imagination. Rubric: <table><tr><th>Criteria</th><th>3 - Excellent</th><th>2 - Satisfactory</th><th>1 - Needs Improvement</th></tr><tr><td>Understanding of Descriptive Writing</td><td>Clearly explains how descriptive writing enhances imagination and emotion.</td><td>Gives a general explanation with minimal examples.</td><td>Shows limited understanding or unclear explanation.</td></tr><tr><td>Personal Reflection</td><td>Expresses personal insight or connection to the value of descriptive writing.</td><td>Gives basic or general personal response.</td><td>Lacks personal reflection or relevance.</td></tr></table> Rating Scale: 5–6 points - Outstanding Appreciation 3–4 points - Satisfactory Appreciation 1–2 points - Developing Appreciation	Criteria	3 - Excellent	2 - Satisfactory	1 - Needs Improvement	Understanding of Descriptive Writing	Clearly explains how descriptive writing enhances imagination and emotion.	Gives a general explanation with minimal examples.	Shows limited understanding or unclear explanation.	Personal Reflection	Expresses personal insight or connection to the value of descriptive writing.	Gives basic or general personal response.	Lacks personal reflection or relevance.
Criteria	3 - Excellent	2 - Satisfactory	1 - Needs Improvement										
Understanding of Descriptive Writing	Clearly explains how descriptive writing enhances imagination and emotion.	Gives a general explanation with minimal examples.	Shows limited understanding or unclear explanation.										
Personal Reflection	Expresses personal insight or connection to the value of descriptive writing.	Gives basic or general personal response.	Lacks personal reflection or relevance.										
ENRICHMENT/ ASSIGNMENT	Activity: “Picture the Scene” Instructions: 1. Take a photo of any familiar place, for example, your room, a street, a garden, or your favorite spot in school. 2. Using your photo as inspiration, write one descriptive paragraph (8–10 sentences) that clearly shows the three levels of coherence: ○ Organization of ideas (logical sequencing of details) ○ Smooth transitions (use of appropriate transition words) ○ Unity of thought (focus on one central idea) 3. You may bring your printed photo to class or upload it digitally for a mini “Gallery Walk” where classmates can read and give feedback on your work. 4. For a creative twist, you may use Canva or any design tool to pair your descriptive paragraph with your chosen												



	photo, combining words and visuals to make your description come alive.
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Appendix B - Experimental Lesson Plan 2

Daily Lesson Plan (DLP)

Learning Area	Reading and Writing					
Grade Level	11	Time Allotment			1 hour/ 8:30-9:30	
Quarter	1 st Quarter / 2 nd Semester	Week		Session	Date	
OBJECTIVES						
A. Content Standards	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.					
B. Performance Standards	The learner critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.					
C. Learning Competencies / Learning Code	Distinguishes between and among patterns of development in writing across disciplines b. Description (EN11/12RWS-IIIbf-3.2)					
D. Learning Objectives	At the end of the lesson, the learners will be able to: a. Identify the key features of a descriptive paragraph (organization, logical flow, and unity of thought). b. Organize ideas logically using picture prompts as the basis for description. c. Write a descriptive paragraph that uses sensory imagery to create a vivid mental picture.					
CONTENT						
E. Concepts	Concepts: Descriptive writing, coherence, sensory language, paragraph unity.					

3. References	Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). DepEd MELCs for (EN11/12RWS-IIIbf-3.2), and Modules	
1. Teacher's Guide pages		
2. Learner's Material pages		
3. Textbook pages		
4. Learning Resources		
1. Materials from LR Portal		
2. Other Learning Resources		
PROCEDURE (Strategy Used)	4A'S (Activity, Analysis, Abstraction, Application)	
I. Preparatory Phase		
1. Drill/Review	Directions: Read the scrambled sentences below. Arrange them in the correct order: Beginning → Middle → End. Scrambled Narrative (Picture: Boy with a Balloon) - The balloon slipped from Carlo's hand and drifted into the sky. - Carlo and his mother were strolling in the park on a sunny morning.	(Correct Order): Beginning: Carlo and his mother were strolling in the park on a sunny morning. / Carlo was very happy as he played with his big, red balloon. Middle: The balloon slipped from Carlo's hand and drifted into the sky. / Carlo ran after it, but it floated



	• His mother noticed his sadness and gently bought him another balloon. • Carlo ran after it, but it floated higher and higher until he could no longer reach it. • He smiled again as he held the new balloon tightly. • Carlo was very happy as he played with his big, red balloon.	higher and higher until he could no longer reach it. End: His mother noticed his sadness and gently bought him another balloon. / He smiled again as he held the new balloon tightly.
2. Motivation	Activity 1: Facebook Caption Challenge Instructions: 1. The teacher will show a vibrant picture of a garden filled with colorful flowers and greenery. 2. The teacher will ask: <i>"If you were to post this picture on Facebook, what caption would you write so your followers can feel the moment?"</i> 3. Students will think creatively and write their captions. 4. The teacher will invite a few volunteers to share their captions with the class. 5. After sharing, the teacher will ask: <i>"Which caption made you feel the moment most vividly?"</i> This question will lead into a short discussion on sensory	(Answers may vary)

	language. How words can help readers see, hear, smell, touch, or even taste what's being described.  (GARDEN)	
3. Presentation of the Objectives	At the end of the lesson, the learners will be able to: a. Identify the key features of a descriptive paragraph (organization, logical flow, and unity of thought). b. Organize ideas using a picture prompt as the basis for description. c. Write a descriptive paragraph that uses sensory imagery to create a vivid mental picture.	
Developmental Activities/ Proper Lesson	4A'S (Activity, Analysis, Abstraction, Application)	
Activity	Activity 2: "Senses at the Park" (Group Activity) Instructions: 1. The class will be divided into three groups. 2. Each group will assign roles: ➤ Observer – looks closely at the picture and notes details. ➤ Recorder – writes down the group's ideas and sentences. ➤ Presenter – shares the group's work with the class.	

	3. The teacher will show a picture of a park and ask: <i>“What do you see in the picture?”</i> 4. Each group will observe the picture carefully and collaborate to write five descriptive sentences about what they see. 5. The teacher will encourage students to use different senses in their descriptions: ➤ Sight: What can you see? (e.g., tall trees, colorful flowers) ➤ Sound: What can you hear? (e.g., children laughing, birds chirping) ➤ Smell: What can you smell? (e.g., scent of fresh grass, blooming flowers) ➤ Touch: What can you feel? (e.g., soft breeze, rough park bench) ➤ Taste: What can you taste? (e.g., the sweetness of ice cream from a nearby vendor) 6. Each group’s presenter will read their sentences aloud. 7. After sharing, the teacher will say: <i>“Now that we’ve heard your group descriptions, let’s find out what makes them clear and connected to each other.”</i> Sensory Word Bank: <table border="1"> <thead> <tr> <th>Sense</th><th>Sample Words</th></tr> </thead> <tbody> <tr> <td>Sight</td><td>bright, colorful, shiny, dark, glowing, sparkling, gloomy, shadowy, vivid, faded, clear, misty, dim, golden, vibrant, picturesque, dazzling, wide, narrow, towering, tiny, crowded, peaceful, lush</td></tr> <tr> <td>Sound</td><td>buzzing, chirping, rustling, echoing, whispering, humming, clapping, honking, roaring, crackling, splashing, jingling, ringing, murmuring, shouting, singing, laughing, barking, ticking, crashing, tapping</td></tr> <tr> <td>Smell</td><td>fragrant, sweet, sour, smoky, musty, fresh, stinky, aromatic, burnt, earthy, floral, spicy, salty, tangy, grassy, clean, pungent, dusty, fishy, woody</td></tr> <tr> <td>Touch</td><td>soft, rough, smooth, slippery, sticky, warm, cold, damp, dry, hard, gentle, prickly, fluffy, firm, silky, bumpy, cool, gritty, tender, sharp</td></tr> <tr> <td>Taste</td><td>tangy, sweet, salty, bitter, <u>sourbitter</u>, salty, spicy, bland, tart, creamy, juicy, savory, buttery, crisp, rich, minty, zesty, nutty, smoky, sugary, refreshing, delicious</td></tr> </tbody> </table>	Sense	Sample Words	Sight	bright, colorful, shiny, dark, glowing, sparkling, gloomy, shadowy, vivid, faded, clear, misty, dim, golden, vibrant, picturesque, dazzling, wide, narrow, towering, tiny, crowded, peaceful, lush	Sound	buzzing, chirping, rustling, echoing, whispering, humming, clapping, honking, roaring, crackling, splashing, jingling, ringing, murmuring, shouting, singing, laughing, barking, ticking, crashing, tapping	Smell	fragrant, sweet, sour, smoky, musty, fresh, stinky, aromatic, burnt, earthy, floral, spicy, salty, tangy, grassy, clean, pungent, dusty, fishy, woody	Touch	soft, rough, smooth, slippery, sticky, warm, cold, damp, dry, hard, gentle, prickly, fluffy, firm, silky, bumpy, cool, gritty, tender, sharp	Taste	tangy, sweet, salty, bitter, <u>sourbitter</u> , salty, spicy, bland, tart, creamy, juicy, savory, buttery, crisp, rich, minty, zesty, nutty, smoky, sugary, refreshing, delicious
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Analysis	Activity 3: Color the Description! Instructions:												



	1. Each group representative will read their group's descriptive paragraph aloud to the class. 2. As each paragraph is read, the teacher will display the text on the board. 3. The teacher will then show a visual anchor, a color-coded version of a descriptive paragraph to highlight important features: • Blue for <i>sensory words</i> (sight, sound, smell, touch, taste) • Green for <i>transition words</i> (first, next, meanwhile, finally, above, below, etc.) • Yellow for <i>main idea or topic sentence</i> Note: This visual helps student see how organization, transitions, and sensory details work together to make writing coherent and vivid. 4. Guided Discussion • Which paragraph made you imagine the scene most clearly? • Which sensory details helped you "enter" the place described? • How did the transitions make the description flow smoothly? • Which descriptions are clear and well-connected? • Which ones seem disorganized or jump from one idea to another? 5. Mini-Lecture: Key Features of a Descriptive Paragraph The teacher explains the following using short examples: 4. Organization – arranging details logically (spatial, chronological, or by importance). 5. Logical Flow – using transitions to connect ideas smoothly. 6. Unity of Thought – focusing on one central idea consistently. 6. The teacher will present a short, well-written sample paragraph that demonstrates these features. • The paragraph will be color-coded to highlight sensory details and transitions. Students will be asked to observe how each element contributes to clarity and coherence.	
Abstraction	Class, after observing the picture of the park and reading your descriptive paragraphs, what did you notice about the ones that made you <i>feel</i> like you were actually there?	



	Very good! What helped you imagine it so clearly? Exactly! Sensory details make our writing come alive. They help readers not just <i>see</i> the park but also <i>hear</i> the laughter of children, <i>smell</i> the flowers, <i>feel</i> the breeze, and even <i>taste</i> the sweetness of ice cream on a sunny day. Now, what happens if we just write our sentences randomly, without organizing them properly? That's correct! Organization is very important. When describing a place like a park, we can arrange our details from <i>far to near</i>, <i>top to bottom</i>, or <i>left to right</i>. Using transitions such as <i>next</i>, <i>beside</i>, <i>beyond</i>, and <i>in the distance</i> helps make our ideas flow smoothly. So, class, what can we say makes a descriptive paragraph effective and easy to imagine? Excellent! That's right. When our descriptions are organized and filled with sensory imagery, our readers can truly feel like they're walking through the park with us seeing the trees sway, hearing the laughter, and feeling the warmth of the sun. Therefore, we can say that a descriptive paragraph becomes effective when it is organized clearly, uses smooth transitions, and includes sensory details that help the reader experience the scene vividly.	Ma'am, the ones that described the green grass, the children playing, and the sound of birds chirping made me imagine the place clearly. The sensory details, Ma'am. I could picture what the park looked like, and I could almost hear and feel what was happening. The paragraph becomes confusing, Ma'am. The reader might not understand the order of ideas. It should have organized ideas, clear transitions, and
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	Class, after observing the picture of the park and reading your descriptive paragraphs, what did you notice about the ones that made you <i>feel like you were actually there</i>? Very good! What specific words or details helped you imagine it so clearly? Excellent observation! So, sensory details make our writing come alive. They help readers not only <i>see</i> the park but also <i>hear</i> the laughter, <i>smell</i> the flowers, <i>feel</i> the wind, and even <i>taste</i> the sweetness of ice cream on a sunny day. Now, what do you think happens if we just write our sentences randomly, without organizing them properly? Perfect! So, what can we say makes a descriptive paragraph effective and easy to imagine? Well said! When our descriptions are organized and filled with sensory imagery, our readers can truly feel like they're walking through the park with us, <i>seeing the trees sway, hearing laughter, and feeling the warmth of the sun. Therefore, we can conclude that a descriptive paragraph becomes effective when it is organized clearly, uses smooth transitions, and includes vivid sensory details that help the reader experience the scene fully.</i>	sensory details that appeal to the five senses. (Encourage responses and write examples on the five-senses chart.) The sensory details, Ma'am, like the sound of birds and the feeling of the breeze.
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		It is hard to understand the texts maam if the ideas or information are not organized. It should have organized ideas, clear transitions, and sensory details that appeal to the five senses.
Generalization	So class, based on our activity with the picture prompts, we have learned that in writing descriptive paragraphs; the details should be arranged in order, all sentences should focus on one main idea and the transitions help the ideas flow smoothly, We can generalize that: <i>In writing descriptive paragraphs, it is important to remember that effective descriptions go beyond simply telling facts. They allow readers to see, hear, smell, taste, and feel the scene through sensory details. A well-written descriptive paragraph should be organized logically, focusing on one central idea while using transitions to connect thoughts smoothly. By applying sensory words, writers can bring their descriptions to life, making their paragraphs vivid and engaging.</i>	

	<i>Therefore, a descriptive paragraph becomes effective when it is clear, coherent, unified, and rich in sensory imagery that helps readers experience the moment as if they were truly there.</i>														
4. Values Integration	In the pictures we observed, we saw how details create a complete and meaningful scene. Just like in real life, every detail matters whether in a festival, a park, or a beach. If people act without order and respect, the place becomes messy and confusing. But when there is cooperation, orderliness, and harmony, the place becomes enjoyable for everyone. Writing is the same when our sentences are arranged with clarity and connected smoothly, our ideas become meaningful and easy to understand.														
Application	Activity 3: "Picture It, Then Paint It with Words!" Instructions: 1. Each student will receive a picture prompt of a classroom. 2. Observe your picture carefully and list down details you notice using your senses: sight, sound, smell, touch, and taste (if applicable). 3. Plan your paragraph using a short outline or five key sentences arranged in logical order (Beginning, Middle, and End). 4. Using your outline, write one descriptive paragraph (8–10 sentences) that clearly shows: ➤ Organization and Coherence – Arrange your details clearly and logically so your ideas are easy to follow. You may organize them from top to bottom, outside to inside, near to far, or in chronological order. ➤ Logical Flow and Transitions – Use appropriate transition words or phrases to connect ideas smoothly. ➤ Unity of Thought – All sentences should support one main idea about the classroom. ➤ Sensory Details – Help the reader see, hear, smell, feel, and even taste the scene. <table border="1"> <thead> <tr> <th>Purpose</th><th>Transition Words/Phrases</th></tr> </thead> <tbody> <tr> <td>To Show Location or Position</td><td>above, below, beside, behind, in front of, near, far, next to, between, beyond, around, inside, outside, to the left, to the right, across</td></tr> <tr> <td>To Show Time or Sequence</td><td>first, next, then, after that, later, meanwhile, suddenly, eventually, finally, before</td></tr> <tr> <td>To Add More Description</td><td>also, in addition, furthermore, moreover, as well as, another, besides</td></tr> <tr> <td>To Show Contrast</td><td>however, but, although, even though, yet, on the other hand, still</td></tr> <tr> <td>To Emphasize or Give Examples</td><td>for example, for instance, such as, especially, in particular, notably</td></tr> <tr> <td>To Conclude or Summarize</td><td>overall, in summary, in conclusion, all in all, to sum up, generally</td></tr> </tbody> </table>	Purpose	Transition Words/Phrases	To Show Location or Position	above, below, beside, behind, in front of, near, far, next to, between, beyond, around, inside, outside, to the left, to the right, across	To Show Time or Sequence	first, next, then, after that, later, meanwhile, suddenly, eventually, finally, before	To Add More Description	also, in addition, furthermore, moreover, as well as, another, besides	To Show Contrast	however, but, although, even though, yet, on the other hand, still	To Emphasize or Give Examples	for example, for instance, such as, especially, in particular, notably	To Conclude or Summarize	overall, in summary, in conclusion, all in all, to sum up, generally
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To Conclude or Summarize	overall, in summary, in conclusion, all in all, to sum up, generally														

Sharing and Reflection:

1. After writing, selected students will **read their paragraphs aloud** to the class.

2. **Peer Assessment:** Classmates will listen and give feedback using a simple checklist:

- Are the details organized clearly?
- Are transition words used effectively?
- Do all sentences focus on one main idea?
- Can you clearly imagine the classroom through the description?

3. **Self-Assessment:** Students will reflect by answering:

1. What part of my paragraph was most vivid?

2. What can I improve to make my writing flow more smoothly?

RUBRIC:

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Organization and Coherence	The paragraph is exceptionally well-organized; ideas flow logically with smooth and varied transitions. The structure enhances clarity and engagement.	The paragraph is organized logically with clear transitions. Most ideas connect smoothly.	Some organization is evident, but transitions are limited or repetitive; flow is occasionally confusing.	Lacks clear organization; ideas seem scattered or disconnected; few or no transitions used.
Use of Sensory Details and Unity	The paragraph vividly appeals to multiple senses and maintains a strong, focused main idea throughout. Every detail supports the central image.	The paragraph includes several sensory details and stays mostly focused on one main idea. Minor lapses in unity.	The paragraph includes few sensory details; focus on the main idea is inconsistent. Some unrelated sentences appear.	The paragraph lacks sensory details and focus; ideas are general or off-topic. Unity is not evident.

	Scoring Guide • 8 points – Excellent • 6–7 points – Proficient • 4–5 points – Developing • 1–3 points – Beginning Reference: Adapted from DepEd MELCs , <i>“Write a well-organized and coherent descriptive paragraph using sensory language and appropriate transitions.”</i>  (CLASSROOM)
EVALUATION	Activity Title: "Feel the Words!" A Quick Reflection on Descriptive Writing Instructions: 1. The teacher will read aloud a short, vivid descriptive paragraph. 2. students will reflect and answer the following questions in 3–5 sentences: Questions: 1. How did the description make you feel or imagine the scene? 2. Why do you think descriptive writing is important in expressing emotions and experiences? 3. How can using sensory words make your writing more engaging for readers? 4. Volunteers may share their reflections aloud.

	Purpose: This activity helps students appreciate the value of descriptive writing by connecting the effect of vivid language to their own emotions and imagination. Rubric: <table><tr><th>Criteria</th><th>3 - Excellent</th><th>2 - Satisfactory</th><th>1 - Needs Improvement</th></tr><tr><td>Understanding of Descriptive Writing</td><td>Clearly explains how descriptive writing enhances imagination and emotion.</td><td>Gives a general explanation with minimal examples.</td><td>Shows limited understanding or unclear explanation.</td></tr><tr><td>Personal Reflection</td><td>Expresses personal insight or connection to the value of descriptive writing.</td><td>Gives basic or general personal response.</td><td>Lacks personal reflection or relevance.</td></tr></table> Rating Scale: 5–6 points - Outstanding Appreciation 3–4 points - Satisfactory Appreciation 1–2 points - Developing Appreciation	Criteria	3 - Excellent	2 - Satisfactory	1 - Needs Improvement	Understanding of Descriptive Writing	Clearly explains how descriptive writing enhances imagination and emotion.	Gives a general explanation with minimal examples.	Shows limited understanding or unclear explanation.	Personal Reflection	Expresses personal insight or connection to the value of descriptive writing.	Gives basic or general personal response.	Lacks personal reflection or relevance.
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Personal Reflection	Expresses personal insight or connection to the value of descriptive writing.	Gives basic or general personal response.	Lacks personal reflection or relevance.										
ENRICHMENT/ ASSIGNMENT	Take a photo of any familiar place (e.g., your room, a street, a garden). Write one descriptive paragraph (8–10 sentences) applying the three levels of coherence. Activity: “Picture the Scene” Instructions: 1. Take a photo of any familiar place, for example, your room, a street, a garden, or your favorite spot in school. 2. Using your photo as inspiration, write one descriptive paragraph (8–10 sentences) that clearly shows the three levels of coherence: ○ Organization of ideas (logical sequencing of details) ○ Smooth transitions (use of appropriate transition words) ○ Unity of thought (focus on one central idea) 3. You may bring your printed photo to class or upload it digitally for a mini “Gallery Walk” where classmates can read and give feedback on your work.												



	4. For a creative twist, you may use Canva or any design tool to pair your descriptive paragraph with your chosen photo, combining words and visuals to make your description come alive.
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Appendix B - Experimental Lesson Plan 3

Daily Lesson Plan (DLP)

Learning Area	Reading and Writing				
Grade Level	11	Time Allotment			1 hour
Quarter	1 st Quarter / 2 nd Semester	Week		Session	Date

OBJECTIVES	
A. Content Standards	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.
B. Performance Standards	The learner critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.
C. Learning Competencies/ Learning Code	Distinguishes between and among patterns of development in writing across disciplines b. Description (EN11/12RWS-IIIbf-3.2)
D. Learning Objectives	At the end of the lesson, the learners will be able to: a. Identify the key features of a descriptive paragraph (organization, logical flow, and unity of thought). b. Organize ideas logically using picture prompts as the basis for description. c. Write a descriptive paragraph that uses sensory imagery to create a vivid mental picture.
CONTENT	
F. Concepts	Concepts: Descriptive writing, coherence, sensory language, paragraph unity.



5. References	Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). DepEd MELCs for EN11/12RWS-IVe-1, and Modules	
4. Teacher's Guide pages		
5. Learner's Material pages		
6. Textbook pages		
6. Learning Resources		
3. Materials from LR Portal		
4. Other Learning Resources		
PROCEDURE	4A'S (Activity, Analysis, Abstraction, Application)	
(Strategy Used)		
J. Preparatory Phase		
4. Drill/Review	Directions: Read the scrambled sentences below. Arrange them in the correct order: Beginning → Middle → End. Scrambled Narrative (Picture: Boy with a Balloon) • The balloon slipped from Carlo's hand and drifted into the sky. • Carlo and his mother were strolling in the park on a sunny morning. • His mother noticed his sadness and gently	(Correct Order):

	bought him another balloon. • Carlo ran after it, but it floated higher and higher until he could no longer reach it. • He smiled again as he held the new balloon tightly. • Carlo was very happy as he played with his big, red balloon. Reflection Prompt: After arranging the sentences, reflect briefly by answering the questions below: 1. What makes the story easier to understand when the sentences are arranged in order? 2. How does identifying the beginning, middle, and end help in writing your own narratives? 3. If you were to add one more sentence to this story, what would it be?	Beginning: Carlo and his mother were strolling in the park on a sunny morning. / Carlo was very happy as he played with his big, red balloon. Middle: The balloon slipped from Carlo's hand and drifted into the sky. / Carlo ran after it, but it floated higher and higher until he could no longer reach it. End: His mother noticed his sadness and gently bought him another balloon. / He smiled again as he held the new balloon tightly.
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		(Answers may vary)
5. Motivation	Activity 1: Facebook Caption Challenge Instructions: 1. The teacher will show a beautiful picture of a sunset. 2. The teacher will ask the students: <i>"If you were to post this picture on Facebook, what caption would you write to describe it so your followers can feel the moment?"</i> (The teacher will pick a few volunteers to share their captions.)	





	(CITY AT NIGHT)	(Answers may vary)
Presentation of the Objectives	At the end of the lesson, the learners will be able to: a. Identify the key features of a descriptive paragraph (organization, logical flow, and unity of thought). b. Organize ideas using a picture prompt as the basis for description. c. Write a descriptive paragraph that uses sensory imagery to create a vivid mental picture.	
K. Developmental Activities/ Lesson Proper	4A'S (Activity, Analysis, Abstraction, Application)	
VII. Activity	Activity 2: "Sensory Scene Challenge" (15 minutes) Instructions: 1. The class will be divided into three (3) groups. Each group will be assigned specific roles: • Scribe – writes down the group's ideas • Presenter – reads the group's sentences aloud • Timekeeper – ensures the group stays on task and within the time limit • Encourager – motivates and helps everyone share ideas	

2. The teacher will show a picture of a busy marketplace and ask: "What do you see in the picture?"



BUSY STREET

3. Each group will observe the picture carefully and collaborate to write five descriptive sentences about what they see, hear, smell, touch, or taste. The teacher will encourage students to use sensory details in their descriptions.

4. To support all learners, the teacher will provide a Sensory Word Bank (posted on the board or printed as a handout):

Sense	Sample Words
Sight	colorful, crowded, bright, lively, shiny
Sound	buzzing, shouting, clinking, humming, cheerful
Smell	fragrant, smoky, spicy, fresh, sweet
Touch	rough, smooth, warm, sticky, cool
Taste	tangy, sweet, salty, bitter, sour

5. After composing their sentences, each group's presenter will read their description aloud to the class.

6. The teacher will transition to the next discussion by saying:

"Now that we've shared your group descriptions, let's explore what makes some descriptions clearer and more connected than others."

7. (Optional for discussion or reinforcement)
Guiding Questions:

- What can you see? (e.g., baskets of bright oranges, piles of green leafy vegetables)

	• What can you hear? (<i>e.g., vendors calling, coins clinking</i>) • What can you smell? (<i>e.g., the scent of ripe mangoes and grilled fish</i>) • What can you feel? (<i>e.g., the heat of the sun, the rough texture of sacks</i>) • What can you taste? (<i>e.g., a sample of sweet pineapple offered by a vendor</i>)
VIII. Analysis	Activity 3: Color the Description! Instructions: 1. Each group representative will read their group's descriptive paragraph aloud to the class. 2. As each paragraph is read, the teacher will display the text on the board. 3. The teacher will then show a visual anchor, a color-coded version of a descriptive paragraph to highlight important features: • Blue for <i>sensory words</i> (sight, sound, smell, touch, taste) • Green for <i>transition words</i> (first, next, meanwhile, finally, above, below, etc.) • Yellow for <i>main idea or topic sentence</i> Note: This visual helps student see how organization, transitions, and sensory details work together to make writing coherent and vivid. 4. Guided Discussion • Which paragraph made you imagine the scene most clearly? • Which sensory details helped you “enter” the place described? • How did the transitions make the description flow smoothly? • Which descriptions are clear and well-connected? • Which ones seem disorganized or jump from one idea to another? 5. Mini-Lecture: Key Features of a Descriptive Paragraph The teacher explains the following using short examples: 7. Organization – arranging details logically (spatial, chronological, or by importance).



	8. Logical Flow – using transitions to connect ideas smoothly. 9. Unity of Thought – focusing on one central idea consistently. 6. The teacher will present a short, well-written sample paragraph that demonstrates these features. The paragraph will be color-coded to highlight sensory details and transitions. Students will be asked to observe how each element contributes to clarity and coherence.
IX. Abstraction	Class, after observing the picture of the busy street and listening to your descriptive paragraphs, what did you notice about the ones that made you feel like you were really there? Very good! So, what helped you imagine the scene clearly? That's right! That's why we must organize our ideas clearly, maybe from far to near or left to right, and use transitions like meanwhile, beside, next, and suddenly to make our paragraph flow smoothly. So, class, what can we say makes a descriptive paragraph clear and interesting? Excellent answer! When we describe a busy street, for example, we can use words that help the reader see Ma'am, the paragraphs that mentioned what people could see and hear—like the cars, the lights, and the honking horns—made it feel real. The sensory details, Ma'am, especially the sounds of traffic and the smell of street food. It needs to have organized ideas, smooth transitions, and sensory details that appeal to the five senses. <i>(Students suggest ideas for the checklist — e.g., "Are my ideas</i>



	the flashing lights, hear the honking cars, smell the aroma of roasted corn, feel the cool evening breeze, and even taste the sweet street snacks. So, to summarize, a descriptive paragraph becomes effective when it is: O – Organized clearly L – Logical in the flow of ideas U – Unified around one main idea Let's remember O-L-U .. Organization, Logical Flow, and Unity as our key to coherent descriptive writing! Now, let's co-create a short Descriptive Writing Checklist together. What should we always check before saying our paragraph is ready?	<i>organized?" "Did I use transition words?" "Did I include sensory details?"</i>)
Generalization	Instructions: 1. The teacher facilitates a short discussion by asking what the students noticed about the descriptive paragraphs that were easier to imagine and understand. 2. Students share that well-written paragraphs are organized, focus on one central idea, and use sensory details that help readers visualize and feel the scene. 3. Through guided questioning, the class concludes that: • A good descriptive paragraph should be logically organized. • It must maintain unity of thought—all sentences supporting one main idea. • It should use smooth transitions to connect ideas clearly. • It becomes vivid and engaging by appealing to the reader's five senses.	



Values Integration	In the pictures we observed, we saw how small details work together to create a complete and meaningful scene. Just like in real life, whether it's during a festival, in a park, or at the beach every detail and action matters. When people act without order and respect, the place becomes messy and confusing. But when there is cooperation, orderliness, and harmony, the environment becomes peaceful and enjoyable for everyone. Writing works the same way. When our sentences are arranged with clarity and connected smoothly, our ideas become meaningful and easy to understand. Reflection Task: Think about a moment of harmony in your community. It could be during a celebration, cleanup drive, or simple act of teamwork. Describe how people's cooperation made the experience meaningful.
Application	Activity 3: "Picture to Paragraph: Painting with Words" Instructions: 5. Each student will receive a picture prompt of a forest. 6. Observe your picture carefully and list down the details you notice using your five senses (sight, sound, smell, touch, taste if applicable). 7. Create a short outline or list of five key sentences to organize your ideas logically (beginning, middle, and end). 8. Using your outline, write one descriptive paragraph about the forest. Your paragraph should show: • Organization and Coherence – Arrange your details clearly and logically. Choose one order (e.g., top to bottom, near to far, outside to inside, or chronological). Use transition words to make your ideas flow smoothly. • Unity of Thought – Make sure all your sentences support one main idea about the park.

- Sensory Details – Help the reader see, hear, smell, feel, and even taste the scene.

Purpose	Transition Words/Phrases
To Show Location or Position	above, below, beside, behind, in front of, near, far, next to, between, beyond, around, inside, outside, to the left, to the right, across
To Show Time or Sequence	first, next, then, after that, later, meanwhile, suddenly, eventually, finally, before
To Add More Description	also, in addition, furthermore, moreover, as well as, another, besides
To Show Contrast	however, but, although, even though, yet, on the other hand, still
To Emphasize or Give Examples	for example, for instance, such as, especially, in particular, notably
To Conclude or Summarize	overall, in summary, in conclusion, all in all, to sum up, generally

Sharing and Reflection:

1. After writing, selected students will **read their paragraphs aloud** to the class.

2. **Peer Assessment:** Classmates will listen and give feedback using a simple checklist:

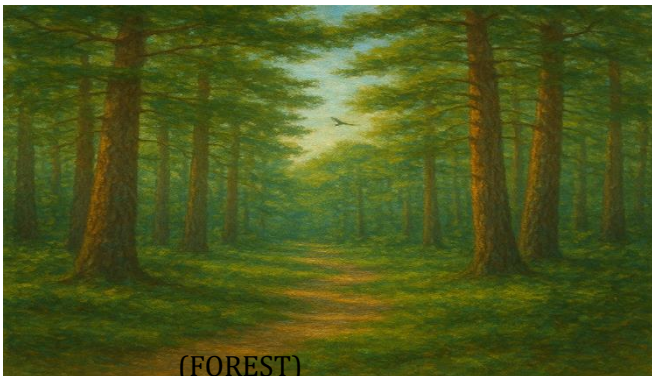
- Are the details organized clearly?
- Are transition words used effectively?
- Do all sentences focus on one main idea?
- Can you clearly imagine the forest through the description?

3. **Self-Assessment:** Students will reflect by answering:

1. What part of my paragraph was most vivid?
2. What can I improve to make my writing flow more smoothly?

RUBRIC:

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Organization and Coherence	The paragraph is exceptionally well-organized; ideas flow logically with smooth and varied transitions. The structure enhances clarity and engagement.	The paragraph is organized logically with clear transitions. Most ideas connect smoothly.	Some organization is evident, but transitions are limited or repetitive; flow is occasionally confusing.	Lacks clear organization; ideas seem scattered or disconnected; few or no transitions used.
Use of Sensory Details and Unity	The paragraph vividly appeals to multiple senses and maintains a strong, focused main idea	The paragraph includes several sensory details and stays mostly focused on one main idea. Minor lapses in unity.	The paragraph includes few sensory details; focus on the main idea is inconsistent. Some unrelated sentences appear.	The paragraph lacks sensory details and focus; ideas are general or off-topic. Unity is not evident.
	throughout. Every detail supports the central image.			

	Scoring Guide • 8 points – Excellent • 6–7 points – Proficient • 4–5 points – Developing • 1–3 points – Beginning Reference: Adapted from DepEd MELCs for EN11/12RWS-IVe-1, <i>“Write a well-organized and coherent descriptive paragraph using sensory language and appropriate transitions.”</i>  (FOREST)
X. EVALUATION	Activity Title: "Feel the Words!" A Quick Reflection on Descriptive Writing Instructions: 5. The teacher will read aloud a short, vivid descriptive paragraph. 6. Students will reflect and answer the following questions in 3–5 sentences: Questions: 1. How did the description make you feel or imagine the scene?

	2. Why do you think descriptive writing is important in expressing emotions and experiences? 3. How can using sensory words make your writing more engaging for readers? 7. Volunteers may share their reflections aloud. Purpose: This activity helps students appreciate the value of descriptive writing by connecting the effect of vivid language to their own emotions and imagination. Rubric: <table><tr><th>Criteria</th><th>3 - Excellent</th><th>2 - Satisfactory</th><th>1 - Needs Improvement</th></tr><tr><td>Understanding of Descriptive Writing</td><td>Clearly explains how descriptive writing enhances imagination and emotion.</td><td>Gives a general explanation with minimal examples.</td><td>Shows limited understanding or unclear explanation.</td></tr><tr><td>Personal Reflection</td><td>Expresses personal insight or connection to the value of descriptive writing.</td><td>Gives basic or general personal response.</td><td>Lacks personal reflection or relevance.</td></tr></table> Rating Scale: 5–6 points - Outstanding Appreciation 3–4 points - Satisfactory Appreciation 1–2 points - Developing Appreciation	Criteria	3 - Excellent	2 - Satisfactory	1 - Needs Improvement	Understanding of Descriptive Writing	Clearly explains how descriptive writing enhances imagination and emotion.	Gives a general explanation with minimal examples.	Shows limited understanding or unclear explanation.	Personal Reflection	Expresses personal insight or connection to the value of descriptive writing.	Gives basic or general personal response.	Lacks personal reflection or relevance.
Criteria	3 - Excellent	2 - Satisfactory	1 - Needs Improvement										
Understanding of Descriptive Writing	Clearly explains how descriptive writing enhances imagination and emotion.	Gives a general explanation with minimal examples.	Shows limited understanding or unclear explanation.										
Personal Reflection	Expresses personal insight or connection to the value of descriptive writing.	Gives basic or general personal response.	Lacks personal reflection or relevance.										
ENRICHMENT/ ASSIGNMENT	Activity: “Picture the Scene” Instructions: 1. Take a photo of any familiar place, for example, your room, a street, a garden, or your favorite spot in school. 2. Using your photo as inspiration, write one descriptive paragraph (8–10 sentences) that clearly shows the three levels of coherence: ○ Organization of ideas (logical sequencing of details) ○ Smooth transitions (use of appropriate transition words) ○ Unity of thought (focus on one central idea)												



	3. You may bring your printed photo to class or upload it digitally for a mini “Gallery Walk” where classmates can read and give feedback on your work. 4. For a creative twist, you may use Canva or any design tool to pair your descriptive paragraph with your chosen photo, combining words and visuals to make your description come alive.
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Appendix C-Interview Guide Questions

A. Engaging Question

1. Did you experience any difficulties when writing a descriptive paragraph? If yes, what specific difficulties did you encounter—for example, organizing ideas or using sensory details?
2. Before this study began, how would you describe your experience in writing descriptive paragraphs? Can you share specific situations or examples that illustrate this experience?

B. Exploratory Questions

Central Question: What are the feedback of the students on using picture prompts in enhancing sensory details in writing a descriptive paragraph?		
Sub Questions	Descriptive Questions	Probing Questions
1. How do students feel about writing descriptive paragraphs using pictures instead of text prompts?	How would you describe your experience writing descriptive paragraphs using text prompts? Can you explain what made this experience easy or difficult for you? Did picture prompts make you feel more confident, less confident, or did your confidence remain the same? Please explain why.	Which type of prompt (text or picture) helped you better convey your ideas? Why? What made it easier or harder to use picture prompts instead of text prompts? Can you give me a specific example of a time when a picture helped you add more sensory details?
2. How do picture prompts help students improve the sensory details in their writing?	When writing a descriptive paragraph, how do pictures	In using picture prompts, did it make it easier for you to describe



	change the way you think and how you use sensory words? Did you notice any improvement in your writing after using picture prompts?	what you saw, heard, smelled, tasted, or felt? Can you describe a situation where a picture prompt helped you compose or write a paragraph more creatively?
3. In writing a descriptive paragraph, what challenges do students encounter or experience when using picture prompts? 4. What are the students' recommendations or suggestions for writing a descriptive paragraph more effectively using picture prompts?	What challenges, if any, did you encounter while using picture prompts in writing descriptive paragraphs?" What changes or improvements would you recommend to make picture prompts more effective in helping you write descriptive paragraphs?"	Did picture prompts confuse you or limit your ideas? How so? What actions do you take to handle those difficulties while writing? What actions do teachers take to make picture prompts more engaging or helpful in enhancing sensory details?

C. Exit Question

1. Is there anything you wish teachers knew about how picture prompts affect your writing?



Appendix D – Rubric

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Organization and Coherence	The paragraph is exceptionally well-organized; ideas flow logically with smooth and varied transitions. The structure enhances clarity and engagement.	The paragraph is organized logically with clear transitions. Most ideas connect smoothly.	Some organization is evident, but transitions are limited or repetitive; flow is occasionally confusing.	Lacks clear organization; ideas seem scattered or disconnected; few or no transitions used.
Use of Sensory Details and Unity	The paragraph vividly appeals to multiple senses and maintains a strong, focused main idea throughout. Every detail supports the central image.	The paragraph includes several sensory details and stays mostly focused on one main idea. Minor lapses in unity.	The paragraph includes few sensory details; focus on the main idea is inconsistent. Some unrelated sentences appear.	The paragraph lacks sensory details and focus; ideas are general or off-topic. Unity is not evident.

Scoring Guide

- **8 points** – Excellent
- **6–7 points** – Proficient
- **4–5 points** – Developing
- **1–3 points** – Beginning

Appendix E- Curriculum Guide

K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL – CORE SUBJECT

Grade: 11/12

Core Subject Title: Reading and Writing Skills

Semester: 2nd Semester
No. of Hours/ Semester: 80 hours/semester
Pre-requisite:

Core Subject Description: The development of reading and writing skills as applied to a wide range of materials other than poetry, fiction and drama

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
RWS11.1. Reading and Thinking Strategies across Text types A. Text as Connected Discourse B. techniques in Selecting and Organizing Information C. Patterns of Development D. Properties of a well-written Text	<i>The learner...</i> realizes that information in a written text may be selected and organized to achieve a particular purpose.	<i>The learner...</i> critiques a chosen sample of each pattern of development focusing on information selection, organization, and development.	<i>The learner...</i> 1. Describes a written text as connected discourse 2. Distinguishes between and among techniques in selecting and organizing information a. brainstorming list b. graphic organizer c. topic outline d. sentence outline	EN11/12RWS-IIIa-1 EN11/12RWS-IIIa-2 EN11/12RWS-IIIa-2.1 EN11/12RWS-IIIa-2.2 EN11/12RWS-IIIa-2.3 EN11/12RWS-IIIa-2.4
			3. Distinguishes between and among patterns of development in writing across disciplines a. narration b. description c. definition d. exemplification / classification e. comparison and contrast f. cause and effect g. problem - solution h. persuasion	EN11/12RWS-IIIbf-3 EN11/12RWS-IIIbf-3.1 EN11/12RWS-IIIbf-3.2 EN11/12RWS-IIIbf-3.3 EN11/12RWS-IIIbf-3.4 EN11/12RWS-IIIbf-3.5 EN11/12RWS-IIIbf-3.6 EN11/12RWS-IIIbf-3.7 EN11/12RWS-IIIbf-3.8
			4. Identifies properties of a well-written text a. organization b. coherence and cohesion c. language use d. mechanics	EN11/12RWS-IIIgh-4 EN11/12RWS-IIIgh-4.1 EN11/12RWS-IIIgh-4.2 EN11/12RWS-IIIgh-4.3 EN11/12RWS-IIIgh-4.4



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