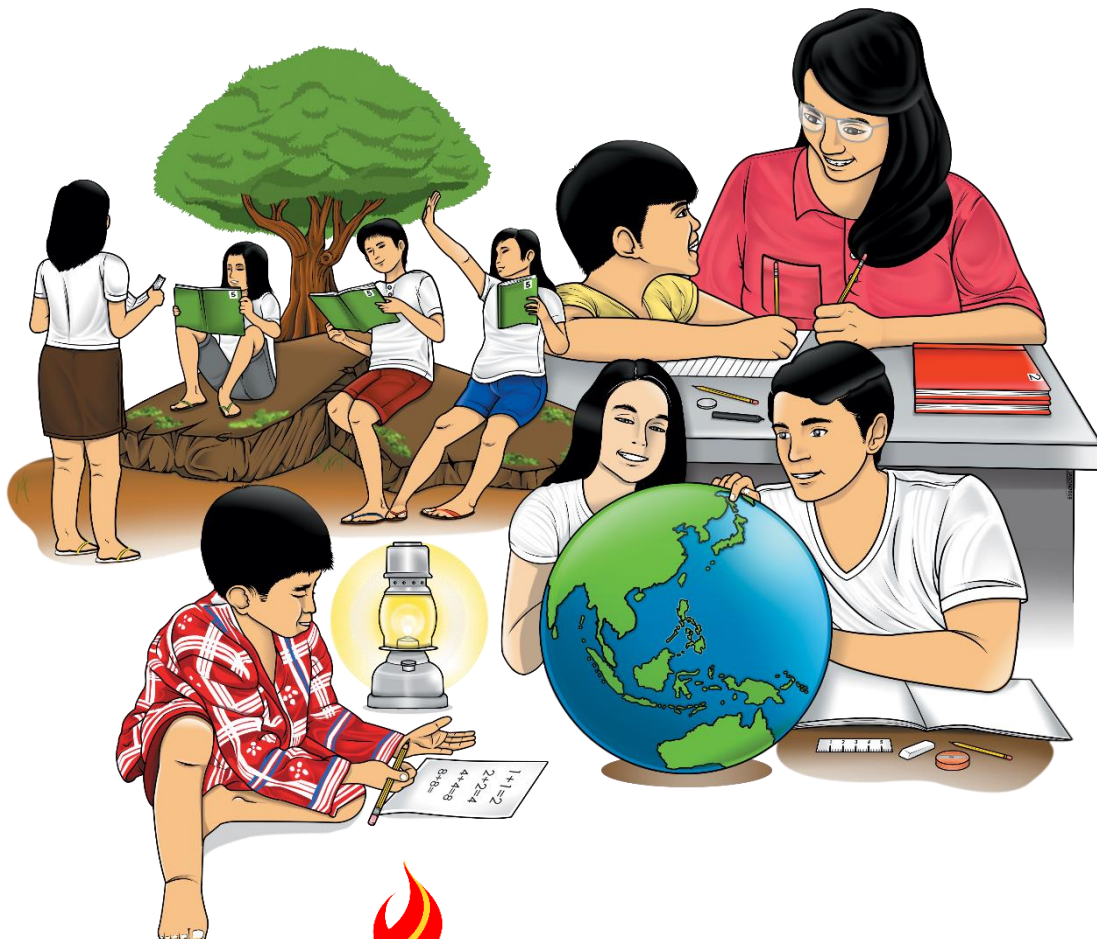


Senior High School

# Creative Writing (Fiction)

## Quarter 1 – Module 2

### Identify the Various Elements, Techniques and Literary Devices in Specific Forms of Poetry



**Creative Writing (Fiction)**

**Alternative Delivery Mode (ADM)**

**Quarter 1 – Module 2: Identify the Various Elements, Techniques and Literary Devices  
in Specific Forms of Poetry**

**First Edition, 2020**

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**Creative Writing (Fiction)**  
**Quarter 1 – Module 2**  
**Identify the Various Elements,  
Techniques and Literary Devices in  
Specific Forms of Poetry**

# Introductory Message

For the facilitator:

Welcome to the Creative Writing for Grade 12 Alternative Delivery Mode (ADM) Module on Identify the Various Elements, Techniques and Literary Devices in Specific Forms of Poetry.

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Creative Writing (Fiction) Alternative Delivery Mode (ADM) Module on Identify the Various Elements, Techniques and Literary Devices in Specific Forms of Poetry.

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



***What is It***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***What's More***

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



***What I Have Learned***

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



### ***What I Can Do***

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### ***Assessment***

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### ***Additional Activities***

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### ***Answer Key***

This contains answers to all activities in the module.

At the end of this module you will also find:

### ***References***

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## ***What I Need to Know***

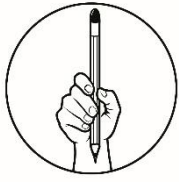
This module was designed and written with you in mind. It is here to help you master the nature of Biology. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into three lessons, namely:

- Lesson 1 - Identify the Various Elements, Techniques and Literary Devices in Specific Forms of Poetry

After going through this module, you are expected to:

1. Have an understanding of poetry as a genre and how to analyze its elements and techniques.
2. Produce a short, well crafted poem.



## ***What I Know***

The mention of the word “poetry” has intimidated many people. It is often perceived as something that is cryptic and beyond understanding. But there are some pieces of information that can help us to grasp poetry whether you are just starting to learn about analyzing poetry or trying to find your own poetic voice.

Poetry has often reflected the voice of the time which means the subject matter and language choices may change with whatever is considered an everyday concern in the current society’s expectations. Not many contemporary poems will use the same language as Shakespeare (for instance), but that does not mean that they are any less valid and likewise, poetry that lasts through the transition of time still resonates with the reader in some ways.

### **Five-Senses Poem: Expanding Your Writing**

Let us try to expand your writing skill by adding more information. You simply add interesting details to your writing by knowing how to incorporate such descriptions

Once your title is determined, each of the five lines in the poem focuses on a particular characteristic of your own given title using a different sense: seeing, hearing, smelling, tasting, and feeling.

<b>Title:</b> _____	
It looks like.....	
It sounds like.....	
It smells like.....	
It tastes like.....	
It feels like.....	

## Lesson

# 2

## Identify the Various Elements, Techniques and Literary Devices in Specific Forms of Poetry

Writing about poetry can be one of the most demanding tasks that many writers face in a literature class. Poetry, by its very nature, makes demands on a writer who attempts to analyze it that other forms of literature do not. So how can you write a clear, confident, well-supported essay about poetry? This module offers you answers to some common questions on writing a poetry.

### What is the Point?

In order to write effectively about poetry, you need a clear idea of what the point of writing about poetry is. When you are assigned to analyze about a poem in a Creative Writing class, the goal of the task is usually to argue a specific topic about the poem, using your analysis of specific elements in the poem and how those elements relate to each other to support your topic.



### *What's In*

Writing a poem is about observing the world within or around you. A poem can be about anything, from love to loss to the rusty gate at the old farm. Writing poetry can seem daunting, especially if you do not feel you are naturally creative or bursting with poetic ideas. With the right inspiration and approach, you can write a poem that you can be proud to share with others in class or with your friends.

It can be challenging or freeing when you are writing a poem for the first time. In order for you to learn on how to write a poem that expresses your thoughts, feelings, or ideas, you may follow few simple steps.

Step 1: Learn What a Poem Is

Step 2: Understand Your Purpose

Step 3: Choose a Subject

Step 4: Brainstorm

Step 5: Begin Your Poem

Step 6: Write One Line

Step 7: Write the Rest

Step 8: Edit Your Poem



***Notes to the Teacher***

Before you can write a simple poem, you need to know what makes a poem a poem in the first place!

A poem pertains to any collection or arrangement of words that expresses an emotion or idea in a more concentrated style than standard speech or prose.



## ***What's New***

Poetry (derived from the Greek word *poiesis*, “making”) is a form of literature that uses aesthetic and often rhythmic qualities of the language.

Poetry’s purpose is essentially to help us understand the world around us. It endeavors to show us things anew that we may have previously taken for granted. It offers us new perspectives on the familiar.

Poetry’s purpose is to enable us to see the world with fresh eyes again, like those of a child. In doing this, it helps us understand our world in a deeper way.

“The Road Not Taken” by Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

1. What is the rhyme scheme of the poem? \_\_\_\_\_

What do the following words symbolize in the poem?

2. Roads \_\_\_\_\_

3. Traveler \_\_\_\_\_

4. What does the author express in the stanza of the poem? \_\_\_\_\_

5. Who is the author of the poem? \_\_\_\_\_



## What is It

To comprehend deeply on how the poem is dealt artistically and creatively, let us tackle the various devices in poetry. These literary devices have their origins in poetry's roots as a spoken literary form. The following devices are organized into two sections.

A. **Sound Devices** deal with the following devices: alliteration, assonance, consonance, onomatopoeia, rhyme, and rhythm.

B. **Figurative Devices** deal with metaphor, personification, and simile. These are not meant as an exhaustive list, but to give an indication of the possibilities for these elements of poetry. You can find many more examples of these in our article on figurative language.



**Alliteration** is a device involves the repetition of the initial consonant sound of a series of words, often consecutively. Alliteration is most easily explained to students through looking at a few simple tongue twisters, such as *Peter Piper* or *She Sells Seashells*.

**Example:**

Betty Botter bought a bit of butter

Bt, the bit of butter Betty Botter bought was bitter

So Betty Botter bought a better bit of butter

**Assonance** (Similarly to alliteration) involves the repetition of sounds in a series of words, often consecutive words. However, rather than repeating the initial sounds, assonance focuses on the internal vowel sounds that are repeated.

**Example:**

We can find many examples of assonance in poetry and song. Here's an example from the poetry of Edgar Allen Poe: *Hear the mellow wedding bells*

**Consonance** is the consonant-focused counterpart to assonance. It involves the repetition of consonant sounds in the middle or at the end of words, as distinguished from alliteration where the initial sound is repeated.

**Example:** *The crow struck through the thick cloud like a rocket*

**Onomatopoeia** refers to the process of creating words that sound like the very thing they refer to. For many students, the first introduction to onomatopoeia goes back to learning animal sounds as an infant. Words such as *Oink!* *Chirp!* *Woof!* and *Meow!* can all be thought of as onomatopoeic.

**Example:** Aside from animal noises, the names of sounds themselves are often onomatopoeic, for example:

*Bang!*

*Thud!*

*Crash!*

**Rhyme** refers to the repetition of sounds in a poem. Various types of rhyme are possible, however in English we usually use the term rhyme to refer to the repetition of the final sounds in a line, or *end rhyme*. Letters are often used to denote a rhyme scheme. A new letter is ascribed to each of the different sounds. For example, in the following example the rhyme scheme is described as ABAB.

**Example:**

*The people along the sand*

*All turn and look one way.*

*They turn their back on the land.*

*They look at the sea all day.*

*[From Neither Out Far Nor In Deep by Robert Frost]*

**Rhythm** in poetry involves sound patterning. A lot of classical poetry conforms to a systematic regularity of rhythm which is referred to as the poem's *meter*. This involves the combining of stressed and unstressed syllables to create a constant beat pattern that runs throughout the poem. Each pattern of beats is called a foot. There are various possible combinations of stressed and unstressed syllables, or feet, and these patterns have their own names to describe them.

While it is impossible to explore all of these in this article, we take a look at one of the more common ones below.

**Example:**

*Shall I compare thee to a summer's day*

[Iambic pentameter i.e. five metrical feet of alternating unstressed and stressed syllables]

**Metaphor** makes comparisons between things by stating that one thing literally is something else. Metaphors are used to bring clarity to ideas by forming connections.

Often, metaphors reveal implicit similarities between two things or concepts.

**Example:** We can find lots of examples of metaphors in our everyday speech, for example:

*She's an old flame*

*Time is money*

*Life is a rollercoaster*

**Simile** is unlike metaphors that make comparisons by saying one thing is something else, it work by saying something is similar to something else. They commonly come in two forms. Those make a comparison using 'as' and those that make a comparison using 'like'.

**Example:**

*She is as strong as an ox*

*She sings like a nightingale*

**Personification** is a particular type of metaphor where a non-human thing or idea is ascribed human qualities or abilities. This can be in the form of a single phrase or line, or extended in the form of a stanza or the whole poem.

**Example:**

*The moon was shining sulkily,*

*Because she thought the sun*

*Had got no business to be there*

*After the day was done -*

*"It's very rude of him," she said,*

*"To come and spoil the fun."*

*[From the Walrus and the Carpenter by Lewis Carroll]*

**Other Literary Devices Defined**

**Oxymoron** is when apparently contradictory terms appear in conjunction. (here the words are not opposite to each other like it is in antithesis but their meaning is opposite)

Examples of oxymoron are as follows -

*Romeo and Juliet*

“Why, then, o brawling love! O loving hate!

Here the word brawling and love are used together. Meaning of brawl is to fight and love is to have affection for other person.

“O heavy lightness! Serious vanity!

Here also both heavy and lightness are written together though they are opposite of each other. Heavy means which has more weight and light means which has less weight.

**Imagery** pertains to the creation of any sensory effect like visual, auditory, olfactory, gustatory, tactile, kinesthetic, organic.( to create scenes in the poem)  
Examples of imagery are as follows -

*The Frog and the nightingale*

“Ducks had swum and herons waded  
To her as she serenaded  
And a solitary loon  
Wept, beneath the summer moon

Here the poet has presented kinesthetic imagery; this means he has described certain movements by ducks and herons that are trying to reach to the sumac tree to hear nightingale’s voice.

**Rhyme** refers to the usage of words in a way to create musical effect. It can be internal rhyme or end rhyme.

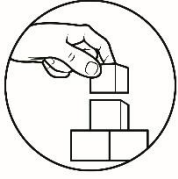
Examples of rhyme are as follows -

*The Rime of the Ancient Mariner*

“The guests are met, the feast is set:  
May’st hear the merry din  
Here the rhyming words are met and set

“The ship was cheered, the harbour cleared,  
Merrily did we drop  
Below the Kirk, below the hill,  
Below the lighthouse top

Here the rhyming words are cheered-cleared and drop-top.



## ***What's More***

### **Activity 1. Poem Analysis**

“Do Not Go Gentle Into that Good Night” (Dylan Thomas - 1914-1953)

Do not go gentle into that good night,  
Old age should burn and rave at close of day;  
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,  
Because their words had forked no lightning they  
Do not go gentle into that good night.

Good men, the last wave by, crying how bright  
Their frail deeds might have danced in a green bay,  
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,  
And learn, too late, they grieved it on its way,  
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight  
Blind eyes could blaze like meteors and be gay,  
Rage, rage against the dying of the light.

And you, my father, there on the sad height,  
Curse, bless, me now with your fierce tears, I pray.  
Do not go gentle into that good night.  
Rage, rage against the dying of the light.

Read the poem carefully and answer the questions below. As possible, cite the specific line numbers where you based on your answer.

1. What does Dylan Thomas's express in the poem?
2. Thomas repeats the lines “Do not go gentle into that good night” and “Rage, rage against the dying of the light” throughout the poem. What meaning or effect does this create?
3. What is the unspoken belief about the life that you feel about Dylan Thomas? Support your analysis by referring directly to the poem.

## **Activity 2. Found Poems**

Found poems give language to students who may struggle to find the right words. Found poetry is easily accessible, hands on, and fun. Easy to set up, all you need to do to implement found poetry in your house and gather together stacks of old magazines, scissors, glue, and colorful paper.

First, you find powerful words in the pages of magazines, cut them out, and make piles on their desk. You could also assign cutting out powerful words from old magazines for homework and save yourself the time and mess in your classroom.

Next, you arrange and rearrange the words on their desk into meaningful poetry. This is a great opportunity to reinforce the power of form, shape, and line breaks in poetry and encourage students to be thoughtful in their choices. Talk to your sister or brother about choosing the best words, eliminating unnecessary words, and playing around with word choice.

Finally, you glue your poem into place on a colorful piece of paper and decorate your room with the beauty and power of poetry. Take a picture as an evidence to submit to the teacher.

## **Activity 3. Poet VS Poet**

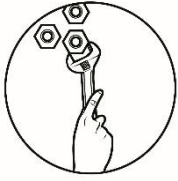
How do you implement a poet vs poet match up in your classroom?

You could use an already created tool or create your own match ups. For example, using a figurative language, you read the poetry of two different poets and rate their use of metaphors, similes, personification, and imagery. On 1 whole sheet of paper, discuss the poet's ratings using text based evidence.



## ***What I Have Learned***

1. Learning to read how a poem is lineated is an important skill to develop for understanding poetry. Lineation controls where lines of verse begin and end in a poem.
2. Everyday speech has rhythm, yet poets make conscious choices to arrange and highlight particular rhythms and rhythm patterns to create meter. Rhythm is the pattern of stressed and unstressed syllables in a line of poetry.
3. While it is important to ground our analysis of poetry in a close reading based on a detailed understanding of formal elements and poetic structure, the readers should not become so carried away that they neglect the roles history and cultural circumstance can play in shaping a poem.
4. When a powerful historical context meets masterful formal execution, it can be tempting to assume everything in the poem is a direct line to the poet's heart and mind.
5. The context of a poem can play a major role in what gives it a lasting literary value.
6. The conventions of poetry veil a direct connection in contrast to a literary form, such as autobiography.
7. As a famous playwright, Shakespeare was especially concerned with the verbal performance of poetic language. Some scholars have even argued that Shakespeare's use of iambic pentameter resembles the *lub-dub* rhythm of the human heartbeat.
8. Anything that impacts the way a poem or other written work looks or sounds is a type of poetic device, including devices that are also classified as literary or rhetorical devices.
9. Many wonderful poets, essayists, and authors can use flowery language to great effect, but do make sure that your poetic devices are enhancing rather than overshadowing your point.
10. One important thing to remember is that literary devices, like spices, are great in moderation, but overpowering if overused.



## ***What I Can Do***

1. Poetry writing is an art and a way to ease the thoughts and emotions. Keep on honing your writing skill.
2. World Poetry Day is celebrated on the 21th of March so people can remember to read, write, promote and teach poetry and UNESCO declared this special day in 1999. Let us keep on celebrating the occasion.
3. Through the centuries poems have being created to express feelings! Romantic poems, poems about losing someone, poems about war and poems about loneliness! Oh, you can find everything when it comes to poetry! And especially when you are in love! Be in love and be a poet always!



## ***Assessment***

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. 'Once by the Pacific' by Robert Frost

The shattered water made a misty din.  
Great waves looked over others coming in.

The figurative language in line 2 of this poem:

- a. makes the waves seem human
  - b. compares the waves to one another
  - c. exaggerates the size of the waves
  - d. makes the reader hear the waves
2. Which of these BEST defines rhythm in poetry?
    - a. the repetition of sounds at the ends of words
    - b. the sound pattern created by stressed and unstressed syllables
    - c. a regular pattern of rhyming words in a poem
    - d. a repeated line or group of lines in a poem

3. "...This bed whose covers I straighten/smoothing edges till blue quilt fits brown blanket/and nothing hangs out..."

What senses are addressed in these lines?

- a. smell
  - b. sound
  - c. taste
  - d. sight
4. "Simple Sally sold singular silvers" is an example of:
- a. a metaphor
  - b. alliteration
  - c. onomatopoeia
  - d. haiku
5. The strict syllabic pattern of a (17 syllable) haiku goes:
- a. 2/4/6
  - b. 7/5/5
  - c. 5/7/5
  - d. 7/5/7
6. Which of the following statements is the best poem definition?
- a. A work of literature which incorporates paragraphs and dialogue.
  - b. A work of literature that has characters and a narrative arc.
  - c. A work of literature which depends on figurative language and the sound of words to convey a deeper meaning.
  - d. None of the Above
7. Which of the following literary devices is usually not found in poetry?
- a. Denouement
  - b. Imagery
  - c. Metaphor
  - d. None of the Above
8. Which of the following forms is not a poetic form?
- a. Villanelle
  - b. Novella
  - c. Ghazal
  - d. None of the Above

### **Sonnet 116**

Let me not to the marriage of true minds  
Admit impediments. Love is not love

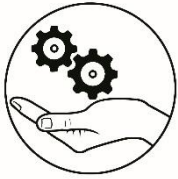
Which alters when it alteration finds,  
Or bends with the remover to remove:  
O no; it is an ever-fixed mark,  
That looks on tempests, and is never shaken;  
It is the star to every wandering bark,  
Whose worth's unknown, although his height be taken.  
Love's not Time's fool, though rosy lips and cheeks  
Within his bending sickle's compass come;  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me proved,  
I never writ, nor no man ever loved.

9. He is the famous author of English Sonnet 116.

- a. William Shakespeare
- b. Geoffrey Chaucer
- c. Mark Twain
- d. William Ernest Henley

10. It is the rhyme scheme of the English Sonnet 116.

- a. ABABCDDEFEGG
- b. ABBADCDCDCDEF
- c. AABBAEFEGGDCD
- d. None of the Above



## ***Additional Activities***

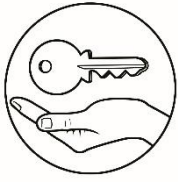
### **Poetry Writing with Karla Kuskin**

You research the background of Karla Kuskin and you learn to write a poem with help from award-winning poet, Karla Kuskin. Karla provides you with a sample poem, plus writing tips, strategies, and challenges to help them create their own poetry. She also gives you guidelines on revising their writing, and provides general comments, suggestions, and ideas about writing poetry.

Once you have crafted your own poem, you can submit it to me already in a one whole sheet of paper.

### **Poem Writing Rubric**

<b>CATEGORY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Title</b>  Title is creative, sparks interest and is related to the poem and topic.					
<b>Focus on Assigned Topic</b>  The entire poem is related to the assigned topic and allows the reader to understand much more about the topic.					
<b>Creativity</b>  The poem contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.					
<b>Imagery</b>  Many vivid, descriptive words are used. The reader can picture the imagery in the poem.					
<b>TOTAL :</b>					



## **Answer Key**

### **What's New**

1. ABABB
2. Path
3. Writer/ Frost
4. Something he has come across in his travel
5. Deep contemplation which path he took

### **Assessment**

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

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<https://poets.org/poem/do-not-go-gentle-good-night>

<https://www.literacyideas.com/elements-of-poetry>

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