I. CONTENT, STANDARDS AND LEARNING COMPETENCIES

A. CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
B. PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. LEARNING COMPETENCIES AND OBJECTIVES	Learning Competency Publish a multimodal informational text for one's purpose and target audience: Expository Essay Lesson Objectives 1.Prewriting ● Identify a specific problem related to environmental awareness and preservation and brainstorm possible solutions. ● Describe the specific situations where the problem exists, the target readers of the problem solution essay, andthe purpose for writing it. 2. Drafting ● Determine one's thesis as the central idea of the essay. ● Gather facts and informed opinions (texts and images) to support the central idea.

	● Write a problem-solution essay based on the central idea and supporting details.
	● Draw a convincing solution to the identified problem.
	3. Revising
	● Revise the draft for clarity of main idea and validity/verifiability of supporting details.
	4. Editing
	● Edit the grammar, word choice, and writing mechanics of the problem-solution essay.
	5. Publishing
	● Publish a multimodal problem-solution text for one's purpose and audience in any of the following:
	o Digital or printed brochure
	o Digital or printed pamphlet
	o Digital or printed posters
	o Social media posts (Facebook, Instagram, etc.)
D. CONTENT	Topic: Writing process Sub-topics: Prewriting, Drafting, Revising, Editing, Publishing

III. LEARNING RESOURCES

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B. OTHER LEARNING RESOURCES	

IV. TEACHING AND LEARNING PROCEDURE		
BEFORE/PRE-LESSON PROPER		

| *ACTIVATING PRIOR KNOWLEDGE* | **Activity No. 1 "Recall"**

The teacher will randomly call students to share or recall previous lesson. | |

	# "What was the last topic discussed?" The teacher will randomly call students to share or recall previous lesson."What was the last topic discussed?"	
LESSON PURPOSE/INTENTION	**Activity No. 2: "Picture Analysis"** The teacher will present a picture about the problems that the Philippines is facing. What have you observed in the image?	
LESSON LANGUAGE PRACTICE	# Activiry No. 3 " Roll it Up" # The teacher will presesnt a numbers and at tha back of that	**Answer key:** deforestation, logging, erosion, flora, faun

	numbers are the definition of the scrabled answers. The dice will be pass in every students and as the music stop the chosen student will roll the dice. The student will flip the number on the board	

	based on the numbers in the dice. 1. The purposeful cleaning of forest land 2. The activity of cutting tress in order to sell the woods 3. A gradual process that occurs when	

	the impact of water or wind detaches and removes soil particles, causing the soil to deteriorate 4. All the plant life present in a particular region or time, generally ocurring native plants	

	5. All the animal life present in a particular region or time Activiry No. 3 " Roll it Up" The teacher will presesnt a numbers and at tha back of that numbers are the definition of the scrabled	

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DURING/LESSON PROPER		
READING THE KEY IDEA/STEM	Diction and style in problem-solution texts A problem-solution pattern divides information into	

two main sections, one that describes a problem and one that describes a solution. This pattern is typically used in persuasive writing, where the writer's general purpose is to

convince the reader to support a certain course of action.

Problem-solution text structure is a way of organizing information in written text where a problem is presented and followed by one

| | or more potential solutions to address that problem. This structure is commonly used in various types of writing, The teacher may provide copies of the worksheet to | |

| | the students so they can have time to read the text carefully and study on their own. Let them use a highlighter or any available pen. 10 including essays, articles, reports, and speeches, | |

| | particularly in fields like persuasive writing, argumentative writing, and technical writing.
● It uses discipline-specific words. A discipline-specific word refers to a term | |

| | or vocabulary that is unique to a particular field of study or discipline. These words are often technical or specialized in nature and are used by professionals, researchers, and practitioners | |

| | within that specific field.

● The tone used in problem-solution texts is typically objective, persuasive, and authoritative.

● The target audience of problem-solution texts can be | |

| | diverse and may include a combination of stakeholders, decision-makers, the general public, experts, professionals, educators, and students, depending on the specific | |

goals and objectives of the writing.

Diction and style in problem-solution texts

A problem-solution pattern divides information into two main sections, one that describes a problem and one that describes a solution. This pattern is typically used in persuasive writing, where the writer's general purpose is to convince the reader to support a certain course of action.Problem-solution text structure is a way of organizing information in written text where a problem is presented and followed by one or more potential solutions to address that problem. This structure is commonly used in various types of writing, The teacher may provide copies of the worksheet to the students so they can have time to read the text carefully and study on their own. Let them use a highlighter or any available pen. 10 including essays, articles, reports, and speeches, particularly in fields like persuasive writing, argumentative writing, and technical writing.

● It uses discipline-specific words. A discipline-specific word refers to a term or vocabulary that is unique to a particular field of study or discipline. These words are often technical or specialized in nature and are used by professionals, researchers, and practitioners within that specific field.

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● The target audience of problem-solution texts can be diverse and may include a combination of stakeholders, decision-makers, the general public, experts, professionals, educators, and

students, depending on the specific goals and objectives of the writing.

Diction and style in problem-solution texts

A problem-solution pattern divides information into two main sections, one that describes a problem and one that

	describes a solution. This pattern is typically used in persuasive writing, where the writer's general purpose is to convince the reader to support a certain course of action.	

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| | structure is commonly used in various types of writing, The teacher may provide copies of the worksheet to the students so they can have time to read the text carefully and study on | |

	their own. Let them use a highlighter or any available pen. 10 including essays, articles, reports, and speeches, particularly in fields like persuasive writing, argumentative	

	writing, and technical writing. ● It uses discipline-specific words. A discipline-specific word refers to a term or vocabulary that is unique to a particular field of study or discipline. These	

	words are often technical or specialized in nature and are used by professionals, researchers, and practitioners within that specific field. ● The tone used in problem-solution texts is	

	typically objective, persuasive, and authoritative.	
	● The target audience of problem-solution texts can be diverse and may include a combination of stakeholders, decision-maker	

	s, the general public, experts, professionals, educators, and students, depending on the specific goals and objectives of the writing. ● The language, tone, and level of technical detail may be tailored to meet the needs and expectations of the intended audience	
	● The language, tone, and level of	

technical detail may be tailored to meet the needs and expectations of the intended audience

EXPLAIN

E. Developing Mastery

Activity No. 4

"It's Ur Turn"

The teacher will divide the class

into 5 groups to fill the concept map and will present it in the class.

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QUESTIONS	ANSWERS
1. What problem is presented in the text ?	
2. What are the transition words that is used in the text?	
3. Are the pieces of information arranged in logical order ? support your answer ?	
4. Is the text presented objectively or subjectively? Why do you say so?	
5. What was the solution presented by the author?	

CONCEPT MAP

	Q AND A TABLE:	
MAKING GENERALIZATIONS AND ABSTRACTIONS	# Activity No. 5 # "Let Me Ask" Activity No. 5 "Let Me Ask" ● What importance of knowing problem-solution in reading expository text? ● Can you know identify a problem-solution text when you read a text?	
EVALUATING LEARNING	**Activity No.6** Direction: Write the correct answer in a ¼ sheet of paper. 1. It is a pattern divides information in two maij section, one describes the problem and one desribes the solution.	

	2. It is a way of organizing information in written text whre a problem is presented and followed by one or more potential solution to adress the problem. 3. This refers to a term or vocabulary that is unique to a particular field of study or discipline. 4. The_____ used in probvlem-solution texts is trypically objective, persuasive, and authoritative. 5-10. Give 6 transition words that indicates problem to a text.	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by: **Reviewed by:**

_____   _____

Subject Teacher   *Master Teacher/Head Teacher*