

LESSON PLAN TEMPLATE

Lesson Title	Refining Truths: The Art of Revising and Editing Informational Texts
Learning Area/s	English
Name of Teacher/s	DepED Tambayan PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 7
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:	Learning Competency: • Revise the text for coherence. • Revise the text for cohesion (diction, syntax, and style). • Edit the text for textual consistency. Content Standards: The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (expository texts and journalistic texts: news and press releases and features) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts Performance Standards: The learners analyze the style, form, and features of informational texts (expository texts, news and press releases, and features); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository texts, news and press releases, and features) using appropriate forms and structures that represent their meaning, purpose, and target audience			
	Session 1	Session 2	Session 3	Session 4

Learning Objectives:	By the end of the session, the learners should be able to: ● Identify logical gaps and organizational issues that affect the coherence of a news report about a local community event. ● Apply transitional devices to ensure a smooth flow of ideas in a jumbled informational paragraph.	By the end of the session, the learners should be able to: ● Revise an expository text on Philippine biodiversity by improving diction (word choice) and syntax (sentence structure). ● Replace vague or repetitive words with precise vocabulary suitable for a journalistic tone.	By the end of the session, the learners should be able to: ● Edit a press release for textual consistency in terms of verb tense, point of view, and formatting style. ● Critique a sample feature article for stylistic consistency appropriate for the intended audience.	By the end of the session, the learners should be able to: ● Compose a final revision of an original informational text integrating coherence, cohesion, and consistency. ● Provide constructive peer feedback using a standardized revision checklist.
Learner Context:	Learners demonstrate a strong interest in local community news and social media updates but often struggle with the logical sequencing of ideas in formal writing. While many are proficient in oral storytelling using local narratives, they face barriers in connecting sentences logically in English. A few students with reading difficulties require visual cues to understand paragraph	The class exhibits a 'vocabulary plateau' where words like 'good,' 'nice,' and 'big' are overused. They are generally enthusiastic about nature and environment-related topics. A significant barrier is the tendency to use Taglish (code-switching) when they cannot find the exact English term for descriptive writing.	Learners are becoming more aware of writing for an audience but often shift tenses mid-paragraph (e.g., starting in past and ending in present). They respond well to 'Find the Error' challenges. Some learners with ADHD may find long texts overwhelming, so tasks need to be broken into smaller segments.	Learners feel a sense of pride in seeing their finished work but can be sensitive to criticism. They have shown growth in identifying errors in others' work but need scaffolding to apply those same standards to their own. The use of a clear rubric helps reduce anxiety for struggling writers.

	structure.			
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	Story Chain: The teacher starts a story about a 'Barangay Fiesta' and asks students to add one sentence each. The goal is to see if the story remains logical and easy to follow. This serves as an active retrieval of prior knowledge on narrative flow.	Word Upgrade: Display a sentence like 'The bird is nice.' Ask students to replace 'nice' with as many specific adjectives as possible (e.g., majestic, colorful, endemic). This activates prior vocabulary knowledge.	Spot the Shift: Display a paragraph where the tense changes every sentence. Students stand up when they hear a tense shift. This is a kinesthetic check for understanding.	Reflective Minute: Students write down one thing they learned about 'Good Writing' this week. This facilitates active retrieval and self-metacognition.
Flow:	1. Modeling Coherence: The teacher presents two versions of a news report regarding a recent local typhoon response—one disorganized and one coherent. (Scaffolding) 2. Checks for Understanding: Students use 'Logic Cards' (Yes/No) to identify if specific sentences belong in the paragraph or disrupt the flow. 3. Social Learning: In small groups, learners are given 'Jumbled News Strips' about	1. Direct Instruction: Brief lecture on 'Precision in Diction.' Compare 'The food is okay' vs. 'The cuisine is savory.' (Scaffolding) 2. Syntax Surgery: Show how to combine short, choppy sentences into complex ones using conjunctions. (Modeling) 3. Check for Understanding: A 'Synonym Match' game using a PowerPoint presentation where learners select the most 'journalistic'	1. Mini-Lesson: Explain 'The Three Pillars of Consistency': Tense, Tone, and Format. (Scaffolding) 2. Collaborative Analysis: Groups are given a mock 'School Press Release.' They must use different colored highlighters to mark inconsistencies in tense (red) and tone (blue). (Social Learning) 3. Check for Understanding: A quick 'Style Quiz' where learners must decide if a	1. The Workshop Briefing: The teacher provides a 'Revision Checklist' (Coherence, Diction, Syntax, Consistency). (Scaffolding) 2. Peer Review: Learners exchange their drafts of a 'News Report on a School Event.' Using the checklist, they provide two 'Glows' (strengths) and one 'Grow' (area for improvement). (Social Learning) 3. Check for Understanding: The teacher circulates to ensure feedback is

	a local basketball tournament. They must arrange them logically using transitional markers (First, Consequently, On the other hand). (Social Learning) 4. Guided Practice: Groups present their arranged news, explaining why they chose that specific order. (Active Retrieval)	word for a news headline. 4. Active Retrieval: Learners rewrite a short paragraph about the 'Philippine Eagle' that is intentionally written with repetitive words and simple sentences. (Social Learning in pairs).	sentence is 'Too Casual,' 'Too Formal,' or 'Just Right' for a news report. 4. Guided Editing: The teacher models how to rewrite a 'clashing' sentence to match the surrounding style. (Modeling)	specific (e.g., 'Change this word' vs. 'Your diction here is too informal'). 4. Final Polish: Learners perform their final revision based on peer and teacher feedback. (Individual Practice)
Learning Resources:	• Laptop and Projector • Printed 'Jumbled News Strips' • Logic Cards (Visual aids) • Whiteboard and Markers	• PowerPoint Presentation • Thesaurus or Vocabulary List • Activity Sheets on Syntax Surgery	• Highlighters (Red/Blue) • Mock Press Release Handouts • Smart TV for interactive quiz	• Revision Checklist/Rubric • Drafts from previous sessions • Pens/Paper or Laptops for typing
Opportunities for integration:	Integration with Araling Panlipunan (Social Studies) by using content related to community leadership and local governance as the subject of the news reports.	Integration with Science (Biology) through the use of texts focusing on Philippine endemic species and environmental conservation.	Integration with Media and Information Literacy (MIL) by discussing the importance of consistent branding and tone in professional press releases.	Integration with Values Education (EsP) by practicing the 'Art of Giving Constructive Feedback' and respecting the work of others.
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.				
Formative Assessment:	The Logical Link Test: Students are given a 5-sentence	The Editor's Desk: Provide a 3-sentence draft.	Consistency Check: Learners edit a 100-word	The Final Submission: The revised

	paragraph about a local craft (e.g., banig weaving) with one sentence out of place. They must identify the 'intruder' sentence and rewrite the paragraph with a proper transition word.	Learners must revise it to use at least two 'high-level' vocabulary words and combine two sentences into one compound-complex sentence.	feature article about a 'Local Hero.' They must ensure all verbs are in the correct past tense and the tone remains inspirational throughout.	informational text serves as the primary evidence of learning. It is graded based on the rubric focusing on coherence, cohesion, and consistency.
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Ways Forward.

Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.

Extended learning opportunities:	Students will look for a short news article in a local newspaper or online site and highlight three transitional devices used to maintain coherence.	Learners will create a 'Word Bank' in their notebooks containing 5 new journalistic verbs they found in an English news broadcast (e.g., 'alleged,' 'reiterated,' 'commended').	Ask learners to find a social media post from a reputable news organization (e.g., Rappler or GMA News) and note the consistent use of third-person point of view.	Learners are encouraged to 'publish' their work by posting it on the classroom bulletin board or a shared digital class folder to reach a wider audience.
Reflections:	Reflect on how many students were able to identify the logical gaps. Did the visual 'Logic Cards' help learners with lower proficiency levels engage better with the concept of coherence?	Identify if learners were able to distinguish between 'casual' and 'formal' diction. Observe if the sentence-combining exercise was too challenging for the lower-readiness group.	Did the highlighting activity help visual learners identify patterns of error? Consider providing a 'Tense Guide' for students who continue to struggle with verb consistency.	Evaluate the quality of peer feedback. Were learners able to apply the week's concepts independently? Which specific area (coherence vs. cohesion) still requires further reinforcement in the next unit?