



	School:		Grade Level:	
	Teacher:		Learning Area:	
	Teaching Dates and Time:		Quarter:	Fourth
			Week:	Week 1-Day 5

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	Learning Competency Evaluate informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function.
D. LEARNING OBJECTIVES	Lesson Objectives A. Analyzing linguistic features: Problem-Solution Expository Text <ul style="list-style-type: none"> ● Identify and describe the diction and style commonly used in problem-solution expository texts. <ul style="list-style-type: none"> ○ discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of word o target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file ● Identify transition markers commonly used in problem-solution expository texts.
E. Content	Analyzing linguistic features

II. LEARNING RESOURCES

A. REFERENCES	<p>Century, H. (2023, January 7). Samsung CES 2023 press conference shares a more sustainable and calmer connected vision for the future .</p> <p>Hitech Century. https://hitechcentury.com/samsung-ces-2023-press-conference/</p> <p>Dimas, D. (2018, May 30). What makes the man? - Diana Dimas - Medium. Medium. https://medium.com/@ddimas8374/what-makes-the-man-c01730aaadf5</p> <p>Effects of Deforestation. (n.d.). https://pachamama.org/effects-of-deforestation</p>
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	<p>Fish Bone Illustration Vector Stock Vector (Royalty Free) 280530848 Shutterstock. (n.d.). Shutterstock. https://www.shutterstock.com/image-vector/fish-bone-illustration-vector-280530848</p> <p>L. (n.d.). 80,300+ Deforestation Stock Photos, Pictures & Royalty-Free Images - iStock. https://www.istockphoto.com/photos/deforestation</p> <p>Melsa, V. (2023, April 13). How to play Tumbang Preso in Philippines: Mechanics, picture, history. Retrieved from https://kami.com.ph/112149-how-play-tumbang-preso-philippines.html</p> <p>Milk Poster Images – Browse 49,618 Stock Photos, Vectors, and Video. (n.d.). Adobe Stock. https://stock.adobe.com/ph/search/images?k=milk+poster</p> <p>Wagun001. (2018). Philippine traditional game: Luksong tinik or jump over the thorn. Retrieved from https://steemit.com/game/@wagun001/philippine-traditional-game-luksong-tinik-or-jump-over-the-thorn</p> <p>Problem and Solution Ereading Worksheets. (2020, February 24). Ereading Worksheets. https://www.ereadingworksheets.com/text-structure/patterns-of-organization/problem-and-solution/</p> <p>Problem and Solution Graphic Organizer Use with any book! (n.d.). TPT. https://www.teacherspayteachers.com/Product/Problem-and-Solution-Graphic-Organizer-Use-with-any-book-8629219</p> <p>Sihombing, P. S. R. (2019). The effect of using jumble letters in teaching vocabulary in grade eight students of SMP Negeri 7 Pematangsiantar. International Journal of English Literature and Social Sciences, 4(1). https://dx.doi.org/10.22161/ijels.4.1.7</p> <p>The Philippines' battle against deforestation: progress and challenges. (2024, January 26). https://www.green.earth/blog/the-philippines-battle-against-deforestation-progress-and-challenges</p>	
B. OTHER LEARNING RESOURCES		
III. TEACHING AND LEARNING PROCEDURE		
BEFORE/PRE-LESSON PROPER		
ACTIVATING PRIOR KNOWLEDGE		
LESSON PURPOSE/INTENTION		
LESSON LANGUAGE PRACTICE		
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM		
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM		
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS		
EVALUATING LEARNING	<p>1. Formative Assessment The teacher instructs the students to answer the 5-item quiz below.</p>	<p>If worksheets are not available, the teacher may write the questions on a manila paper and instruct students to write</p>

	<p>1. What is the tone typically used in problem-solution essays?</p> <ol style="list-style-type: none">Emotional and subjectiveAuthoritative and persuasiveConfused and disorganizedUncertain and speculative <p>2. Which of the following is an example of a problem-solution essay topic?</p> <ol style="list-style-type: none">"The Importance of Exercise""Climate Change: Causes and Effects""Reducing Plastic Pollution in Oceans""My Favorite Hobby" <p>3. What distinguishes a problem-solution essay from other types of essays?</p> <ol style="list-style-type: none">It focuses on fictional stories.It presents a problem and proposes solutions.It contains only personal opinions.It lacks organization. <p>4. Which of the following is NOT a characteristic of effective problem-solution essays?</p> <ol style="list-style-type: none">Clear problem statementPresentation of biased viewpointsLogical organizationSupported solutions with evidence <p>5. The target audience of problem-solution texts can be diverse and may include a combination of the following:</p> <ol style="list-style-type: none">stakeholdersdecision-makersthe publicall of the above <p>2. Homework (Optional) Instructions: Conduct an interview with a family member(s) and asks them about the problems they have encountered at work, at home, etc. Plot the problems and solutions given using any of the graphic organizers for problem-solution expository texts.</p>	<p>their answers in their notebook.</p> <p>Answer Key:</p> <ol style="list-style-type: none">bcbbd <p>Allow the students to choose the graphic organizer they wish to use. Give them the freedom to print the graphic organizer if they have access to a printer at home, or to write/draw it legibly if a printer is not available.</p>
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ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Subject Teacher

Reviewed by:

Master Teacher/Head Teacher