

LESSON PLAN TEMPLATE

Lesson Title	Analyzing and Comprehending Academic and Technical Texts
Learning Area/s	Effective Communication
Name of Teacher/s	DEPED TAMBAYAN PH
Grade Level and Section	Grade 11
No. of Sessions	2 Sessions
References	Lesson Exemplar (LE), Learning Activity Sheets (LAS)
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 2-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:

- Identify how content, structure, and language of spoken, written, and multimodal academic and technical texts are shaped by audience, purpose, and context.
- Use critical listening, reading, and viewing strategies in comprehending academic and technical texts.

Content Standards:

The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.

Performance Standards:

The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of

	these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.	
	Session 1	Session 2
Learning Objectives:	- Identify the content, structure, and language features of academic and technical texts. - Explain how the audience, purpose, and context influence the composition of a text. - Compare different text types to see the shift in tone and formality.	- Apply critical reading and viewing strategies to comprehend technical and academic materials. - Extract key information from multimodal texts through active listening and observation. - Demonstrate intellectual integrity by summarizing information accurately and respectfully.
Learner Context:	The Grade 11 learners exhibit a wide range of reading comprehension levels, with some students showing high engagement in visual and multimodal content while others struggle with dense technical vocabulary. Observations indicate that while the class is collaborative and enjoys social learning, several students require additional scaffolding and modified materials due to specific learning needs. A common barrier identified is the difficulty in shifting from informal conversational English to the formal register required for academic contexts.	Recent observations show that learners are proficient in superficial reading but often miss deeper nuances in technical content. They show a strong interest in digital media and video content. However, a significant barrier is maintaining focus during longer auditory or technical presentations, highlighting a need for active retrieval techniques and segmented viewing strategies.
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:	"Contextual Switch": The teacher presents two versions of the same message—a casual text message to a friend and a formal request to a principal. Students must identify three differences in the language and tone used in each.	"Visual Recall": Play a 60-second clip of a technical demonstration without sound. Students must list three things they observed about the process and one question they have based solely on the visual cues.
Flow:	1. Introduction and Scaffolding: Use a PowerPoint presentation to define the core elements of academic and technical texts (structure, language, and content). Model the analysis of a sample research abstract by highlighting key linguistic markers. 2. Social Learning (Group Activity): Divide the class into small groups. Provide different text samples (a lab report, a formal speech, and an infographic). Each group uses a graphic organizer to map out the audience, purpose, and context of their assigned text. 3. Inclusion and Guided Practice: Circulate the room to provide one-on-one support for students requiring accommodations, ensuring	1. Active Retrieval: Review the concepts of audience and purpose from the previous session through a brief 5-question digital quiz or 'Raised Hands' session. 2. Modeling Critical Strategies: Introduce the SQ3R (Survey, Question, Read, Recite, Review) strategy for reading and the 'Pause-and-Predict' strategy for viewing. Demonstrate these using a short technical video on a Smart TV. 3. Collaborative Viewing and Reading: Students work in pairs to apply the critical viewing strategy to a multimodal text (a technical tutorial). They must note down technical terms and identify how non-verbal signals contribute to the meaning.

	they have simplified versions of the graphic organizer or assistive reading tools. 4. Check for Understanding: Conduct a quick 'Think-Pair-Share' where students explain how the structure of their assigned text would change if the audience shifted from experts to children.	4. Inclusion Activity: Provide printed transcripts for the video content to support students with auditory processing challenges or language barriers.
Learning Resources:	• Laptop and Projector • PowerPoint Presentation on Text Analysis • Printed Worksheets (Graphic Organizers) • Various Text Samples (Handouts)	• Smart TV/Projector • Technical Instructional Video • Printed Transcripts and Reading Guides • Chalkboard for brainstorming
Opportunities for integration:	This session integrates with Media and Information Literacy (MIL) by examining how different platforms and audiences dictate the format and credibility of information.	Integration with Research and Technical Writing by emphasizing the importance of accurate comprehension as a prerequisite for honest and respectful citation and critique.
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:	Text Profile Matrix: Students individually complete a matrix for a provided short technical article, identifying its purpose, target audience, and three specific language features that characterize it as a technical text.	Annotated Comprehension Guide: Students complete a guided worksheet that requires them to summarize the main argument of a text, define three technical terms used, and explain how the visual elements supported the written or spoken content.
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 are asked to find one example of a 'multimodal' academic text (e.g., a scientific poster or an educational YouTube video) and bring it to the next session for analysis.	Encourage students to practice the SQ3R method on a chapter of their choice from another subject (e.g., Science or Math) and share their experience in the next class.
Reflections:	• Did the students successfully distinguish between audience and context? • Which group struggled most with identifying structural patterns? • How effectively did the graphic organizers support the learners with diverse needs?	• Were students able to transition from passive viewing to critical viewing? • Did the inclusion of transcripts significantly improve participation for the target learners? • What specific strategies seemed most effective for the majority of the class?