



**MATATAG**  
Bansang Makabata Batang Makabansa

<b>School:</b>		<b>Grade Level:</b>	<b>7</b>
<b>Teacher:</b>		<b>Learning Area:</b>	<b>English</b>
<b>Teaching Dates and Time:</b>		<b>Quarter:</b>	<b>Fourth</b>
		<b>Week:</b>	<b>Week 3-Day 2</b>

## I. CONTENT, STANDARDS AND LEARNING COMPETENCIES

<b>A. CONTENT STANDARDS</b>	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>B. PERFORMANCE STANDARDS</b>	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.
<b>C. LEARNING COMPETENCIES</b>	<b>Learning Competency</b> Publish a multimodal informational text for one's purpose and target audience: Expository Essay
<b>D. LEARNING OBJECTIVES</b>	<b>Lesson Objectives</b> 1. Prewriting <ul style="list-style-type: none"> <li>Identify a specific problem related to environmental awareness and preservation and brainstorm possible solutions.</li> <li>Describe the specific situations where the problem exists, the target readers of the problem solution essay, and the purpose for writing it.</li> </ul> 2. Drafting <ul style="list-style-type: none"> <li>Determine one's thesis as the central idea of the essay.</li> <li>Gather facts and informed opinions (texts and images) to support the central idea.</li> <li>Write a problem-solution essay based on the central idea and supporting details.</li> <li>Draw a convincing solution to the identified problem.</li> </ul> 3. Revising <ul style="list-style-type: none"> <li>Revise the draft for clarity of main idea and validity/verifiability of supporting details.</li> </ul> 4. Editing <ul style="list-style-type: none"> <li>Edit the grammar, word choice, and writing mechanics of the problem-solution essay.</li> </ul> 5. Publishing <ul style="list-style-type: none"> <li>Publish a multimodal problem-solution text for one's purpose and audience in any of the following: <ul style="list-style-type: none"> <li>Digital or printed brochure</li> <li>Digital or printed pamphlet</li> <li>Digital or printed posters</li> </ul> </li> </ul>

	o Social media posts (Facebook, Instagram, etc.)
<b>E. Content</b>	Writing process
<b>II. LEARNING RESOURCES</b>	
<b>A. REFERENCES</b>	<p>National Geographic, &amp; Maloney, B. (2024, January 22). Bringing the Ocean Back: An Introduction to Ocean Conservation. <a href="https://education.nationalgeographic.org/resource/bringing-the-ocean-back/">https://education.nationalgeographic.org/resource/bringing-the-ocean-back/</a></p> <p>Philippine Normal University. (2013). English, A Reviewer for the Licensure Examination for Teachers.</p> <p>Prewriting Strategies. Wingspan: Center for Learning and Writing Support. (n.d.). <a href="https://writing.ku.edu/prewriting-strategies">https://writing.ku.edu/prewriting-strategies</a></p> <p>Problem-solution Essays. EAPFoundation.com. (n.d.). <a href="https://www.eapfoundation.com/writing/essays/problemsolution/">https://www.eapfoundation.com/writing/essays/problemsolution/</a></p> <p>Purdue University. (n.d.). Expository essays. <a href="https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html">https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html</a></p> <p>Research and Writing Center. (2024). Drafting. Brigham Young University. <a href="https://rwc.byu.edu/writinghelp/drafting">https://rwc.byu.edu/writinghelp/drafting</a></p> <p>Revising vs. editing - what's the difference? GRAMMARIST. (2024, January 9). <a href="https://grammarist.com/editing/revising-vs-editing/">https://grammarist.com/editing/revising-vs-editing/</a></p> <p>Revising. The Writing Center. (n.d.). <a href="https://writingcenter.gmu.edu/writing-resources/writing-as-process/revising">https://writingcenter.gmu.edu/writing-resources/writing-as-process/revising</a></p> <p>Tennessee State University. (n.d.). Strategies for drafting &amp; revising academic writing. <a href="https://www.tnstate.edu/write/documents/DraftingRevisingEves2007.pdf">https://www.tnstate.edu/write/documents/DraftingRevisingEves2007.pdf</a></p> <p>The Graduate Writing Center - The University of Rhode Island. (2020, March 10). Writing process steps. <a href="https://web.uri.edu/graduate-writing-center/writing-process-steps/">https://web.uri.edu/graduate-writing-center/writing-process-steps/</a></p> <p>The Writing Center - George Mason University. (n.d.). 23 Ways to Improve Your Draft. <a href="https://writingcenter.gmu.edu/writing-resources/writing-as-process/23-ways-to-improve-your-draft">https://writingcenter.gmu.edu/writing-resources/writing-as-process/23-ways-to-improve-your-draft</a></p> <p>The Writing Center • University of North Carolina at Chapel Hill. (2023, December 8). Editing and proofreading key. Editing and Proofreading. <a href="https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/editing-and-proofreading-key/">https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/editing-and-proofreading-key/</a></p> <p>UAGC Writing Center. (n.d.). Writing a thesis statement. <a href="https://writingcenter.uagc.edu/writing-a-thesis">https://writingcenter.uagc.edu/writing-a-thesis</a></p> <p>University of Lynchburg. (n.d.). The writing process. <a href="https://www.lynchburg.edu/academics/writing-center/wilmer-writing-center-online-writing-lab/the-writing-process/">https://www.lynchburg.edu/academics/writing-center/wilmer-writing-center-online-writing-lab/the-writing-process/</a></p> <p>University of Minnesota (2015, October 27). 8.4 revising and editing. Writing for Success. <a href="https://open.lib.umn.edu/writingforsuccess/chapter/8-4-revising-and-editing/">https://open.lib.umn.edu/writingforsuccess/chapter/8-4-revising-and-editing/</a></p> <p>University of North Carolina at Chapel Hill. (2023, December 8). The Writing Center • University of North Carolina at Chapel Hill. <a href="https://writingcenter.unc.edu/tips-and-tools/revising-drafts/">https://writingcenter.unc.edu/tips-and-tools/revising-drafts/</a></p> <p>Victoria State Government. (2019). Literacy Teaching Toolkit: Writing process. <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/litfocuswritingproces">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/litfocuswritingproces</a></p>

	<p>s.aspx#:~:text=Publishing%3A%20the%20preparation%20of%20the ,and%20style%20of%20the%20text</p> <p>Workman Publishing. (2016). Everything You Need to Ace English Language Arts in One Big Fat Notebook.</p> <p>Writing guides. Illinois Tech. (n.d.). <a href="https://www.iit.edu/humanities/student-resources/writing-center/writing-guides">https://www.iit.edu/humanities/student-resources/writing-center/writing-guides</a></p> <p>Writing: Getting from notes to your draft: UMGC. University of Maryland Global Campus. (n.d.). <a href="https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-12">https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-12</a></p>
<b>B. OTHER LEARNING RESOURCES</b>	

### III. TEACHING AND LEARNING PROCEDURE

#### BEFORE/PRE-LESSON PROPER

<b>ACTIVATING PRIOR KNOWLEDGE</b>	<p><b>Short Review</b></p> <p>The <b>writing process</b> consists of five key stages that help writers develop clear and well-structured compositions.</p> <ol style="list-style-type: none"> <li>1. <b>Prewriting</b> – This is the planning stage, where writers brainstorm ideas, research, and organize their thoughts using outlines or graphic organizers.</li> <li>2. <b>Drafting</b> – Writers create a rough version of their work, focusing on expressing ideas rather than perfecting grammar or structure.</li> <li>3. <b>Revising</b> – The draft is reviewed and improved by adding, removing, or reorganizing ideas for better clarity and coherence.</li> <li>4. <b>Editing</b> – Writers check for grammar, spelling, punctuation, and sentence structure errors to polish their work.</li> <li>5. <b>Publishing</b> – The final version is shared, whether in print, online, or through presentations.</li> </ol> <p>Understanding and following these stages helps writers produce more effective and polished pieces.</p>	
<b>LESSON PURPOSE/INTENTION</b>	<p><b>Lesson Purpose</b></p> <p>The purpose of this lesson is to help understand the importance of <b>prewriting</b> as the first stage of the writing process. By engaging in prewriting activities, will learn how to generate ideas, organize their thoughts, and plan their writing effectively.</p> <p>By the end of the lesson, you should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the role of prewriting in the writing process.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use different prewriting techniques such as brainstorming, clustering, and outlining.</li> <li>• Organize their thoughts before drafting to improve clarity and coherence in writing.</li> </ul> <p>This lesson will equip with essential skills to make the drafting stage smoother and more structured.</p>	
<b>LESSON LANGUAGE PRACTICE</b>	<p><b>Unlocking Content Vocabulary</b></p> <p>Match the following writing activities to the correct stage of the writing process. Write <b>P</b> for <b>Prewriting</b>, <b>D</b> for <b>Drafting</b>, <b>R</b> for <b>Revising</b>, <b>E</b> for <b>Editing</b>, and <b>Pu</b> for <b>Publishing</b>.</p> <ol style="list-style-type: none"> <li>1. _____ Checking for spelling and grammar mistakes.</li> <li>2. _____ Writing the first version of your paragraph or essay.</li> <li>3. _____ Brainstorming ideas and making an outline.</li> <li>4. _____ Adding or removing sentences to improve clarity.</li> <li>5. _____ Sharing your work with the class or posting it on a bulletin board.</li> </ol>	<p>Answer:</p> <ol style="list-style-type: none"> <li>1. E</li> <li>2. D</li> <li>3. P</li> <li>4. R</li> <li>5. Pu</li> </ol>
<b>DURING/LESSON PROPER</b>		
<b>READING THE KEY IDEA/STEM</b>	<p><b>Prewriting</b></p> <p>Prewriting is the thinking and planning the writer does before drafting and throughout the writing process, including considering the topic, audience, and purpose; gathering information; choosing a form; and making a plan for organizing and elaborating ideas.</p> <p><b>Reasons for Prewriting</b></p> <ul style="list-style-type: none"> <li>• Students who use prewriting strategies are more effective writers because they are able to more successfully choose and narrow a topic.</li> <li>• Prewriting also helps writers develop the topic and plan how to write about it.</li> </ul> <p><b>Why is it Important?</b></p> <p>► Prewriting helps you:</p> <p><input type="checkbox"/> Organize your thoughts</p>	

- ☐ Begin your research
- ☐ Explore ideas that might have otherwise
- ☐ been undiscovered

### Common Pre-Writing Strategies

1. Freewriting
2. Brainstorming/Listing
3. Clustering/Mapping
4. Journalistic Questions

#### 1. Freewriting

- Jotting down all ideas on a particular topic on paper even before researching about it
- Does not require complete sentences, proper spelling, or correct punctuation and grammar
- About 10 to 15 minutes to write everything that comes to mind even if it doesn't necessarily make sense yet.

Example (Freewriting of a student who needs to write a paper about the environment):

I have to write a paper about the environment. I have no idea where to start! I know there are many problems with the environment, but I don't know much about this topic. Maybe I could take a look at my biology book to come up with some ideas. I know my biology professor is also really into the environment, so maybe I could ask for his help. I remember he was talking about hybrid cars in class the other day and how much better those are for the environment. What is a hybrid car? I know it uses some sort of alternative fuel and they are becoming very popular. Maybe that is something I could write about.

#### 2. Brainstorming/Listing

- Capturing all thoughts, ideas, and fragments in one's head and writing them down on paper

- Similar to freewriting, but:
  - Freewriting = paragraph
  - Brainstorming = list

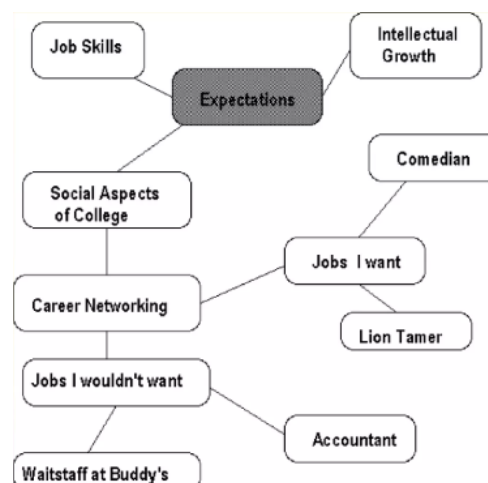
Example (Brainstorming of a student who needs to write a paper about the environment):

Environment  
Problems  
Future  
Cars  
Alternative fuels  
Hybrid cars  
Costs  
Benefits?

### 3. Clustering/Mapping

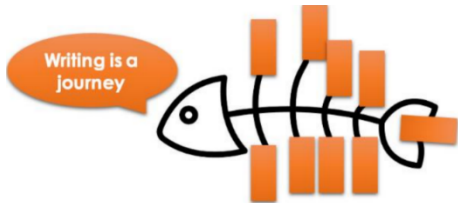
- Placing the general subject in a circle in the middle of a blank sheet of paper
- Draw other lines or circles that shoot out from the original topic.
- Grouping the ideas that seem to go together

Example (Clustering of a student who needs to write a paper on the value of a college education)



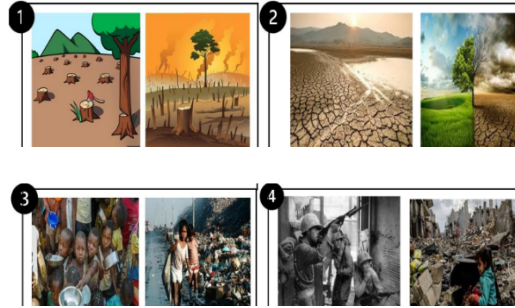
### 4. Journalistic Questions

- Asking and answering who, what, when, where, why, and how questions about the subject

	<ul style="list-style-type: none"> <li>Especially useful when describing a event or writing an information report/essay</li> </ul> <p>Example (Questions of a student who needs to write a report on the political conflict in the Middle East):</p> <ul style="list-style-type: none"> <li><b>Who</b> is involved in the conflict?</li> <li><b>What</b> issues most clearly divide those engaged in this dispute?</li> <li><b>When</b> did the troubles in the Middle East begin, and how have they developed over time?</li> <li><b>Where</b> does the conflict seem most heated or violent?</li> <li><b>Why</b> have those living in this area found it so difficult to resolve the situation?</li> <li><b>How</b> might this conflict be resolved?</li> </ul>	
<p><b>DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM</b></p>	<p><b>SUB-TOPIC 1: PREWRITING</b></p> <p><b>1. Explicitation</b></p> <p><b>FishBone Concept Map</b></p>  <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>How did creating the concept map help you visualize and understand the concept of writing as a journey?</li> <li>As you created the concept map, what insights did you gain about your own writing process and journey?</li> <li>If you are tasked to write an expository essay right now, what is the first thing that you need to do?</li> </ol> <p><b>2. Worked Example</b></p> <div data-bbox="592 1960 1074 2141"> <p><b>Set The Sails</b>  <b>What is Prewriting?</b>  Prewriting is the first stage of the writing process. This is also known as the planning process, where you brainstorm and gather all the necessary information for your paper. This process also consists of narrowing your chosen topic, determining your purpose and audience, and creating a framework for your documentation.  Engaging in the prewriting process is important because this is when you prepare the groundwork for a successful written output by establishing a clear direction for their writing task.</p> </div>	<p>The teacher tells the class to recall their answers during the 'Welcome to Memory Shore' task and relate them to the phrase: "Writing is a journey." The students share and write their responses using the diagram below. The teacher should allow the students to read their answers out loud to the class. Afterwards, the teacher asks the processing questions. Photo Source: Scan the code to grab a copy of the fishbone image: The teacher may also simply ask the students their answers and to write it on the chalkboard. The teacher introduces to the class the concept of prewriting and its</p>



## Making Ripples (Practice Task)



### Processing Questions:

1. What factors did you consider to narrow down your group's topic?
2. What did you do during your brainstorming activity? Who led the brainstorming activity?
3. How did the pictures help you in brainstorming ideas for your possible essay topic?
4. Did you find any brainstorming techniques or strategies helpful in gathering ideas?
5. What insights or discoveries did you gain in this prewriting activity?

### Lesson Activity

#### S.O.S: Save Our Seas! (First Phase of the Writing Process)

The students work individually in answering this prewriting activity in preparation for their problem-solution expository essay. Using the pictures shown during the 'Island of Ideas' activity as their point of reference, the students brainstorm ideas, thoughts, and associations through the image prompts below. The students choose one idea or concept that resonates and is significant to them. Then, they begin gathering information about the idea or concept. On a piece of paper, the students will write the following:

1. Chosen idea or topic
2. Organized list of related information for their chosen topic
3. Target readers
4. Purpose for writing
5. Outline of the expository essay

The teacher may create a rubric in grading the task based on the criteria below.

Conciseness and relevance of	Significance and comprehensive	Organization of essay	TOTAL

importance in the writing process. To familiarize the class on the process of prewriting, the students accomplish a practice task.

During the discussion of concept, the teacher may also ask the input of the students using the following questions:

- What activities are done during the prewriting phase?
  - Why do you need to determine your purpose and audience?
  - What will happen if you have a clear direction for your writing task?
  - Do you agree that prewriting is important?
- The teacher divides the class into four groups and provides each group an envelope containing two pictures. Using the given images as their reference, the learners' task is to brainstorm and come up with a possible essay topic. The students are also encouraged to visit the school library to research or consult their textbooks for any relevant information about the topic that they will come up. Each group presents their findings and topic using a graphic organizer.

The teacher may allow the students to visit the school library, consult



	topic/idea to the prompt	ness of data list			their modules/ textbooks as reference materials, or use the internet with their supervision.
	10 POINTS	10 POINTS	10 POINTS	30 POINTS	

### AFTER AFTER/POST-LESSON

<b>MAKING GENERALIZATIONS AND ABSTRACTIONS</b>	Worksheet Synthesis/Extended What you have learned In a one sheet of paper write something you understand about the lesson we discussed today.	
<b>EVALUATING LEARNING</b>	<p><b>Directions:</b> Choose the correct answer for each question. Circle the letter of your answer.</p> <ol style="list-style-type: none"> <li>Which of the following happens during drafting?           <ol style="list-style-type: none"> <li>Ideas are turned into sentences and paragraphs</li> <li>The final paper is submitted</li> <li>Sentences are rewritten for clarity</li> <li>Spelling mistakes are corrected</li> </ol> </li> <li>What should a writer avoid during the drafting stage?           <ol style="list-style-type: none"> <li>Writing freely without worrying about mistakes</li> <li>Focusing too much on grammar and spelling</li> <li>Organizing thoughts logically</li> <li>Developing main ideas</li> </ol> </li> <li>Why is prewriting important?           <ol style="list-style-type: none"> <li>It helps in structuring the content before writing</li> <li>It finalizes the document for submission</li> <li>It checks for grammar mistakes</li> <li>It allows students to skip revisions</li> </ol> </li> <li>A writer's first draft is expected to be:           <ol style="list-style-type: none"> <li>Perfect and ready to publish</li> <li>A rough version of ideas</li> <li>Completely free of errors</li> <li>Ready for final review</li> </ol> </li> <li>Which of the following tools can help during prewriting?           <ol style="list-style-type: none"> <li>Mind maps and outlines</li> <li>Spell check and grammar tools</li> </ol> </li> </ol>	<p><b>Answer:</b></p> <ol style="list-style-type: none"> <li>a) Ideas are turned into sentences and paragraphs</li> <li>b) Focusing too much on grammar and spelling</li> <li>a) It helps in structuring the content before writing</li> <li>b) A rough version of ideas</li> <li>a) Mind maps and outlines</li> </ol>

	c) Formatting guidelines d) Final proofreading techniques	
<b>ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)</b>		
<b>REMARKS</b>		
<b>REFLECTION</b>		

**Prepared by:**

\_\_\_\_\_  
*Subject Teacher*

**Reviewed by:**

\_\_\_\_\_  
*Master Teacher/Head Teacher*