



MATATAG
Bansang Makabata Batang Makabansa

School:		Grade Level:	7
Teacher:		Learning Area:	English
Teaching Dates and Time:		Quarter:	Fourth
		Week:	Week 4-Day 1

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 Publish a multimodal informational text for one's purpose and target audience: Expository Essay
D. LEARNING OBJECTIVES	Lesson Objectives 1. Prewriting <ul style="list-style-type: none"> ● 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, and the purpose for writing it. 2. Drafting <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Revise the draft for clarity of main idea and validity/verifiability of supporting details. 4. Editing <ul style="list-style-type: none"> ● Edit the grammar, word choice, and writing mechanics of the problem-solution essay. 5. Publishing

	<ul style="list-style-type: none"> ● Publish a multimodal problem-solution text for one’s purpose and audience in any of the following: <ul style="list-style-type: none"> ● Digital or printed brochure ● Digital or printed pamphlet ● Digital or printed posters ● Social media posts (Facebook, Instagram, etc.)
--	--

E. Content	Revising
-------------------	----------

II. LEARNING RESOURCES

A. REFERENCES	<p>National Geographic, & Maloney, B. (2024, January 22). Bringing the Ocean Back: An Introduction to Ocean Conservation. https://education.nationalgeographic.org/resource/bringing-the-ocean-back/</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.). https://writing.ku.edu/prewriting-strategies</p> <p>Problem-solution Essays. EAPFoundation.com. (n.d.). https://www.eapfoundation.com/writing/essays/problemsolution/</p> <p>Purdue University. (n.d.). Expository essays. https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html</p> <p>Research and Writing Center. (2024). Drafting. Brigham Young University. https://rwc.byu.edu/writinghelp/drafting</p> <p>Revising vs. editing - what’s the difference? GRAMMARIST. (2024, January 9). https://grammarist.com/editing/revising-vs-editing/</p> <p>Revising. The Writing Center. (n.d.). https://writingcenter.gmu.edu/writing-resources/writing-as-process/revising</p> <p>Tennessee State University. (n.d.). Strategies for drafting & revising academic writing. https://www.tnstate.edu/write/documents/DraftingRevisingEves2007.pdf</p> <p>The Graduate Writing Center - The University of Rhode Island. (2020, March 10). Writing process steps. https://web.uri.edu/graduate-writing-center/writing-process-steps/</p> <p>The Writing Center - George Mason University. (n.d.). 23 Ways to Improve Your Draft. https://writingcenter.gmu.edu/writing-resources/writing-as-process/23-ways-to-improve-your-draft</p> <p>The Writing Center • University of North Carolina at Chapel Hill. (2023, December 8). Editing and proofreading key. Editing and Proofreading. https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/editing-and-proofreading-key/</p>
----------------------	--

	<p>UAGC Writing Center. (n.d.). Writing a thesis statement. https://writingcenter.uagc.edu/writing-a-thesis</p> <p>University of Lynchburg. (n.d.). The writing process. https://www.lynchburg.edu/academics/writing-center/wilmer-writing-center-online-writing-lab/the-writing-process/</p> <p>University of Minnesota (2015, October 27). 8.4 revising and editing. Writing for Success. https://open.lib.umn.edu/writingforsuccess/chapter/8-4-revising-and-editing/</p> <p>University of North Carolina at Chapel Hill. (2023, December 8). The Writing Center • University of North Carolina at Chapel Hill. https://writingcenter.unc.edu/tips-and-tools/revising-drafts/</p> <p>Victoria State Government. (2019). Literacy Teaching Toolkit: Writing process. https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/litfocuswritingprocess.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.). https://www.iit.edu/humanities/student-resources/writing-center/writing-guides</p> <p>Writing: Getting from notes to your draft: UMGC. University of Maryland Global Campus. (n.d.). https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-12</p>
--	---

B. OTHER LEARNING RESOURCES	
------------------------------------	--

I. TEACHING AND LEARNING PROCEDURE	
---	--

BEFORE/PRE-LESSON PROPER	
---------------------------------	--

ACTIVATING PRIOR KNOWLEDGE	<p>Short Review</p> <p>Hydro Highlights</p> <p>The teacher asks the students to recall what they think are the highlights from the previous discussion or any insights and realizations related to the topic.</p> <p>He or she gives the students a moment to think and then asks for volunteers to share their answers with the class.</p> <p>2. Feedback</p>	
-----------------------------------	---	--

Marine Marvels: Illuminating your Strengths

The class will be divided into groups of four to five members. Each student is requested to recall and share a moment from a previous lesson where they believe they performed exceptionally well, explaining the reasons for their outstanding performance. Group members will take turns sharing their experiences and collectively brainstorm ideas to enhance and reinforce their positive attributes. Each group will select a representative to present their insights and feedback to the class.

The learners may use the guide questions below during their group discussion:

Guide Questions:

1. What specific moment or task from the previous lesson do you believe showcases your best performance?
2. What actions or behaviors do you think contributed to your exceptional performance?
3. How can you apply the strengths demonstrated in this moment to future tasks and challenges?
4. How can your group support each other in enhancing these positive attributes?

LESSON PURPOSE/INTENTION

Lesson Purpose

Navigating the Revision Seas

“In the vast ocean of words, revision is the compass that guides your essay to its intended harbor.”



The teacher shows the image above to the students and asks them with the following questions:

	<ul style="list-style-type: none"> ● What can you say about the images? How will you describe each image? ● Why does the sailor need to adjust the sails? How can you relate this image to writing? ● What might happen if the sails are not adjusted properly, and how does this compare to an essay that hasn't been thoroughly revised? ● What do the sailor's focus and attention tell us about the importance of careful attention during revision? 	
<p>LESSON LANGUAGE PRACTICE</p>	<p>2. Unlocking Content Vocabulary</p> <p>Wharf of Words</p> <p>To familiarize the students with the key terms that they will encounter throughout the lesson, the teacher presents to the students the 'Wharf of Words' word scramble activity. A definition will be provided to aid the learners in unlocking the words. The learners should be given enough time to figure out the words.</p> <p>1. NEEUEQS</p> <p>Hint: The order in which things happen or are arranged</p> <p>2. VNSEOIR</p> <p>Hint: The process of reviewing, editing, and improving something, such as a written work or a plan</p> <p>3. TICRLYA</p> <p>Hint: Clearness or transparency in communication, making ideas easy to understand.</p> <p>4. SOCIIRNEP</p> <p>Hint: Accuracy, exactness, or attention to detail in the way something is done or expressed.</p> <p>5. TGWRINI</p>	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. Sequence 2. Revision 3. Clarity 4. Precision 5. Writing

	<p>Hint: The act or process of expressing ideas, thoughts, or information through written language</p> <p>After answering the word scramble activity, the teacher asks the following questions to the students:</p> <ul style="list-style-type: none"> • Are you familiar with the words you have unlocked in the word scramble activity? How familiar are you with these words? • Do you have any idea on how these words are applied practically? • Knowing that these words are important terminologies in our lesson, what are your expectations for this session? 	
--	---	--

DURING/LESSON PROPER

<p>READING THE KEY IDEA/STEM</p>	<p>What does revision mean?</p> <p>→ To See Again</p> <ul style="list-style-type: none"> • Where does revision take place in the Writing Process? → After drafting and before editing • Why is revision so important? → We learn to write by rewriting. Revision gives us the opportunity to construct the "perfect" piece of communication. • Why do we call it "global" Revision? → We are looking at the "big picture" of the paper. <p>Adding</p> <ul style="list-style-type: none"> <input type="checkbox"/> look for ideas which you didn't use. <p>Rearranging</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rearrange words or sentences. <p>Removing</p> <ul style="list-style-type: none"> <input type="checkbox"/> and you need to take out a few paragraphs or words. <p>Replacing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Replace overused or unclear words. 	
---	---	--

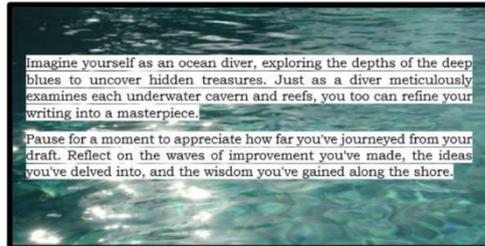
**DEVELOPING and DEEPENING
UNDERSTANDING OF THE KEY
IDEA/STEM**

SUB-TOPIC 3: REVISING

1. Explication

Reflection Pool

The teacher will guide the students to reflect on their current writing journey using the prompt below:



Guide Questions:

1. What some specific improvements or changes have you made in writing your initial draft?
2. Why is it important to reflect on the progress you've made and the insights you've gained during the writing process before embarking on the journey of revising your essay?

2. Worked Example

Set The Sails
What is Revising?
Revising is the third stage of the writing process. This is where you improve what you wrote by adding more information, omitting unnecessary details, re-arranging ideas, and even paraphrasing. Revising allows the author a second chance to catch mistakes missed during the creation of the draft.

How is Revising done?
Review the topic and focus of the paper. Ensure that the topic and thesis statement do not stray from the given prompt of your writing task. Check the sequence of ideas. How you structure your expository essay is important. Consider the effectiveness of your paper's structure to guide a reader through your points while maintaining their interest. Assess your word choice and examine the clarity, conciseness, and precision of the language used in

Making Ripples (Practice Task)

To introduce the students to the revision process, the students use their output from their previous drafting lesson activity. They will follow the specific instructions below.

1. The students bring out the copy of their draft, colored pens, highlighters, pencils, and

During the discussion, the teacher could also elicit answers from the class by asking the following guide questions:

- Why is it important to evaluate the organization and structure of your essay during the revision process?
- What criteria should you consider when evaluating the strength of your thesis statement?

	<p>any other materials they need for annotating their draft.</p> <p>2. The students read through their entire draft from start to finish without making any annotations. (This initial read-through helps the students get reacquainted with their writing process and identify any issues or areas that require attention.)</p> <p>3. As the students read through their draft for the second time, the teacher instructs them to use colored pens or highlighters to mark areas that they think require revision. This could include:</p> <ul style="list-style-type: none"> ● Sentences that are confusing ● Paragraphs that lack sufficient evidence or support ● Ideas or arguments that need further development ● Transitions that are weak or missing ● Grammar, spelling, or punctuation errors <p>4. The teacher encourages the students to write comments on their write-up by utilizing sticky notes or to scribble down on the edges of their draft notes or questions on the parts that need revision.</p> <p>5. In addition to marking areas for revision, the students should also highlight both the strengths and weaknesses of their draft.</p>	<ul style="list-style-type: none"> ● Why is it valuable to reflect on your writing process and the revisions you've made to your essay? <p>The teacher discusses to the class the concept of drafting, its significance, and the process of doing a revision.</p> <p>The teacher is encouraged to roam around the classroom and check the student's work from time to time.</p>
--	---	--

AFTER AFTER/POST-LESSON

<p>MAKING GENERALIZATIONS AND ABSTRACTIONS</p>	<p>Worksheet</p> <p>Synthesis/Extended</p> <p>What you have learned</p> <p>In a one sheet of paper write something you understand about the lesson we discussed today.</p>	
<p>EVALUATING LEARNING</p>	<p>Directions: Choose the correct answer for each of the following questions about revising written content.</p> <p>1. Which of the following is the main goal of revising a written work?</p> <ul style="list-style-type: none"> a) To check for spelling errors b) To improve the clarity and flow of ideas c) To add more information to the text d) To change the font and formatting 	<p>Answer:</p> <ul style="list-style-type: none"> 1. b) To improve the clarity and flow of ideas 2. a) Proofreading 3. a) Ensure that each sentence follows logically

	<p>2. What is one technique used during the revision process?</p> <p>a) Proofreading b) Adding irrelevant details c) Changing the font size d) Skipping over confusing parts</p> <p>3. Which of the following is most important when revising a paragraph for coherence?</p> <p>a) Ensure that each sentence follows logically from the previous one b) Add as many adjectives as possible to make the writing colorful c) Focus only on fixing grammar and spelling errors d) Change the structure of the paragraph completely</p> <p>4. During revision, what should a writer focus on when checking for consistency?</p> <p>a) Making sure the tone, style, and voice remain the same throughout the text b) Adding new ideas or concepts that were not discussed in the draft c) Ensuring that every sentence begins with the same word d) Rewriting the entire essay without checking the first draft</p> <p>5. Which of the following is an example of a structural change you might make during revision?</p> <p>a) Correcting punctuation errors b) Changing the order of paragraphs to improve the flow c) Rewriting a sentence for better word choice d) Correcting typos in individual words</p>	<p>from the previous one</p> <p>4. a) Making sure the tone, style, and voice remain the same throughout the text</p> <p>5. b) Changing the order of paragraphs to improve the flow</p>
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Reviewed by:

Subject Teacher

Master Teacher/Head Teacher

