



MATATAG

Bansang Makabata Batang Makabansa

School:		Grade Level:	7
Teacher:		Learning Area:	English
Teaching Dates and Time:		Quarter:	Fourth
		Week:	Week 3-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 - 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 - 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 - Revise the draft for clarity of main idea and validity/verifiability of supporting details. 4. Editing - Edit the grammar, word choice, and writing mechanics of the problem-solution essay. 5. Publishing - Publish a multimodal problem-solution text for one's purpose and audience in any of the following: - Digital or printed brochure - Digital or printed pamphlet - Digital or printed posters

	o Social media posts (Facebook, Instagram, etc.)
E. Content	Writing process
II. LEARNING RESOURCES	
A. REFERENCES	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/ Philippine Normal University. (2013). English, A Reviewer for the Licensure Examination for Teachers. Prewriting Strategies. Wingspan: Center for Learning and Writing Support. (n.d.). https://writing.ku.edu/prewriting-strategies Problem-solution Essays. EAPFoundation.com. (n.d.). https://www.eapfoundation.com/writing/essays/problemsolution/ Purdue University. (n.d.). Expository essays. https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html Research and Writing Center. (2024). Drafting. Brigham Young University. https://rwc.byu.edu/writinghelp/drafting Revising vs. editing - what's the difference? GRAMMARIST. (2024, January 9). https://grammarist.com/editing/revising-vs-editing/ Revising. The Writing Center. (n.d.). https://writingcenter.gmu.edu/writing-resources/writing-as-process/revising Tennessee State University. (n.d.). Strategies for drafting & revising academic writing. https://www.tnstate.edu/write/documents/DraftingRevisingEves2007.pdf 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/ 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 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/ UAGC Writing Center. (n.d.). Writing a thesis statement. https://writingcenter.uagc.edu/writing-a-thesis University of Lynchburg. (n.d.). The writing process. https://www.lynchburg.edu/academics/writing-center/wilmer-writing-center-online-writing-lab/the-writing-process/ 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/ 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/ Victoria State Government. (2019). Literacy Teaching Toolkit: Writing process. https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/litfocuswritingproces

	s.aspx#:~:text=Publishing%3A%20the%20preparation%20of%20the ,and%20style%20of%20the%20text Workman Publishing. (2016). Everything You Need to Ace English Language Arts in One Big Fat Notebook. Writing guides. Illinois Tech. (n.d.). https://www.iit.edu/humanities/student-resources/writing-center/writing-guides 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
B. OTHER LEARNING RESOURCES	

III. TEACHING AND LEARNING PROCEDURE

BEFORE/PRE-LESSON PROPER

ACTIVATING PRIOR KNOWLEDGE	Short Review Welcome to Memory Shore! The teacher shows a variety of image cut-outs related to the sea (seashells, conch, coral, crab, fish, etc.) using the image of a shore as a background. Attached on the cut-outs are words from their previous lesson such as: Problem-Solution Expository Essay, Linguistic Features, Transition Markers, Facts, Opinion, and Claims. The teacher asks the students to recall what they have learned from the previous lesson or any insights and realizations related to any of the words posted/ projected on the board. He or she gives the students a moment to think and then asks for volunteers to share their answers with the class. 2. Feedback Yesterday's Tides: The Highs and Lows The students work in pairs and briefly reflect on all the learning activities and assessment tasks they accomplished from their previous lesson. Each student chooses one learning activity or assessment task in which they think they performed well and poorly. On their notebooks, they list down three reasons as to why they think they were able to do extremely well and three reasons why they think they performed poorly. Each pair will compare their answers and note any similarities or differences. After a brief discussion, each student jots down idea/s on how they can improve or maintain their learning performance.	If the teacher has a projector or a television, he/she can use a PowerPoint presentation for easier illustration. He/she may also draw the images on a manila paper, bond paper, or directly on the chalkboard. Moreover, the teacher can limit the words to be included for review.
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	Use the table below as a reference: <table border="1"> <thead> <tr> <th colspan="3">Yesterday's Tides: The Highs and Lows</th></tr> </thead> <tbody> <tr> <td>MY BEST MOMENT ...</td><td>I COULD DO A LITTLE BETTER HERE...</td><td>NEXT TIME I WILL...</td></tr> </tbody> </table>	Yesterday's Tides: The Highs and Lows			MY BEST MOMENT ...	I COULD DO A LITTLE BETTER HERE...	NEXT TIME I WILL...	
Yesterday's Tides: The Highs and Lows								
MY BEST MOMENT ...	I COULD DO A LITTLE BETTER HERE...	NEXT TIME I WILL...						
LESSON PURPOSE/INTENTION	1. Lesson Purpose Island of Ideas <i>"The classroom is a barren island, and your ideas are the valuable resources needed to keep it habitable. Share your thoughts, young adventurers of learning!"</i>   Photos Courtesy of:   https://www.fairplanet.org/story/the-top-10-items-that-are-polluting-our-oceans/ https://blog.cleanhub.com/the-top-6-ocean-pollutants https://www.plasticcollective.co/how-are-marine-megafauna-impacted-by-plastic-pollution/ https://moboxmarine.com/blogs/mobox-marine-blog/how-does-plastic-pollution-affect-marine-life https://www.pinterest.ph/pin/cartoon-pier-in-2023--1103874558662099929/ The teacher shows the images above to the students and asks them with the following questions: • What can you say about the images? How will you describe each image? • Are there any similarities between or among the images? If yes, what are they? • What do you think is the message being conveyed through these images? • If you were asked to craft your own expository essay, which type of text structure would you use to share information and awareness about the issue being conveyed in the images?							
LESSON LANGUAGE PRACTICE	Unlocking Content Vocabulary Wharf of Words	The teacher may print out a 'tarpapel' of the						

	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' cross puzzle. The learners should be given enough time to figure out the words. After answering the crossword puzzle, the teacher asks the following questions to the students: • Are you familiar with the words you have unlocked in the crossword puzzle game? 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?	crossword puzzle or copy it on a Manila paper so that the students can answer directly on it. On the other hand, the teacher may provide each student with an individual copy of the activity sheet. The teacher may also use television or projector to present the puzzle. Answer Key: Across: 2. Revising 3. Prewriting 5. Drafting Down: 1. Publishing 4. Editing
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM	What is Writing Process? Writing process is a series of steps that writers follow to create well-structured and polished pieces of writing Stages of Writing • Prewriting • Drafting • Revising • Editing  Prewriting This is the preparation stage where writers generate ideas, gather information, and organize their thoughts before writing. • Prewriting is the process of coming up with ideas for your essay.	

- This is not formal, polished writing.
- There are many prewriting techniques, but we will be discussing:

→ **Brainstorming**



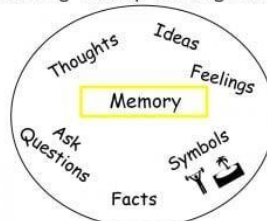
→ **Freewriting**



→ **Clustering**

- A way of narrowing your thoughts by connecting your ideas
- Great techniques for visual learners

Clustering- Free up Working Memory



→ **Outlining**

Topics to choose from

- Who knows me best?

- What do I worry about?
- Something this school really needs is ...
- Why are soap operas so popular?
- An unforgettable dream
- My worst vacation
- My first concert

Outlining

- Outlining comes after you already have the ideas for your paper.
- It is a way of laying out your thoughts before you begin writing.
- Use bullet points to write down each concept you want to mention in the order you want to mention them.
- For more detail, see the Writing Center's handout on outlining.

Drafting

At this stage, writers begin putting their ideas into sentences and paragraphs. The focus is on **getting ideas down** rather than perfection.

- The draft is the first attempt to organize information.
- Typically called a rough draft for a reason.
- **YOU WILL MAKE MISTAKES!**
- Your essay structure does not need to be perfect.

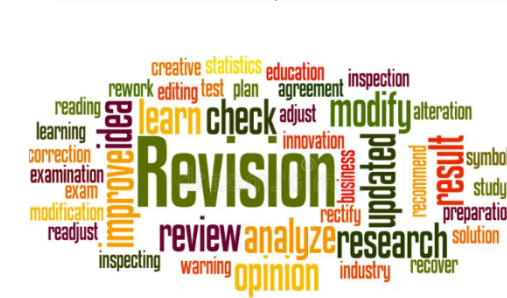


Revising

This stage focuses on **making the content stronger** by reorganizing ideas, adding more details, and ensuring clarity and coherence.

- Reworking your essay so that the ideas are expressed in the best way possible.
- Revising is not the editing stage.

Global Revision	Local Revision
Content	Grammar, spelling, etc.



Editing

Editing focuses on **correcting grammar, punctuation, spelling, and sentence structure.**

- Editing is eliminating punctuation, grammar, and spelling mistakes.
- Should be saved for the end of the writing process.
- Spell Check can be a false friend!



Publishing (Finalizing & Sharing)

The final step is **preparing the work for submission or presentation.** This could mean printing it, submitting it online, or sharing it with an audience.

- Formatting according to guidelines (e.g., APA, MLA, or a specific layout).
- Adding visuals (if necessary).

	• Reviewing everything one last time before submission.  Why Follow the Writing Process? • Helps writers stay organized and focused. • Encourages creativity while ensuring clarity and accuracy. • Reduces stress by breaking writing into manageable steps. • Results in a high-quality final product.	
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM	1. Introduce the Writing Process • Explain the five stages: Prewriting, Drafting, Revising, Editing, and Publishing • Use a simple graphic organizer to illustrate the cycle. 2. Engage in Key Activities ✓ Prewriting (Brainstorming & Organizing Ideas) • Brainstorming Web – Have students jot down ideas in a web or cluster map. • KWL Chart – What they Know, Want to Know, and Learned about a topic. • Outlining – Guide them in structuring their thoughts logically. ✓ Drafting (Turning Ideas into Sentences & Paragraphs) • Quick Writes – Give prompts and time students to write continuously. • Pair Writing – Students draft a paragraph and exchange with a partner for feedback. • Sentence Starters – Help struggling writers begin their ideas. ✓ Revising (Improving Content & Structure) • Peer Review – Teach students to give constructive feedback. • "ARMS" Strategy – Add, Remove, Move, Substitute words or ideas. • Color Coding – Highlight topic sentences, supporting details, and transitions.	

	✓ Editing (Correcting Grammar & Mechanics) • "CUPS" Strategy – Focus on Capitalization, Usage, Punctuation, and Spelling. • Proofreading Puzzles – Give error-filled texts for students to fix. • Editing Checklist – Have students self-check their work before submission. ✓ Publishing (Sharing & Reflecting) • Author's Chair – Let students read their work aloud. • Class Blog or Bulletin Board – Showcase their best pieces. • Writing Portfolio – Encourage students to track their writing growth. 3. Deepen Understanding Through Reflection & Application • Writing Journals – Let students reflect on their writing progress. • Compare Drafts – Show how revision improves clarity and effectiveness. • Real-World Writing Tasks – Assign letters, essays, or stories with authentic purposes.	
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS	Worksheet Synthesis/Extended What you have learned In a one sheet of paper write something you understand about the lesson we discussed today.	
EVALUATING LEARNING	Directions: Choose the correct answer for each question. Circle the letter of your answer. - Which of the following is NOT part of the prewriting stage? - Brainstorming ideas - Organizing thoughts - Writing the final draft - Researching the topic - What is the main purpose of prewriting? - To organize ideas before writing - To correct spelling and grammar - To print and share the work - To write the conclusion - Which of the following is a common prewriting technique? - Proofreading - Editing grammar - Freewriting	Answer: c) Writing the final draft a) To organize ideas before writing c) Freewriting b) Getting ideas down on paper b) Gathering ideas

	d) Printing the final draft 4. During the drafting stage, a writer should focus on: a) Writing a polished, error-free essay b) Getting ideas down on paper c) Checking for punctuation errors d) Submitting the final draft 5. What is the first step in the prewriting stage? a) Writing a rough draft b) Gathering ideas c) Revising content d) Publishing work	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Subject Teacher

Reviewed by:

Master Teacher/Head Teacher