



MATATAG
Bansang Makabata Batang Makabansa

	School:		Grade Level:	
	Teacher:		Learning Area:	
	Teaching Dates and Time:		Quarter:	Fourth
			Week:	Week 2-Day 3

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	A. Evaluating expository essay (problem and solution) for clarity of meaning and purpose - Identify the main idea. - Identify details that support the main idea through the following: - Facts (figures, dates, statistical reports, research findings) Note: Integrate quoting - Opinions (informed opinion) Note: Integrate paraphrasing and summarizing - Differentiate claim of fact, claim of value, and claim of policy as used in problem-solution expository text.
E. Content	Evaluating expository essay

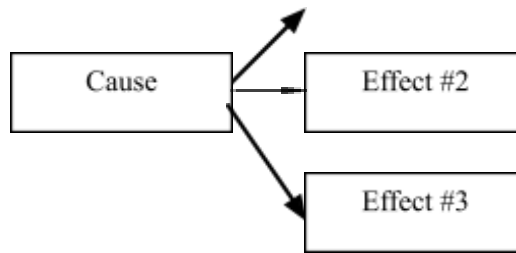
II. LEARNING RESOURCES

A. REFERENCES	Century, H. (2023, January 7). Samsung CES 2023 press conference shares a more sustainable and calmer connected vision for the future J. Hitech Century. https://hitechcentury.com/samsung-ces-2023-press-conference/ Dimas, D. (2018, May 30). What makes the man? - Diana Dimas - Medium. Medium. https://medium.com/@ddimas8374/what-makes-the-man-c01730aaadf5 Effects of Deforestation. (n.d.). https://pachamama.org/effects-of-deforestation Fish Bone Illustration Vector Stock Vector (Royalty Free) 280530848 Shutterstock. (n.d.). Shutterstock.
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	https://www.shutterstock.com/image-vector/fish-bone-illustration-vector-280530848 L. (n.d.). 80,300+ Deforestation Stock Photos, Pictures & Royalty-Free Images - iStock. https://www.istockphoto.com/photos/deforestation Melsa, V. (2023, April 13). Tumbang Preso: Top facts about the traditional game everyone is taking about. Kami.com.ph - Philippines 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 Philippine Traditional Game: Luksong Tinik or Jump Over the Thorn — Steemit. (n.d.). Steemit. https://steemit.com/game/@wagun001/philippine-traditional-game-luksong-tinik-or-jump-over-the-thorn Problem and Solution Ereading Worksheets. (2020, February 24). Ereading Worksheets. https://www.ereadingworksheets.com/text-structure/patterns-of-organization/problem-and-solution/ 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 The Philippines' battle against deforestation: progress and challenges. (2024, January 26). https://www.green.earth/blog/the-philippines-battle-against-deforestation-progress-and-challenges
B. OTHER LEARNING RESOURCES	
I. TEACHING AND LEARNING PROCEDURE	
BEFORE/PRE-LESSON PROPER	
ACTIVATING PRIOR KNOWLEDGE	Short Review Evaluating a problem-and-solution expository essay involves assessing how clearly the essay presents an issue, explains its causes, and proposes a well-supported solution. One of the key aspects of this evaluation is identifying the main idea, which includes understanding the central problem and how effectively the essay addresses it. To ensure clarity of meaning and purpose, a well-written expository essay should: • Clearly state the problem in the introduction. • Provide logical explanations and supporting details to describe the issue. • Present a practical and well-explained solution that directly addresses the problem. • Use clear transitions to maintain coherence between ideas. • Conclude effectively by summarizing the key points and reinforcing the proposed solution. By analyzing these elements, readers can determine whether the essay effectively communicates its purpose and meaning while providing a well-structured and logical solution to the identified problem.
LESSON PURPOSE/INTENTION	Lesson Purpose: Evaluating an Expository Essay (Problem and Solution) for Clarity of Meaning and Purpose General Objective: Develop their critical reading and analytical skills by evaluating an expository essay that follows the problem-and-solution structure. They will focus on assessing the clarity of meaning and purpose by

	identifying the main idea and analyzing how effectively the essay presents and resolves the issue. Specific Objectives: By the end of the lesson, will be able to: 1. Identify the main idea of a problem-and-solution expository essay. 2. Evaluate the clarity of meaning by analyzing how well the problem is explained and how logically the solution is presented. 3. Assess the effectiveness of supporting details in reinforcing the problem and proposed solution. 4. Examine coherence and organization in presenting the problem, causes, effects, and solution. 5. Provide constructive feedback on how to improve the clarity and effectiveness of an expository essay. This lesson will help refine their ability to comprehend, analyze, and critique expository texts, which is essential for academic success and effective communication.											
LESSON LANGUAGE PRACTICE	Instructions: Match the vocabulary words in Column A with their correct definitions in Column B by writing the letter of the correct answer on your answer sheet. <table><tr><th>Column A (Vocabulary Words)</th><th>Column B (Definitions)</th></tr><tr><td>1. Coherence</td><td>A. Factual information, data, or examples that support a claim or argument in an essay.</td></tr><tr><td>2. Thesis Statement</td><td>B. Words or phrases that help connect ideas smoothly within an essay.</td></tr><tr><td>3. Evidence</td><td>C. Logical organization that ensures ideas flow effectively from one point to another.</td></tr><tr><td>4. Transitions</td><td>D. The final part of an essay that summarizes the main points and reinforces the thesis.</td></tr></table>	Column A (Vocabulary Words)	Column B (Definitions)	1. Coherence	A. Factual information, data, or examples that support a claim or argument in an essay.	2. Thesis Statement	B. Words or phrases that help connect ideas smoothly within an essay.	3. Evidence	C. Logical organization that ensures ideas flow effectively from one point to another.	4. Transitions	D. The final part of an essay that summarizes the main points and reinforces the thesis.	Answer: 1. c 2. e 3. a 4. b 5. d
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	5. Conclusion	E. A sentence in the introduction that states the main argument or purpose of the essay.	
DURING/LESSON PROPER			
READING THE KEY IDEA/STEM	C. Comparison & Contrast ❖ The author explains how two or more things are alike and/or how they are different. CUE WORDS: different; in contrast; alike; same as; on the other hand ❖ Graphic Organizer: <pre> graph TD A[] --> B[Alike] A --> C[Different] B --- B_lines[_____ _____ _____] C --- C_lines[_____ _____ _____] </pre> ❖ SAMPLE PASSAGE: The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, for example, there were chariot races. There female contestants and all athletes competed in the nude. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are were the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics too. D. Cause and Effect ❖ The author lists one or more causes and the resulting effect or effects. CUE WORDS: reasons why; if...then; as a result; therefore; because ❖ Graphic Organizer:		



❖ **SAMPLE PASSAGE:**

There are several reasons why so many people attend the Olympic games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard-earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.

E. Problem and Solution

- ❖ The author states a problem and lists one or more solutions for the problem. A variation of this pattern is the question-and-answer format in which the author poses a question and then answers it.

CUE WORDS: problem is; dilemma is; puzzle is solved; question... answer...

GRAPHIC ORGANIZER:



❖ **SAMPLE PASSAGE:**

One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletic events and housing is needed for the athletes who come from around the world. And all of these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games.

Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in the Los Angeles area were also used. The Coliseum where the 1932 games were held was used again and many colleges and universities in the area became playing and living sites.

DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM

SUB-TOPIC 2: Identifying details that support the main idea through the following: Facts (figures, dates, statistical reports, research findings) Opinions (informed opinion). Note: Integrate paraphrasing and summarizing
1. Explicitation

Quoting:

The text says, "The rainforest is a special place full of many different plants and animals."

Summarizing:

This passage talks about the rainforest, describing

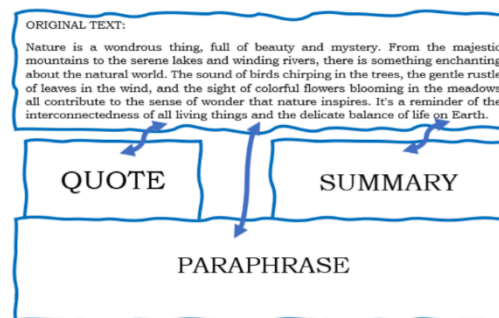
	The teacher solicits ideas from the students through questions: • What is the main idea of a text? • How does one identify the main idea of a text? Note: The main idea can be found by examining the facts presented in the text, such as dates, figures, statistical reports, or research findings. Another way is by considering the opinions expressed in the text. This can be achieved through quoting, paraphrasing, and summarizing. A. Quoting in the context of discussing the main idea typically refers to the act of directly citing or referencing specific language or passages from a text to support the main idea. When analyzing a text to determine its main idea, quoting can be a valuable technique for providing evidence or examples that reinforce the central concept being conveyed. B. Summarizing involves condensing the main points, ideas, and arguments of a text into a concise and coherent form. When finding the main idea, summarizing allows you to distill the most important information and central message of the text without including unnecessary details. By summarizing, you can identify the core essence of the text and articulate its main idea in your own words, focusing on the key concepts and overarching themes. C. Paraphrasing involves restating information from the original text in your own words while retaining the original meaning. When finding the main idea, paraphrasing allows you to rephrase key sentences or phrases from the text in order to gain a deeper understanding of the main concept. 2. Worked Example THE QSP: QUOTE, SUMMARIZE AND PARAPHRASE The teacher instructs the students to read and get the main idea of the given passages using quoting, summarizing, and paraphrasing. The graphic organizer is provided for the students to present their answers. (Answers may vary) "The rainforest is a special place full of many different plants and animals. It's like a big, green jungle with tall trees and lots of colorful birds and butterflies. The rainforest is important because it gives us clean air to breathe and helps to keep the Earth's climate just right. But some	it as a unique habitat with diverse plants and animals. It emphasizes the importance of the rainforest for providing clean air and maintaining the Earth's climate. However, it also mentions the threat of deforestation caused by human activities and urges for conservation efforts such as planting trees and caring for the environment. Paraphrasing: The rainforest is a remarkable environment teeming with various plants and animals. It's often compared to a vast, green jungle, adorned with towering trees and vibrant birds and butterflies. Not only does the rainforest supply us with fresh air and help regulate the Earth's climate, but it's also facing challenges due to deforestation. To safeguard this vital ecosystem, it's essential for us to plant more trees and actively preserve the environment. Quoting: The text says, "Nature is a wondrous thing, full of beauty and mystery." Summarizing: This passage celebrates the beauty and mystery of nature, highlighting its various elements such as mountains, lakes, rivers, trees, leaves, and flowers. It emphasizes the sensory experiences of nature, including the sounds of birds and wind, as well as the vibrant colors of blooming flowers. Ultimately, it reflects on nature's ability to evoke wonder and serves as a reminder of the
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people are cutting down the trees in the rainforest, and this is causing big problems for the plants and animals that live there. We need to help protect the rainforest by planting more trees and taking care of the environment.”



3. Lesson Activity MORE QUOTING, SUMMARIZING AND PARAPHRASING

Instructions: Read the text below. Then, quote, summarize, and paraphrase the passage to present the main idea.
(Answers may vary)



interconnectedness and balance of life.

Paraphrasing:

The wonders of nature never cease to amaze, offering a blend of beauty. From the beautiful mountains to the tranquility of lakes and rivers, there's a captivating essence to the natural world. Whether it's the chirping of birds, the gentle sway of leaves in the breeze, or the vibrant colors of flowers in bloom, each aspect of nature contributes to its enchanting beauty. Moreover, it serves as a reminder of the web of life and the harmonious balance that exists on our planet.

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:
Read each question carefully and choose the best answer. Write the letter of your chosen answer on your answer sheet.

1. What is the purpose of supporting details in an expository essay?
A. To make the essay longer
B. To provide evidence that strengthens the main idea
C. To include personal opinions without proof
D. To confuse the reader with more information

2. Which of the following is an example of a fact?
A. "Climate change is the most urgent issue of our time."
B. "Recycling is the best way to protect the environment."
C. "A study by NASA found that global

Answer:

1. b
2. c
3. b
4. c
5. a

	temperatures have increased by 1.2°C since 1880." D. "In my opinion, students should be required to recycle." 3. What type of information is best supported by quoting directly from a source? A. Personal experiences B. Factual data, figures, and statistics C. Fictional narratives D. Unverified opinions 4. When paraphrasing a source, what should you do? A. Copy the exact words without citing the source B. Change a few words and keep the same sentence structure C. Restate the idea in your own words while keeping the original meaning D. Add your own opinion to make it more interesting 5. Which of the following is an example of a claim of fact? A. "Exercise is good for mental health because it releases endorphins." B. "Everyone should exercise daily to live a happy life." C. "Running is the best type of workout for weight loss." D. "The government should create more parks for outdoor activities."	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Subject Teacher

Reviewed by:

Master Teacher/Head Teacher