



School:		Grade Level:	7
Teacher:		Learning Area:	English
Teaching Dates and Time:		Quarter:	Fourth
		Week:	Week 3-Day 5

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"> o Digital or printed brochure o Digital or printed pamphlet

	<ul style="list-style-type: none"> o Digital or printed posters o Social media posts (Facebook, Instagram, etc.)
E. CONTENT	Writing process
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/litfocuswritingproces</p>

ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Subject Teacher

Reviewed by:

Master Teacher/Head Teacher