

LESSON PLAN TEMPLATE

Lesson Title	Evaluating Veracity and Synthesizing Evidence in Informational Texts
Learning Area/s	English
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net)
Grade Level and Section	Grade 10
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:

Learning Competency:

- Determine the veracity of the information presented based on the Credibility of the author and Accuracy of information.
- Analyze textual evidence to support an argument/general statement through Quoting, Paraphrasing, and Summarizing.

Content Standards:

The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: documentaries and vlogs) and transactional texts (letter of application) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.

Performance Standards:

The learners analyze the style, form, and features of informational texts (documentaries and vlogs) and transactional texts (letter of application); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (documentaries and vlogs) and transactional texts (letter of application) using appropriate forms and structures that represent their meaning, purpose, and target audience.

	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	- Define veracity, credibility, and accuracy in the context of Filipino informational texts. - Analyze the credibility of various Filipino content creators (vloggers and documentarists) based on their background and expertise.	- Determine the accuracy of information by cross-referencing claims with reputable Philippine government or academic sources. - Identify red flags in informational texts that suggest a lack of veracity.	- Distinguish between quoting, paraphrasing, and summarizing as methods of presenting textual evidence. - Apply quoting and paraphrasing techniques to informational texts about Philippine culture.	- Analyze textual evidence to support an argument regarding a Philippine social issue. - Synthesize information from multiple sources using quoting, paraphrasing, and summarizing to build a coherent statement.
Learner Context:	- Learners are highly engaged with visual media, particularly local YouTube vlogs and TikTok news summaries. - Most students demonstrate a 'visual-first' approach to learning but struggle to distinguish between influencers' opinions and factual reporting.	- Learners show strength in collaborative tasks and are quick to spot inconsistencies when presented with side-by-side comparisons. - Some learners with lower reading proficiency find dense text-heavy reports intimidating. - Interest in local	- Learners are generally good at copying text (quoting) but struggle with the vocabulary required for effective paraphrasing. - Many students have the habit of 'patch-writing' (changing only a few words), which borders on plagiarism. - Visual	- Learners are now ready to combine their evaluation skills with their writing skills. - Barriers: Some students struggle with organizational structure in writing. - Strengths: Strong opinions on local issues like 'No Homework Policy' or 'Jeepney Modernizati

	Barriers include varying internet literacy levels and a tendency to trust information that is viral rather than verified.	community issues (e.g., local waste management or school policies) is high.	learners benefit from color-coded examples of transformed text.	on.'
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Learning Experience.

A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Lesson:	Spot the Bait: Show three screenshots of Filipino news headlines (one clickbait, one satire, one factual). Students vote using 'True' or 'False' cards. Word Cloud: Students write words they associate with 'Truth' on the chalkboard.	Fact-Check Flash: Present two conflicting 'facts' about a local landmark. Students must guess which one is from the official tourism website.	Chismis Relay: A message is whispered; the last person must 'paraphrase' it. Discuss how the meaning changed.	Evidence Sort: Students are given 'Evidence Cards' and must place them under the argument they best support (e.g., 'Pros' or 'Cons' of a local policy).
Flow:	Scaffolding : Introduce the 'C.A.R.E.'	Scaffolding : Provide a 'Fact-Checking Toolkit'	Scaffolding : Use the 'I Do, We Do, You Do'	Active Retrieval: Quick-fire round:

	framework (Credentials, Accuracy, Relevance, Evidence) through a mini-lecture with local examples (e.g., Atom Araullo vs. an anonymous gossip vlogger). ● Check for Understanding: 'Four Corners' activity where students move to a corner based on the perceived credibility of a presented source. ● Social Learning: In small groups, students examine a printed transcript of a local documentary and highlight markers of authority (e.g., citations, professional titles). ● Active Retrieval: Students summarize	(list of official .gov.ph and .edu.ph websites). ● Active Retrieval: Review the C.A.R.E. framework from the previous session through a quick 'Pass the Chalk' game. ● Hands-on Activity: Using laptops or printed worksheets, students verify three specific claims found in a popular social media post against official data. ● Checks for Understanding: 'Stop/Go' cards used during the analysis to indicate if they found evidence supporting a claim.	model. The teacher demonstrates paraphrasing a sentence about the 'Bayanihan' spirit, then the class does one together. ● Active Retrieval: A matching game where students pair original quotes with their correctly paraphrased versions. ● Social Learning: Pairs work together to 'shrink' a paragraph into a one-sentence summary and 're-voice' a quote using different synonyms. ● Checks for Understanding: 'Think-Pair-Share' on why quoting is better than paraphrasing in specific legal or scientific contexts.	Define Veracity, Credibility, and Accuracy. ● Social Learning: Group 'Evidence Board' activity. Groups are given a prompt (e.g., 'The importance of local tourism'). They must find evidence from two different provided texts, then Quote, Paraphrase, and Summarize to support their stance. ● Scaffolding: Provide sentence starters for synthesis (e.g., 'According to...', 'In contrast to...', 'The author emphasizes...'). ● Check for Understanding: Gallery walk where students leave 'sticky note' feedback on
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	the difference between a credible author and an accurate statement using a T-chart.			other groups' use of evidence.
Learning Resources:	• Projector/Smart TV • PowerPoint Presentation on C.A.R.E. Framework • Printed Transcripts of local news clips • Chalkboard	• Laptops/Computers • Printed Worksheets with claims and source links • Manipulatives (Red/Green cards)	• Chalkboard/Whiteboard • Printed Worksheets (QPS Practice) • Thesaurus or Synonym lists	• Manipulatives (Evidence Cards) • Large Manila paper/markers • Printed source packs on local issues
Opportunities for integration:	• Media and Information Literacy (MIL): Evaluating digital footprints and source reliability. • Araling Panlipunan: Analyzing current events in the Philippines.	• Science: Cross-referencing environmental claims (e.g., climate change impacts in the Philippines). • Mathematics: Interpreting data and statistics used in reports.	• Filipino: Comparing paraphrasing techniques between English and Filipino texts. • Values Education: Discussing the ethics of academic honesty and plagiarism.	• Social Studies: Building arguments for civic participation. • ICT: Preparing content for a potential multimodal presentation (vlog/blog).
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.				
Formative Assessment:	• Credibility Scorecard: Students	• Accuracy Audit: A worksheet	• The Transformation Task:	• The Argument Draft: A

	assign a 'Trust Score' (1-10) to a provided short text and write a 2-sentence justification based on the author's credentials.	where students must find and correct one factual error in a provided mock-up of a local news article.	Students are given three quotes from a documentary. They must: 1. Quote one directly. 2. Paraphrase one. 3. Summarize the whole set.	one-paragraph written response to a prompt where students must include at least one quote and one paraphrase from a vetted, credible source.
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Ways Forward.

Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.

Extended learning opportunities:	● Digital Detective: Find one post on social media and apply the C.A.R.E. framework. Be ready to share results tomorrow.	● Community Watch: Interview a community elder about a local tradition and try to find a written source that confirms the details.	● Lyrics Flip: Take a favorite OPM song and paraphrase the chorus without losing the original meaning.	● Letter of Intent: Begin drafting a letter to a local official using the synthesized evidence to suggest a community improvement.
Reflections:	● How did my personal bias toward my favorite vlogger affect my evaluation of their credibility? ● What specific clue helped me identify a lack of accuracy in	● Why is it dangerous to share information before checking its accuracy? ● Which official source did I find easiest to navigate and why?	● What is the hardest part about putting someone else's ideas into my own words? ● How does paraphrasing help me understand the text better?	● How does using credible evidence make my argument stronger? ● Which of the three (Q, P, or S) do I feel most confident using in my writing now?

	the text?			
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