



MATATAG
Bansang Makabata Batang Makabansa

School:		Grade Level:	7
Teacher:		Learning Area:	English
Teaching Dates and Time:		Quarter:	Fourth
		Week:	Week 5-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 AND OBJECTIVES	<p>Learning Competency</p> <p>Publish a multimodal informational text for one's purpose and target audience: Expository Essay</p> <p>Lesson Objectives</p> <p>1. Prewriting</p> <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. <p>2. Drafting</p> <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.

	<p>3. Revising</p> <ul style="list-style-type: none"> ● Revise the draft for clarity of main idea and validity/verifiability of supporting details. <p>4. Editing</p> <ul style="list-style-type: none"> ● Edit the grammar, word choice, and writing mechanics of the problem-solution essay. <p>5. Publishing</p> <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 o Digital or printed posters o Social media posts (Facebook, Instagram, etc.)
D. CONTENT	<p>Topic: Writing process</p> <p>Sub-topics: Prewriting, Drafting, Revising, Editing, Publishing</p>
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.</p>

<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-](https://web.uri.edu/graduate-writing-center/writing-process-steps/)

[writing-center/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-](https://www.lynchburg.edu/academics/writing-center/wilmer-writing-center-online-writing-lab/the-writing-process/)

[writing-lab/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/litfocuswritingprocess.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.

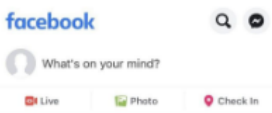
Writing guides. Illinois Tech. (n.d.).

<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->

B. OTHER LEARNING RESOURCES															
IV. TEACHING AND LEARNING PROCEDURE															
BEFORE/PRE-LESSON PROPER															
ACTIVATING PRIOR KNOWLEDGE	<div data-bbox="576 353 767 387"> Short Review </div> <div data-bbox="576 427 1031 495"> WAVES: Writing Acronyms, A Vast Exploration Session </div> <div data-bbox="616 524 887 954"> <table border="1"> <tbody> <tr><td>R –</td><td>E –</td></tr> <tr><td>E –</td><td>D –</td></tr> <tr><td>V –</td><td>I –</td></tr> <tr><td>I –</td><td>T –</td></tr> <tr><td>S –</td><td>I –</td></tr> <tr><td>E –</td><td>N –</td></tr> <tr><td></td><td>G –</td></tr> </tbody> </table> </div> <div data-bbox="576 1043 1118 1211"> Today's task is to think of words or phrases that start with each initial letter and are relevant to the topic of revision or editing. These words or phrases will be the building blocks of their acronym. </div> <div data-bbox="1158 320 1485 734"> The teacher will show or write the word 'R.E.V.I.S.E' and 'E.D.I.T.I.N.G' on the board and explain that to recall the previous lesson. The learners will work in pairs and each pair will present their work in front of the class. </div>	R –	E –	E –	D –	V –	I –	I –	T –	S –	I –	E –	N –		G –
R –	E –														
E –	D –														
V –	I –														
I –	T –														
S –	I –														
E –	N –														
	G –														
LESSON PURPOSE/INTENTION	<div data-bbox="576 1245 839 1328"> 1. Lesson Purpose The Ripple Effect </div> <div data-bbox="576 1357 1110 1491"> "Every published word is a stone thrown into the vast ocean of ideas, creating ripples that can change perspectives and shape conversations." </div> <div data-bbox="584 1514 895 1727">  </div> <div data-bbox="576 1760 1086 1861"> The teacher shows the image above to the students and asks them with the following questions: </div> <div data-bbox="576 1895 1126 2078"> <ul style="list-style-type: none"> • What can you say about the image? How will you describe the image? • Do you agree with the statement: "Every published word is a stone thrown into the vast ocean of ideas, creating ripples that </div>														

	<p>can change perspectives and shape conversations.”</p> <ul style="list-style-type: none"> • In what ways do you think publishing an essay can create ripples of impact like those seen in the image? • Imagine yourself as the person casting the stone in the image. How does this action parallel the process of sharing your thoughts and ideas through published work? 	
LESSON LANGUAGE PRACTICE	<p>2. Unlocking Content Vocabulary</p> <p>Wharf of Words: Match It Up!</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: Match It Up!’ learning activity, where a list of words shall be provided, and the students will match it with its proper definition. The learners should be given enough time to figure out the answer.</p> <div> <div> <p>1. Blog</p> <p>2. Publishing</p> <p>3. Social Media</p> <p>4. Digital</p> <p>5. Print</p> </div> <div> <p>A. The process of making content available to the public, either in digital or print form</p> <p>B. Content or technology that is stored, transmitted, or processed in an electronic format</p> <p>C. Online platforms and websites that allow users to create and share content</p> <p>D. Content or information that is produced on physical paper or other tangible materials</p> <p>E. A regularly updated website or web page, typically run by an individual or a small group</p> </div> </div>	
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM	<p>Why Is Publishing Important in Writing?</p> <p>Writing is a powerful tool that allows individuals to express their thoughts, experiences, and ideas. However, the process of publishing one's work is equally important because it transforms a personal creation into something that can inspire, inform, or connect with others. When we publish our work, we open ourselves to a wider audience, allowing our voice to be heard and our message to create an impact.</p>	

	<p>In this activity called "Making Ripples", you were asked to collaborate with your group, create meaningful quotes with images, and publish them online. This task reflects the real-world experience of publishing content, where writers share their thoughts through different platforms, allowing them to inspire, educate, and engage their audience.</p>	
<p>DEVELOP NG and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM</p>	<div><p>SUB-TOPIC 5: PUBLISHING</p><p>1. Explication</p><p>Photo Source: https://www.audiconsultingeducation.com/facebook-and-genuine-leadership-what-s-on-my-mind/</p><p>The teacher shows the image above to the class and asks them with the following questions:</p><ol style="list-style-type: none">1. Who has a social media account? What social media accounts do you have?2. Have you ever posted something online before?3. Do you think that posting online and the writing process have any similarities?4. In your opinion, how is posting a content on a social media application (e.g., Facebook) similar to publishing a written work (e.g., essay)?5. What do you think is the purpose of publishing?</div> <p>Making Ripples (Practice Task)</p> <p>To give the students an idea on how to publish, the students work in small groups and publish their own essay.</p> <p>Creativity Cove:</p> <ul style="list-style-type: none">● Theme of the Activity: My Writing Journey● The small groups will consist of four to five members. The task of each member is to create an image with their own quote about their experiences or learnings on their writing journey. They can use Microsoft Word or other editing software, such as Canva, Fotor, Adobe Express, etc.● Once all members are done, the group posts their work on any social media, such as Facebook, Instagram, etc., using the hashtag #InkAdventure. <p>Processing Questions:</p> <ol style="list-style-type: none">1. Share your thoughts about expressing your writing journey through an image and quote. What did you feel?	

	<p>2. What did you consider in deciding on the content and design elements for your group post?</p> <p>3. What new insights did you learn from the activity?</p> <p>4. How do you feel about sharing your creative process with a wider audience?</p> <p>5. How will you apply the insights gained from this activity to further develop your writing skills and creativity?</p>	
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS	<p>In writing, it is not enough to simply create content — sharing and publishing your work allows you to:</p> <ul style="list-style-type: none"> • Express your thoughts and experiences to a wider audience. • Inspire and connect with people who may relate to your journey. • Build your confidence in sharing your ideas and creativity. • Receive feedback that can help you improve your writing. <p>Key Insight:</p> <p>"A writer's journey does not end when they finish writing — it begins when they share their work with the world."</p>	
EVALUATING LEARNING	<p>Evaluating Learning Through Reflection</p> <p>To formally evaluate your learning, answer the following reflection questions:</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. What did you feel when you published your work online? 2. How did you come up with the content (quote) of your writing journey? 3. Did you experience any challenges in working with your group members? If yes, how did you overcome it? 4. Did publishing your work help boost your confidence as a writer? Why or why not? 	

	5. If given another chance to publish your writing, what improvements would you make?	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Subject Teacher

Reviewed by:

Master Teacher/Head Teacher