



MATATAG

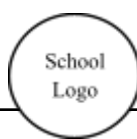
Bansang Makabata



Batang Makabansa



BAGONG PILIPINAS



School
Logo

Name of School:		Quarter:	4th Quarter
Grade Level & Section:	Grade 7	Week:	Week 8 Day 2
Subject:	ENGLISH	Date and Time:	
Topic:		Teacher:	

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		ANNOTATIONS
A. CONTENT STANDARDS	The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience.	
B. PERFORMANCE STANDARDS	The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (recount) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.	
C. LEARNING COMPETENCIES / LEARNING OBJECTIVES	Learning Competency: EN7TRAN-IV-7 Revise for coherence and cohesion. EN7TRAN-IV-8: Edit for consistency of diction, style, tone and register, point of view, and grammar. EN7TRAN-IV-9: Send correspondences to communicate with and respond to senders within the bounds of ethics. Objectives: 3. Revising ● Revise the drafted letter for clarity of meaning and purpose. 4. Editing ● Edit the grammar, word choice, and writing mechanics of the letter of request. 5. Publishing ● Send the letter of request to the intended reader or publish it in printed or digital multimodal platforms.	

I. CONTENT

Sending letters to communicate to a person or to be published for public action

Writing process

- Revising
- Editing
- Publishing

II. LEARNING RESOURCES

A. REFERENCES

B. OTHER LEARNING RESOURCES

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<https://www.wikihow.com/Write-a-Letter-Requesting-aFavor?fbclid=IwAR0KP4MAqk9TIYXVLM6eRgCAI3IEOv30FfVCGm08a3i7PEnQ6U4GtHq2IfIY#/Image:Write-a-Letter-Requesting-a-Favor-Step-2-Version-4.jpg>

III. TEACHING AND LEARNING PROCEDURE

BEFORE/PRE-LESSON PROPER

ACTIVATING PRIOR KNOWLEDGE

Directions: Answer the following questions based on what you have learned about the writing process. Write your answers in complete sentences.

1. What is the purpose of prewriting in the writing process?
2. List three prewriting strategies and briefly explain each.
3. What is the difference between revising and editing?
4. Why is the drafting stage important?
5. What should a writer check during the editing stage?

ANSWER

1. Prewriting helps writers generate ideas, organize their thoughts, and create a plan before drafting their writing.

2. Brainstorming – Listing down ideas quickly without worrying about organization.

Freewriting – Writing continuously without stopping to filter ideas.

Outlining – Creating a structured plan to organize main points and supporting details.

3. Revising focuses on improving the content, structure, and clarity of writing, while editing focuses on correcting grammar, punctuation, and spelling errors.

4. The drafting stage allows writers to put their ideas into sentences and

		paragraphs, forming the first version of their work. 5. A writer should check for spelling mistakes, punctuation errors, sentence structure, and grammar issues.
LESSON PURPOSE/INTENTION	Lesson Purpose: Revising a Drafted Letter for Clarity and Meaning Identify areas in a drafted letter that need improvement in terms of clarity, coherence, and organization. Apply revision techniques to enhance meaning, structure, and effectiveness of their letter. Ensure that the letter communicates the intended message clearly to the target reader. Use appropriate word choice, sentence structure, and tone to strengthen their writing. Develop a habit of self-editing and peer review to refine their work before final submission.	
LESSON LANGUAGE PRACTICE	Vocabulary: Revising a Drafted Letter for Clarity and Meaning Revision – The process of reviewing and improving a piece of writing by making changes to its content, structure, and clarity. Clarity – The quality of being easily understood; making ideas and messages clear and precise in writing Coherence – The logical flow of ideas in writing that makes it easy to follow and understand. Conciseness – Using only necessary words to express ideas clearly and effectively without unnecessary repetition. Organization – The structured arrangement of ideas in a logical and orderly manner within a letter.	

	Tone – The attitude or feeling conveyed in writing, such as formal, polite, persuasive, or urgent. Sentence Structure – The way words are arranged in a sentence to create meaning; varies in length and complexity. Grammar – The set of language rules governing word usage, sentence formation, and punctuation. Word Choice (Diction) – Selecting the right words to effectively express meaning and suit the purpose of the letter. Audience Awareness – Understanding the needs, expectations, and background of the target reader to communicate effectively.	
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DURING/LESSON PROPER

READING THE KEY IDEA/STEM	Check it out! The students assess their written draft of the request letter through the checklist provided. <table border="1"> <thead> <tr> <th>Checklist in Writing the Draft</th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr> <td>1. Have I clearly defined the purpose of my letter (to propose a solution to an environmental concern)?</td><td></td><td></td></tr> <tr> <td>2. Have I avoided unnecessary information that may distract from the main purpose?</td><td></td><td></td></tr> <tr> <td>3. Is there a logical flow of ideas from the introduction to the conclusion?</td><td></td><td></td></tr> <tr> <td>4. Have I used transition words and phrases to guide the reader through the different sections of the letter?</td><td></td><td></td></tr> <tr> <td>5. Are the supporting details directly related to the environmental concern and proposed solution?</td><td></td><td></td></tr> </tbody> </table> Writing a letter is not just about putting words on paper—it's about making sure the message is clear, meaningful, and effective for the reader. That's where revision comes in. Revising a letter helps improve its organization, clarity, tone, and overall impact. I. What is Revision? ♦ Revision is the process of reviewing and improving a written draft to ensure it is well-structured, coherent, and easy to understand. It involves rearranging, adding, or deleting words and sentences to enhance clarity and meaning. Why is Revising Important? Revising is a vital step in the writing process as it ensures that the final	Checklist in Writing the Draft	Yes	No	1. Have I clearly defined the purpose of my letter (to propose a solution to an environmental concern)?			2. Have I avoided unnecessary information that may distract from the main purpose?			3. Is there a logical flow of ideas from the introduction to the conclusion?			4. Have I used transition words and phrases to guide the reader through the different sections of the letter?			5. Are the supporting details directly related to the environmental concern and proposed solution?			The teacher may ask the students to share their answers with their peers. They have to explain the answers they provided in the checklist. Hence, the students would be able to realize the areas they need to improve in their drafted letters.
Checklist in Writing the Draft	Yes	No																		
1. Have I clearly defined the purpose of my letter (to propose a solution to an environmental concern)?																				
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	product is clear, coherent, error-free, and effectively communicates the intended message to the audience. It is a crucial aspect of producing high-quality and impactful written content. Revising is important for several reasons: 1. It helps in eliminating ambiguity and ensuring that the intended message is communicated clearly to the target readers. 2. Through the revision process, writers can organize their thoughts more coherently. It involves evaluating the logical flow of ideas, strengthening connections between sentences and paragraphs. 3. Writers can identify and eliminate redundant or repetitive content. III. Key Elements to Check During Revision ♦ 1. Clarity – Does the letter express ideas in a simple and understandable way? ♦ 2. Organization – Are the ideas presented in a logical order? Is the introduction, body, and conclusion well-structured? ♦ 3. Conciseness – Are there unnecessary words or repetitive phrases that can be removed? ♦ 4. Tone – Is the tone appropriate for the recipient (formal, polite, persuasive, etc.)? ♦ 5. Grammar and Mechanics – Are there any grammar, punctuation, or spelling errors that need to be corrected?	
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	What are the Steps in Revising? 1. Confirm that the purpose of the letter is clearly stated – to request action and propose a solution to the identified environmental concern. 2. Revise sentences or paragraphs that may be unclear, and consider seeking feedback from others to ensure clarity. 3. Make sure that each paragraph in the body contributes to the discussion of the environmental concern and the proposed solution. 4. Ensure that supporting details (facts, statistics, examples) are accurate, relevant, and effectively contribute to your argument. 5. Ensure that the call to action is clear and specific, indicating the desired response from the recipient. Further, the teacher discusses the importance of coherence and cohesion in revising their draft. Coherence is concerned with how a writer guides the reader through the argument using logical connectors. It ensures that the ideas in a paragraph flow logically and make sense together. Cohesion refers to the way that texts use grammar and vocabulary to 'stick' ideas together. It involves using words and phrases (cohesive devices) to connect sentences smoothly. <table><tr><td>Coherence</td><td>Cohesion</td></tr></table>	Coherence	Cohesion	
Coherence	Cohesion			

	Last Saturday, my family and I went to the zoo. First, we visited the lions and heard them roar. After that, we went to the monkey enclosure and watched them swing from tree to tree. It was so much fun! Then, we took a break and had a picnic near the elephant exhibit. We laughed and shared our sandwiches. Finally, we strolled through the aquarium and saw colorful fish swimming in the tanks. The day at the zoo was amazing, with each part fitting together like pieces of a puzzle.	My school day is filled with interesting activities. First, I attend math class, where we solve problems and learn new concepts. Next, during recess, my friends and I play games like soccer and tag. After that, in science class, we conduct experiments and make cool discoveries. Later, during lunch, we chat and share our favorite stories. Finally, in English class, we read exciting books and write creative stories. Overall, my school day is full of fun and learning.	
	In this paragraph, the sentences are organized in a logical sequence, starting with the visit to the lions, moving through different areas of the zoo, and ending with the aquarium. This logical flow creates coherence.	In this paragraph, cohesive devices like "first," "next," "after that," and "finally" help connect the sentences, creating a smooth and organized progression of ideas. Cohesion makes it easier for readers to follow the flow of information in the paragraph.	
	To deepen the understanding of coherence and cohesion, instructs the learners to do the following activities:		
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM	Lesson Activity I must stick with you! Exercise 1: Arrange the following events in chronological order to create logical flow. Write 1-5 on the blanks provided. _____ A. He reached her. She was beginning to drown.	Answer Key: Exercise 1: D-1; E-2; C-3; A-4; B-5 Exercise 2: Fred was swimming on the beach when he	

_____ B. He managed to pull her back to the shore and saved her. _____ C. He saw that she was in trouble. He dived in to save her. _____ D. Fred was swimming on the beach. He saw a woman waving at him. _____ E. He thought she was just being friendly. Exercise 2: Then, use the signal words in the box to connect the sentences in Exercise 1. Write the sentences in paragraph form. <table><tr><td>Finally</td><td>when</td><td>at first</td><td>then</td><td>immediately</td><td>by the time</td></tr></table> Peer Critiquing Now that the learners have the idea of what coherence and cohesion are, the teacher instructs them to exchange drafts with other groups for peer critiquing. Each group will read, pay attention to details and give comments and suggestions by making annotations. Afterwards, each group will work on their annotated drafts for revision.	Finally	when	at first	then	immediately	by the time	saw a woman waving at him. At first, he thought she was just being friendly. Then, he saw that she was in trouble. Immediately he dived in to save her. By the time he reached her, she was beginning to drown. Finally, he managed to pull her back to the shore and saved her.
Finally	when	at first	then	immediately	by the time		

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 letter of the correct answer. 1. What is the main purpose of revising a letter? a) To correct minor spelling errors b) To rewrite the entire letter from scratch c) To improve clarity, organization, and meaning d) To make the letter longer 2. Which of the following should be the first step in revising a letter? a) Checking for grammar mistakes b) Reading the letter aloud to identify unclear ideas c) Adding more words to make the letter longer d) Deleting random sentences	ANSWER 1.C 2.B 3.B 4.C 5.C

	3. Which of the following sentences is the most clear and concise? a) "I am writing this letter because I would like to talk about something that I feel is a very important issue to discuss with you." b) "I want to share my concern about an important issue." c) "This letter is being written by me for the purpose of addressing a matter that I consider important." d) "There is an issue that I am thinking about, and I believe it is important to talk about it in this letter." 4. Which of the following is NOT an important element of revision? a) Ensuring the letter has a clear and logical flow b) Checking if the tone is appropriate for the audience c) Adding more unnecessary details to make the letter longer d) Eliminating repetitive or unclear sentences 5. What should you do if a sentence in the letter sounds awkward or confusing? a) Leave it as it is and move on b) Remove the sentence without replacing it c) Rewrite the sentence for better clarity d) Add more unnecessary words to make it sound formal	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Reviewed by:

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Teacher

Master Teacher/Head