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Lesson Exemplar for English 7

Quarter 2

Lesson

3

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Lesson Exemplar for English Grade 7
Quarter 3: Lesson 3 for Week 7
SY 2024-2025

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ENGLISH/ QUARTER 3/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one's purpose, context, and target audience.
B. Performance Standards	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose context (Indigenous People and regional celebrations); and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
C. Learning Competencies and Objectives	<p><i>Learning Competency</i> Publish a multimodal informational text (newsletter) for one's purpose and target audience.</p> <ul style="list-style-type: none"> • EN7INF-III-18 Apply multimodal elements appropriate to the chosen text delivery/ies. • EN7INF-III-19 Revise the text for coherence. • EN7INF-III-20 Revise the text for cohesion (diction, syntax, and style). • EN7INF-III-21 Edit the text for textual consistency. <p><i>Learning Objectives</i></p> <ol style="list-style-type: none"> 1. <i>Revising and Editing</i> <ol style="list-style-type: none"> a. Revise the text for coherence. b. Revise the text for cohesion (diction, syntax, and style). c. Edit the text for textual consistency.
D. Content	Newsletter Writing
E. Integration	Local, regional, and national celebrations/holidays

II. LEARNING RESOURCES

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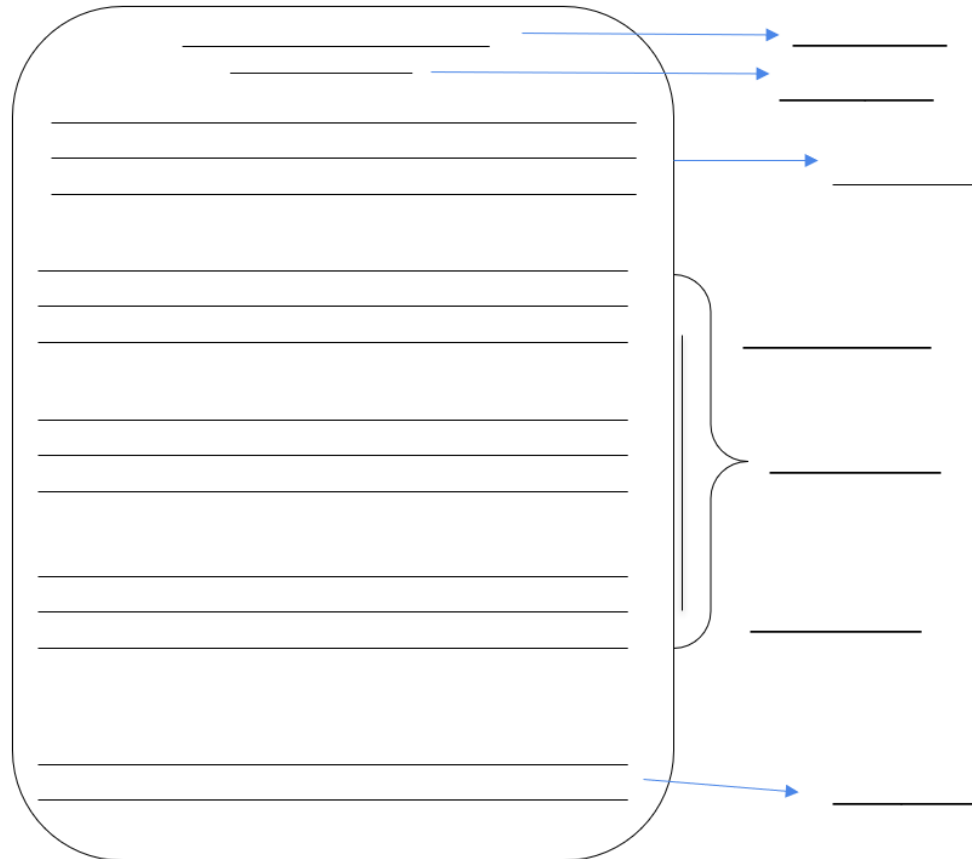
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III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS

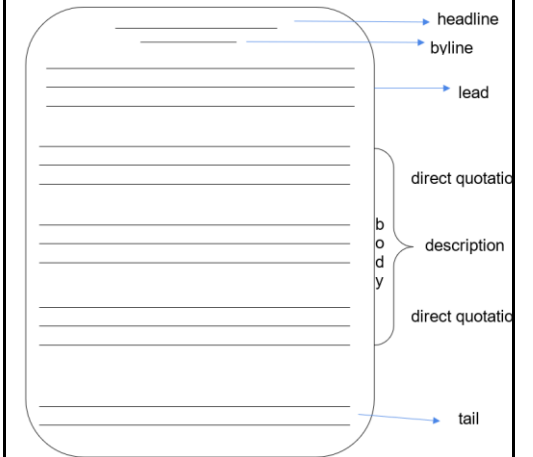
A. Activating Prior Knowledge

1. Short Review

In the previous week, the students were taught about writing a journalistic text in the prewriting and drafting stages. Recall the outline or parts of a journalistic text, such as a new report, by labeling the diagram below.



Answer key:



<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>For this week, the topic will focus on enhancing the students' draft of the news report. Let the students work in groups to brainstorm the importance of enhancing a news report based on the following components:</p> <p>Accuracy and Clarity: _____</p> <p>Engagement: _____</p> <p>Relevance: _____</p> <p>Conciseness: _____</p> <p>Objectivity: _____</p> <p>Readability: _____</p> <p>Visual Appeal: _____</p> <p>Ethical Standards: _____</p> <p>Responsiveness to Feedback: _____</p>	<p>Have the students share their answers with the class.</p> <p>Enhancing a news report is important for several reasons. It ensures accuracy and clarity, maintaining the news organization's credibility and correctly informing the audience. Engaging writing captures attention, while relevance to current events increases impact. Conciseness allows readers to quickly grasp essential details. Objectivity and avoiding bias build trust. Improved readability and visual appeal make the report more accessible and engaging. Continuous improvement based on feedback produces higher-quality reports that better serve their purpose.</p>
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C. Developing and Deepening Understanding

Revising and Editing

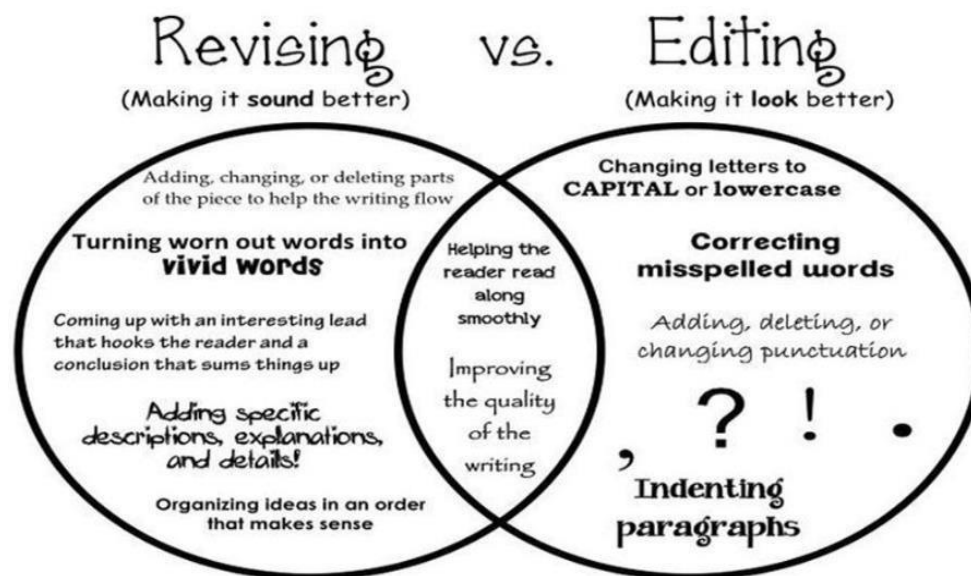
1. Explicitation

Recall the third and fourth steps in the writing process, Revising and Editing. Can you still compare and contrast the two?

2. Worked Example

Just like in narratives, revising and editing are also done in expository and journalistic texts. Using a different checklist, you will review each other's expository text or news report.

This time, a different checklist will be used for the Comparison and Contrast Expository Text, and the news report. However, the checklists already include questions for both Revising and Editing.



Created by Sarah McMenrough

Source: <http://mrsrooney.pbworks.com/w/page/94013528/Revising%20%20Editing>

3. Lesson Activity

The teacher guides students in comparing and contrasting the terms revising and editing.

The Venn Diagram used in Quarter 2 for the Steps in the Writing Process may be used.

	<p>A. Peer Revising and Editing Checklist for Comparison and Contrast Expository Text Directions: Read the Comparison and Contrast Essay. Guided by the criteria below, put a check if the statement is true to the essay. If it is not, suggest how it may be improved.</p> <p>B. Peer Revising and Editing Checklist for News Report Directions: Read the News Report. Guided by the criteria below, check if the statement is true to the news report. If it is not, suggest how it may be improved.</p>	<p>Students will use the worksheet for Activity No. 1 Peer Revising and Editing for Comparison and Contrast Expository Text.</p> <p>Students will use the worksheet for Activity No. 2 Peer Review for a News Report.</p> <p>After answering the activity, the teacher should call students to share their observations with the class.</p>
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<p>D. Making Generalizations</p>	<p>1. Reflection on Learning Have the students answer the questions:</p> <ul style="list-style-type: none">• How did you feel about revising and editing your classmates work?• What skills did you develop to effectively revise and edit one’s written work?• Are you satisfied with the outcome of your work? Why or why not?	<p>The teacher may call some students to share their work with the class.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Formative Assessment Read carefully the question in each item. Choose the letter of the correct answer.</p> <ol style="list-style-type: none"> What is the primary goal of revising a text? <ol style="list-style-type: none"> To check for spelling errors To improve the content and structure To change the font size To add more punctuation Which of the following is a common activity during the editing process? <ol style="list-style-type: none"> Adding new paragraphs Writing a draft Researching new topics Checking for grammar and punctuation errors What should you focus on first when revising a news report? <ol style="list-style-type: none"> Content accuracy and clarity Grammar and punctuation Formatting the text Adding images Why is it important to have a clear and concise lead in a news report? <ol style="list-style-type: none"> To make the report longer To immediately provide the most important information To summarize the entire article in one sentence To include more complex vocabulary Which of the following is an example of a structural change you might make during revision? <ol style="list-style-type: none"> Correcting a misspelled word Capitalizing proper nouns Adding commas where needed 	<p>Answer key:</p> <ol style="list-style-type: none"> b d a b d d b d a c

d) Changing the order of paragraphs

6. When editing an expository text, which element is least important to check?

- a) Coherence of arguments
- b) Consistency of tense
- c) Accuracy of facts
- d) Personal opinions of the author

7. How can you ensure that your news report maintains objectivity during the editing process?

- a) Remove all adjectives and adverbs
- b) Include multiple viewpoints and avoid biased language
- c) Write in first person to add personal insight
- d) Exclude any controversial topics

8. During revision, what is the best way to identify areas of improvement in the organization of your expository text?

- a) Reading it aloud
- b) Checking for spelling mistakes
- c) Adding more supporting details
- d) Creating an outline of the main points and comparing it to the text

9. Which of the following techniques is most effective in ensuring that a news report is free from errors before publishing?

- a) Having a peer or editor review the report
- b) Relying solely on spell check tools
- c) Reading the report once quickly
- d) Adding extra content to increase word count

10. What is the purpose of using transitional phrases in an expository text?

- a) To lengthen the text
- b) To introduce new topics
- c) To connect ideas smoothly
- d) To make the text more complex to read

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>On teaching activities:</p> <ul style="list-style-type: none"> There are many ways of teaching the writing process. The teacher may note the opportunities and setbacks of employing the activities suggested in this lesson exemplar. Feedback is crucial in the writing process. The teacher may explore how different forms of feedback (self, peer, and teacher) improve the students' writing performance. <p>On learner engagement/interaction:</p> <ul style="list-style-type: none"> The teacher may note the attitude of the students towards others during paired or group activities, such as debates, group discussions, etc. The teacher may use the observations as bases for future group learning tasks.
	strategies explored			
	materials used			
	learner engagement/interaction			
	others			
A. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <u>Principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? <u>Students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? <u>Ways forward</u> What could I have done differently? What can I explore in the next lesson? 			<p>The teacher may not and reflect on the part of the writing process (pre-writing, drafting, revising, editing, and publishing) in which the students have worked successfully and did not work well.</p> <p>The teacher may also reflect on the critical role they played in the writing process as a facilitator, writing model, and evaluator (teacher- feedbacking).</p>

