

8

Lesson Exemplar for English

Quarter 2
Lesson

6

GOVERNMENT PROPERTY
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Lesson Exemplar for English Grade 8
Quarter 2: Lesson 6 (Week 6)
SY 2025-2026

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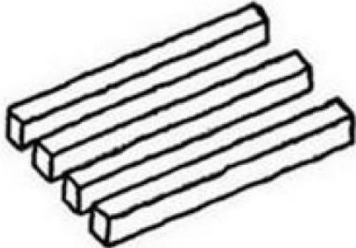
ENGLISH/QUARTER 2/GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
B. Performance Standards	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. Learning Competencies and Objectives	<p><i>Publishing a multimodal informational text (PERSUASIVE TEXT) for one's purpose and target audience</i></p> <p>Organize significant information using various technique Determine one's thesis as the central idea of the paper.</p> <p>Objectives:</p> <ol style="list-style-type: none"> Identify the topic/claim. Determine one's thesis as the central idea of the persuasive text based on the claim. Gather evidence to support the claim.
C. Content	Thesis Statement Types of Thesis Statement
D. Integration	SDG 16: Promote peaceful and inclusive societies

II. LEARNING RESOURCES
Regents of the University of Minnesota (2024). Argument. Retrieved from: https://crk.umn.edu/writing-center/argument#:~:text=The%20claim%20is%20the%20position,merit%2C%20or%20importance%20of%20something.

Urban, J. & Boyd, N. (2023). Claim, Evidence & Reasoning Writing Strategy | Steps & Examples. *Study.com*. Retrieved from: <https://study.com/learn/lesson/supporting-claims-with-evidence-reasoning.html>

Purdue OWL (2024). Tips and Examples for Writing Thesis Statements. Retrieved from: https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review</p> <p>From the previous week's lesson, ask the students to recall and briefly discuss one sociocultural that they were interested in/struck them the most.</p>	
B. Establishing Lesson Purpose	<p>1. Lesson Purpose Which is which? (10 minutes) Show this image to the students. Ask students to describe/count what they see and why they think it is a "3" or a "4." Let the students debate whether the answer is "3" or "4" and explain their reasoning.</p>  <p>2. Unlocking Content Vocabulary (5 minutes) Introduce the following vocabulary words to familiarize students on the important terms that they will use on this lesson.</p>	<p>Process the answers to both of the activities, then relate it to the focus of this week's lesson.</p>

	<table><tr><th>Content Vocabulary</th><th>Definition</th></tr><tr><td>Topic</td><td><ul style="list-style-type: none">- general subject of a paragraph/essay- expressed in just a word/phrases</td></tr><tr><td>Thesis Statement</td><td><ul style="list-style-type: none">- a debatable topic- a sentence that sums up the central point of a paper or essay</td></tr><tr><td>Claim</td><td><ul style="list-style-type: none">- answers a debatable question- a statement/idea that a speaker/writer asks an audience to accept- an argument that expresses one’s viewpoint</td></tr><tr><td>Evidence</td><td><ul style="list-style-type: none">- supports a claim in a form of research, data, quotes, or textual evidence</td></tr><tr><td>Reasoning</td><td><ul style="list-style-type: none">- a form of justification/reasons for an argument/claim- explains how and why the evidence supports the claim</td></tr></table>	Content Vocabulary	Definition	Topic	<ul style="list-style-type: none">- general subject of a paragraph/essay- expressed in just a word/phrases	Thesis Statement	<ul style="list-style-type: none">- a debatable topic- a sentence that sums up the central point of a paper or essay	Claim	<ul style="list-style-type: none">- answers a debatable question- a statement/idea that a speaker/writer asks an audience to accept- an argument that expresses one’s viewpoint	Evidence	<ul style="list-style-type: none">- supports a claim in a form of research, data, quotes, or textual evidence	Reasoning	<ul style="list-style-type: none">- a form of justification/reasons for an argument/claim- explains how and why the evidence supports the claim	
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C. Developing and Deepening Understanding	<p>1. Explicitation (15 minutes)</p> <p>Read aloud the statements and ask the students whether they agree or disagree on the following claims. Allow them to provide explanation for their answer.</p> <ul style="list-style-type: none">a. Students should undergo mandatory classes on responsible social media use and online safety.b. The government should prioritize improving public transportation systems to reduce traffic congestion.c. Schools should have more effective anti-bullying programs to create a safer environment for students.d. More shelters and programs should be established to support and rehabilitate street children in the Philippines.e. Tourism development in the Philippines should prioritize preserving cultural heritage sites and traditions.f. Internet access should be more affordable and accessible to all Filipino households, especially in rural areas.	<p>The teacher may ask the students to prepare beforehand two cards: one says “agree”, then the other says “disagree” which will be used for this activity.</p>												

- g. The Philippines should implement stricter regulations on single-use plastics to protect the environment.

Key questions for discussion:

- *Why do you think it's important to share our opinions on societal issues?*
- *How does public opinion affect the way we solve problems in our country?*

DAY 2

2. Worked Example (20 minutes)

Discuss the following concepts:

- thesis statement
- types of thesis statement
- how to write a thesis statement

The following may be used as reference for this discussion:

https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html

Present the following as an example on how to identify a claim/thesis statement, cite evidence and provide reasoning.

Have you ever wondered why some schools require uniforms while others do not? The debate over school uniforms has been ongoing for years, with strong arguments on both sides. However, if you had to decide whether students should wear uniforms, what would you choose? School uniforms offer numerous benefits that make them the better option for students today. One of which is the fact that it helps families save time and money. With uniforms, families do not need to buy as many clothes, saving money in the long run. Additionally, students spend less time deciding what to wear each day, allowing them to concentrate on more important tasks like homework and getting to school on time.

The teacher may focus on claim which is under argumentative thesis statement.

The teacher may use the “3 or 4” debate from *Lesson Purpose* as an example of claim, evidence, and reasoning.

Topic: Use of school uniform

Claim/Thesis Statement: School uniforms are beneficial for students today.

Evidence: School uniforms save time and money for families.

Reasoning: With uniforms, families do not need to buy as many clothes, saving money in the long run. Additionally, students spend less time deciding what to wear each day, allowing them to concentrate on more important tasks like homework and getting to school on time.

DAY 3

3. Lesson Activity (30 minutes)

Activity 1: C-E-R!

Ask the students to work on following activity based on the discussion.

Schools should improve their programs against bullying to make sure students are safe. Bullying remains a prevalent issue in Philippine schools, affecting students' emotional well-being and academic performance. National Center for Educational Statistics (2019) reported that one out of every five (20.2%) students report being bullied. Effective anti-bullying programs can create a safer and more inclusive school environment. By implementing comprehensive strategies that include awareness campaigns, peer support systems, and disciplinary measures, schools can empower students to report incidents and seek help. This proactive approach not only addresses bullying behaviors but also promotes empathy, respect, and positive relationships among students.

Topic	
Claim/	

Use *Learning Activity Sheet 1*.

Thesis Statement	
Evidence	
Reasoning	

The Philippines should implement stricter regulations on single-use plastics to protect the environment. Plastic pollution is a growing environmental concern in the Philippines, particularly in coastal areas and urban centers. The Philippines is considered as one of the top contributors to ocean plastic pollution globally (Ocean Conservancy and McKinsey Center, 2015). Implementing stricter regulations on single-use plastics, such as bans on plastic bags and Styrofoam containers, can reduce plastic waste and protect marine ecosystems. By promoting alternatives like reusable bags and biodegradable packaging, the Philippines can mitigate the harmful impacts of plastic pollution on wildlife and human health. This proactive environmental policy can also inspire sustainable practices among businesses and consumers, fostering a cleaner and healthier environment for future generations.

Topic	
Claim/ Thesis Statement	
Evidence	
Reasoning	

A. Making Generalizations	<p>1. Learners' Takeaways (7 minutes) Ask students to write or talk about what they learned during this week's discussion. They can choose any of the prompts.</p> <p><i>Today, I understood that _____.</i> <i>Today, I realized that _____.</i> <i>Today, I appreciate that _____.</i></p> <p>2. Reflection on Learning (8 minutes) <i>Real-life experience.</i> Ask students to share a real-life experience of the topic discussed. Use this prompt:</p> <ul style="list-style-type: none"> <i>Can you think of a time when won an argument because of providing substantial evidence?</i> 	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Day 4 Writing an outline (35 minutes) Ask the students to write an outline of a topic of their choice following the Claim-Evidence-Reasoning strategy. Possible topics are given below:</p> <ul style="list-style-type: none"> <i>Information literacy in social media platforms</i> <i>Impact of mis- and disinformation</i> <i>Active internet and social media use</i> <i>The influence of internet celebrities</i> <i>Consumerism, wasteful habits, and unethical purchasing</i> <i>Finding love online</i> <i>Pervasive gender biases and stereotypes</i> <i>Stigma, discrimination and violence against the</i> 	

- *LGBTQIA+*
- *Cultural differences and communication barriers*
- *that lead to geopolitical tensions*
- *Challenges to equity, diversity, and inclusion*

I. Claim/Thesis Statement	1.
II. Evidence	1. 2. 3. 4.
II. Reasoning	1. 2.

The number/bullet points vary depending on their data.

Scoring guide:

Criteria	5 points	4 points	3 points	2 points	1 point
Claim/Thesis Statement	Clearly states a compelling claim/thesis statement that clearly reflects the writer's position and purpose.	States a claim/thesis statement that reflects the writer's position and purpose, but may lack clarity or specificity.	States a claim/thesis statement, but it is unclear or not effectively tied to the writer's purpose.	No identifiable claim/thesis statement is present.	Off-topic or irrelevant.
Evidence	Provides relevant and convincing evidence that effectively supports the claim/thesis statement. Evidence is specific, accurate, and well-chosen.	Provides relevant evidence to support the claim/thesis statement, but some evidence may lack specificity or relevance.	Provides limited or unclear evidence to support the claim/thesis statement. Evidence may be inaccurate or unrelated.	Little to no evidence provided to support the claim/thesis statement.	Off-topic or irrelevant evidence.
Reasoning	Clearly explains how the evidence supports the claim/thesis statement. Logical connections are well-developed and effectively demonstrate the argument's coherence.	Provides reasoning that connects the evidence to the claim/thesis statement, but some connections may be unclear or underdeveloped.	Provides limited or weak reasoning connecting the evidence to the claim/thesis statement. Reasoning lacks coherence or logical flow.	Little to no reasoning connecting the evidence to the claim/thesis statement.	Off-topic or irrelevant reasoning.
Outline Structure	Generally well-organized outline with coherent sections or points that support the claim/thesis statement. Some sections may lack clear subpoints or details.	Generally well-organized outline with coherent sections or points that support the claim/thesis statement. Some sections may lack clear subpoints or details.	Organization is somewhat unclear or lacks coherence. Sections may not flow logically or have inconsistent subpoints.	Outline is unclear or disjointed. Sections lack organization or fail to support the claim/thesis statement effectively.	Outline is absent or completely disorganized.

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. 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> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>