

8

Lesson Exemplar for English

Quarter 2
Lesson

7

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 8
Quarter 2: Lesson 7 (Week 7)
SY 2025-2026

This material is intended exclusively for the use of teachers participating in the pilot implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer: PNU-RITQ Development Team

Validator: PNU-RITQ Development Team

Management Team

Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre


Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

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	<i>Publishing a multimodal informational text (PERSUASIVE TEXT) for one's purpose and target audience</i> Compose the informational text based on the chosen text type. Revise the text for coherence.
C. Content	Position Paper
D. Integration	SDG 16: Promote peaceful and inclusive societies

II. LEARNING RESOURCES
The University of Melbourne (n.d). Connection Ideas. Retrieved from: https://students.unimelb.edu.au/academic-skills/resources/reading,-writing-and-referencing/writing-effectively/connecting-ideas
University of Hawaii - WO Writing Center (1998). Writing a position paper. Retrieved from: https://www.studocu.com/ph/document/university-of-the-immaculate-conception/linguistics/writing-a-position-paper/28526249

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
--------------------------------------	-------------------

A. Activating Prior Knowledge	DAY 1 1. Short Review (8 minues) Allow the students to briefly discuss their outline from the previous activity. Use the following prompt: <ul style="list-style-type: none">• <i>What topic did you choose?</i>• <i>What was your thesis statement/claim?</i>• <i>In which part did you find difficulty with?</i>					
B. Establishing Lesson Purpose	1. Lesson Purpose (10 minutes) Ask the students to think of their day-to-day activities and provide situations where they encounter persuasion. <div></div> <p>Key Questions:</p> <ul style="list-style-type: none">• <i>What have you noticed about the answers the class has provided?</i>• <i>How are they similar/ different?</i>• <i>What makes the persuasion effective?</i> 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. <table><tr><th>Content Vocabulary</th><th>Definition</th></tr><tr><td>coherence</td><td><ul style="list-style-type: none">• the quality of being logical and consistent</td></tr></table>	Content Vocabulary	Definition	coherence	<ul style="list-style-type: none">• the quality of being logical and consistent	<p>Possible answers may be related to:</p> <ul style="list-style-type: none">▪ TV Commercials▪ Letters to the Editor▪ Junk mail▪ Magazine ads▪ Brochures▪ Social media ads <p>Process both activities and relate them to this week’s lesson.</p>
Content Vocabulary	Definition					
coherence	<ul style="list-style-type: none">• the quality of being logical and consistent					

	<table><tr><td>persuasive writing</td><td><ul style="list-style-type: none">seeks to convince its readers to accept/agree with the viewpoint presenting arguments and/or entreaty</td></tr><tr><td>persuade</td><td><ul style="list-style-type: none">to convince or cause someone to believe in something</td></tr></table>	persuasive writing	<ul style="list-style-type: none">seeks to convince its readers to accept/agree with the viewpoint presenting arguments and/or entreaty	persuade	<ul style="list-style-type: none">to convince or cause someone to believe in something	
persuasive writing	<ul style="list-style-type: none">seeks to convince its readers to accept/agree with the viewpoint presenting arguments and/or entreaty					
persuade	<ul style="list-style-type: none">to convince or cause someone to believe in something					
C. Developing and Deepening Understanding	<p>1. Explicitation (25 minutes)</p> <p>To guide students in writing a persuasive text, they may start with writing a position paper.</p> <p>Discuss the following concepts:</p> <p>Position paper - discusses an arguable opinion about an issue; the goal is to convince the audience that your opinion is valid by presenting all sides of an issue comprehensibly</p> <p>Steps in Writing a Position Paper</p> <ul style="list-style-type: none">Choosing an issue.Defining the issueConsider your own position and reasons for it.Research the issue.Analyze your readers.Determine the argument for your position.Determine your counterarguments.Formulate a working thesis <p>This document may be used as a reference: https://www.studocu.com/ph/document/university-of-the-immaculate-conception/linguistics/writing-a-position-paper/28526249</p> <p>DAY 2</p> <p>2. Worked Example</p> <p>Activity 1: Issues Map (45 minutes)</p>	<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> <p>The teacher may focus on claim which is under argumentative thesis statement.</p>				

Directions: Select one topic/issue. You may use the same topic and your outline from the previous week's discussion. Use the *Issues Map* to develop your argument.

Describe it. (Why people should care)	Raise problems and/or concerns that relate to the issue.	
Cite examples/situations that support your stand.	Issue:	Your stand on the issue:
	Argue for it:	
	Argue against it:	

Ask the students to choose a peer to discuss each other's work and provide feedback/suggestions. After which, they revise, check for coherence, and finalize their own *Issues Map*.

DAY 3

3. Lesson Activity (45 minutes)


Activity 2. Research and Documentation

Directions: Search for three references that can inform your position. These may be books, articles, studies, and/or informative video materials. List them in the table below using APA format. Answer the questions briefly to provide information about the references.

A sample APA referencing may be provided to students as a guide:

Ford, T. (2021). The Darkest Side Of Online Dating. *BBC News*.
<https://www.bbc.com/worklife/article/20210623-the-darkest-side-of-online-dating>

	<table><tr><td>Sample Reference</td><td><p>Ford, T. (2021). The Darkest Side Of Online Dating. BBC News. https://www.bbc.com/worklife/article/20210623-the-darkest-side-of-online-dating</p><p><i>What is the reference material about?</i></p><p>Women are heavily offended online, usually by sexual assault and some maltreated women present their discourse about their severe experiences while searching for a potential partner.</p><p><i>What does that reference material claim?</i></p><p>In her article, The Darkest Side of Online Dating, Tamasin Ford cited research that proved both men and women are affected by broad sexual harassment online but women are more evidently maltreated by perpetrators.</p><p><i>How will the reference material inform your position paper?</i></p><p>This reference material presents a summarized view of how online dating could be described as more harmful and opens a reference to research that proved that a large population of women, did in fact, experience sexual assault and threats online.</p></td></tr><tr><td>Reference 1</td><td><div><div></div><div></div><div></div><div></div></div><p><i>What is the reference material about?</i></p><p><i>What does that reference material claim?</i></p><p><i>How will the reference material inform your position paper?</i></p></td></tr><tr><td>Reference 2</td><td><div><div></div><div></div><div></div><div></div></div></td></tr></table>	Sample Reference	<p>Ford, T. (2021). The Darkest Side Of Online Dating. BBC News. https://www.bbc.com/worklife/article/20210623-the-darkest-side-of-online-dating</p> <p><i>What is the reference material about?</i></p> <p>Women are heavily offended online, usually by sexual assault and some maltreated women present their discourse about their severe experiences while searching for a potential partner.</p> <p><i>What does that reference material claim?</i></p> <p>In her article, The Darkest Side of Online Dating, Tamasin Ford cited research that proved both men and women are affected by broad sexual harassment online but women are more evidently maltreated by perpetrators.</p> <p><i>How will the reference material inform your position paper?</i></p> <p>This reference material presents a summarized view of how online dating could be described as more harmful and opens a reference to research that proved that a large population of women, did in fact, experience sexual assault and threats online.</p>	Reference 1	<div><div></div><div></div><div></div><div></div></div> <p><i>What is the reference material about?</i></p> <p><i>What does that reference material claim?</i></p> <p><i>How will the reference material inform your position paper?</i></p>	Reference 2	<div><div></div><div></div><div></div><div></div></div>	
Sample Reference	<p>Ford, T. (2021). The Darkest Side Of Online Dating. BBC News. https://www.bbc.com/worklife/article/20210623-the-darkest-side-of-online-dating</p> <p><i>What is the reference material about?</i></p> <p>Women are heavily offended online, usually by sexual assault and some maltreated women present their discourse about their severe experiences while searching for a potential partner.</p> <p><i>What does that reference material claim?</i></p> <p>In her article, The Darkest Side of Online Dating, Tamasin Ford cited research that proved both men and women are affected by broad sexual harassment online but women are more evidently maltreated by perpetrators.</p> <p><i>How will the reference material inform your position paper?</i></p> <p>This reference material presents a summarized view of how online dating could be described as more harmful and opens a reference to research that proved that a large population of women, did in fact, experience sexual assault and threats online.</p>							
Reference 1	<div><div></div><div></div><div></div><div></div></div> <p><i>What is the reference material about?</i></p> <p><i>What does that reference material claim?</i></p> <p><i>How will the reference material inform your position paper?</i></p>							
Reference 2	<div><div></div><div></div><div></div><div></div></div>							

	<div data-bbox="465 145 734 738"></div> <div data-bbox="745 145 1603 738"> <hr/><hr/><hr/> <i>What is the reference material about?</i> <i>What does that reference material claim?</i> <i>How will the reference material inform your position paper?</i> </div>	
A. Making Generalizations	<div data-bbox="465 772 1648 1358"> <p>Day 4</p> <p>1. Learners' Takeaways (7 minutes)</p> <p>Ask the students to think of a word to describe/summarize their learning for this week's discussion.</p> <div data-bbox="584 951 1046 1315">  </div> </div>	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS						
A. Evaluating Learning	Writing Plan Outline (40 minutes) Directions: Based on the information that you previously written/gathered, complete the <i>Writing Plan/Outline</i> .							
	<table border="1"> <tr> <td>Topic of Position Paper</td> <td></td> </tr> <tr> <td>Thesis Statement</td> <td></td> </tr> <tr> <td>Tentative Outline</td> <td> I. Introduction A. B. II. Your Argument A. B. C. </td> </tr> </table>		Topic of Position Paper		Thesis Statement		Tentative Outline	I. Introduction A. B. II. Your Argument A. B. C.
	Topic of Position Paper							
	Thesis Statement							
Tentative Outline	I. Introduction A. B. II. Your Argument A. B. C.							

	Scoring guide: <table border="1"> <thead> <tr> <th>Criteria</th><th>Excellent (4)</th><th>Good (3)</th><th>Satisfactory (2)</th><th>Needs Improvement (1)</th></tr> </thead> <tbody> <tr> <td>Topic of Position Paper</td><td>Clearly and concisely stated; highly relevant</td><td>Clearly stated; relevant</td><td>Stated but somewhat unclear or not entirely relevant</td><td>Not stated or unclear; lacks relevance</td></tr> <tr> <td>Thesis Statement</td><td>Clear, specific, and arguable; provides a strong basis</td><td>Clear and arguable but could be more specific</td><td>Present but not entirely clear or arguable</td><td>Missing or unclear; not arguable</td></tr> <tr> <td>Introduction</td><td>It is engaging, context is well-provided, and thesis is clear</td><td>It is interesting, context is provided, and thesis is clear</td><td>Context, and thesis are present but could be stronger</td><td>Missing elements or unclear; does not effectively introduce topic</td></tr> <tr> <td>Supporting Argument</td><td>Strong claim with relevant evidence and clear reasoning</td><td>Clear claim with relevant evidence and reasoning</td><td>Claim, evidence, and reasoning present but need strengthening</td><td>Weak or unclear claim, evidence, and/or reasoning</td></tr> </tbody> </table>			Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Topic of Position Paper	Clearly and concisely stated; highly relevant	Clearly stated; relevant	Stated but somewhat unclear or not entirely relevant	Not stated or unclear; lacks relevance	Thesis Statement	Clear, specific, and arguable; provides a strong basis	Clear and arguable but could be more specific	Present but not entirely clear or arguable	Missing or unclear; not arguable	Introduction	It is engaging, context is well-provided, and thesis is clear	It is interesting, context is provided, and thesis is clear	Context, and thesis are present but could be stronger	Missing elements or unclear; does not effectively introduce topic	Supporting Argument	Strong claim with relevant evidence and clear reasoning	Clear claim with relevant evidence and reasoning	Claim, evidence, and reasoning present but need strengthening	Weak or unclear claim, evidence, and/or reasoning	
Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)																									
Topic of Position Paper	Clearly and concisely stated; highly relevant	Clearly stated; relevant	Stated but somewhat unclear or not entirely relevant	Not stated or unclear; lacks relevance																									
Thesis Statement	Clear, specific, and arguable; provides a strong basis	Clear and arguable but could be more specific	Present but not entirely clear or arguable	Missing or unclear; not arguable																									
Introduction	It is engaging, context is well-provided, and thesis is clear	It is interesting, context is provided, and thesis is clear	Context, and thesis are present but could be stronger	Missing elements or unclear; does not effectively introduce topic																									
Supporting Argument	Strong claim with relevant evidence and clear reasoning	Clear claim with relevant evidence and reasoning	Claim, evidence, and reasoning present but need strengthening	Weak or unclear claim, evidence, and/or reasoning																									
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	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. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.																									
	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>
--------------------------------	--	--