

8

# Lesson Exemplar for English

Quarter 3

Lesson

1

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for English Grade 8**  
**Quarter 3: Lesson 1 (Week 1)**  
**SY 2025-2026**

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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](mailto:blr.od@deped.gov.ph).

ENGLISH/QUARTER 3/ GRADE 8

| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Content Standards</b>                               | The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: opinion editorials, sports, and Science and Technology articles) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.                                                                                                                                                                                                                                              |
| <b>B. Performance Standards</b>                           | The learners analyze the style, form, and features of informational texts (opinion editorials, sports, and Science and Technology articles); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (opinion editorials, sports, and Science and Technology articles) using appropriate forms and structures that represent their meaning, purpose, and target audience.                                                                                               |
| <b>C. Learning Competencies and Objectives</b>            | <p><b><i>Learning Competencies</i></b></p> <p><b><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></b></p> <p><b><i>EN8INF-III-1 Examine text structures for clarity of meaning and purpose: journalistic texts</i></b></p> <ul style="list-style-type: none"> <li>• opinion editorials</li> </ul> <p><b><i>Learning Objective:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Analyze the features and parts of an opinion editorial</i></li> </ul> |
| <b>C. Content</b>                                         | <p><b>Topic 1:</b> Analyzing the linguistic and visual features of opinion editorials</p> <p><b>Subtopic:</b></p> <ul style="list-style-type: none"> <li>• Structure of an Editorial Article</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| <b>D. Integration</b>                                     | <p>SDG 5: Achieve gender equality and empower all women and girls</p> <p>SDG 10: Reduce inequality within and among countries</p> <p>SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>                                                                                                                                                                                                                                 |

## II. LEARNING RESOURCES

### Books

Cruz, C. J. (2010). Campus journalism and school paper advising. Manila: Rex Book Store  
Malinao, A. (2008). Feature, editorial and opinion writing. Mandaluyong: National Book Store  
Viduya, F. (2010). Basic journalism handbook. Manila: Booklore Pub

### Digital Newspapers

Philippine Daily Inquirer. (2024, June 2). Education's fundamental issues. Philippine Daily Inquirer. Retrieved from <https://opinion.inquirer.net/174130/educations-fundamental-issues#ixzz8co8UNqDV>

Philippine Daily Inquirer. (2024, May 22). Hybrid vs electric vehicles. Philippine Daily Inquirer. Retrieved from <https://opinion.inquirer.net/173872/hybrid-vs-electric-vehicles#ixzz8co915Op2>

### Electronic Source

Weintraut, A. (n.d.). Writing an editorial. Geneseo. Retrieved from <https://www.geneseo.edu/~bennett/EdWrite.html>

### Images

<https://www.philstar.com/headlines/2024/02/20/2334802/deped-sets-start-sy-2024-2025-july-29-gradual-revert-old-calendar>

<https://newsinfo.inquirer.net/1734303/jeepney-franchises-extended>

<https://www.onenews.ph/articles/medals-overload-deped-defends-award-system-under-k-12>

<https://www.gobyerknows.com/2024/05/NR-DepEd-SY.html>

### Slide Deck

Madula, R. (2017). Editorial Writing Slide Deck for the National Training of Trainers in Campus Journalism

## III. TEACHING AND LEARNING PROCEDURE




## NOTES TO TEACHERS

### A. Activating Prior Knowledge

### Day 1

### Short Review: Think-Pair-Share



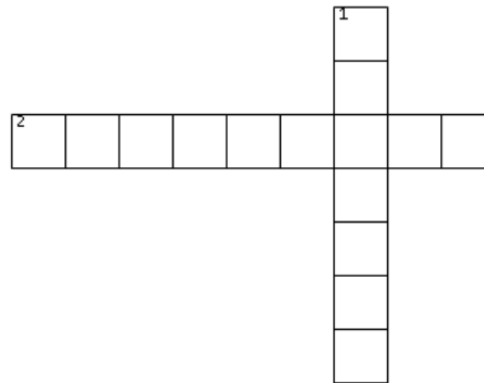
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                              |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
|                                       | 8. Does the text consider the audience’s values, beliefs, and interests?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |
| <b>B. Establishing Lesson Purpose</b> | <p><b>1. Lesson Purpose: Picture Ponder</b><br/>Show the following pictures and ask students to analyze them.</p>  <p>Source: <a href="https://www.philstar.com/headlines/2024/02/20/2334802/depd-sets-start-sy-2024-2025-july-29-gradual-revert-old-calendar">https://www.philstar.com/headlines/2024/02/20/2334802/depd-sets-start-sy-2024-2025-july-29-gradual-revert-old-calendar</a></p>  <p>Source: <a href="https://newsinfo.inquirer.net/1734303/jeepney-franchises-extended">https://newsinfo.inquirer.net/1734303/jeepney-franchises-extended</a></p>  | Teachers may choose to utilize other pictures depicting current issues or events to facilitate the activity. |

Source: <https://www.onenews.ph/articles/medals-overload-deped-defends-award-system-under-k-12>

- Prompt students to share their opinion about each picture based on their analysis. Use the guide questions below:
  1. What message or viewpoint do you think this picture is trying to convey?
  2. Who do you think is the intended audience for this picture?
- Facilitate a class discussion where students can share their opinions and interpretations of the pictures. Encourage them to explain their reasoning and consider alternative viewpoints.
- Conclude the activity by asking students to reflect on how analyzing the pictures can help them better understand and interpret opinion editorials.

## 2. Unlocking Content Vocabulary

**Directions:** Fill in the boxes with the correct letter to unlock the content vocabulary.



### ACROSS

2. an article in a newspaper or other periodical or on a website presenting the opinion of the publisher, writer, or editor.

### DOWN

1. is a belief or judgment that falls short of absolute conviction, certainty, or positive knowledge; it is a conclusion that certain facts, ideas, etc., are probably true or likely to prove so.

**Opinion-** is a belief or judgment that falls short of absolute conviction, certainty, or positive knowledge; it is a conclusion that certain facts, ideas, etc., are probably true or likely to prove so.

Source:

<https://www.dictionary.com/browse/opinion>

**Editorial-**an article in a newspaper or other periodical or on a website presenting the opinion of the publisher, writer, or editor.

Source:

<https://www.dictionary.com/browse/editorial>

Teachers may use other games and other activities to unlock the content vocabulary.

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
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| <b>C. Developing and Deepening Understanding</b> | <p><b>1. Explicitation</b></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>Ask students to share their opinions about the announcement that the school year 2024-2025 will begin on July 29 and end on April 15, 2025.</li> </ul> <div data-bbox="844 671 1238 1082" data-label="Image"> <p>The image is a graphic for the DepEd Department of Education School Calendar for SY 2024-2025. It features the DepEd logo at the top, followed by the text 'SCHOOL CALENDAR SY 2024-2025'. Below this, there are two boxes: one for 'JULY 29 2024 START' and another for 'APRIL 15 2025 END'. At the bottom, there is a small text block stating: 'President Ferdinand R. Marcos Jr. has approved to start reverting the country's school calendar to the traditional arrangement. The opening of classes for school year 2024-2025 will begin on July 29 this year and end on April 15, 2025.' The website 'GobyerKas.wa.com' is mentioned at the very bottom.</p> </div> <p>Source: <a href="https://www.gobyerknows.com/2024/05/NR-DepEd-SY.html">https://www.gobyerknows.com/2024/05/NR-DepEd-SY.html</a></p> <ul style="list-style-type: none"> <li>Use the following as guide questions: <ul style="list-style-type: none"> <li>➤ How do you feel about the new school year schedule?</li> </ul> </li> </ul> |  |



- What impact do you think this schedule will have on your summer plans and academic performance?
- Do you prefer the new schedule compared to the previous school year schedule? Why or why not?
- How will this change in schedule affect your personal plans, such as vacations or family time?

### **Activity 2**

- Ask the students to read the sample editorial below:

#### **Education's fundamental issues**

Last Friday, schools began the gradual shift to the old academic calendar, which, as the Department of Education (DepEd) put it, follows “what majority of Filipinos want.” The department, however, should not take this as the cure-all to the problems that ail our education system.

The new adjusted end date of the current school year (SY) 2023-2024, under DepEd Order No. 003 S. of 2024, was on May 31. Students will be back in school on July 29 to start SY 2024-2025; this means that their school break this year is a few days short of two months. DepEd will continue to gradually move back the school calendar until it aligns with the old April-May school break. Based on its projected timeline, it will take up to SY 2028-2029 to fully revert to the old schedule. This was done to prevent a drastic change in the school schedule and entailed a deduction of about seven to eight days from the just concluded school year.

To recall, DepEd adjusted the school calendar in 2014 because of the frequency of class suspensions due to typhoons and other climate-related events. The change was also implemented to align the Philippines' school calendar with other countries—which is another matter of whether or not it was effective in advancing Filipino students' learning quality.

Teachers may use other recent articles and modify the questions based on the article.

### **Not a fool-proof solution**

That school schedule, meanwhile, meant that students were in school at the peak of the dry season from April to May, but, starting last year, it became obvious that it was not conducive to learning because of the extreme heat with reports of students collapsing due to scorching temperatures. This year, schools had to shift to blended learning because of the heat wave.

Skeptics consider changes in climate patterns as normal but there is a consensus among scientists that global warming is accelerating and will continue to disrupt human activities if drastic action is not taken. For students, it will no longer matter what months they are in school because extreme weather events have disrupted overall temperatures. While it is a good move on the DepEd's part to ensure a safe environment for students by adjusting the school calendar, it is by no means a fool-proof solution especially when the weather has become more unpredictable and harmful. Disruptions could happen at any time of the year regardless of whether it is dry or wet season in the country. In other words, it is not just heat waves that students—or the general public—have to contend with but also heavy rains, or worse, super typhoons. It must be further emphasized that DepEd cannot keep changing the school calendar because extreme weather events are now possible year-round.

### **Learning environment**

The Philippine Business for Education said as much. “Changes in the academic calendar must take into consideration the continuity and conduciveness of the learning environment. Our students need a fixed schedule. We hope that this recent decision will be firm and consistent among administrations so as to minimize learning disruption,” it said in a statement on its website. It also highlighted the need for DepEd to address issues that made the existing school calendar unbearable such as classrooms that do not have enough ventilation, creating a less conducive environment for learning.

As Inquirer columnist Eleanor Pinugu wrote in “Learning in the heat” (Undercurrent, 4/8/24): “The cost of inaction could be tangibly measured in lost learning opportunities alongside the compromised health and well-being of

students. Solutions need to include a long-term commitment to transforming our educational infrastructure to meet the realities of a warming world—including allocating funds to install air-conditioning and/or improve ventilation in schools and modernizing buildings to regulate indoor temperatures more effectively.”

### **Classroom backlog**

The reality is that there are not even enough classrooms for public school students, let alone adequately ventilated or air-conditioned ones. The DepEd, based on the second DepEd Basic Education Report of Secretary and Vice President Sara Duterte released last January, built only around 3,600 classrooms in 2023 out of the planned 6,300. The report also said that 6,200 classrooms were in various stages of construction while 800 others were in the procurement stage. By now, if it was going to meet its objective, at least 4,000 new classrooms should have been finished.

The DepEd not only needs to catch up with the classroom backlog, but it must ensure that these new buildings conform to the demands of the times. Beyond this basic need, there are more fundamental problems that it must address. It can keep on changing the school calendar to give in to public opinion but if it does not devote a chunk of its budget to essential items—as it should—such as higher salaries for teachers and better learning tools to improve the performance of our students, the country’s learning crisis will only continue and even worsen.

*Source: <https://opinion.inquirer.net/174130/educations-fundamental-issues#ixzz8cWV6i8CY>*

- Divide the class into four groups and ask them to answer the following questions:

#### **Group 1**

- What is the main issue addressed in the opening paragraph?
- How does the writer introduce the topic of the school calendar shift?
- What is the writer’s stance on the Department of Education’s (DepEd) decision to revert to the old academic calendar?

**Group 2**

- According to the article, what were the reasons behind the original adjustment of the school calendar in 2014?
- What evidence does the writer provide to argue that the new schedule is not a fool-proof solution?
- How does the writer use the example of students collapsing due to heat to support their argument?
- What are some potential consequences of the new school schedule mentioned in the article?

**Group 3**

- How does the writer address the potential counterargument that changes in climate patterns are normal?
- What are the writer's rebuttals to the idea that adjusting the school calendar can effectively address climate-related disruptions?

**Group 4**

- What long-term solutions does the writer suggest for creating a conducive learning environment amidst changing weather patterns?
  - What does the writer identify as fundamental issues that need to be addressed beyond the school calendar adjustment?
  - How does the writer emphasize the importance of addressing classroom backlog and improving educational infrastructure?
- Provide feedback and may ask follow-up questions for clarification.

**Day 2****2. Worked Example**

- Explain to the students that the article is an example of an editorial article.
- Discuss the definition, features, and parts of an opinion editorial article.

**What is an Editorial?**

- An editorial is an article in a newspaper, written by the editor or under his or her direction, stating the position or opinion of the publication on some — subject or issue.

*An analogy: The news section is the heart of the newspaper and that the editorial section is its soul.*

- Editorial writers build on an argument and try to persuade readers to think the same way they do.
- Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue.

#### **Features of an Editorial Article**

- First, they are generally **short**, varying from a sentence or two to 1,000 words or less.
- Second, they usually have a **news peg**, an introductory statement announcing the subject of the editorial and tying it to a news development.
- Third, editorials usually discuss matters that are **important** to the readers. This means an emphasis on local problems and issues.
- Fourth, an editorial includes an **objective** explanation of the issue, especially a complex issue.
- Fifth, an editorial should be written in a **professional** manner. Good editorials engage issues, not personalities, and refrain from name-calling other petty tactics of persuasion.
- Sixth, an editorial offers an **alternative solution or solutions** to the problem or issue being discussed.
- Anyone can complain about a problem, but a good editorial should take a pro-active approach to making the situation better by using constructive criticism and giving solutions.
- Seventh, an editorial has a **solid and concise** conclusion that powerfully summarizes the writer's opinion. Give the ending some punch.
- Eight, an editorial is **impersonal**.

- Ninth, an editorial should be **relevant**. It must be able to relate it to the lives of the readers.
- Tenth, an editorial must be **clear**. It uses an easy to understand language and terminologies.

#### **Formula in Writing an Editorial**

S – State the problem  
P – Position on the problem  
E – Evidence to support the position  
C – Conclusion  
S – Solution the problem

#### **Sample Structure of an Editorial**

##### **I. Lead with an Objective Explanation of the Issue/Controversy**

Include the five W's and the H.

- Pull in facts and quotations from the sources which are relevant.
- Additional research may be necessary.

##### **II. Present Your Opposition First**

As the writer you disagree with these viewpoints. Identify the people (specifically who oppose you.

- Use facts and quotations to state objectively their opinions.
- Give a strong position of the opposition. You gain nothing in refuting a weak position.

##### **III. Directly Refute the Opposition's Beliefs**

You can begin your article with transition.

- Pull in other facts and quotations from people who support your position.
- Concede a valid point of the opposition which will make you appear rational, one who has considered all the options.

##### **IV. Give Other Original Reasons/Analogies**

In defense of your position, give reasons from strong to strongest order.  
➤ Use a literary or cultural allusion that lends to your credibility and perceived intelligence.

### V. Conclude with Some Punch

Give solutions to the problem or challenge the reader to be informed.  
➤ A quotation can be effective, especially if from a respected source.  
➤ A rhetorical question can be an effective concluder as well.

## Day 3

### 3. Lesson Activity

#### Activity 1

**Directions:** Write TRUE if the statement is correct and FALSE if otherwise.

1. An editorial is an article in a newspaper written by the editor or under the editor's direction, stating the position or opinion of the publication on some subject or issue.
2. The news section is the soul of the newspaper, and the editorial section is its heart.
3. Editorial writers build on an argument and try to persuade readers to think the same way they do.
4. Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue.
5. Editorials are typically very long, often exceeding 1,000 words.
6. Editorials usually have a news peg, an introductory statement announcing the subject of the editorial and tying it to a news development.
7. Editorials typically discuss matters that are unimportant to the readers.
8. An editorial includes an objective explanation of the issue, especially a complex issue.
9. Editorials should engage issues, not personalities, and refrain from name-calling and other petty tactics of persuasion.
10. Editorials only complain about problems without offering solutions.

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. True
9. True
10. False

**Activity 2**

**Directions:** Read and analyze the editorial below by answering the questions that follow.

**Hybrid vs electric vehicles**

Hybrid vehicles—those that are propelled by both an internal combustion engine and an electric motor—will no longer be slapped import tariffs until 2028, a move that the Marcos administration expects will “stimulate demand for electric and hybrid vehicles, encourage domestic manufacturing and assembly, and generate new jobs within the green technology sector.”

President Marcos okayed the measure as chair of the National Economic and Development Authority (Neda) Board, which approved during its 16th meeting last week the expansion of the coverage of Executive Order No. 12 to include hybrid and plug-in hybrid jeepneys, buses, and trucks as well as e-motorcycles, e-bicycles, and the batteries widely used in hybrid electric vehicles (EVs).

EO 12, which was signed in January last year, provided for the slashing of import duties on electric vehicles, including their parts, to zero—from the current range of between 5 and 30 percent—until 2028, which should make them cheaper, thus stimulating demand among those who want “greener” transportation options.

“By encouraging consumers to adopt EVs, we are promoting a cleaner, more resilient, and more environmentally friendly transportation alternative,” said Neda Secretary Arsenio Balisacan.

**Charging infrastructure**

Energy Secretary Raphael Lotilla was just as enthusiastic, saying that broadening the scope of EO 12 would simplify environmentally friendly choices for consumers and foster innovation and growth within the country’s electric vehicle industry program.

Not everyone, however, is ecstatic about the Neda Board’s decision.



Edmund Araga, president of the Electric Vehicle Association of the Philippines (Evap), claimed that the inclusion of hybrids in the EO's scope will undermine efforts to wean the country away from fossil fuels and put pure electric vehicles—or those that run solely on an electric motor—at a serious price disadvantage.

Evap said in a position paper that it “strongly opposes” the expansion of the tariff exemption to hybrids as they fully source their power from petroleum “and thus do not contribute to the development of the charging infrastructure,” one of the main objectives of the Electric Vehicle Industry Development Act of 2022 that sets the framework for EV operations in the country, from charging stations to batteries, parts, components, and other related infrastructure. “The further reduction in prices of HEVs (hybrid electric vehicles) would be detrimental to the growth of BEVs (battery electric vehicles) and further slowdown charging infrastructure development,” Evap said.

#### **E-vehicle of choice**

Indeed, out of the 10,602 EVs sold in 2023, 9,293 units were hybrids or 87 percent of the total. On the other hand, only 462 units of battery electric vehicles were sold, for a mere 4.36 percent of total sales, based on data from the Chamber of Automotive Manufacturers of the Philippines Inc. and the Truck Manufacturers Association.

Trade Secretary Alfredo Pascual also said last March amid the review of EO 12 that cutting tariffs on hybrid vehicles to zero was “not justifiable,” as it would go against the government goal to make electric vehicles account for at least half of the vehicles on the road by 2040.

It will fall on the private sector, after all, to install those charging stations but if hybrids—which are not only cheaper but do not need to be charged—will be the e-vehicle of choice, then it is likely that the deployment of charging stations across the country to ease “range anxiety” or the fear that the charge will run out will slow down since there will not be enough pure EVs that will use them.

The Comprehensive Roadmap for the Electric Vehicle Industry, that calls for a smooth transition to an electrified transport sector, aims to reach 311,700 EVs by 2028, and put up at least 7,300 EV charging stations. As of April 2024, there are 563 registered charging stations nationwide recognized by the Department of Energy.

### **Smaller carbon footprint**

There is no arguing that hybrids leave a smaller carbon footprint than the conventional gas or diesel-fired vehicles that account for 99.999 percent of the 14.3 million registered vehicles at the end of 2023, as they do not need as much petroleum to travel the same distance. But small does not mean zero.

Even then, hybrids could be positioned as part of the transition to full EVs, that by introducing more Filipinos to the benefits of going electric, not just felt by the pocket but by the environment, too—they will be primed to take the next major step and go full electric with the right policy environment, incentives, and price points in place.

Indeed, the Philippines must not be content with just hybrids and the government must review the road map as well as the legal framework to determine if it is going in the right direction toward a clean and green transportation network.

But at this point in the country's journey toward a cleaner transportation system, the perfect must not get in the way of the good enough for now.

*Source: <https://opinion.inquirer.net/173872/hybrid-vs-electric-vehicles#ixzz8cnxPk6pc>*

### **Analysis Questions:**

1. What is the primary argument presented by the editorial?
2. What are the main points made in support of hybrid and electric vehicles in the article?
3. Is the editorial short, within the range of a few sentences to 1,000 words? How does the length of the editorial contribute to its effectiveness?

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ol style="list-style-type: none"> <li>Identify the introductory statement or news peg that announces the subject of the editorial. How does this tie to a recent news development?</li> <li>Discuss the local problems and issues mentioned in the editorial that are relevant to the readers.</li> <li>Why are hybrid and electric vehicles important topics for the editorial's audience?</li> <li>How does the editorial provide an objective explanation of the issue?</li> <li>How does the editorial maintain a professional tone throughout the article?</li> <li>What alternative solutions to the problem are proposed in the editorial? How do these solutions aim to address the issues discussed?</li> <li>How does the ending of the editorial give a final punch to the argument?</li> </ol>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>D. Making Generalizations</b> | <p><b>Day 4</b></p> <p><b>Directions:</b> Summarize what you have learned in the discussion by completing the sentences below.</p> <p><b>1. Learners' Takeaways</b></p> <ol style="list-style-type: none"> <li>One key feature of an editorial article is _____.</li> <li>Editorials aim to _____.</li> <li>A news peg in an editorial _____.</li> <li>Editorials differ from news articles because _____.</li> <li>The formula for writing an editorial involves _____.</li> </ol> <p><b>2. Reflection on Learning</b></p> <p>I learned that editorials are _____.</p> <p>The process of writing an editorial requires _____.</p> <p>One challenge I faced while understanding editorials _____.</p> <p>I found that using quotations from experts in editorials helps _____.</p> <p>I realized that editorials can impact readers by _____.</p> <p>In my self-assessment, I discovered that I need to _____.</p> <p>Reflecting on my learning process, I noticed that _____.</p> <p>For the next lesson, I plan to _____.</p> | <ol style="list-style-type: none"> <li>One key feature of an editorial article is its short length, usually up to 1,000 words.</li> <li>Editorials aim to influence public opinion by presenting well-argued positions on important issues.</li> <li>A news peg in an editorial serves to introduce the topic and connect it to current events.</li> <li>Editorials differ from news articles because they express opinions rather than just reporting facts.</li> <li>The formula for writing an editorial involves stating the problem, presenting the position, providing evidence,</li> </ol> |

|  |  |                                       |
|--|--|---------------------------------------|
|  |  | concluding, and suggesting solutions. |
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| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                  |                                                 | NOTES TO TEACHERS                                                                                                                                                                                                     |
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| A. Evaluating Learning                                                 | <b>Formative Assessment</b><br><br><b>Directions:</b> Identify the feature of an editorial described by each statement below. <ol style="list-style-type: none"> <li>1. This feature is an introductory statement that announces the subject of the editorial and ties it to a recent news development.</li> <li>2. Editorials often emphasize this, discussing problems or issues that are significant to the readers, particularly those that are local.</li> <li>3. This feature provides a detailed, unbiased explanation of the issue at hand, especially if the issue is complex.</li> <li>4. Editorials avoid attacking individuals and focus instead on discussing issues in a respectful manner. This feature ensures the editorial remains professional.</li> <li>5. This feature is where the editorial suggests one or more alternative solutions to the problem being discussed.</li> <li>6. Editorials should end with this—a powerful summary that reinforces the writer's opinion and leaves a lasting impression on the reader.</li> <li>7. Good editorials maintain this tone, avoiding personal pronouns and making the discussion more general and objective.</li> <li>8. This feature relates the editorial content to the lives of the readers, making the issue discussed more pertinent to their everyday experiences.</li> <li>9. Editorials should use language that is easily understood, avoiding complex jargon and terminology to ensure clarity.</li> <li>10. This feature involves constructive criticism and a proactive approach to solving problems, rather than merely complaining about them.</li> </ol> |                                                  |                                                 | 1. News Peg<br>2. Importance to Readers<br>3. Objective Explanation<br>4. Professionalism<br>5. Alternative Solutions<br>6. Conclusion<br>7. Impersonality<br>8. Relevance<br>9. Clarity<br>10. Constructive Approach |
|                                                                        | B. Teacher's Remarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Note observations on any of the following areas: | Effective Practices<br><br>Problems Encountered | The teacher may take note of some observations related to the effective                                                                                                                                               |

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|                                | <b>strategies explored</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  | practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.<br><br>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar. |
|                                | <b>materials used</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |                                                                                                                                                                                                                                               |
|                                | <b>learner engagement/ interaction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |                                                                                                                                                                                                                                               |
|                                | <b>Others</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |                                                                                                                                                                                                                                               |
| <b>C. Teacher's Reflection</b> | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u><br/><i>What principles and beliefs informed my lesson?<br/>Why did I teach the lesson the way I did?</i></li> <li>▪ <u>students</u><br/><i>What roles did my students play in my lesson?<br/>What did my students learn? How did they learn?</i></li> <li>▪ <u>ways forward</u><br/><i>What could I have done differently?<br/>What can I explore in the next lesson?</i></li> </ul> |  |  | 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.                                                               |