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Lesson Exemplar for English

Quarter 3

Lesson

2

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Lesson Exemplar for English Grade 8
Quarter 3: Lesson 2 (Week 2)
SY 2025-2026

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ENGLISH/QUARTER 3/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

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|--|--|
| A. Content Standards | 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. Performance Standards | 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. |
| C. Learning Competencies and Objectives | <p>Learning Competencies: EN8INF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none">- style (diction and tone)- sentence structure <p>Lesson Objectives:</p> <ol style="list-style-type: none">1. Identify the style (diction and tone) used to organize opinion editorials based on the author's purpose and meaning, and target audience.2. Identify the sentence structure commonly observed in opinion editorials. |
| C. Content | <p>The Language of an Opinion Editorial Article</p> <ul style="list-style-type: none">- Style (Diction & Tone)- Sentence Structure |
| D. Integration | |

II. LEARNING RESOURCES

- Ellis, M. (2022). *The 9 types of diction in writing, with examples*. Grammarly. <https://www.grammarly.com/blog/diction-in-writing/#:~:text=Diction%20determines%20the%20words%20you,meanings%20beyond%20words'%20literal%20definitions>.
- University of Maryland Global Campus. (2022). *A word about style, voice and tone*. <https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter3/ch3-21>
- Wheaton College Writing Center. (2009). *Style, diction, tone, and voice*. <https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/>

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| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
|---------------------------------------|---|---|
| A. Activating Prior Knowledge | DAY 1 1. Short Review Review the lesson during Week 1 on the Parts of an Opinion Editorial Article. | |
| B. Establishing Lesson Purpose | 1. Lesson Purpose Students learn the objectives of the lesson for the week: 1. Identify the style (diction and tone) used to organize opinion editorials based on the author's purpose and meaning, and target audience. 2. Identify the sentence structure commonly observed in opinion editorials. 2. Unlocking Content Vocabulary Fishbowl. Ask students to pick a word from a fishbowl or any container and define them in their own words. The words are: | Teacher may accept as many possible answers. Some answers may be correct but not true to the lesson. For example, the |

| | | | | | | | | |
|---|---|---|---|---------|-------------------------|------|---|--|
| | <table><tr><td>Style</td><td>Style is the way in which something is written, as opposed to the meaning of what is written.</td></tr><tr><td>Diction</td><td>Diction is word choice.</td></tr><tr><td>Tone</td><td>Tone is the attitude conveyed by an author’s voice.</td></tr></table> | Style | Style is the way in which something is written, as opposed to the meaning of what is written. | Diction | Diction is word choice. | Tone | Tone is the attitude conveyed by an author’s voice. | word “style” may be referring to fashion or clothing. Teacher may accept these answers and lead the students to what the words really mean for the lesson. |
| Style | Style is the way in which something is written, as opposed to the meaning of what is written. | | | | | | | |
| Diction | Diction is word choice. | | | | | | | |
| Tone | Tone is the attitude conveyed by an author’s voice. | | | | | | | |
| C. Developing and Deepening Understanding | <p>Style, Diction, and Tone</p> <p>1. Explicitation Introduce the concepts with more explanation and examples.</p> <p>Style is the way in which something is written, as opposed to the meaning of what is written. In writing, however, the two are very closely linked. As the package for the meaning of the text, style influences the reader’s impression of the information itself.</p> <p>Style includes diction and tone. The main goal in considering style is to present your information in a manner appropriate for both the audience and the purpose of the writing. Consistency is vital. Switching styles can distract the reader and diminish the believability of the paper’s argument.</p> <p>Ask students:</p> <ul style="list-style-type: none">• <i>Have you ever looked at your own writing and identified what style you have? Or you have just begun finding your own style of writing?</i> <p>Diction is word choice. When writing, use vocabulary suited for the type of assignment. Words that have almost the same denotation (dictionary meaning) can have very different connotations (implied meanings).</p> <p>Three of the types of diction are:</p> | Learn more of the content sources from the links in the “Learning Resources” page of this material. | | | | | | |

| Formal Diction | Informal (Casual) Diction | Slang |
|--------------------------------|---------------------------------|--------------------|
| are not mad | aren't mad | ain't ticked |
| Respectfully, I must disagree. | No way, that's not true at all. | You're full of it! |

Formal diction uses the proper definitions of words in a mostly serious tone. This is the style of workplaces, schools, and other formal environments. Formal language doesn't take any risks and can come across as bland or boring, but for the sake of clarity, it's the best choice when speaking to strangers or authority figures.

Informal diction is the opposite of formal diction; it involves the playful use of words, including jokes and wordplay. Informal diction is the way you talk to the people closest to you, as opposed to strangers or work colleagues. It's best in casual situations, but it can sound out of place in serious situations.

Diction with **slang**, an extension of informal diction, encompasses words and phrases that only a particular type of person understands. Slang is often divided by generation, such as "sussy," used by Gen Z, and "nifty," used by baby boomers.

Ask students:

- *What diction do you commonly use at school vs. at home, or when talking to your parents vs. when talking to your friends?*
- *What do you think is the appropriate diction when writing journalism articles like news and opinion editorial? Why do you think so?*

The overall **tone**, or attitude, of a piece of writing should be appropriate to the audience and purpose. The tone may be objective or subjective, logical or emotional, intimate or distant, serious or humorous. It can consist mostly of long, intricate sentences, of short,

simple ones, or of something in between. (Good writers frequently vary the length of their sentences.)

One way to achieve proper tone is to imagine a situation in which to say the words being written. A journal might be like a conversation with a close friend where there is the freedom to use slang or other casual forms of speech. A column for a newspaper may be more like a high-school graduation speech: it can be more formal, but it can still be funny or familiar. An academic paper is like a formal speech at a conference: being interesting is desirable, but there is no room for personal digressions or familiar usage of slang words.

Ask students:

- *What do you think is the appropriate tone when writing journalism articles like news and opinion editorial? Why do you think so?*

DAY 2

2. Worked Example

Students identify the diction and tone of the passages below and gauge the overall style based on author's purpose and target audience.

Passage 1. Journal Entry

School today was a mixed bag. Math was brutal! We had a surprise quiz on factoring polynomials, and my brain totally froze. I think I left most of it blank. Ugh. On the bright side, English class was awesome. We started this project where we get to create our own mini-civilizations! I'm thinking about building a society based entirely on puns. How hilarious would that be?

Passage 2. News article

Eighth graders at Valenzuela National Elementary are spiking their way to success in a new volleyball unit. Ms. Lopez, the energetic PE teacher, says the focus is on teamwork and communication. "It's all about calling out for the ball and setting up your teammate for a hit," explained Sarah Santos, a student captain. "It's way more fun than just running laps." Looks like these spikers are serving up a winning attitude in PE class!

| | Diction | Tone | Style |
|-----------------------------|---------|------|-------|
| Passage 1. Journal Entry | | | |
| Passage 2. News article | | | |

3. Lesson Activity

Activity #1. Diction, Tone, Style (Individual Work)

Instructions: Identify the diction and tone of the passages below and gauge the overall style based on author's purpose and target audience.

Passage 1. Opinion Article

There have been numerous reported cases of wild birds and marine animals said to be carrying this virus and its variants, as well as the documented spread to mammals beyond cows, such as cats, dogs and mice. Should any of that determine the temperature at which I cook my eggs? And just as importantly, what should I tell home cooks who seek my advice on the matter?

Source: <https://edition.cnn.com/2024/06/27/opinions/bird-flu-eggs-food-health-safety-farms-ruhman/index.html>

Passage 2. Fiction

I climb up the shed and crept up to my window just before day was breaking. My new clothes was all greased-up and clayey, and I was dog-tired.

Source: Mark Twain's The Adventures of Huckleberry Finn

Passage 3. Medical Information

Our muscular heart, the main organ in your cardiovascular system, is vital for life. Its parts work together to move blood through your body in a coordinated way. It constantly sends oxygen to your cells and takes away waste. Many conditions can affect this organ and keep it from working well.

Source: <https://my.clevelandclinic.org/health/body/21704-heart>

| | Diction | Tone | Style |
|-----------|---------|------|-------|
| Passage 1 | | | |
| Passage 2 | | | |
| Passage 3 | | | |

DAY 3

Sentence Structure in Opinion Editorial Articles

1. Explication

Lead students to recall the lesson on diction that is linked with tone and style. Different situations and audiences call for different styles.

| | | |
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| | <p>For example, work and school matters require formal language, while conversations with friends use informal language.</p> <p>Emphasize these two points:</p> <ul style="list-style-type: none"> • In writing, Diction determines the words you use, which consequently determines the writing style and type of tone you use. Through diction, a writer can sound friendly or serious, knowledgeable or clueless, poetic or dry. • Diction also affects sentence structure. For example, you might use shorter sentences when speaking to people with short attention spans and use longer, complex sentences around a more patient audience. <p>Lead the students to recall the different sentence structures.</p> <ul style="list-style-type: none"> • Sentence structure is the order of all the parts in a sentence: subject, predicate, objects, phrases, punctuation, etc. • 4 Types of Sentence Structure Simple: 1 independent clause Compound: 2 or more independent clauses Complex: 1 independent clause + 1 or more subordinate clause Compound-complex: 2 or more independent clauses + 1 or more subordinate clauses <p>2. Worked Example</p> <p>Ask the students to read the article below and identify the types of sentence structure used.</p> | |
|--|---|--|

(Clipped from the article “A fish worthy of national dish status” by Sol Vanzi. <https://mb.com.ph/2024/6/28/a-fish-worthy-of-national-dish-status>)

Still unresolved is the great debate about what our national dish is: sinigang or adobo. But there is no question what majority would pick as our country's national fish. Bangus (milkfish) is sold everywhere; from the rocky hills of Batanes to the beautiful islands of Tawi-Tawi. It is consumed by Filipinos of all religions, and is raised in fresh, brackish or salty water.

I grew up surrounded by bangus fishponds which, like clockwork, were drained to become saltbeds in the summer. The flooded saltbeds were fed by the narrow Zapote River which meandered through Las Pinas and the edge of Bacoar. At the end of summer before seawater was let into the nearly-empty saltbeds, neighbors were allowed to wade in and catch what they could except for prawns and bangus. That was usually on a Sunday to allow more townsfolk to participate in the picnic where beer, tuba, and lambanog flowed. Pulutan was aplenty: tilapia, bagaong, biya, swahe, an occasional crab, and oysters from the river. The fish called bidbid, a pest with insatiable appetite for bangus fry, was considered too bony to eat as pulutan. It was cleaned and prepared like daing na bangus, which it tasted like after being sundried and fried crisp.

Then, ask the students:

- What could be the writer's purpose for writing this article?
- Who could be the intended audience of this article?
- How do you determine the type of sentence structure to use when writing articles like this one?

(Answer: There is no specific type to use. It always depends on your purpose or intent and your audience, which affects your diction, tone, and overall style of writing.)

3. Lesson Activity

Activity #2. Guess my Diction! (Individual Work)

Instructions: Identify the writer's purpose, target audience, and diction used in the sentences below.

| Sentences | Writer's Purpose | Target Audience | Diction |
|---|------------------|-----------------|---------|
| The heart is a fist-sized organ that pumps blood throughout your body. It's your circulatory system's main organ. Muscle and tissue make up this powerhouse organ. | | | |
| Sisig has been a mainstay in Filipino cuisine. One of the earliest records related to the dish dates as far back as 1732, after an Augustinian friar defined it in a dictionary he was working on. At the time, it was described as a salad of sorts that utilized green guava or papaya, dressed in salt, pepper, garlic, and vinegar. | | | |
| The world of social media today is vastly different from a decade ago. In recent years, platforms like Instagram and TikTok have evolved from entertainment hubs into powerful tools for information dissemination and education. | | | |

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| A. Making Generalizations | <p>DAY 4</p> <p>1. Learners' Takeaways Ask the students, "Prior to writing, why is it important to identify your purpose and target audience"</p> <p>2. Reflection on Learning Ask the students to ask themselves:</p> <ul style="list-style-type: none"> • What aspect of the lesson did I find most valuable to improve my skills in writing articles and essays? • What should I practice more to achieve a well-supported write-up? | |
|----------------------------------|--|--|

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | | | | NOTES TO TEACHERS |
|--|--|----------------------------|-----------------------------|--|
| A. Evaluating Learning | <p>DAY 4</p> <p>1. Formative Assessment</p> <p><i>Writing with my own style (Individual Work)</i> Instructions: Write a personal narrative using a an informal style of writing or an opinion article using a formal style of writing. Be ready to read your work in class.</p> | | | |
| 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, |
| | <i>strategies explored</i> | | | |
| | <i>materials used</i> | | | |

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|--------------------------------|--|--|--|---|
| | | | | learner engagement and other related stuff. |
| | learner engagement/ interaction | | | Teachers may also suggest ways to improve the different activities explored/ lesson exemplar. |
| | 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> | | | 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. |