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# Lesson Exemplar for English

Quarter 3

Lesson

4

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**Lesson Exemplar for English Grade 8**  
**Quarter 3: Lesson 4 (Week 4)**  
**SY 2025-2026**

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## 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>Learning Competencies:</b> <b>EN8INF-III-8</b> Determine the veracity of the information presented: credibility of the author, accuracy of information, relevance, timeliness, objectivity, and coverage <b>EN8INF-III-9</b> Analyze textual evidence to support an argument/general statement: quoting, paraphrasing, summarizing</p> <p><b>Lesson Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify the manner of presenting textual evidence in a given opinion editorial: quoting, paraphrasing, summarizing</li><li>2. Determine the veracity of information presented in an opinion editorial article focusing on the credibility of the author, accuracy of information, relevance, timeliness, objectivity, and coverage</li></ol>
<b>C. Content</b>	<b>Evaluating opinion editorials for textual evidence and quality</b>
<b>D. Integration</b>	

## II. LEARNING RESOURCES

- Blow, C.M. (2024). *Opinion vs. news*. <https://ccnyintroductiontojournalism.com/2024/01/24/opinion-vs-news/>
- Purdue Online Writing Lab. (2024). *Quoting, paraphrasing, summarizing*. [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/quoting\\_paraphrasing\\_and\\_summarizing/index.html](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html)
- University of Michigan Sweetland Center for Writing. (2024). *How do I effectively integrate textual evidence?*. <https://lsa.umich.edu/sweetland/undergraduates/writing-guides/how-do-i-effectively-integrate-textual-evidence-.html>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<b>DAY 1</b>	
	<b>1. Short Review</b>	
	Students do the activity, “ <b>How well can you tell a factual from opinion statements?</b> ” They tell whether the statement is a <i>factual statement</i> or an <i>opinion statement</i> .	
	Statement	Answer
	Despite its diminutive size, the mosquito spreads deadly diseases including dengue.	Factual statement
	That these claims continue to spread, and that there are still people who believe in them, shows how the lack of critical thinking on social media has become a deadly virus on its own.	Opinion statement
	In 2017, the government suspended administering the dengue vaccine Dengvaxia over fears that it could pose health risks for people not previously infected.	Factual statement
	The controversy affected the public’s confidence in vaccines, which impacted the government’s vaccination drive during the COVID-19 pandemic.	Opinion statement
The DOH must be more aggressive in its dengue information drive, particularly on social media, to prevent more people from falling for dengue myths that will only further endanger their health.	Opinion statement	
All of these statements come from an opinion article/column from the Philippine Daily Inquirer ( <a href="https://opinion.inquirer.net/174638/busting-">https://opinion.inquirer.net/174638/busting-</a>		

	<p><u>dengue-myths</u>). Even in an opinion article, both factual and opinion statements are present.</p> <p>As discussed previously, an <b>opinion</b> piece gives you information from the point of view of the writer, or presenter. It may include facts, and reporting, but it differs from a news story in that it lays out an individual's ideas and often their biases. Opinion is, essentially, someone's argument for a certain point of view about a specific topic.</p>	
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b> Students learn the objectives of the lesson for the week:</p> <ol style="list-style-type: none"> <li>1. Identify the manner of presenting textual evidence in a given opinion editorial: quoting, paraphrasing, summarizing.</li> <li>2. Determine the veracity of information presented in an opinion editorial article focusing on the credibility of the author, accuracy of information, relevance, timeliness, objectivity, and coverage</li> </ol> <p><b>2. Unlocking Content Vocabulary</b> In determining the ways to present textual evidence, students learn the following vocabulary: <i>main idea</i>, <i>supporting sentences</i>, <i>textual evidence</i>, <i>quotation</i>, <i>paraphrase</i>, and <i>summary</i>.</p> <ol style="list-style-type: none"> <li>a. The <b>main idea</b> is the most important idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage.</li> <li>b. The <b>supporting sentences</b> of a paragraph develop the main idea presented in the topic sentence. When writing supporting sentences, examples, reasons, or descriptions are provided to support your topic sentence.</li> <li>c. <b>Textual evidence</b> is information that comes directly from another source. It is important because it lends credibility to the information being presented.</li> </ol>	<p>Teacher may provide examples for each of the vocabulary while bearing in mind the time allotment for this part of the lesson.</p>

	<div><div><div>d. <b>Quotation (or quote)</b> is anything from a word to several sentences taken word-for-word from the original source and enclosed in quotation marks.</div><div>e. <b>Paraphrase</b> is a rephrasing in your own voice and sentence structure of one portion of the original source and is about the same length as the original sentence/sentences.</div><div>f. <b>Summary</b> is shorter than the original source and gives the text’s central idea in your own words.</div></div><div>The first two vocabulary are prerequisite to understanding the original source material prior to using them as evidence for a paper, such as in a news article or opinion editorial article. The remaining four vocabulary are needed for this lesson.</div></div>					
<div>C. Developing and Deepening Understanding</div>	<div><div>Ways to present textual evidence in an Opinion Editorial Article</div><div>1. Explicitation</div><div>Ask the students which among the sentences satisfy the following criteria:</div><div><div><div>• Provide support for claims or add credibility to your writing</div><div>• Highlight a particularly striking phrase, sentence, or passage by quoting the original</div><div>• Expand the breadth or depth of your writing</div></div><table><tr><th>Sentence</th><th>Explanation</th></tr><tr><td>We can achieve a traffic-free city in the Philippines just like in other countries.</td><td>An opinion  This sentence contains a claim without any support. This makes your writing weak.</td></tr></table></div></div>	Sentence	Explanation	We can achieve a traffic-free city in the Philippines just like in other countries.	An opinion  This sentence contains a claim without any support. This makes your writing weak.	<div>In your discussions, emphasize these ideas repetitively:</div> <div><div><b>Quotations</b> must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.</div><div><b>Paraphrasing</b> involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a</div></div>
Sentence	Explanation					
We can achieve a traffic-free city in the Philippines just like in other countries.	An opinion  This sentence contains a claim without any support. This makes your writing weak.					

	<p>According to Professor Carlos Moreno, who wrote about this strategy in the book, <i>The 15-Minute City: A Solution to Saving Our Time and Our Planet</i>, “With proximity at its heart, [the 15-minute city concept] mobilizes a vast amount of creative energy to achieve a balance previously thought impossible.”</p>	<p>With quoted source</p> <p>The quoted statement from a reputable source (book) adds credibility to one’s writing.</p>	<p>somewhat broader segment of the source and condensing it slightly.</p> <p><b>Summarizing</b> involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.</p> <p>Source: <a href="https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html">https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html</a></p>
	<p>The 15-minute city concept developed by Professor Carlos Moreno that everyday destinations like schools, stores, and offices should only be a short walk or bike ride away from home.</p>	<p>With paraphrased idea from a source</p> <p>The paraphrased sentence from a source adds depth to one’s claim.</p>	
	<p>The UN-Habitat called for stronger efforts toward better urban planning and the management of our cities. It stressed on the need to transform urban centers into polycentric cities made of connected, mixed-use neighborhoods that provide access to key services, amenities, and public transport to all.</p>	<p>With summarized idea from a source</p> <p>The summarized statement from a well-known organization like the United Nations provides breadth or a broader view of the claim that one is supporting.</p>	

**DAY 2**

**2. Worked Example**

Students identify which of the following paragraphs contain quoted, paraphrased, and summarized statements.

Source Material: <https://mb.com.ph/2024/6/26/can-we-have-15-minute-cities-in-the-philippines>

(Clipped from an opinion article by Anna Mae Lamentillo, entitled “Can we have a 15-minute cities in the Philippines?”, published on June 26, 2024 at the Manila Bulletin)

*Imagine being able to access your basic needs and services—markets, groceries, schools, hospitals, banks, or even your workplace—without having to ride a car or spend an hour or so sitting on a bus or jeep.*

*Right now, this scenario is far from reality in the densely populated Metro Manila. In 2023, the average daily traffic volume of all kinds of vehicles in the metro reached about 3.63 million, the bulk of which are motorcycles (1.67 million) and cars (1.57 million). It is actually this volume of vehicles that makes it hard to navigate the different cities in the metropolis, or even neighborhoods within these cities.*

Ask the students:

- What sentence carries the main idea of this passage? *(refer to the last sentence)*
- What supporting evidence did the writer provide in her opinion article? *(refer to the second paragraphs’s first and second sentences)*

Present these to the students and ask which one contains a quotation, a paraphrase, and a summary from the original article.

Quoted	Paraphrased	Summarized
In her opinion article, Anna Mae Lamentillo makes a strong claim that “It is actually this volume of vehicles that makes it hard to navigate the different cities in the	Lamentillo claims that a large number of vehicles makes it difficult to get around in different parts of a large city, or even in	Lamentillo, in her article entitled “Can we have a 15-minute cities in the Philippines?”, attributed the traffic and difficulty in moving around this heavily populated city to



metropolis, or even neighborhoods within these cities.”	different neighborhoods within those cities.	a high number of vehicles, mostly motorcycles and cars.
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Emphasize that writing for papers in school requires students to use evidence. Learning how to use evidence effectively is an important skill. Using evidence from different sources without mere copying or plagiarizing adds depth and credibility into the paper.

There are three methods of incorporating the writing of others into your paper as evidence: **quotation (or quoting)**, **paraphrasing**, and **summarizing**.

Remind the students **how to choose which method of incorporating evidence to use:**

Use a **quotation** if

- you are relying on the reputation of the writer of the original source to give authority or credibility to your paper.
- the original wording is so remarkable that paraphrasing would diminish it.

A **paraphrase** is a good choice if

- you need to provide a supporting fact or detail but the original writer’s exact words are not important.
- you need to use just one specific idea from a source and the rest of the source is not as important.

**Summary** is useful when

- you need to give an overview of a source to orient your reader.
- you want to provide background that leads up to the point of your paper.

Source: <https://lsa.umich.edu/sweetland/undergraduates/writing-guides/how-do-i-effectively-integrate-textual-evidence-.html>

### 3. Lesson Activity

Emphasize that there is no one way to quote, paraphrase, or summarize. There can be multiple versions to a source material. Ask the students to write a quotation, a paraphrase, and a summary based on a source material.

#### *Activity #1 (Pairwork)*

Instructions: Write a quotation, a paraphrase, and a summary based on the source material below.

Source material: Dengue and severe dengue by the World Health Organization

*Dengue (break-bone fever) is a viral infection that spreads from mosquitoes to people. It is more common in tropical and subtropical climates.*

*Most people who get dengue will not have symptoms. But for those who do, the most common symptoms are high fever, headache, body aches, nausea, and rash. Most will get better in 1–2 weeks. Some people develop severe dengue and need care in a hospital.*

*In severe cases, dengue can be fatal.*

*You can lower your risk of dengue by avoiding mosquito bites especially during the day.*

*Dengue is treated with pain medicine as there is no specific treatment currently.*

Quotation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paraphrase: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The checking of answers should be in a form of plenary. Students may be asked to write their responses on the board.

### **DAY 3**

Prior to doing the next activity, have students recall the three methods of incorporating textual evidence in a paper like an Opinion Editorial Article and when to use each one of them.

Then, ask students to do the activity individually.

#### *Activity #2 (Individual Work)*

Write a short paragraph about the internet usage of Filipinos. The paragraph should contain a quotation, a paraphrase, and a summary based on the source material below.

Source material: Global Digital Report 2024 produced in partnership with Meltwater and We Are Social

	<p><i>As we examine the Philippines' internet usage statistics in 2024, we find essential insights into how Filipinos have continued incorporating the internet into their everyday routines.</i></p> <p><i>People between the ages of 16 and 64 spend an average of 8 hours and 52 minutes daily accessing the internet across all devices. 5 hours and 20 minutes are spent on the internet using mobile phones, while 3 hours and 32 minutes of the typical day are dedicated to using it on computers and tablets. It is worth noting that 60.1% of the total daily online time is spent on mobile devices, highlighting smartphones' key role in Filipino digital habits.</i></p> <p>After the activity, ask students to sample their work on the board for presentation and checking. Collect all papers of students after.</p>	
<b>A. Making Generalizations</b>	<p><b>DAY 4</b></p> <p><b>1. Learners' Takeaways</b> Ask the students, "Why is it important to incorporate textual evidence in one's writing?"</p> <p><b>2. Reflection on Learning</b> Ask the students to ask themselves:</p> <ul style="list-style-type: none"> <li>• What aspect of the lesson did I find most valuable to improve my skills in writing opinion pieces?</li> <li>• What should I practice more to achieve a well-supported write-up?</li> </ul>	<p>Accept multiple answers. Always lead them to the use of the three ways to use textual evidence.</p>
<b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b>		<b>NOTES TO TEACHERS</b>

<b>A. Evaluating Learning</b>	<p><b>DAY 4</b></p> <p><b>1. Formative Assessment</b></p> <p>Have the students write a short essay that contains one claim (main idea) and supporting sentences. The supporting statements should have the three ways to incorporate textual evidence. Ask them to underline which sentences contain a quotation, a paraphrased sentence from a course, and a summarized material.</p> <p>The rubric for evaluating the essay is as follows: University of Southern California Center for Excellence in Teaching. (n.d.). <i>Short essay question rubric</i>. <a href="https://cet.usc.edu/teaching-resources/short-essay-question-rubric/">https://cet.usc.edu/teaching-resources/short-essay-question-rubric/</a></p>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<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>
	<b>strategies explored</b>			
	<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> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> </ul>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may</p>

	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <u>ways forward</u>  <i>What could I have done differently?</i>  <i>What can I explore in the next lesson?</i></li> </ul>	<p>also consider this as an input for the LAC/Collab sessions.</p>
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