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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for English

Quarter 3
Lesson
5

Lesson Exemplar for English Grade 8
Quarter 3: Lesson 5 (Week 5)
SY 2025-2026

Development Team

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ENGLISH/QUARTER 3/ GRADE 8

I.	CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
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	Evaluate opinion editorials for textual evidence and quality
	Identify the standard development principle/s applied in each opinion editorial (EN8INF-III-10)
	    a. simplicity and brevity
	    b. precision
	    c. objectivity and factuality
	    d. fairness and balance
	    e. ethics	

C. Content	Opinion editorial articles Standard development principles in assessing the quality of an Opinion Editorial Article	
D. Integration		

II. LEARNING RESOURCES

1. Bachmann, P., Eisenegger, M., and Ingenhoff, D. (2021). Defining and Measuring News Media Quality: Comparing the Content Perspective and the Audience Perspective. Sage. https://journals.sagepub.com/doi/full/10.1177/1940161221999666
2. Gonchar, M. (2014). For the Sake of Argument: Writing Persuasively to Craft Short, Evidence-Based Editorials. *The New York Times*. https://archive.nytimes.com/learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/
3. Heath, T. (2023). Comparing Two Editorials: How to Structure Your Essay. GCELT,org. https://gcelt.org/comparing-two-editorials-how-to-structure-your-essay/

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** Evaluating opinion editorials for textual evidence and quality using standard development principles in assessing the quality of an *Opinion Editorial Article*. You can tell your students that the lesson may equip them with the skills to critically analyze opinion editorials. Say, you may learn to: 1. Identify textual evidence by recognizing how authors in opinion editorials use evidence like statistics, quotes, and examples to support their claims. 2. Assess evidence quality by evaluating the strength and relevance of the evidence used in an editorial. 3. Apply standard development principles by understanding key criteria used to assess the overall quality of an opinion editorial. QUESTIONS: A. How can you tell if an opinion writer is just giving their opinion, or if they have facts and examples to back it up?	

	B. When reading an opinion editorial, what makes the evidence used by the author strong and convincing? C. Imagine you're judging a competition for the best opinion article. What are some things you'd look for to decide which one is the winner?	
B. Establishing Lesson Purpose	**1. Lesson Purpose** Evaluating Opinion Editorials. You can begin by saying, today's lesson will focus on improving your critical reading skills. We will be talking about opinion editorials, where writers present their views on a particular issue. But how do we separate strong, well-supported opinions from those that are simply stating a preference? This lesson has three key goals: 1. Recognize how authors use evidence like statistics, quotes, and examples to support their claims. Just like building a strong case in court requires evidence, strong opinions rely on evidence to be persuasive (identifying textual evidence). 2. Evaluate the strength and relevance of the evidence used in an editorial. Is the source credible? Does the evidence directly connect to the claim? Critically analyzing the evidence can help judge its value in supporting the author's point (assessing evidence quality). 3. Explore standard development principles, like clear and concise writing, precise word choice, and presenting a balanced perspective. Understanding these principles allows us to assess the overall quality of the editorial (applying standard development principles). At the end of this lesson, you'll be able to:	

a. Spot the difference between unsupported opinions and well-evidenced arguments.
b. Evaluate the quality of evidence used in an editorial.
c. Judge opinion editorials based on their structure, language, and evidence.

2. Unlocking Content Vocabulary

Good morning class. Today, we will discuss and analyze opinion editorials by examining evidence. But before we do, let us unpack some key vocabulary words that will help us understand how opinion editorials are written and judged for quality.

Match the vocabulary word with its definition.

Word	Definition
1. Objectivity	A. This means the writing is easy to understand, avoiding complex words and sentence structures.
2. Factuality	B. This means the writing uses as few words as possible to get straight to the point, without unnecessary details.
3. Precision	C. This means the writing presents facts and avoids personal opinions or feelings.
4. Fairness	D. This means the writing is based on facts that can be verified, not speculation or opinions.
5. Brevity	E. This means the writing uses the exact right words to convey a clear and specific meaning.
6. Balance	F. This means the writing presents all sides of an issue in a just and impartial way.
7. Simplicity	G. This means the writing gives equal weight to different perspectives on an issue, avoiding bias.

Answer key:
1.C - Objectivity
2.D - Factuality
3.E - Precision
4.F- Fairness
5.B - Brevity
6. G - Balance
7. A - Simplicity

C. Developing and Deepening Understanding	**1. Explicitation**	
	Developing critical reading skills involves going beyond simply understanding the main points of a text. Being able to identify and analyze the evidence used by an author is crucial for evaluating the persuasiveness and overall quality of their arguments. Here are some key points to consider when discussing Identifying Textual Evidence and Assessing Quality:	
	A. Recognizing Textual Evidence	
	Authors use various types of evidence to support their claims, such as:	
	1. *Statistics*: Data and numbers used to quantify information (Shanahan, 2008).	
	2. *Quotes*: Words or ideas from a credible source (Hacker, 2004).	
	3. *Examples*: Specific instances that illustrate a point (Reiff & Robinson, 2015).	
	4. *Expert opinions*: Statements from people with relevant expertise (Willingham, 2009).	
	B. Evaluating Evidence Quality	
	Not all evidence is created equal. Here are some questions to consider when assessing the strength and relevance of evidence:	
	1. Relevance: Does the evidence directly connect to the claim it's supposed to support?	
	2. Strength: Is the evidence reliable? For example, is the source credible for a quote? Is the sample size large enough for a statistic?	
	3. Completeness: Could there be other types of evidence to support or contradict the claim?	
	C. The Role of Standard Development Principles	
	In addition to scrutinizing evidence, we can also analyze how well the author uses language and structure to communicate their ideas. Here are some standard development principles to consider:	

1. Simplicity & Brevity: Is the writing clear and concise, or does it use overly complex language?
2. Precision: Does the author use the exact right words to convey their meaning?
3. Fairness & Balance: Does the author acknowledge opposing viewpoints or potential weaknesses in their argument?

DAY 3-4
2. **Worked Example**
   Activity 1. Identifying Textual Evidence and Assessing Quality (*Claims and Evidence Table*).

   Instructions:
   1. Read the editorial (Catch-Up Fridays: A Speedy Solution or Stalling Strategy?) provided below.
   2. Identify Textual Evidence:
      a. Underline or highlight sections of the editorial where the author makes claims.
      b. For each claim, find evidence (statistics, quotes, examples) used to support it.
      c. Write down these claims and evidence in the table/chart.

See worksheet 1.

Editorial: Catch-Up Fridays: A Speedy Solution or Stalling Strategy?

The Department of Education's "Catch-Up Fridays" program aims to address the learning gaps exposed by recent assessments. While the intent is commendable, is dedicating one whole school day solely to catching up truly the most effective solution?

There is a risk that Catch-Up Fridays become a band-aid solution for a systemic wound. Instead of in-depth, personalized instruction

throughout the week, students receive a concentrated dose of remediation on Fridays. This may leave them feeling overwhelmed and hinder the development of strong foundational skills in regular classes.

Wouldn't it be more beneficial to invest in smaller class sizes, allowing teachers to provide more individualized attention? Additional training for educators in targeted teaching methods could further enhance student learning. Parental and community involvement are crucial. Encouraging reading programs and creating engaging learning environments outside of school can significantly improve student outcomes.

Catch-up programs can be a valuable tool, but they should be part of a comprehensive strategy. Let us focus on long-term solutions that ensure a strong educational foundation for all students. We need quality instruction, not just a quick fix on Fridays.

A. Use the following table to identify the claims and the evidences (statistics, quotes, examples). You can use the example provided as your guide.

Claim	Evidence
Example: Catch-Up Fridays risk becoming a band-aid solution for a systemic wound.	The editorial does not mention specific data but suggests students would not receive enough in-depth instruction.
1.	
2.	
3.	
4.	

B. Assessing Evidence Quality. For each piece of evidence you listed, consider these questions:
1. Does the evidence directly connect to the claim it's supposed to support?

Evidence (copy individual evidence from the first table)	Answer
1.	
2.	
3.	
4.	

2. Is the evidence reliable and convincing? (e.g., Is the source credible for a quote? Is the sample size large enough for a statistic?)

Evidence (copy individual evidence from the first table)	Type of evidence (e.g., quote, example, stat, etc.)	Answer (answer to question 2)
1.		
2.		
3.		
4.		

C. Standard Development Principles: Discuss the editorial, *Catch-Up Fridays: A Speedy Solution or Stalling Strategy?* as a group, focusing on how it uses the following principles:

1. Is the writing easy to understand and avoids unnecessary complexity (simplicity and brevity)?
2. Does the author use clear and specific language to convey their ideas (precision)?

3. Does the editorial acknowledge potential downsides of ending Catch-Up Fridays, or does it only present one perspective (fairness and balance)?

3. Lesson Activity

Activity 2. Drawing Inferences and Formulating Judgments in Opinion Editorials

Instructions:

1. Read the opinion editorial carefully. Underline or highlight key points and arguments made by the author.
2. Complete the Worksheet:
   a. List 3 claims made by the author in the editorial.
   b. For each claim, identify evidence the author uses to support it (e.g., statistics, quotes, examples).
   c. Based on the evidence and your own background knowledge, what inferences can you draw about the author's perspective, or the issue being discussed?
   d. Do you agree or disagree with the author's overall opinion? Explain your judgment based on the evidence and your inferences.

Falling Behind: A Wake-up Call from the 2022 PISA Results

Opinion Editorial:

The recent release of the 2022 PISA results paints a concerning picture for the Philippines' education system. Our students performed significantly lower than the international average in reading, mathematics, and science. This dismal performance indicates a learning crisis that demands immediate attention.

*See full worksheet

Answer Key
Possible Answers for the PISA Editorial Review Activity:

Claim 1: The Philippines' education system is facing a learning crisis.

Evidence: Filipino students performed significantly lower than the international average in PISA results (reading, math, science).

Inference: The author believes these low scores indicate a deeper issue within the education system that hinders student learning.

Claim 2: Standardized tests like PISA are valuable tools for evaluating an education system.

Evidence: PISA allows comparison with other countries, exposing gaps in foundational skills.

Some argue that focusing on standardized tests creates unnecessary pressure. However, PISA is a valuable tool for benchmarking our education system against others. The low scores expose critical gaps in our students' foundational skills and their preparedness for the future workforce.

Investing in teacher training and development is crucial. We need to equip our educators with the latest teaching methods and strategies to effectively cater to diverse learning styles. Additionally, addressing class sizes and ensuring schools have adequate resources are essential steps towards improvement.

The Philippines cannot afford to be complacent. The 2022 PISA results are a wake-up call. We must prioritize education reform to ensure our students are equipped with the knowledge and skills they need to succeed in the 21st century.

Claim 1: _____

Evidence: _____
Inference: _____
Claim 2: _____

Evidence: _____
Inference: _____
Claim 3: _____

Evidence: _____
Inference: _____

Judgment: Do you agree or disagree with the author's overall opinion? Explain your judgment.

Agree/Disagree: _____

Inference: The author views PISA results as a way to identify areas where the Philippine education system needs improvement.

Claim 3: Investing in teacher training and improving school resources are necessary steps to improve education.

Evidence: The author suggests teachers need better training and strategies to address diverse learning styles. Additionally, smaller class sizes and adequate resources are crucial.

Inference: The author believes that well-equipped teachers and a supportive school environment are key to improving student achievement.

Judgment: (This can vary depending on your own perspective)

Agree: The low PISA scores and the author's arguments highlight the need for education reform. Investing in teachers and resources seems like a reasonable approach to address the learning crisis.

		Disagree: While improvement is needed, focusing solely on standardized tests might not capture the whole picture. Perhaps alternative methods to assess learning and student well-being should also be considered.
	Explanation: _____	Explanation: Briefly explain your reasoning based on the evidence and inferences you identified. You can mention:
		The severity of the situation based on PISA results.
		The potential benefits of teacher training and improved school resources.
		Any potential limitations of standardized testing mentioned in the editorial or your own knowledge.
D. Making Generalizations	**1. Learners' Takeaways** **Question Prompts:** 1. How can you identify textual evidence used by the author of an opinion editorial and assess its strength in supporting the author's claims? 2. How can standard development principles, like clarity, precision, and fairness, be used to judge the overall quality of an opinion editorial? **2. Reflection on Learning**	Students may write their answers in their reflection journal

Question: What did you find most challenging and most rewarding about evaluating opinion editorials?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS
A. Evaluating Learning	**Multiple Choice Questions: Evaluating Opinion Editorials** **Instructions: Choose the best answer for each question**. 1. The main purpose of an opinion editorial is to: a) report unbiased facts about a current event. b) present the writer's personal opinion on an issue. c) summarize a research paper on a specific topic. d) provide instructions on how to complete a task. 2. Which of the following is NOT considered textual evidence used to support claims in an opinion editorial? a) Statistics about the number of people affected by an issue. b) A quote from an expert in the relevant field. c) A personal story from the author's life. d) A specific example that illustrates a point. 3. When evaluating the strength of evidence in an opinion editorial, what is the most important factor to consider? a) How recent the evidence is. b) How much the evidence supports the author's claim. c) How entertaining the evidence is to read. d) How long the evidence is presented for.	Answer key: 1. B - present the writer's personal opinion on an issue. 2. C - A personal story from the author's life. 3. B - How much the evidence supports the author's claim. 4. B - The author avoids using any personal opinions or feelings. 5. C - Getting straight to the point and avoiding unnecessary details. 6. C - Fairness 7. C - The author's popularity on social media 8. B - Does the evidence come from a credible source? 9. B - Locate the specific details and examples used to support those points.

4. Which of the following best describes the concept of "objectivity" in evaluating an opinion editorial?
a) The author uses clear and concise language.
b) The author avoids using any personal opinions or feelings.
c) The author presents all sides of an issue fairly.
d) The author uses a variety of complex sentence structures.

5. Brevity, in the context of standard development principles, refers to:
a) Using a wide range of vocabulary words.
b) Providing extensive background information.
c) Getting straight to the point and avoiding unnecessary details.
d) Including as many examples as possible.

6. An opinion editorial that acknowledges potential downsides of the author's viewpoint demonstrates:
a) Objectivity
b) Simplicity
c) Fairness
d) Precision

7. When judging the overall quality of an opinion editorial, which of the following would be the LEAST important factor to consider?
a) The relevance of the evidence used.
b) The clarity and organization of the writing.
c) The author's popularity on social media.
d) The accuracy of the information presented.

8. Which of the following questions would be MOST helpful in assessing the quality of evidence in an opinion editorial?
a) Is the evidence interesting to read?
b) Does the evidence come from a credible source?
c) Is the evidence presented in a visually appealing way?
d) Is the evidence the author's favorite fact about the topic?

10. B - To judge the persuasiveness and overall quality of the arguments.

9. When analyzing an opinion editorial, what does it mean to identify textual evidence?
a) Find the main points the author is trying to make.
b) Locate the specific details and examples used to support those points.
c) Identify the author's educational background.
d) Determine the author's intended audience.
10. Why is it important to evaluate evidence used in opinion editorials?
a) To learn more about the author's personal life.
b) To judge the persuasiveness and overall quality of the arguments.
c) To simply agree or disagree with the author's opinion.
d) To find out more information about the opposing viewpoint.

B. Teacher's Remarks	*Note observations on any of the following areas:*	**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.
	strategies explored			
	materials used			
	learner engagement/ interaction			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	others			
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ <u>*principles behind the teaching*</u> *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ <u>*students*</u>			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an

	What roles did my students play in my lesson? *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*	input for the LAC/Collab sessions.