

8

Lesson Exemplar for English

Quarter 3

Lesson

7

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 8
Quarter 3: Lesson 7 (Week 7)
SY 2025-2026

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

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

Development Team

Writer: PNU-RITQ Development Team

Validator: PNU-RITQ Development Team

Management Team

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

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

ENGLISH/QUARTER 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	<ol style="list-style-type: none">1. Determine one's thesis as the central idea of the opinion editorial.2. Gather facts and informed opinions (texts and images) to support the central idea.
C. Content	Opinion Editorial Article (Revising Thesis and Gathering evidence to support it)
D. Integration	

II. LEARNING RESOURCES

Sources:

[1] "Developing Strong Thesis Statements" Purdue Online Writing Lab. Purdue University.

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html Accessed June 27, 2024. [2] "Writing an Editorial" SUNY

Geneseo Writing Center. State University of New York at Geneseo. https://www.geneseo.edu/comm_mark/today-geneseo-submission-guidelines Accessed June 27, 2024.

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>Allow your students a few minutes reading time. Then, ask a one to read the paragraph out loud. Then call a few students to share their answers.</p> <p>Answer Key: B Possible explanation: Choice B directly mentions the importance of trees and the negative impact of deforestation. Choices A and C don't address the environmental concerns, or the threat posed by deforestation. Choice D, while related to the issue, does not capture the main point of the paragraph which is the problem of deforestation.</p>
B. Establishing Lesson Purpose	<p>Question A helps gauge prior knowledge and sets the stage for the lesson.</p> <p>Question B introduces the importance of a strong argument and supporting evidence.</p>

DAY 1

1. Short Review
Read the following paragraph about deforestation and answer the questions that follow.

Forests play a vital role in our planet's health. They absorb harmful carbon dioxide from the atmosphere and release oxygen we breathe. However, deforestation, the large-scale cutting down of trees, is happening at an alarming rate. This destruction of forests threatens our environment, wildlife habitats, and even the climate.

1. What is the main idea of this paragraph?

a) Forests are pretty places we should enjoy.
b) Trees are important for the environment.
c) Deforestation is a fun activity.
d) We need to plant more trees to save the planet.

2. Why do you think it is the main idea?

1. Lesson Purpose
This lesson is designed to help you write a good opinion editorial. We will start by understanding how to create an effective thesis statement, which is the central idea guiding your entire argument. Once we have a clear thesis, we will learn how to gather substantial evidence, such as facts and expert opinions, to support our stance. By the end of the lesson, you will be able to outline the structure of your editorial and even draft a compelling piece based on your central idea and supporting details.

What is an opinion editorial?

A. How can you convince readers to agree with your point of view?
B. What are the different parts of a well-written opinion editorial?

	<p>2. Unlocking Content Vocabulary</p> <p>Instructions: Choose the word that best completes each sentence.</p> <ol style="list-style-type: none"> 1. A belief or judgment, especially one based on knowledge and experience, is called an _____. 2. The _____ is the main point or underlying message of a text. 3. A single sentence that summarizes the main argument of an opinion editorial is called a _____. 4. Information or evidence that helps to explain or prove the central idea is called _____. 5. Information that is considered to be true and can be verified is called _____. 6. The circumstances that form the setting for an event, statement, or idea is called the _____. 	<p>Question C highlights the lesson's focus on structure and writing skills</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. informed opinion 2. central idea 3. thesis statement 4. supporting details 5. facts 6. context
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>In an opinion editorial, a thesis statement serves as the foundation of your argument, acting as a roadmap for your entire piece. It succinctly conveys your central idea, outlining your stance on the chosen global issue and laying the groundwork for the supporting evidence you'll present.</p> <p>When writing a thesis statement for an opinion editorial, keep these key elements in mind:</p> <ol style="list-style-type: none"> 1. <i>Specificity</i>: Clearly state your opinion and the issue you are addressing. 2. <i>Conciseness</i>: Aim for a single, focused sentence that captures the essence of your argument. 3. <i>Argumentative</i>: Express your opinion and hint at the evidence you'll use to support it. 	

	<p>Examine the following thesis statement focused on the global issue of climate change:</p> <p><i>While the economic benefits of fossil fuels are undeniable, the urgency of addressing climate change necessitates a global transition to renewable energy sources.</i></p> <p>Questions:</p> <ul style="list-style-type: none">A. What is the specific issue identified in the thesis statement?B. What is the opinion of the writer?C. What is the solution being offered? <p>2. Worked example</p> <p><i>Activity 1: Writing a Thesis Statement</i></p> <p>Instructions:</p> <ul style="list-style-type: none">1. Briefly discuss what an opinion editorial is and its purpose, emphasizing its role in raising awareness about global issues.2. Ask students to share some examples (if possible) they have encountered.3. Explain the importance of a strong thesis statement. It serves as the central idea your entire editorial revolves around.4. Provide a list of current global issues (e.g., climate change, plastic pollution, access to clean water) or allow students to choose their own with teacher approval.5. Distribute the worksheet (below) with prompts to guide students in crafting a thesis statement for their chosen global issue.6. Encourage students to share their draft thesis statements with a partner or small group. Discuss the strengths and areas for improvement, focusing on clarity, conciseness, and capturing the main argument. <table><tr><td>Global Issue</td><td>(Write down the global issue you've chosen for your opinion editorial) <i>Example:</i></td></tr></table>	Global Issue	(Write down the global issue you've chosen for your opinion editorial) <i>Example:</i>	<p>Possible answer to explicitation question:</p> <p>This thesis statement clearly states the issue (climate change), the writer's opinion (necessitates a transition), and offers a specific solution (renewable energy sources).</p> <p>Differentiation:</p> <ul style="list-style-type: none">1. Provide a list of current event topics (global issues) for students who struggle to identify an issue.2. Offer sentence starters or graphic organizers to help students formulate their thesis statements.3. Scaffold research by providing credible sources or guiding students through the research process. <p>See Worksheet for Activity 1</p>
Global Issue	(Write down the global issue you've chosen for your opinion editorial) <i>Example:</i>			

	Climate Change
My Opinion	(State your opinion on the chosen global issue) Taking immediate action to reduce greenhouse gas emissions is necessary to prevent catastrophic climate change.
Reason (Why?)	(Explain the reasons behind your opinion) The evidence of rising global temperatures and extreme weather events is undeniable, and delaying action will have severe consequences for future generations.
Draft Thesis Statement (Combine your opinion and reasons into a clear, concise sentence)	(Combine your opinion and reasons into a clear, concise sentence) Ignoring the seriousness of climate change threatens our planet's future, needing a global commitment to sustainable practices and renewable energy for a healthier world.

3. Lesson Activity

Activity 2. Peer evaluation. Tell your students that now they already have their thesis statement, it is beneficial to have it evaluated by their peers. Say, this activity is about refining your thesis statements and learning from each other. The goal is to create clear, concise, and persuasive arguments that will form the foundation of your opinion editorials.

Instructions:

- Form small groups (3-4 students) with each group representing a different global issue.
- Within your group, take turns reading your draft thesis statements aloud.
- Politely critique each other's thesis statements. Use the following questions as a guide (a rubric is also provided in the worksheet):
 - Does the thesis clearly state the issue and the writer's opinion?
 - Is the argument specific and focused?
 - Does the thesis hint at the evidence that will be used to support the argument?
 - Is the language clear and concise?

Item 6 is optional.

See Activity 2 Worksheet (with a rubric).

4. Based on the feedback received, revise your thesis statements to make them even stronger.
5. Once revisions are complete, each group will have a chance to present their revised thesis statement to the entire class.
6. As a class, discuss the strengths and weaknesses of each presented thesis statement. Consider which arguments are most compelling and why.

Activity 3. Gathering substantial evidence

A strong thesis statement serves as your guide, but it requires the backing of reliable evidence to truly make an impact. This exercise provides you with the skills necessary to collect evidence, such as facts, statistics, and expert opinions, which will elevate your argument from average to exceptional and leave a strong impression on your readers.

Recall Activity 2: Peer Evaluation. The feedback you received on your thesis statement likely highlighted the need for supporting evidence. This activity focuses on identifying and gathering different types of evidence to bolster your argument and convince your readers of your stance on the chosen global issue.

Types of Evidence

Just like a toolbox holds different tools for different jobs, there are various kinds of evidence you can use to support your argument in an opinion editorial. Let's brainstorm some key categories:

1. **Facts & Statistics.** These are objective, verifiable pieces of information that add credibility and weight to your argument. *Example: According to the World Health Organization, over 8 million tons of plastic enter our oceans each year.*
2. **Expert Opinions.** Quotes or references to statements made by established authorities in the field related to your global issue. *Example: Renowned marine biologist Dr. Sylvia Earle warns that plastic pollution poses a significant threat to marine ecosystems.*
3. **Research Studies:** Findings from credible academic or scientific research that provide thorough analysis and data to support your argument. *Example: A recent study published in Nature found that microplastics are now present in the deepest parts of the ocean.*

4. **Personal Stories:** Firsthand accounts or anecdotes that illustrate the human impact of the global issue. *Example: Coastal communities worldwide are struggling with the devastating effects of plastic pollution on their livelihoods and tourism industries.*
5. **Credible Organizations:** Statements, reports, or data from reputable international organizations like the United Nations (UN), or Amnesty International can add weight to your argument.

Activity 3 A. Thesis Statement Review

Instructions:

1. Write your revised thesis statement from Activity 2 on the line below.
2. My Thesis Statement: (Write your thesis statement here)
3. Now, think about what kind of evidence would make your argument even more persuasive. Fill in the chart below with specific examples of evidence for each category.

A. My Thesis Statement: _____

B. Evidence:

Type of Evidence	Specific Examples to Support Your Thesis Statement
Facts & Statistics	(e.g., Percentages, Numbers, Rates)
Expert Opinions	(e.g., Quotes from Scientists, Researchers, Activists)
Research Studies	(e.g., Titles or Summaries of Relevant Studies)
Credible Organizations	(e.g., Statements from UN, WWF, Amnesty International)
Personal Stories (Optional)	(e.g., Firsthand accounts of people impacted by the issue)

Activity 3 B Research to help improve (homework)

Based on your brainstorming session, use the following resources to start researching and gathering specific pieces of evidence to support your thesis statement. Remember to write down the source (website, book, article title) where you found your evidence, so you can cite it properly later.

[See Activity 3 Worksheet.](#)

	<p>Evidence Log: The following template can be used to record your evidence and source information:</p> <table><tr><th>Evidence</th><th>Source (Website, Book, Article Title)</th></tr><tr><td>(Your specific evidence here)</td><td>(Source information here)</td></tr><tr><td>(Your specific evidence here)</td><td>(Source information here)</td></tr><tr><td>(Your specific evidence here)</td><td>(Source information here)</td></tr></table>	Evidence	Source (Website, Book, Article Title)	(Your specific evidence here)	(Source information here)	(Your specific evidence here)	(Source information here)	(Your specific evidence here)	(Source information here)	<p><i>Research section (use evidence log) may be given as a homework. This will help students prepare for their next lesson which is drafting the editorial (Week 8).</i></p> <p>You can share the following:</p> <ul style="list-style-type: none">a. Reliable Websites: (.gov websites, educational institutions, reputable news organizations)b. Academic Databases: (Accessible through libraries)c. Credible Organizations: (Websites and reports)
Evidence	Source (Website, Book, Article Title)									
(Your specific evidence here)	(Source information here)									
(Your specific evidence here)	(Source information here)									
(Your specific evidence here)	(Source information here)									
<p>D. Making Generalizations</p>	<p>1. Learners’ Takeaways</p> <p>Question Prompts:</p> <ul style="list-style-type: none">1. How does evidence strengthen your opinion editorial?2. How does the feedback from Activity 2 (Peer Evaluation) connect to the importance of gathering evidence? <p>2. Reflection on Learning</p> <p>Question: After learning about crafting a thesis statement and gathering evidence, how can you use these skills to make your opinion editorial even more persuasive?</p>	<p>Students may write their answers in their reflection journal</p>								

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Multiple Choice Questions: Opinion Editorial Essentials</p> <p>Instructions: Choose the best answer for each question.</p> <ol style="list-style-type: none"> What is the main function of a thesis statement in an opinion editorial? <ol style="list-style-type: none"> To entertain the reader with a funny anecdote. To act as a central idea and roadmap for the entire argument. To provide a detailed history of the global issue. To present all sides of the argument fairly. Which of the following is NOT a key element of a strong thesis statement for an opinion editorial? <ol style="list-style-type: none"> Conciseness - expressed in a single, focused sentence. Vagueness - avoids clearly stating an opinion. Specificity - identifies the issue and your stance. Argumentative stance - expresses your opinion. Why is evidence important in an opinion editorial? <ol style="list-style-type: none"> It is not necessary, as a strong opinion is enough. It weakens your argument by introducing too many details. It strengthens your argument by providing support for your claims. It allows you to present only facts and avoid stating your opinion. Which of the following is an example of a credible source for evidence in an opinion editorial? <ol style="list-style-type: none"> A random blog post you found online. A scientific study published in a reputable journal. A social media post from a friend. An opinion piece from a news website. What type of evidence uses objective, verifiable information to add weight to your argument? <ol style="list-style-type: none"> Expert Opinions Personal Stories 	<p>Answer Key</p> <ol style="list-style-type: none"> B B C B C B C B C D

	<p>c) Facts & Statistics d) Credible Organizations</p> <p>6. Which type of evidence provides firsthand accounts of the human impact of an issue? a) Expert Opinions b) Personal Stories c) Facts & Statistics d) Credible Organizations</p> <p>7. When writing a thesis statement, it's best to: a) Focus on a broad topic without a clear opinion. b) Briefly state the issue and your opinion without any supporting evidence. c) Clearly state the issue, your opinion, and hint at the evidence you'll use. d) Write a lengthy paragraph explaining your entire argument.</p> <p>8. What is an example of a concise thesis statement for an opinion editorial? a) Pollution is a bad thing, and we should do something about it. b) Stricter regulations and a global effort are necessary to combat the ever-increasing problem of plastic pollution in our oceans. c) There are many causes of pollution, and its effects are widespread. d) In this essay, I will discuss the issue of pollution.</p> <p>9. Effective opinion editorials often rely on a variety of evidence. Why is this beneficial? a) It shows you can find information from many different sources. b) It avoids overwhelming the reader with too much detail. c) It provides a well-rounded perspective and strengthens your argument. d) It allows you to present opposing viewpoints alongside your own.</p> <p>10. When evaluating the credibility of a source for your opinion editorial, what is a RED FLAG? a) The source is a government website (.gov). b) The source is a recent article from a well-known news organization. c) The author is an expert in the field you are researching. d) The information presented is biased and lacks factual evidence.</p>	
--	--	--

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<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>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>