

8

Lesson Exemplar for English

Quarter 3

Lesson

8

GOVERNMENT PROPERTY
NOT FOR SALE

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

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LESSON EXEMPLAR TEMPLATE

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	Free writing, revising, editing, and publishing an opinion editorial article.
C. Content	Opinion Editorial Article (Writing, Revising, Editing, and Publishing)
D. Integration	

II. LEARNING RESOURCES
<ol style="list-style-type: none">How to write a notable editorial. https://video.search.yahoo.com/search/video?fr=mcafee&p=youtube+on+writing+an+opinion+editorial+global+issues&type=E210US1641G0#id=7&vid=f66444df4df948f8eec51216ec30b9f4&action=click

2. Academic Writing 101. Opinion Editorial. <https://www.youtube.com/watch?v=4H-XRPOcxQ8>
3. The Journalistic Resource (2013). How to write an op-ed or column. Tip sheet on formulating, researching, writing and editing news opinion articles. <https://journalistsresource.org/home/how-to-write-an-op-ed-or-column/>
4. Spingam-Koff, J. (2014). How to Write an Editorial. The New York Times. <https://www.nytimes.com/video/opinion/100000002691088/how-to-write-an-editorial.html>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS										
A. Activating Prior Knowledge	DAY 1											
	1. Short Review											
	Start by telling your students that today, they will be writing a full-blown opinion editorial. But first, tell them that they are going to get a refresher on what they learned in the previous lesson.											
	On one side, you will see terms related to opinion editorials. On the other side, you will find descriptions of those terms. Match each term to its corresponding description.											
	<table><tr><th>Terms</th><th>Descriptions</th></tr><tr><td>1. Thesis Statement</td><td>A. The way your editorial is organized, typically with an introduction, body paragraphs, and a conclusion.</td></tr><tr><td>2. Evidence</td><td>B. A piece of writing that expresses your opinion on a current or important issue, aiming to persuade readers.</td></tr><tr><td>3. Structure</td><td>C. The central idea of your editorial, guiding your entire argument.</td></tr><tr><td>4. Opinion Editorial</td><td>D. Facts, statistics, or expert opinions that support your arguments.</td></tr></table>	Terms	Descriptions	1. Thesis Statement	A. The way your editorial is organized, typically with an introduction, body paragraphs, and a conclusion.	2. Evidence	B. A piece of writing that expresses your opinion on a current or important issue, aiming to persuade readers.	3. Structure	C. The central idea of your editorial, guiding your entire argument.	4. Opinion Editorial	D. Facts, statistics, or expert opinions that support your arguments.	
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1.												
2.												
3.												
4.												
5.												

B. Establishing Lesson Purpose	<p>1. Lesson Purpose This lesson explores the significance of having a clear structure in your opinion editorial. Strong ideas and arguments can become lost without a well-organized framework. We will look at the typical structure of an editorial, which should be built upon your thesis statement to ensure that your message is clear, engaging, and persuasive for your readers.</p> <p>Before examining the structure of an opinion editorial article, let us consider its potential impact.</p> <ol style="list-style-type: none"> 1. Imagine walking into a house under construction. The walls are half-built, wires hang loose, and furniture sits scattered around. Can you easily picture how the finished house will look? How does this relate to an opinion editorial without a clear structure? 2. Why do you believe a clear structure is essential for effectively conveying your message in an opinion editorial? <p>2. Unlocking Content Vocabulary Instructions: Choose the best answer for each question.</p> <ol style="list-style-type: none"> 1. An opinion editorial with a clear structure is most like: <ol style="list-style-type: none"> a) A delicious meal served on a messy table. b) A treasure map leading to hidden riches. c) A well-organized presentation with clear points. d) A confusing maze with no exit. 2. The central idea of an opinion editorial, hinting at the supporting evidence, is called the: <ol style="list-style-type: none"> a) Introduction b) Body Paragraph c) Thesis Statement d) Conclusion 3. The opening section of an opinion editorial that grabs the reader's attention and introduces the issue is called the: <ol style="list-style-type: none"> a) Thesis Statement b) Body Paragraph c) Evidence d) Conclusion 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. (c) 2. (c) 3. (b) 4. (c) 5. (b) 6. (d) 7. (d) 8. (c) 9. (b) 10. (c)

<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation An opinion editorial without a clear structure can be. Great ideas and strong arguments might be hidden amongst a jumble of words, making it difficult for readers to understand and connect with your message.</p> <p>The typical structure of an opinion editorial builds upon the thesis statement:</p> <ul style="list-style-type: none"> A. <i>Introduction</i>: Grabs the reader's attention, introduces the global issue, and states your thesis statement (opinion + supporting evidence hint). B. <i>Body Paragraphs</i>: Each paragraph focuses on a single argument supporting your thesis statement, using evidence, examples, and explanations. C. <i>Conclusion</i>: Summarizes your main points, reiterates your opinion, and leaves a lasting impression with a call to action (optional). <p>2. Worked example <i>Activity 1: Drafting Opinion Editorial – Building my case</i> Do you remember the thesis statement you wrote in the previous lesson? That is the foundation of your opinion editorial. Today, we will use freewriting and brainstorming to develop your arguments and explore ways to make your writing impactful. Instructions:</p> <ul style="list-style-type: none"> 1. Write the global issue and the thesis statement you have written previously (Q3 Week 7). Your thesis statement represents your overall opinion about the global issue. 2. List 2-3 strong arguments that support your thesis statement. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Global Issue: (e.g. Climate Change) Thesis Statement: </div>	<p style="color: #0070C0; text-align: center;">See Worksheet for Activity 1</p>

Arguments (write your argument)	Evidence Type (Fact/Statistic/Expert Opinion)	Specific Examples (List specific examples)
Argument 1		
Argument 2		
Argument 3		

3. Lesson Activity

Activity 2. Writing a title for your opinion editorial. Now that you have developed a strong thesis statement and explored supporting arguments, it is time to find a title that gets your reader's attention and accurately reflects the essence of your opinion editorial.

Instructions:

1. Reread your thesis statement carefully. Identify the key points: the *global issue*, *your opinion*, and the supporting evidence.
2. Based on your thesis statement, brainstorm several titles that capture the main idea of your editorial.
 - a. *Action-Oriented Titles*. These titles use strong verbs and create a sense of urgency or importance.
E.g., Combat Climate Change: Invest in Renewable Energy Now
 - b. *Question Titles*. These titles pose a thought-provoking question related to the issue.
e.g., Is social media the way to help expedite solutions for climate change?
 - c. *Benefit-Driven Titles*. These titles highlight the positive outcomes of supporting your opinion.

e.g., The Power of Community Gardens: Greener Cities, Healthier Lives

3. Aim for a title that is clear, concise, and easy to understand. Ideally, it should be under 12 words.
4. Match Your Tone: Consider the overall tone of your editorial (serious, informative, persuasive) and choose a title that reflects that tone.

Example accomplished worksheet:

Original Thesis Statement	While plastic pollution is a major global threat, stricter regulations and a global effort towards responsible waste management are necessary to create a cleaner and healthier planet for future generations.
Brainstormed Titles:	<ol style="list-style-type: none">1. Stop the Plastic Tide: Regulations for a Sustainable Future (<i>Action-Oriented</i>)2. Is Plastic the New Poison? (<i>Question Title</i>)3. Beyond Recycling: A Global Solution to Plastic Pollution (<i>Benefit-Driven</i>)
Final Title	Turning the Tide on Plastic: Regulations and a Global Commitment (This title is concise, clear, uses keywords, and reflects the informative and persuasive tone of the editorial.)

Activity 3. Structuring Your Opinion Editorial.

2. Complete the outline for an opinion editorial article.

Title of editorial:

You can watch this video together with your students

	<table><tr><td>Introduction:</td><td><ol style="list-style-type: none">1. Attention-Grabbing Hook (Sentence/Anecdote)2. Briefly introduce the global issue3. State your thesis statement</td></tr><tr><td rowspan="3">Body paragraphs (Outline 2-3 Main Points)</td><td>Body Paragraph 1:<ol style="list-style-type: none">A. Topic Sentence (Argument supporting your thesis)B. Evidence (Facts, Statistics, Quotes)C. Explanation & Analysis (Explain the evidence and its significance)</td></tr><tr><td>Body Paragraph 2:<ol style="list-style-type: none">A. Topic Sentence (Argument supporting your thesis)B. Evidence (Facts, Statistics, Quotes)C. Explanation & Analysis (Explain the evidence and its significance)</td></tr><tr><td>Body Paragraph 3:<ol style="list-style-type: none">A. Topic Sentence (Argument supporting your thesis)B. Evidence (Facts, Statistics, Quotes)C. Explanation & Analysis (Explain the evidence and its significance)</td></tr><tr><td>Conclusion</td><td><ol style="list-style-type: none">1. Briefly summarize your main points2. Restate your opinion in a powerful way3. Call to Action (Optional: Encourage readers to take action)</td></tr></table>	Introduction:	<ol style="list-style-type: none">1. Attention-Grabbing Hook (Sentence/Anecdote)2. Briefly introduce the global issue3. State your thesis statement	Body paragraphs (Outline 2-3 Main Points)	Body Paragraph 1: <ol style="list-style-type: none">A. Topic Sentence (Argument supporting your thesis)B. Evidence (Facts, Statistics, Quotes)C. Explanation & Analysis (Explain the evidence and its significance)	Body Paragraph 2: <ol style="list-style-type: none">A. Topic Sentence (Argument supporting your thesis)B. Evidence (Facts, Statistics, Quotes)C. Explanation & Analysis (Explain the evidence and its significance)	Body Paragraph 3: <ol style="list-style-type: none">A. Topic Sentence (Argument supporting your thesis)B. Evidence (Facts, Statistics, Quotes)C. Explanation & Analysis (Explain the evidence and its significance)	Conclusion	<ol style="list-style-type: none">1. Briefly summarize your main points2. Restate your opinion in a powerful way3. Call to Action (Optional: Encourage readers to take action)	<p>to help them write a good opinion editorial.</p> <p>Academic Writing 101: Lecture 24 - Opinion Editorials (youtube.com)</p>
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Example:

Title of editorial: Turning the Tide on Plastic: Regulations and a Global Commitment

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<p><i>Activity 4. Revising and Editing</i></p> <p>Now that you have completed your opinion editorial, it is time to refine it. This process will help you review the structure, evidence, language, and clarity.</p> <p>Instructions:</p>						

1. Review the draft you developed in Activity 3:
 - A. Does each body paragraph focus on a single argument supporting your thesis statement?
 - B. Are there clear transitions between paragraphs that guide the reader?
2. Use the chart below to revise your draft for structure.

Paragraph	Does it focus on a single argument? (Yes/No)	Transition Words/Phrases Needed? (Yes/No)
Introduction		
Body Paragraph 1		
Body Paragraph 2		
Body Paragraph 3 (if applicable)		
Conclusion		

3. Review your evidence in each body paragraph
 - a. Is the evidence strong enough to support your argument?
 - b. Are you explaining the significance of the evidence clearly?
4. Read through your draft
 - a. Highlight any areas where you can improve clarity, conciseness, or the use of impactful language.
 - b. Consider replacing weak verbs and adjectives with stronger options.
 - c. Ensure smooth sentence flow and proper grammar.

Activity 4. Peer Editing

Instructions:

1. Ask students to exchange papers with a classmate.
2. Read the draft carefully and thoroughly.
3. Use the rubric to rate the draft.

Remind students that the purpose of the peer editing

	Peer Editing Rubric					session is to help their classmate improve their work.
	Category	Excellent (4 pts)	Good (3 pts)	Needs Improvement (2 pts)	Poor (1 pt)	
	Structure	Paragraphs focus on single arguments with clear transitions.	Mostly focused paragraphs, some transitions could be improved.	Paragraphs lack focus or transitions are unclear.	Multiple issues with paragraph focus and transitions.	
	Evidence	Strong evidence supports each argument, explained clearly.	Evidence supports arguments, but explanation could be clearer.	Some evidence is missing or weakly explained.	Missing or weak evidence for arguments.	
	Clarity & Language	Writing is clear, concise, and uses impactful language.	Mostly clear writing with some areas needing improvement in conciseness or language.	Writing lacks clarity or conciseness, or uses weak language.	Unclear or confusing writing with significant language issues.	
D. Making Generalizations	1. Learners' Takeaways					

	<p>Question Prompts:</p> <ol style="list-style-type: none"> 1. How does using strong evidence in your opinion editorial make your arguments more convincing to readers? 2. During peer evaluation (Activity 2), you provided feedback on the use of evidence in your classmates' editorials. How does understanding the importance of evidence connect to giving and receiving effective feedback? <p>2. Reflection on Learning Question: After writing/drafting your editorial, how can you revise and edit it to ensure it is clear, well-structured, and most importantly, persuasive to your audience?</p>	Students may write their answers in their reflection journal
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Write a mini opinion editorial about a global issue that you care about. Imagine you are posting this on your favorite social media platform (Facebook or Instagram).</p> <p>Consider the following:</p> <ol style="list-style-type: none"> 1. Select a global issue that interests you and that you feel strongly about. It could be anything from climate change to plastic pollution or social justice issues. 2. Keep your opinion editorial concise and clear. Aim for around 3-5 sentences to effectively express your opinion. 3. Use a strong and engaging voice that reflects your passion for the issue. 	

4. Consider ending your editorial with a call to action, encouraging your followers to learn more, take action, or join the conversation.

Rubric: Mini Opinion Editorial for Facebook/Instagram Post

Criteria	Excellent (4 pts)	Good (3 pts)	Needs Improvement (2 pts)	Poor (1 pt)
Clarity & Focus	Post clearly states a global issue and the writer's opinion.	Post mentions a global issue and the writer's opinion but may lack focus.	Post lacks clarity or focus on a specific global issue or opinion.	Post is unclear or does not address a global issue.
Conciseness	Post effectively conveys the main points within a caption length suitable for the platform (ideally under 220 characters for Instagram).	Post stays concise but may lack some detail.	Post exceeds recommended character limits and/or is overly wordy.	Post is lengthy and lacks clarity due to excessive words.
Voice & Engagement	Post uses a strong and engaging voice that reflects the writer's passion for the issue.	Post uses a voice that is mostly clear but may lack some personality or engagement.	Voice is weak or unclear. Post fails to engage the reader.	Post lacks a clear voice and does not engage the reader.

	Call to Action (Optional)	Post includes a clear call to action that encourages followers to learn more, take action, or join the conversation (e.g., using emojis or linking to resources).	Post may or may not include a call to action, but it is not well-developed.	Post is missing a call to action.		
	Overall Impact	Post is clear, concise, and effectively expresses the writer's opinion on a global issue. The strong voice and call to action (if applicable) encourage follower engagement.	Post mostly conveys the opinion but may lack some clarity or conciseness. Voice and call to action (if applicable) are somewhat present.	Post lacks clarity, focus, or a strong voice. Call to action is weak or missing.	Post is unclear, unfocused, and fails to engage the reader.	

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> <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> 			<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>