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Lesson Exemplar for English

Quarter 4

Lesson

4

GOVERNMENT PROPERTY
NOT FOR SALE

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

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ENGLISH/QUARTER 4/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of inquiry) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
B. Performance Standards	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of inquiry); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of inquiry) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. Learning Competencies and Objectives	<p><i>Learning Competencies</i></p> <p>EN8INF-IV-9 Synthesize significant information.</p> <p>EN8INF-IV-11 Organize significant information using various technique.</p> <p>EN8INF-IV-14 Apply multimodal elements appropriate to the chosen text delivery/ies.</p> <p>EN8TRAN-IV-6 Compose a letter of inquiry.</p> <p>EN8TRAN-IV-7 Revise for coherence and cohesion.</p> <p>EN8TRAN-IV-8 Edit for consistency of diction, style, tone and register, point of view, and grammar.</p> <p>EN8TRAN-IV-9 Send correspondences to communicate with and respond to senders within the bounds of ethics.</p> <p><i>Lesson Objectives</i></p> <p>At the end of the lesson, the students shall be able to:</p> <ol style="list-style-type: none"> 1. Summarize an Afro-Asian literary text read and its symbolisms through various means. 2. Express queries about a certain Afro-Asian history, culture, heritage, or social issue similar to or found in an Afro-Asian literary text read. 3. Construct a formal letter following standard parts and linguistic expressions.
D. Content	<ol style="list-style-type: none"> 1. An Afro-Asian literary text with an embedded history, culture, heritage, or social issue

	<ol style="list-style-type: none"> 2. Modals expressing politeness and questions 3. Types of sentences according to purpose 4. The draft of a formal letter of inquiry
E. Integration	Subject integration with Araling Panlipunan/ Social Studies 8

II. LEARNING RESOURCES

- Massachusetts Institute of Technology. (n.d.). The Mayfield Handbook of Technical and Scientific Writing: Letters of inquiry. Accessed May 5, 2024, from <https://web.mit.edu/course/21/21.guide/1-inquir.htm>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p> <p>DAYS 1 and 2: Drafting Part 2</p> <p>1. Short Review: Recalling the previous lesson</p> <p>a. Labelling Letter Parts</p> <p>Based on what they could recall from the previous week and lessons, students are to label parts of a blank letter template, with the said parts including the details that must be stated.</p> <div data-bbox="512 505 1193 1367" data-label="Form"> </div>	<p>The Labelling Letter Parts activity is best to be done by students in groups to encourage discussion between and among them. It should be noted that depending on the collective ability of their class, students may or may not be given clues about the expected answers. For example, highly proficient classes have to label and provide the details per part without clues whereas those that are less proficient may have the initial letters of the needed words and/ or blanks corresponding to each of the letters of the expected answer, e.g. <u>H</u> _ _ _ _ <u>G</u>. The teacher must also clarify that parts with small letters require the details in that letter part to be identified as well.</p>

<p>B. Establishing Lesson Purpose</p>	<p>1. Establishing Lesson Purpose Last week, students learned about the specifics of letters of inquiry, focusing on how social issues can be their subject matter and the placement of interrogatives and modals within them. In this second part of the lesson, students will <i>further develop their letter drafts and receive feedback from peers for revision and finalization.</i></p> <p>2. Unlocking Content Vocabulary Students are to take note of the definitions of the following terms either through copying or listening to the teacher's inputs.</p> <p>a. Feedback—also known as criticism, it refers to helpful information given to the maker or provider of a product, output, or service in order to achieve improvement (Encyclopedia Britannica)</p> <p>b. Revise—refers to the action of making changes to a product such as a document to improve it based on feedback (Cambridge Dictionary)</p>	<p>Establishing Lesson Purpose Inform students that aside from being printed or written, letters may also be done electronically such in the form of emails to establish modern relevance.</p> <p>Unlocking Content Vocabulary Students may be provided with incomplete versions of the definitions in advance. They will complete these definitions by listening to the teacher or copying from the presentation. This approach ensures they remain engaged while learning explicitly.</p> <p>Each term can be illustrated with an example or visual aid. For instance, "feedback" could be represented by a weighing scale, reflecting its role in evaluating the value of a product or output. Similarly, "revise"</p>
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	<p>Thinking of Relevant Situations Based on the Unlocking of Content Vocabulary activity, students are to think of a related situation where giving feedback and revising are found.</p>	<p>could be depicted by an eraser, symbolizing the need to make adjustments to the output based on the feedback received.</p> <p>Students can complete this task either in groups or individually. Encouraged them to avoid using the same situations as examples repeatedly to foster creativity.</p>
<p>C. Developing and Deepening Understanding</p>	<p>1. Explication and Worked Example Teacher's prompts: Yesterday or just recently, you were asked to write a draft letter of inquiry following a template. Before we proceed with that template, let us first begin with looking at an actual sample of a letter of inquiry for analysis.</p> <p>A. Analyzing a sample letter of inquiry Teacher's prompts: As you read through the provided sample, you would have to answer the following guide questions for analysis:</p> <ol style="list-style-type: none"> Which portion serves as the salutation? Which portion serves as the body? Which portion in the body contains the introduction of the sender? Which portion in the body contains the purpose of or social issue tackled in the letter? Which portion in the body contains the question/s that need to be answered? Which portion serves as the closing? Which portion serves as the signature line? <p>Sample Letter:</p> <p>Dear Mr. Santiago:</p>	<p>Analyzing a sample letter of inquiry The students must be asked to do the activity in groups.</p> <p>Before revealing the answer to the students, the teacher may ask which letter parts are missing from the provided sample (expected answers: heading and recipient's address/ details) so that although not explicitly provided, such parts are still recalled and made important.</p> <p>Answers to the guide questions should also be justified to the students. For example, the portion "Dear Mr. Santiago"</p>

	<p>Goodwill and favor be with you!</p> <p>I, whose name appears below, am a concerned customer of your mineral water company. I write to your good office to kindly inquire about the rising cases of stomach flu shared only among your customers in my area.</p> <p>May I know if there have been checks made on your products, and how you ensure the cleanliness of your equipment and the water you produce?</p> <p>Any response you could provide would be greatly appreciated and would mean your shared commitment to ensuring the safety and wellbeing of your customers. Thank you for your attention to this matter.</p> <p>Warm regards,</p> <p>Mrs. Carla Castro Valued Customer</p> <p>B. Justifying chosen social problems Teacher's prompts: Now that you have correctly identified the different parts of the letter, let's shift our focus to discussing the social problem or issue addressed. As mentioned earlier, social issues or problems are those that have a negative impact on individuals or groups, as illustrated in the sample letter where a group of residents is suffering from a stomach flu possibly due to contaminated water. Share with the class the three social issues or problems you identified earlier and explain why they are considered social problems.</p>	<p>serves as the salutation of the letter because it greets the receiver with his name.</p> <p>*Answers:</p> <ol style="list-style-type: none"> Dear...Santiago: I, whose....to this matter. I, whose...water company. I write...cases of stomach flu... May I know...how you ensure...produce? Warm regards, Mrs... customer <p>*Ellipses (...) refer to all the words in between the word before and after them are included.</p> <p>The teacher should have at least two or three volunteers to share the social problems they were able to come up with and justify</p>
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	<p>DAY 3: Drafting Part 2 continued</p> <p>2. Lesson Activity</p> <p>Teacher’s prompt: Now that we’re done discussing parts of a letter of inquiry, the details you have to include in each part, and the social issues or problems that you may use as topics or purposes for writing, let’s individually work on looking back at the draft letter you made in the previous week. Decide on whether or not you are going to continue with your chosen social issue or change it with either of the other two you have. As you revise or write your new letter, follow the template presented:</p> <p>Heading</p> <p>Salutation</p> <p>Body</p> <p>Complementary Closing</p> <p>Signature Line</p> <p>Teacher’s prompt: Once done with your letter drafts, exchange them with a classmate of yours for his/ her feedback. You may also provide feedback to others’ works by using the following guide. Remember that feedback is meant to be helpful in improving others’ works, so cross out or check the box that is equal to your feedback, and encircle the words that specify the parts that need to be improved:</p>	<p>why the problems are considered as social problems.</p> <p>Inform the students that the salutation they are to use in the meantime is “<i>To whom it may concern</i>” as they do not have any specific recipient yet.</p> <p>Tell students to simply cross out or put a check mark in the box that corresponds to their feedback about the letter they were asked by their classmate to check.</p> <p>Clarify that “rater” refers to the student who checked the letter for feedback.</p> <p>To make their feedback more helpful, student-raters should</p>
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	<table><tr><td>Rater:</td><td colspan="2"></td></tr><tr><td rowspan="2">Criteria and Descriptions</td><td colspan="2">Feedback</td></tr><tr><td>Ready for Sending</td><td>Needs Improvement</td></tr><tr><td>Completeness of General Letter Parts—refers to whether or not the letter included ALL the parts needed, from the heading down to the signature line.</td><td>The letter has COMPLETE letter parts, containing a heading, salutation, body, closing, and signature line.</td><td>The letter has INCOMPLETE letter parts, missing a heading, salutation, body, closing, and/ or signature.</td></tr><tr><td>Completeness of Details Per Letter Part—refers to whether or not the details needed per letter part have been provided, e.g., the heading has the date, the salutation has an appropriate greeting addressing the recipient, the body starting with the sender’s introduction, etc.</td><td>The letter HAS ALL the needed details needed per letter part such as the heading having the date; the salutation identifying the recipient; the body introducing the sender and providing the social issue and the questions about it; the closing having an appropriate term; and the signature line having the complete name of the sender and his/ her signature.</td><td>The letter HAS MISSING needed details per letter part: Heading lacks a date. Salutation lacks or does NOT identify the receiver. Body lacks sender’s introduction. Body lacks a social issue or topic and/ or questions about the topic. Closing is missing. Signature line lacks the sender’s name and/ or signature.</td></tr><tr><td>Use of Modals for Politeness—refers to whether or not the letter contains modals expressing or showing politeness.</td><td>The letter HAS AT LEAST 3 or MORE modals expressing politeness, properly used.</td><td>The letter DOES NOT have properly used modals or NEEDS TO ADD MORE of them.</td></tr></table>	Rater:			Criteria and Descriptions	Feedback		Ready for Sending	Needs Improvement	Completeness of General Letter Parts —refers to whether or not the letter included ALL the parts needed, from the heading down to the signature line.	The letter has COMPLETE letter parts, containing a heading, salutation, body, closing, and signature line.	The letter has INCOMPLETE letter parts, missing a heading, salutation, body, closing, and/ or signature.	Completeness of Details Per Letter Part —refers to whether or not the details needed per letter part have been provided, e.g., the heading has the date, the salutation has an appropriate greeting addressing the recipient, the body starting with the sender’s introduction, etc.	The letter HAS ALL the needed details needed per letter part such as the heading having the date; the salutation identifying the recipient; the body introducing the sender and providing the social issue and the questions about it; the closing having an appropriate term; and the signature line having the complete name of the sender and his/ her signature.	The letter HAS MISSING needed details per letter part: Heading lacks a date. Salutation lacks or does NOT identify the receiver. Body lacks sender’s introduction. Body lacks a social issue or topic and/ or questions about the topic. Closing is missing. Signature line lacks the sender’s name and/ or signature.	Use of Modals for Politeness —refers to whether or not the letter contains modals expressing or showing politeness.	The letter HAS AT LEAST 3 or MORE modals expressing politeness, properly used.	The letter DOES NOT have properly used modals or NEEDS TO ADD MORE of them.	be asked not only to cross out boxes corresponding to their feedback but also encircle terms referring to the details that should be improved. For example, if the letter is missing a salutation, the said word should be encircled in the box under the “Needs Improvement” column.
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D. Making Generalizations	<p>1. Learners’ Takeaways</p> <p>Exit Ticket</p> <p>Teacher’s prompts: From all our recent meetings so far, we have been reviewing what letters of inquiry are, their components, possible topics, and drafting and revising them. Now, we'll recap our discussions. Complete the following prompts individually and submit your answers. This will show your academic gains and readiness to conclude this lesson.:</p> <ol style="list-style-type: none"> 1. Feedback is meant to _____ writers improve their outputs like a letter. 2. The term _____ is about making changes to a written output following the feedback provided. 3. To make sure that feedback will be clear and helpful, it must _____ the areas or parts that must be improved in the written output. 4. The process of revising requires that feedback should be _____ to make the written output become acceptable. <p>2. Reflection on Learning</p> <p>Teacher’s prompt: As a form of reflection, answer as well the following prompts without having to submit your responses.</p>	<p>Exit Ticket</p> <p>At this point, collect students' output to assess how many are on the right track, then identify any concepts that may require revisiting or reinforcing before students take the quiz.</p>			

	<p>a. In this lesson, I learned about _____.</p> <p>b. I find the part about _____ interesting and useful.</p> <p>c. I find the part about _____ a bit difficult or confusing.</p> <p>d. What I should do to help myself overcome my difficulty or confusion is _____.</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	DAY 4: Revising and Submitting	Since students have already undergone numerous formative assessments throughout the discussion of the lesson, this segment will already be a summative assessment or project. Teacher should ensure the safe-keeping of the submissions for later use.
	1. Summative Assessment/ Project	
	Teacher’s prompt: Following your finalized paper from the feedback of your classmate, rewrite your letter of inquiry into a new sheet of short bond paper for submitting and grading. Your submissions will be graded based on the following criteria:	
	Completeness of General Letter Parts (15pts) —refers to whether or not the letter included ALL the parts needed, from the heading down to the signature line.	
	Completeness of Details Per Letter Part (15pts) —refers to whether or not the details needed per letter part have been provided, e.g., the heading has the date, the salutation has an appropriate greeting addressing the recipient, the body starting with the sender’s introduction, etc.	
	Use of Modals for Politeness (12pts) —refers to whether or not the letter contains at least three modals expressing or showing politeness.	
	Use of Interrogative Sentences (12pts) —refers to whether or not the letter contains at least three properly-structured interrogative sentences	

	<div> Cleanliness and Compliance with Format Requirements (6pts)—refer to whether or not the submitted output was free from erasures, crumpled paper segments, and complied with the format requirements set. </div> <div> Total: 60pts </div>			
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>