

8

Lesson Exemplar for English

Quarter 4

Lesson

6

GOVERNMENT PROPERTY
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Lesson Exemplar for English Grade 8
Quarter 4: Lesson 6 (Week 6)
SY 2025-2026

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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 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>Learning Competencies</p> <p>EN8INF-IV-1 Examine text structures for clarity of meaning and purpose: academic text: expository essay</p> <p>EN8INF-IV-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function <p>EN8INF-IV-3 Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p> <p>EN8INF-IV-4 Extract significant information.</p> <p>EN8INF-IV-5 Analyze supporting evidence to validate assertions and counterclaims:</p> <ul style="list-style-type: none"> -factual knowledge -statistical inferences -informed opinion -personal testimony <p>EN8INF-IV-6 Evaluate claims explicitly or implicitly made in a text:</p> <ul style="list-style-type: none"> -claim of fact -claim of value -claim of policy

	<p>EN8INF-IV-7 Draw inferences and conclusions to formulate sound judgment:</p> <ul style="list-style-type: none"> -author's purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file <p>EN8INF-IV-8 Analyze textual evidence to support an argument/general statement:</p> <ul style="list-style-type: none"> -quoting -paraphrasing -summarizing <p>EN8INF-IV-9 Synthesize significant information.</p> <p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. <i>Demonstrate understanding of an expository cause-and-effect essay about Afro-Asian culture, history, culture, heritage, or social issue by answering comprehension questions and preparing illustrations.</i> 2. <i>Differentiate an expository (cause and effect) paragraph from other types of paragraphs.</i> 3. <i>Determine thesis statement/ central message of the expository essay.</i> 4. <i>Identify quotations, paraphrased, or summarized statements used in supporting the thesis statement.</i> 5. <i>Evaluate supporting details used in developing or supporting the thesis statement/ central message for their effectivity.</i>
D. Content	<ol style="list-style-type: none"> 1. An Afro-Asian essay of the expository (cause and effect) type, tackling a certain culture, tradition, belief, history, or social issue 2. The cause-and-effect paragraph 3. The thesis statement 4. Claims in supporting the thesis statement
E. Integration	Subject integration with Araling Panlipunan/ Social Studies 8

II. LEARNING RESOURCES

- Bogazici University. (n.d.). Cause/ effect paragraph. Accessed May 10, 2024, from <https://buowl.bogazici.edu.tr/causeeffect-paragraph#:~:text=A%20cause%20and%20For%20effect,%2F%20might%20this%20happen%3F%E2%80%9D>

- Oaks, S. (n.d.). Types of claims. Accessed May 9, 2024, from <https://courses.lumenlearning.com/suny-esc-wm-englishcomposition1/chapter/types-of-claims/>
- United Nations Human Rights Office of the High Commissioner. (2015). Girls' education: Key to eliminating discrimination. Accessed May 9, 2024, from <https://www.ohchr.org/en/stories/2015/06/girls-education-key-eliminating-discrimination>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAYS 1 to 2: Pre-Writing Part 2</p> <p>1. Short Review: Recalling parts of an essay</p> <p>a. Word Completion</p> <p>Students are to complete the following terms based on what they could recall from the parts and components of an essay:</p> <p> <u> </u> <u>O</u> <u>N</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u>N</u> </p> <p> <u>T</u> <u> </u> <u> </u> <u> </u> <u> </u> </p> <p> <u> </u> <u> </u> <u>T</u> <u> </u> <u> </u> <u>D</u> <u> </u> <u> </u> <u>T</u> <u> </u> <u> </u> </p> <p> <u> </u> <u> </u> <u> </u> <u>Y</u> </p> <p> <u>S</u> <u> </u> <u> </u> <u> </u> <u>D</u> </p> <p> <u>E</u> <u> </u> <u>I</u> <u> </u> <u> </u> <u>N</u> <u> </u> <u>E</u> </p> <p> <u>I</u> <u> </u> <u>P</u> <u> </u> <u> </u> <u> </u> <u>N</u> <u> </u> <u>E</u> </p>	<p>Word Completion</p> <p>The Word Completion activity may be accomplished by the students individually or in groups, depending on their abilities. Based also on their proficiency levels, students may be asked about what they could recall about the meanings of the terms for completion.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. CONCLUSION 2. TOPIC 3. INTRODUCTION 4. BODY 5. STAND 6. EVIDENCE 7. IMPORTANCE <p>Similar to the preceding activity, the Sequencing Terms activity may likewise be accomplished</p>
	<p>b. Sequencing Terms</p>	

	<p>From their answers to the previous activity, the students are to arrange them according to their actual sequencing whenever writing an essay:</p> <p>I.</p> <p> A.</p> <p> B.</p> <p> C.</p> <p>II.</p> <p> A.</p> <p>III.</p>	<p>by the students individually or in groups, depending on their proficiency levels.</p> <p>*Answers:</p> <p>I. Introduction</p> <p> A. Topic</p> <p> B. Importance</p> <p> C. Stand</p> <p>II. Body</p> <p> A. Evidences</p> <p>III. Conclusion</p> <p>*students should be told that the labels serve as clues wherein the Roman numbers are the three main parts of an essay and the letters in uppercase are the components of the main parts.</p>													
<p>B. Establishing Lesson Purpose</p>	<p>1. Establishing Lesson Purpose</p> <p>Self-assessment</p> <p>Activity: Star Check in</p> <p>Instruct the students to assess themselves if they have already developed the listed skills by providing a reaction according to the guide below. Draw their star/s on the column “Before the lesson.”</p> <table><tr><td></td><td>I can even help someone do this.</td></tr><tr><td></td><td>I can do this by myself.</td></tr><tr><td></td><td>I need some more practice.</td></tr><tr><td></td><td>Help me a little, and I got it.</td></tr><tr><td></td><td>Even with help, I don’t get it.</td></tr></table> <table><tr><td>Learning skills/targets</td><td>Before learning the lessons</td><td>After learning the lessons</td></tr></table>		I can even help someone do this.		I can do this by myself.		I need some more practice.		Help me a little, and I got it.		Even with help, I don’t get it.	Learning skills/targets	Before learning the lessons	After learning the lessons	<p>Establishing Lesson Purpose</p> <p>Self-assessment</p> <p>Activity: Star Check in</p> <p>Tell them that they will get back to the chart after the lessons.</p>
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	<table border="1" data-bbox="465 145 1630 587"> <tr> <td data-bbox="465 145 1245 284">1) <i>Demonstrate understanding of an expository cause-and-effect essay about Afro-Asian culture, history, culture, heritage, or social issue by answering comprehension questions and preparing illustrations.</i></td><td data-bbox="1245 145 1431 284"></td><td data-bbox="1431 145 1630 284"></td></tr> <tr> <td data-bbox="465 284 1245 352">2) <i>Differentiate an expository (cause and effect) paragraph from other types of paragraphs.</i></td><td data-bbox="1245 284 1431 352"></td><td data-bbox="1431 284 1630 352"></td></tr> <tr> <td data-bbox="465 352 1245 421">3) <i>Determine thesis statement/ central message of the expository essay.</i></td><td data-bbox="1245 352 1431 421"></td><td data-bbox="1431 352 1630 421"></td></tr> <tr> <td data-bbox="465 421 1245 489">4) <i>Identify quotations, paraphrased, or summarized statements used in supporting the thesis statement.</i></td><td data-bbox="1245 421 1431 489"></td><td data-bbox="1431 421 1630 489"></td></tr> <tr> <td data-bbox="465 489 1245 587">5) <i>Evaluate supporting details used in developing or supporting the thesis statement/ central message for their effectivity</i></td><td data-bbox="1245 489 1431 587"></td><td data-bbox="1431 489 1630 587"></td></tr> </table> <p data-bbox="465 624 981 655">2. Unlocking Content Vocabulary</p> <p data-bbox="510 692 1155 724">Preliminary activity: Word Detective Card</p> <p data-bbox="510 727 770 759">Materials Needed:</p> <ul data-bbox="510 762 1518 900" style="list-style-type: none"> - Word Detective Cards (one for "thesis statement" and one for "claim") - Dictionaries or online dictionary access - Example essays or texts - Pens or pencils <p data-bbox="510 936 958 968">Instructions for the students</p> <ol data-bbox="539 971 1637 1246" style="list-style-type: none"> 1. Pair up with a classmate. Each pair gets a Word Detective Card for either "thesis statement" or "claim." 2. Fill out the worksheet together: <ul style="list-style-type: none"> - Look up the definition. - Find the part of speech (e.g., noun). - List synonyms (similar words) and antonyms (opposite words). - Write a sentence using the word. - Draw a picture representing the word. <div data-bbox="589 1315 1581 1366" style="border: 1px solid black; text-align: center; padding: 5px; margin-top: 20px;"> Word Detective Card </div>	1) <i>Demonstrate understanding of an expository cause-and-effect essay about Afro-Asian culture, history, culture, heritage, or social issue by answering comprehension questions and preparing illustrations.</i>			2) <i>Differentiate an expository (cause and effect) paragraph from other types of paragraphs.</i>			3) <i>Determine thesis statement/ central message of the expository essay.</i>			4) <i>Identify quotations, paraphrased, or summarized statements used in supporting the thesis statement.</i>			5) <i>Evaluate supporting details used in developing or supporting the thesis statement/ central message for their effectivity</i>			<p data-bbox="1671 596 1962 660">Unlocking Content Vocabulary</p> <p data-bbox="1671 700 1928 732">Possible answers:</p> <p data-bbox="1671 735 2040 767"><u>Word: Thesis Statement</u></p> <ol data-bbox="1671 770 2119 1394" style="list-style-type: none"> 1. Definition: A thesis statement is a concise summary of the main point or claim of an essay or research paper, usually one sentence at the end of the introduction. 2. Part of Speech: Noun 3. Synonyms: Main argument, central idea, primary claim 4. Antonyms: Unfocused argument, irrelevant point 5. Sentence Using the Word: The thesis statement of her essay clearly outlined the main
1) <i>Demonstrate understanding of an expository cause-and-effect essay about Afro-Asian culture, history, culture, heritage, or social issue by answering comprehension questions and preparing illustrations.</i>																	
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	<p>2. This template can be printed and distributed to students for use during the activity. The structure encourages students to engage with the word in multiple ways, enhancing their understanding and retention.</p> <p>3. For uniformity, you can provide common definitions of the terms.</p> <ol style="list-style-type: none"> Thesis statement—related to the writer’s stand, the thesis statement refers to the main idea that an essay would like to state about the topic and is proven throughout the essay. Claim—related to the supporting evidence, a claim is a statement that may prove the stand or thesis statement to be true with the help of various pieces of information. 	
<p>B. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>Teacher’s prompts: In the previous session, you were introduced to the cause-and-effect paragraph as a tool to bolster the stand or thesis statement of an essay and its author. In this session, we'll further explore this concept. Review the provided example of a cause-and-effect paragraph addressing a specific social issue, and then answer the questions that follow.</p> <p>Hunting and fishing: Leisure to humans but fatal to nature</p> <p>"Hunting and fishing can hurt nature. When people hunt too much or fish too often, it can make some animals become fewer in number. These are often the older animals that can have babies. These activities can upset the balance of nature. Also, when fewer animals are around, other animals might increase in terms of population because they have fewer competition for food. Over time, this might even change how animals evolve. So, hunting and fishing can really harm nature."</p> <p>(sample adapted from Bogazici University, 2024)</p> <p>Topic (What social issues or activities are talked about in the essay sample?):</p> <hr/> <hr/>	<p>Explicitation</p> <p>During this session, students will collaborate in small groups to foster discussions and distribute the workload effectively. This approach not only encourages peer interaction but also helps in managing tasks efficiently.</p> <p>Answers:</p> <p>Topic: Hunting and fishing</p> <p>Portion suggestive of being against the identified topic or activities: “can hurt nature”</p>

	<p>The writer of the paragraph may be said to have a stand or thesis statement that is against or unsupportive towards the topic. Which portion of the sample suggests that the author is generally against or unsupportive towards the topic or activities tackled?</p> <hr/> <hr/> <p>The cause-and-effect paragraph is said to be helpful in proving the thesis statement or stand to be correct. Which portion/s of the sample show cause and effect? Label which part/s serve as causes and which part/s are effects. You can do the labelling by stating at the beginning of your answer, the expression, “The following parts show causes:” or “The following parts show effects:”</p> <hr/> <hr/> <p>2. Worked Example Teacher’s prompts: Great answers in the activity we had earlier. Remember that causes show reasons while effects show results. It is now time to take note of additional details about how essays may be made more effective aside from showing cause and effects. According to Oaks (n.d.) of Lumen Learning, there are three common types of claims. These claims can be used in proving the stand or thesis statement of the author to be true:</p> <p>a. Claims of fact—these are done with information that show relationship of things that can be verified true or false based on statistics, results of experiments, observations, general knowledge, etc.</p> <p>b. Claims of Value—these are done through stating the good or bad value of something or comparing how better it is than others.</p> <p>c. Claims of Policy—these are done through providing suggestions about what action should be done or not.</p> <p>Teacher’s prompts: As a practice, identify the portions or words from the examples that follow that make them fall under the claim identified. Examples of claims of fact (adapted from Oaks, n.d.):</p>	<p>Portions showing cause and effect: When people hunt too much or fish too often (cause), it can make some animals become fewer in number (effect). When fewer animals are around (cause), other animals might increase in terms of population (effect)... this might even change how animals evolve (effect)</p> <p>It might also help that for this question or task, the students are given a clue that they are to look for two causes and two to three effects.</p> <p>Worked Example This may be done as board work, with the students being asked to use as guides the key words in bold which they should have noted earlier.</p> <p>It is important that when the examples are presented to the students, the underlines are omitted. These underlined portions are the ones expected for the students to identify for them to be considered correct.</p>
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	<ul style="list-style-type: none"> - Vaping <u>can cause</u> high blood pressure, lung problems, and insulin resistance. - Research shows that exposure to violent materials <u>risks the possibility</u> of developing violent behavior. <p>Examples of claims of value</p> <ul style="list-style-type: none"> - Preserving the environment is <u>important</u> for the well-being of the next generations. - Respecting people equally is a basic etiquette <u>useful</u> in maintaining a peaceful society. <p>Examples of claims of policy (adapted from Oaks, n.d.):</p> <ul style="list-style-type: none"> - To make sure that students develop well and become employable, schools <u>must provide</u> them with more than enough <u>opportunities and resources</u>. - <u>Increased funding</u> towards solar power will be helpful to the environment and reduce dependence on fossil fuels. <p>The claims may also be expressed in the form of quotations or statements from individuals who are known in the field of the topic being discussed or even through rewording details from sources. When the rewording is equal or longer than the original, it is called a paraphrase or a summary if it is shorter.</p> <p>DAY 3: Pre-Writing Part 3</p> <p>3. Lesson Activity</p> <p>Teacher's prompt: Now that we're done discussing, let's work on doing an activity that will check on your ability to understand components of a cause-and-effect essay and how these components make the said essay believable. I will be presenting an essay about a social issue affecting many African and/ or Asian groups because of their beliefs and practices.</p> <p>During Reading</p> <p>As you read or even after doing so, answer the following questions:</p> <ol style="list-style-type: none"> a. Based on the 11 paragraphs of the text, what is its topic? Is the topic also a social issue or problem? Why or why not? b. Based on the 11 paragraphs of the text, what is the stand or thesis statement of the author regarding the topic? Is he/ she supportive of the topic? How and why? 	<p>This portion of the lesson may be done individually by the students or in groups. They also have the option of doing so silently or through assigned reading aloud, with certain sides of the room grouped together to read aloud alternately with the other side. Another option is through the modified Jigsaw Method that may go along with silent reading, wherein one side of the room gets to read silently only certain portions of the text for a set period of time and then proceeds with exchanging the details with those assigned the other portions—this is to promote interaction and critical processing between and among the students.</p> <p>For some students who might need some form of assistance, the text may be modified to provide indirect hints such as setting in bold or underlining certain sections that correspond to the claims, quotations, topic, or stand.</p>
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	<p>c. Based on the 11 paragraphs of the text, what types of claims are present in the text? Are they effective in making the stand believable?</p> <p>d. Based on the 11 paragraphs of the text, are there quotations, summaries, or paraphrases? How helpful were they in making the essay believable?</p> <p>e. The 11-paragraph text is said to be a cause-and-effect type, why is this so? Which portions show cause and effect?</p> <p>Girls' education: Key to eliminating discrimination. Adapted from the United Nations Human Rights Office of the High Commissioner</p> <p>Paragraph 1: It is known that educating girls brings benefits not just to the girls themselves, but to the communities they belong to, said UN High Commissioner for Human Rights, Zeid Ra'ad Al Hussein.</p> <p>Paragraph 2: Information from the Statistics on Women study of 174 States, showed that the best predictor of a country's peacefulness was not its wealth, nor political structure nor its ethnic or religious make up. It was the well-being and education of women and girls that was the best indicator.</p> <p>Paragraph 3: "In addition to academic achievements, education must equip students with the tools to critically analyze and challenge strict gender roles that limit choices and make women have lesser opportunities," he said.</p> <p>Paragraph 4: The High Commissioner spoke as part of a panel discussion on "realizing the equal enjoyment of the right to education by every girl." The discussion was part of the 23rd session of the Human Rights Council, taking place in Geneva.</p> <p>Paragraph 5: One way governments can tangibly make sure that girls have access to education is by putting girl's voices and experiences in education programmes, said Hannah Godefa, a 17-year-old UNICEF Goodwill Ambassador for Ethiopia.</p> <p>Paragraph 6: "The goal should be for a wide variety of girls to be heard in the decision-making that will affect their everyday lives at every level, not simply be</p>	<p>Answers After Reading</p> <p>a. educating girls/ education of girls (from Paragraph 1); it is also a social issue as it is not enjoyed by all girls, especially in certain African communities (from Paragraphs 7 and 9).</p> <p>b. ...brings benefits not just to the girls themselves, but to the communities they belong to... (from Paragraph 1); the author sounds supportive by showing that the topic of educating girls/ education of girls is going to be not only personally helpful but also to others or the country.</p> <p>c. Answers may include but are not limited to: claim of fact (Paragraphs 2, 8, 9, and 11); claim of policy (Paragraphs 3, 6, and 9); claim of value (Paragraphs 5 and 9)</p> <p>d. There are many quotations (Paragraphs 1, 3, 4, 5, 6, 8, and 11) and a summary of an experience (Paragraph 7); they were convincing because they involved</p>
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	<p>integrated,” she said. “The ideas must come from the youth and then be implemented at the national level.”</p> <p>Paragraph 7: Adama Coulibaly, Regional Director for Plan International West Africa, related a personal story about how attitudes keep girls out of school. Coulibaly and his sister lived in Mali during the time of a great famine. Both were attending school. But when she was 10, his sister was taken out of school. Coulibaly later learned it was so that she could assist his mother in the house. He was allowed to remain in school. His sister was married at 16 and now lives in poverty in a remote village in Côte d’Ivoire. He now supports projects like the “Because I am a girl” campaign, which works to ensure girls are able to ensure their education, even in emergencies.</p> <p>Paragraph 8: “Emergencies disproportionately impact children, and have damaging side effects on their education,” he said. “Some children never return to school, like my sister. But there are opportunities to rebuild more resilient communities and change norms and behaviors that block girls’ education.”</p> <p>Paragraph 9: For women and girls to truly experience rights through education, States need to guarantee their safety in schools, said Barbara Bailey, Vice-Chair of the Committee on the Elimination of Discrimination against Women. Early marriage and teenage pregnancies are also significant factors affecting girls’ dropout rates. She further highlighted the transformative potential of education to change ideas about gender roles, but posited that this potential is as of yet unrealized and that this is “not an easy process as assumed.”</p> <p>Paragraph 10: Zeid insisted on the elimination of discrimination in wider society, calling it unfair to young women and a waste of vital talents.</p> <p>Paragraph 11: “In cultures that value obedience above all, women are usually required to be the most obedient of all. But human progress, innovation and development do not come from societies that impose being obedient. They spring from self-expression, free exchanges of ideas, the flash of criticism and the clang of argument. And in all those events, women must play a central role. No society can reach its potential for progress if it holds half its people back.”</p>	<p>statements from knowledgeable people and those who actually experienced or saw the unfortunate events.</p> <p>e. Almost all paragraphs EXCEPT Paragraphs 2, 3, 4, 5, 6, and 10</p> <p>Extending and relating questions may have varying responses that may need processing.</p> <p>Differentiated Activities</p> <p>A. Answer key</p> <ol style="list-style-type: none"> 1. CF 2. CP 3. CV 4. CP 5. CF 6. CV 7. CP 8. CF 9. CP 10. CF <p>B. Example Paragraph:</p> <p><i>Healthy eating is essential for maintaining overall well-being. According to numerous studies, a balanced diet reduces the risk of chronic diseases like diabetes and heart disease (CF). Good nutrition is not just important; it's one of the most valuable</i></p>
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	<p>After Reading</p> <p>As you read or even after doing so, answer the following questions:</p> <ol style="list-style-type: none"> Based on the 11 paragraphs of the text, what is its topic? Is the topic also a social issue or problem? Why or why not? Based on the 11 paragraphs of the text, what is the stand or thesis statement of the author regarding the topic? Is he/ she supportive of the topic? How and why? Based on the 11 paragraphs of the text, what types of claims are present in the text? Are they effective in making the stand believable? Based on the 11 paragraphs of the text, are there quotations, summaries, or paraphrases? How helpful were they in making the essay believable? The 11-paragraph text is said to be a cause-and-effect type, why is this so? Which portions show cause and effect? <p>Extending and Relating Questions</p> <ol style="list-style-type: none"> Does the topic or social issue of the essay also happen in other places you know? Do you agree or disagree with the points raised? Why or why not? <p>Differentiated Activities</p> <p>A. Read the statements below. Identify whether it is a Claim of Fact (CF), Claim of Value (CV), or Claim of Policy (CP). Write CF, CV, or CP before each number. <i>(For students needing more practice).</i></p> <ol style="list-style-type: none"> _____ 1. Exercise improves mental health. _____ 2. The government should ban plastic bags to protect the environment. _____ 3. Volunteering is one of the most rewarding activities you can do. _____ 4. High school students should be required to wear uniforms. _____ 5. Reading regularly enhances vocabulary and comprehension skills. _____ 6. Art education is essential for fostering creativity in students. _____ 7. All public transportation should be free to reduce traffic congestion. _____ 8. The internet is a valuable resource for education and research. 	<p><i>investments you can make for your health (CV). Therefore, schools should provide healthier meal options to ensure students develop good eating habits from a young age (CP).</i></p>
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	<p>____ 9. Schools should implement longer recess periods to improve student well-being.</p> <p>____ 10. Smoking causes lung cancer.</p> <p>B. Essay Paragraph Practice. Write a brief paragraph about the importance of healthy eating. Include one claim of fact, one claim of value, and one claim of policy. (<i>For students showing advance writing skills</i>).</p> <hr/>	
C. Making Generalizations	<p>1. Learners' Takeaways</p> <p>Exit Ticket</p> <p>Teacher's prompt: At this point, you will have to complete strictly individually the following prompts and then submit your answers so that we can check if you are already fully prepared to exit this lesson:</p> <ol style="list-style-type: none"> 1. In essays, the author's stand is his/ her _____ about the topic. 2. The possible alternative or related term to the author's stand is the _____. 3. To make the author's stand more believable and effective, _____ may be used as support. 4. Claims may be presented in _____ forms. 5. These forms of claims are simply the exact words of the original sources or their _____, changing only based on _____. 6. Longer rewordings of the original sources or just their equal are called _____. 7. Shorter rewordings of the original sources are called _____. <p>2. Reflection on Learning</p> <p>Activity: Star Check Out</p> <p>Instruct the students to assess themselves if they have already developed the listed skills by drawing a star or stars according to the guide below. Draw their star/s on the column "After learning the lessons."</p>	<p>Exit Ticket</p> <p>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>Expected answers:</p> <ol style="list-style-type: none"> 1. thoughts/ opinions/ feelings 2. thesis statement 3. claims 4. three/ 3 5. rewordings; length 6. paraphrases/ paraphrase 7. summaries/ summary

	<table><tr><td>★ ★ ★ ★ ★</td><td>I can even help someone do this.</td></tr><tr><td>★ ★ ★ ★</td><td>I can do this by myself.</td></tr><tr><td>★ ★ ★</td><td>I need some more practice.</td></tr><tr><td>★ ★</td><td>Help me a little, and I got it.</td></tr><tr><td>★</td><td>Even with help, I don't get it.</td></tr></table>	★ ★ ★ ★ ★	I can even help someone do this.	★ ★ ★ ★	I can do this by myself.	★ ★ ★	I need some more practice.	★ ★	Help me a little, and I got it.	★	Even with help, I don't get it.									
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	<table><tr><th>Learning skills/targets</th><th>Before learning the lessons</th><th>After learning the lessons</th></tr><tr><td>1) <i>Demonstrate understanding of an expository cause-and-effect essay about Afro-Asian culture, history, culture, heritage, or social issue by answering comprehension questions and preparing illustrations.</i></td><td></td><td></td></tr><tr><td>2) <i>Differentiate an expository (cause and effect) paragraph from other types of paragraphs.</i></td><td></td><td></td></tr><tr><td>3) <i>Determine thesis statement/ central message of the expository essay.</i></td><td></td><td></td></tr><tr><td>4) <i>Identify quotations, paraphrased, or summarized statements used in supporting the thesis statement.</i></td><td></td><td></td></tr><tr><td>5) <i>Evaluate supporting details used in developing or supporting the thesis statement/ central message for their effectivity</i></td><td></td><td></td></tr></table>	Learning skills/targets	Before learning the lessons	After learning the lessons	1) <i>Demonstrate understanding of an expository cause-and-effect essay about Afro-Asian culture, history, culture, heritage, or social issue by answering comprehension questions and preparing illustrations.</i>			2) <i>Differentiate an expository (cause and effect) paragraph from other types of paragraphs.</i>			3) <i>Determine thesis statement/ central message of the expository essay.</i>			4) <i>Identify quotations, paraphrased, or summarized statements used in supporting the thesis statement.</i>			5) <i>Evaluate supporting details used in developing or supporting the thesis statement/ central message for their effectivity</i>			
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	DAY 4: Pre-Writing Part 3 continued 1. Summative Assessment	Since students have already undergone numerous formative assessments throughout the discussion of the lesson, this

	<p>Teacher's prompt: Read ALL of the instructions and each of the items carefully and then select or supply the details needed. Erasures will be considered incorrect. There are 20 points for the whole quiz.</p> <p>a. Multiple-Choice (8pts): Select the choice that corresponds to the correct answer to each item.</p> <ol style="list-style-type: none"> In which section of the essay should the author's stand best be inserted? a. introduction b. body c. conclusion d. thesis statement In which section of the essay should claims best be inserted? a. introduction b. body c. conclusion d. thesis statement The supporting details of the stand of an essay are related or even sometimes equal to which of the following? a. topic b. thesis statement c. claims d. fake information Which form of supporting detail or claim presents information that can be proven true or false with the help of credible sources like books? a. claim of fact c. claim of policy b. claim of opinion d. claim of value Which form of supporting detail or claim makes given information look important or unimportant? a. claim of fact c. claim of policy b. claim of opinion d. claim of value Which form of supporting detail or claim presents steps to be followed? a. claim of fact c. claim of policy b. claim of opinion d. claim of value Which of the following best illustrates the cause in a cause-and-effect paragraph or essay? a. the event that the author is interested in talking about b. the event that is being tackled in the essay c. the other event that happens only after the previous one d. the event that leads to another different one happening Which of the following best describes the effect in a cause-and-effect paragraph or essay? a. the event that the author is interested in talking about b. the event that is being tackled in the essay c. the other event that happens only after the previous one d. the event that leads to another different one happening 	<p>segment will already be a summative quiz.</p> <p>Answer key:</p> <ol style="list-style-type: none"> a b c a d c d c 9-10. Cyberbullying is a big problem in today's world. 11-12. Most if not all of the things that negatively affect or pollute our natural resources are due to actions that we humans have control over. 13-14. _____ 15-16. ✓ 17-18. a (presence of quotation from Martin Luther King, Jr.) 19-20. a (paragraph suggesting that people should stand up against bullying)
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	<p>b. Analysis (4pts): Encircle or box the part that serves as the thesis statement in each of the following paragraphs. Two points per paragraph/ correct answer.</p> <p>9-10. Cyberbullying is a big problem in today's world. It happens when someone is mean to others online, like on social media or through messages. Sometimes people spread rumors or say hurtful things, and it can make others feel really bad. This isn't okay because everyone deserves to feel safe and happy, both online and offline.</p> <p>11-12. Factories release smoke into the air and cars emit gases. These events then make the air dirty to breathe. Aside from the air, bodies of water are also affected and made dirty when people throw trash into rivers or oceans. This does not only hurt the animals and plants that live there but also us humans who consume water. Most if not all of the things that negatively affect or pollute our natural resources are due to actions that we humans have control over.</p> <p>c. Classification (4pts): Put a check mark (✓) before the items of the paragraph that shows cause and effect. Leave blank those that do not show cause and effect. Two points per correct answer.</p> <p>13-14. In the schoolyard, students gathered in clusters, chatting excitedly as they enjoyed the last few moments of daylight. The sky above transformed into a canvas of vibrant colors, with streaks of orange and pink painting the horizon. It was a serene scene, a peaceful end to another day at school.</p> <p>15-16. In the years 2021 to 2022, most of the provinces in the Philippines were still on lockdown due to the spread of COVID-19 which started more in the year 2020. Within those years many businesses were shut down and lost a big amount of profit, impacting negatively the economy of the country.</p> <p>d. Multiple-Choice Analysis (4pts): Read each paragraph carefully and then select from the choices which form of claim or supporting detail is used in strengthening the thesis statement. Two points per correct answer.</p> <p>17-18. Bullying is a serious problem that can hurt people's feelings and make them feel scared or alone without anyone helping them. It's important to stand up against bullying and support each other. As Martin Luther King Jr. once said, "Injustice anywhere is a threat to justice everywhere." This means that when we see bullying happening, we</p>	
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	<p>should speak up and help stop it, because everyone deserves to feel safe and respected.</p> <p>a. quotation b. paraphrase c. summary d. POV</p> <p>19-20. Bullying is a serious problem that can hurt people's feelings and make them feel scared or alone without anyone helping them. It's important to stand up against bullying and support each other. As Martin Luther King Jr. once said, "Injustice anywhere is a threat to justice everywhere." This means that when we see bullying happening, we should speak up and help stop it, because everyone deserves to feel safe and respected.</p> <p>a. claim of policy b. claim of value c. claim of fallacy d. claim of fact</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>