

8

Lesson Exemplar for English

Quarter 4

Lesson

8

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

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ENGLISH/QUARTER 4/ GRADE 8

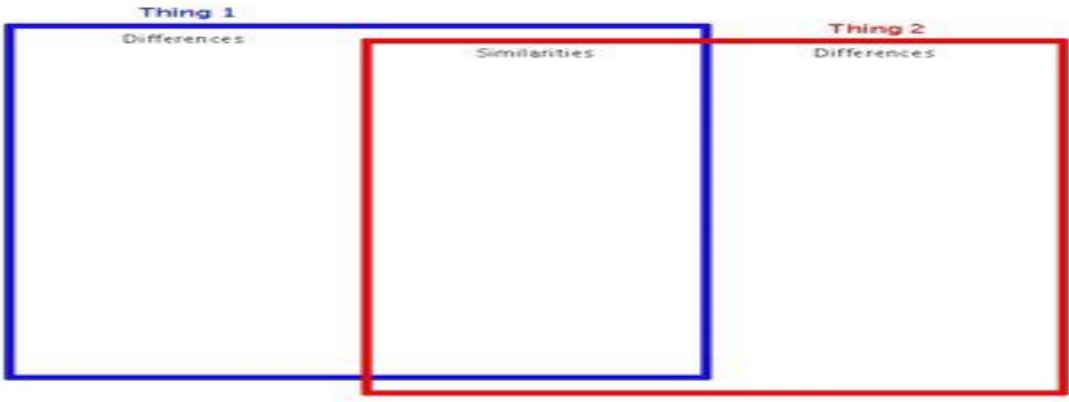
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of inquiry) for clarity of meaning, purpose, 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>Learning Competencies</p> <p>EN8INF-IV-10 Identify the text type appropriate for one's topic, purpose, and target audience.</p> <p>EN8INF-IV-11 Organize significant information using various technique.</p> <p>EN8INF-IV-12 Determine one's thesis as the central idea of the paper.</p> <p>EN8INF-IV-13 Compose the informational text based on the chosen text type.</p> <p>EN8INF-IV-14 Apply multimodal elements appropriate to the chosen text delivery/ies.</p> <p>EN8INF-IV-15 Revise the text for coherence.</p> <p>EN8INF-IV-16 Revise the text for cohesion (diction, syntax, and style).</p> <p>EN8INF-IV-17 Edit the text for textual consistency.</p> <p>EN8INF-IV-18 Publish a multimodal informational text for one's purpose and target audience: expository essay.</p> <p>EN8TRAN-IV-9 Send correspondences to communicate with and respond to senders within the bounds of ethics.</p> <p>Lesson Objectives</p> <p>At the end of the lesson, the students shall be able to:</p> <ol style="list-style-type: none"> 1. Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph. 2. Use proper and standard terms or expressions in responding to an inquiry. 3. Construct a formal letter with an expository paragraph to respond to an inquiry. 4. Submit constructed letter for editing and revising. 5. Utilize a graphic organizer showing cause and effect relationship.
D. Content	<ol style="list-style-type: none"> 1. Components of a formal letter of inquiry and an expository (cause-and-effect) essay 2. Cause-and-effect paragraph and letter writing 3. Presenting/ sending a response to queries

E. Integration	Subject integration with Araling Panlipunan/ Social Studies 8
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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>
- Coursera.org. (2024). What are effective presentation skills (and how to improve them)?. Accessed May 14, 2024, from <https://www.coursera.org/articles/presentation-skills>
- Learning Disabilities Association of America. (n.d.). Graphic organizers. Accessed May 14, 2024, from <https://ldaamerica.org/info/graphic-organizers/>
- 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/l-inquir.htm>
- 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	DAYS 1 and 2: Drafting Part 2 1. Short Review: Recalling Concepts of Formal Letters and Essays a. Venn Diagram In groups, students are to compare and contrast formal letters and impersonal essays with each other focusing on the following aspects using a square Venn Diagram: - Parts and their respective components - Language register	Short Review Venn Diagram The Venn diagram activity should ideally be completed by students individually first. It is also suggested that a pair of squares be used instead, as this shape allows for more space. One square should be

	 <p>b. Think-Pair-Share After preparing their Venn Diagrams, students are to discuss with each other the terms or expressions they listed in the diagram.</p>	<p>designated for the impersonal essay, and the other for the formal letter. Students should be provided with specific ideas to focus on during the comparing and contrasting processes.</p> <p>For this activity, students' responses may vary in their expressions, but they should be checked for synonymity with the expected answers and relevance to the given topics.</p> <p>Think-Pair-Share Students should be asked to work in small groups of two to three members each. They should share their respective Venn diagram answers or entries with one another.</p>
<p>B. Establishing Lesson Purpose</p>	<p>1. Establishing Lesson Purpose In the previous lessons, students were taught about how to write formal letters and impersonal essays both centered on a social issue, but differing purposes—one about asking the issue and the other about answering the issue. Parts and components of both forms of writing were also tackled to develop familiarity. In this part of the learning unit (lesson 2 of 2), the culmination of the quarter, students will be made to <i>write their response letter-essays, revise them according to feedback, and then present them following finalization.</i></p> <p>2. Unlocking Content Vocabulary</p>	<p>Lesson Purpose The students may be informed 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</p>

	<p>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. Presentation skills—are about a person’s ability to create and use effective presentations or materials that clearly and easily communicate information and ideas (Coursera.org, 2024). The act involving such skills may be simply called “presenting.”</p> <p>b. Graphic Organizer—is a visual thinking tool that allows people to make pictures of their thoughts. These pictures show relationships between facts, concepts, or ideas, allowing better understanding (Learning Disabilities Association of America, n.d.).</p>	<p>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>It may also help if students are made to think of situations where presenting is needed and their own examples of graphic organizers.</p>
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation and Worked Example</p> <p>Teacher’s prompts: Review the following incomplete example of a response letter-essay, with its components properly labeled. Pay attention to the details required in each section. Complete the statements that follow the sample to ensure a thorough understanding.</p> <p>May 13, 2008 Heading</p> <p>Mr. Juan Dela Cruz Parent Recipient’s Address</p> <p>Dear Mr. Dela Cruz: Salutation</p> <p>Peace and favor from God!</p> <p>I, the undersigned, am the principal [introduction of sender] writing in response to your query about the</p>	<p>Explicitation and Worked Example</p> <p>To encourage interaction, students may work in small groups for this activity.</p>

	<p>increasing incidents of cyberbullying among the students at school [purpose].</p> <p>Cyberbullying [topic/ social issue] is an act that is and never will be tolerable in any situation considering the damage it makes to the people involved [stand]...[claims of fact, policy, or value]...</p> <p>Thank you for your concern and should you have further questions, you are more than free to reach out.</p> <p>Warm regards,</p> <p>Mr. Charles Xavier Principal, ABC School</p> <p>Closing</p> <p>Signature Line</p> <p>The provided incomplete response letter-essay is still considered a formal letter because it still has _____ components which are:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Similar to a typical formal letter, the first paragraph of the body of a response letter-essay, has _____ components which are:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>However, unlike the typical formal essays, the paragraphs that come AFTER the first one in the body of a response letter-essay require answers that come in the form of essay components which are:</p> <p>_____</p> <p>_____</p>	<p>Body</p> <p>*Answers</p> <p>Response letter-essay: six/ heading, recipient's address, salutation, body, closing, signature line</p> <p>First body paragraph: 2/ introduction of sender and purpose</p> <p>Paragraphs AFTER the first body paragraph: topic/ social issue, stand, claims</p>
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	<div data-bbox="510 172 1641 215" data-label="Form"> <hr/><hr/> </div> <p data-bbox="510 252 1641 352">After stating the topic or social issue as well as the stand in the first body paragraph of a response letter-essay, _____ may be stated and may come in the form of the following to strengthen the stand:</p> <div data-bbox="510 379 1641 491" data-label="Form"> <hr/><hr/><hr/><hr/> </div> <p data-bbox="510 528 1641 596">After ALL the paragraphs in the body, the LAST TWO letter components to be included in a response letter-essay are:</p> <div data-bbox="510 624 1641 735" data-label="Form"> <hr/><hr/><hr/><hr/> </div> <p data-bbox="510 772 1173 804">It is called a response letter-essay because:</p> <div data-bbox="510 831 1641 943" data-label="Form"> <hr/><hr/><hr/><hr/> </div> <div data-bbox="465 1050 1641 1219" data-label="Text"> <p>2. Lesson Activity Teacher's prompt: Now that we've finished our discussion, let's start writing your draft response letter-essays based on the letter of inquiry you drafted last week. Be sure to follow the format and include the components identified in the preceding activity.</p> </div>	<p data-bbox="1675 181 2134 320">Details to be stated AFTER the social issue and stand: claims/ claims of fact, value, and policy</p> <p data-bbox="1675 496 2134 564">Last two letter components: closing and signature line</p> <p data-bbox="1675 740 2134 943">Reason why it is called a response letter-essay: It is written in response to a social issue question and it combines components of a letter and an essay.</p> <p data-bbox="1675 979 2134 1358">*Answers may vary for the last statement, but synonymous answers should be accepted. Also, it would be best to ask students to also read actual parts corresponding to the identified components. For example, Introduction of sender corresponds to the part, "I, the undersigned, _____ am _____ the principal..."</p>
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D. Making Generalizations

1. Learners' Takeaways: Peer Review

Teacher's prompt: Have a classmate review your draft letter-essay using the evaluation tool provided below. After receiving their feedback, revise your response letter-essay accordingly.

Rater:		
Criteria and Descriptions	Feedback	
	Ready for Presenting	Needs Improvement
Completeness of Usual Letter Parts —refers to whether or not the letter included ALL the usual letter parts needed, including the heading, recipient's address, salutation, closing, and signature line.	The letter-essay has COMPLETE usual letter parts, containing a heading, recipient's address, salutation, closing, and signature line.	The letter-essay has INCOMPLETE letter parts, missing a heading, recipient's address, salutation, closing, and/or signature.
Completeness of Details Per Usual 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-essay HAS ALL the needed details needed per letter part such as the heading having the date; the salutation identifying the recipient; the closing having an appropriate term; and the signature line having the complete name of the sender and his/ her signature.	The letter-essay HAS MISSING needed details per letter part: Heading lacks a date. Salutation lacks or does NOT identify the receiver. Closing is missing. Signature line lacks the sender's name and/ or signature.
Proper Modification/ Insertion of Essay Components in the Response Letter-Essay Body —refers to whether or not the body of the letter-essay has been modified to include essay components such as the topic/ social issue, stand,	The letter-essay contains ALL the needed essay components including the topic/ social issue, stand, and at least three relevant claims.	The letter-essay contains DOES NOT CONTAIN ALL the needed essay components; either the topic/ social issue, stand, or at least three relevant claims are missing or lacking.

	<table border="1"> <tr> <td data-bbox="517 148 887 212">and at least three relevant claims.</td><td data-bbox="887 148 1261 212"></td><td data-bbox="1261 148 1630 212"></td></tr> <tr> <td data-bbox="517 212 887 560">Relevance and Development of Claims—refers to whether or not the body of the letter-essay has ALL of the three kinds of claims (policy, value, and fact) properly related to the stand through the help of either quoting, paraphrasing, or summarizing.</td><td data-bbox="887 212 1261 560">The body of the letter-essay HAS ALL THREE KINDS OF CLAIMS (policy, value, and fact) properly related to the stand through the help of either quoting, paraphrasing, or summarizing.</td><td data-bbox="1261 212 1630 560">The body of the letter-essay needs to have MORE CLAIMS as it LACKS ONE or MORE of them (policy, value, and/ or fact).</td></tr> <tr> <td data-bbox="517 560 887 778">Use of Modals for Politeness—refers to whether or not the letter contains modals expressing or showing politeness.</td><td data-bbox="887 560 1261 778">The letter HAS AT LEAST 3 or MORE modals expressing politeness, properly used.</td><td data-bbox="1261 560 1630 778">The letter DOES NOT have properly used modals or NEEDS TO ADD MORE of them.</td></tr> <tr> <td data-bbox="517 778 887 970">Use of Formal Language Register—refers to whether or not the letter-essay uses the formal language register throughout its ENTIRETY</td><td data-bbox="887 778 1261 970">The letter-essay uses the formal language register THROUGHOUT ITS ENTIRETY.</td><td data-bbox="1261 778 1630 970">The letter-essay still HAS PART/S that is/ are NOT written using the formal language register.</td></tr> </table> <p>2. Reflection on Learning Teacher's prompt: As a form of reflection, answer as well the following prompts without having to submit your responses.</p> <ol style="list-style-type: none"> In this lesson, I wrote about the social issue of _____. I had my response letter-essay checked by my classmate _____. According to his comments and the answers he/ she gave using the evaluation tool provided, I need to improve the following in my response 	and at least three relevant claims.			Relevance and Development of Claims —refers to whether or not the body of the letter-essay has ALL of the three kinds of claims (policy, value, and fact) properly related to the stand through the help of either quoting, paraphrasing, or summarizing.	The body of the letter-essay HAS ALL THREE KINDS OF CLAIMS (policy, value, and fact) properly related to the stand through the help of either quoting, paraphrasing, or summarizing.	The body of the letter-essay needs to have MORE CLAIMS as it LACKS ONE or MORE of them (policy, value, and/ or fact).	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.	Use of Formal Language Register —refers to whether or not the letter-essay uses the formal language register throughout its ENTIRETY	The letter-essay uses the formal language register THROUGHOUT ITS ENTIRETY.	The letter-essay still HAS PART/S that is/ are NOT written using the formal language register.	<p>The teacher may collect students' outputs at this stage to assess how many students are on track and identify those experiencing difficulties, as well as the specific aspects they are struggling with.</p>
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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.												
Use of Formal Language Register —refers to whether or not the letter-essay uses the formal language register throughout its ENTIRETY	The letter-essay uses the formal language register THROUGHOUT ITS ENTIRETY.	The letter-essay still HAS PART/S that is/ are NOT written using the formal language register.												

	<p>letter-essay:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>d. I find it difficult to do or may need help in doing</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>e. I will use _____</p> <p>as a graphic organizer in presenting my response letter-essay.</p>	<p>Additionally, the teacher should review each student's output to determine if it meets the criteria for presentation using the evaluation tool provided above. If necessary, have students revise their work further.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION		NOTES TO TEACHERS				
A. Evaluating Learning	<p>DAYS 3 and 4: Sending/ Presenting/ Publishing the Letter-Essay</p> <p>1. Summative Assessment/ Project</p> <p>Teacher’s prompt: Wait for your turn. When picked, you have to read aloud and present the contents of your response letter-essay to the class with the help of a graphic organizer to keep your listeners and viewers engaged and to enable them to keep track of the points you are making. Be guided by the scoring guide that follows:</p> <table><tr><th>Criteria, Descriptions, and Scoring Weight</th></tr><tr><td>I. Letter-Essay Quality (60pts)</td></tr><tr><td>Completeness of Usual Letter Parts (10pts)—refers to whether or not the letter included ALL the usual letter parts needed, including the heading, recipient’s address, salutation, closing, and signature line.</td></tr><tr><td>Completeness of Details Per Usual 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.</td></tr></table>	Criteria, Descriptions, and Scoring Weight	I. Letter-Essay Quality (60pts)	Completeness of Usual Letter Parts (10pts) —refers to whether or not the letter included ALL the usual letter parts needed, including the heading, recipient’s address, salutation, closing, and signature line.	Completeness of Details Per Usual 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.	The output and the schedule to present them shall serve as a culmination of the quarter.
Criteria, Descriptions, and Scoring Weight						
I. Letter-Essay Quality (60pts)						
Completeness of Usual Letter Parts (10pts) —refers to whether or not the letter included ALL the usual letter parts needed, including the heading, recipient’s address, salutation, closing, and signature line.						
Completeness of Details Per Usual 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.						

	<p>Proper Modification/ Insertion of Essay Components in the Response Letter-Essay Body (15pts)—refers to whether or not the body of the letter-essay has been modified to include essay components such as the topic/ social issue, stand, and at least three relevant claims.</p> <p>Relevance and Development of Claims (15pts)—refers to whether or not the body of the letter-essay has ALL of the three kinds of claims (policy, value, and fact) properly related to the stand through the help of either quoting, paraphrasing, or summarizing.</p> <p>Formality and Politeness (5pts)—refers to whether or not the letter-essay uses the formal English language register throughout its ENTIRETY and it sounds polite</p> <p>II. Presentation Quality (40pts)</p> <p>Volume and Clarity of Voice (15pts)—refer to whether or not the presenter employed audible volume and had a clear and intelligible voice during the presentation</p> <p>Appropriateness and Relevance of Graphic Organizer (15pts)—refers to whether or not the presenter prepared and used an appropriate and relevant visual aid or graphic organizer in making his/ her letter-essay easier to understand and more interesting</p> <p>Eye Contact and Confidence (10pts)—refer to whether or not the presenter demonstrated consistent eye contact and confidence during the presentation</p> <p style="text-align: right;">Total: 100pts</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>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> 			Teacher's reflection in every lesson conducted/ facilitated is

	<p><i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i></p> <ul style="list-style-type: none"> ▪ <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>essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>
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