USER ADVISORY

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The Grade 7 and Grade 8 CMaps were written by the PEAC JHS Trainers, and some of them were used as exemplars, serving as presentation samples and workshop activities during the 2024 and 2025 In-Service Training for Junior High School Teachers in private schools.

The CMaps are aligned with the Revised K-10 Curriculum of DepEd, which is being implemented in phases nationwide starting SY 2024-2025. Teachers from both private and public schools may use these CMaps to support the implementation of the Revised K-10 Curriculum.

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Unit Curriculum Map

Q1 English 8 — Afro-Asian Poetry & Prose

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
First Quarter/ **A.** Afro-Asian Poetry & Prose	The learners demonstrate their multiliteracies and communicative competence in evaluating Afro-Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.	The learners analyze the style, form, and features of Afro-Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.	**A.1.** Identify 5 notable features (*i.e. themes of identity and heritage, oral tradition influence, resistance and resilience, spiritual and philosophical depth, and connection to nature*) of Afro-Asian literary texts (*i.e. poetry and prose*).	**A.1.** Identification	**A.1.** Cluster Diagram Making	**A.1.** Graphic Organizer (Cluster Diagram) Poetry Text: Africa, My Africa by David Diop https://folukeafrica.com/africa-my-africa-by-david-diop/ Prose Text: The Day the Milk-Breast Tree Was Cut" by Phan Huy Duong (Vietnamese) Summary version: https://chatgpt.com/	**A.1.-A.3.** Appreciation of Afro-Asian identity and heritage & Resilience
			A.2. Describe 1 type of conflict (*i.e. character vs. self*) present in the Afro-Asian literary texts (*i.e. poetry and prose*).	**A.2.** Short constructed response	**A.2.** Jigsaw	**A.2.** Graphic Organizer (Jigsaw) Text: The Soul of the Great Bell by Lafcadio Hearn (Chinese Folktale) https://storyoftheweek.loa.org/2016/06/the-soul-of-great-	

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						bell.html?utm_source=chatgpt.com	
			A.3. Describe how each of the 11 structural contexts (*i.e. character and characterization, plot, conflict, rhyme and meter, diction, tone and mood, style, patterns and motifs, figures of speech and sound devices, point of view and narrative techniques, and organic unity*) is used in the given Afro-Asian literary texts (*i.e. poetry and prose*).	**A.3.** Matching Type	**A.3.** Swap Talk	**A.3.** Worksheet for Swap Talk Text:The Nose by Ryūnosuke Akutagawa (Japan) https://bpb-us-e1.wpmucdn.com/share.nanjing-school.com/dist/a/38/files/2013/02/The-Nose-by-Ryunosuke-Akutagawa-2bjsjni.pdf?utm_source=chatgpt.com Text: Ramayana (Indian Epic by Valmiki) https://www.wisdomlib.org/hinduism/book/the-ramayana-of-valmiki Text: Tanjong Rhu by Minfong Ho (Singaporean) https://anyflip.com/arqp/uxjk/basic	

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			A.4. Describe the use of these 8 figures of speech (i.e. *parallelism, juxtaposition, allegory, allusion, antithesis, apostrophe, synecdoche, litotes*) and 2 sound devices (*i.e. euphony and cacophony*) in the given Afro-Asian literary texts (*i.e. poetry and prose*).	**A.4.** Short constructed response	**A.4.** Gallery Walk	**A.4.** Worksheets for Gallery Walk Text: The Hands of the Black by Luís Bernardo Honwana https://www.scribd.com/document/420679777/THE-HANDS-OF-THE-BLACKS-docx	**A.4.** Cultural Literacy and Social Awareness
			A.5. Differentiate the 3 types of deictic expressions (i.e. person deixis, spatial deixis, and temporal deixis) in linguistic context.	**A.5.** Venn Diagram	**A.5.** T-Chart Completion	**A.5.** T-Chart Organizer	**A.5.-A.6.** Empathy
			A.6. EN8LIT-I-3 Identify one's meaning and purpose in selecting 1 type of literary text (*i.e. prose*) for composition.	**A.6.** Identification	**A.6.** Purpose and Audience Mapping	**A.6.** Purpose and Audience Chart (Graphic Organizer)	
First Quarter/ **A.** Afro-Asian Poetry & Prose	The learners demonstrate their multiliteracies and communicative competence in	The learners analyze the style, form, and features of Afro-Asian literature (poetry and prose); evaluate	**A.7.** Analyze Afro-Asian literary texts as expressions of individual or communal values within 11	**A.7.** C.E.R.	**A.7.** Sentence Choice Strategy	**A.7.** Sentence Choice Strips or Worksheet Text: Gitanjali by Rabindranath Tagore	**A.7.** Spirituality, Humanity & Love

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
	evaluating Afro-Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.	literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.	structural contexts (*i.e. character and characterization, plot, conflict, rhyme and meter, diction, tone and mood, style, patterns and motifs, figures of speech and sound devices, point of view and narrative techniques, and organic unity*).			Gitanjali by Rabindranath Tagore - Famous poems, famous poets. - All Poetry	
			A.8. Analyze the 3 fundamental principles (*i.e. maxims, universal truths, philosophies*) presented in the literary text as a means of valuing other people and their various circumstances in life.	**A.8.** C.E.R.	**A.8.** Sentence Choice Strategy Using Four Corners	**A.8.** Sentence Choice Options Using PPT Text: Kabuliwala by Rabindranath Tagore https://bit.ly/Kabuliwala_Tagore	**A.8.-A.9.** Compassion & Sacrifice
			A.9. Analyze literary texts as expressions of individual or communal values within the 4 literary reading lenses (*i.e. biographical context, historical context, sociocultural context, and linguistic context*).	**A.9.** C.E.R.	**A.9.** C.E.R. Modeling Strategy (Think-Aloud)	**A.9.** CER Think-Aloud Templates Text: The Story of the Aged Mother by Matsuo Basho https://bit.ly/TheStoryOfTheAgedMother	

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First Quarter/ **A.** Afro-Asian Poetry & Prose	**CONTENT STANDARD:** The learners demonstrate their multiliteracies and communicative competence in evaluating Afro-Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.	**PERFORMANCE STANDARD:** The learners analyze the style, form, and features of Afro-Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.	**A.10. EN8LIT-I-4** Compose 1 literary text (*i.e. prose*) using appropriate structure and context (*i.e. Afro-Asian*).	**A.10-A.12.** Differentiated Products Performance Task: Composing and Publishing an Original Multimodal Narrative/Story	**A.10.1.** Scaffold Level 1: **MODELLING** Providing a sample original multimodal & published narrative (Afro-Asian) & Think-Aloud script	**A.10-A.12.** Sample published multimodal narrative (Afro-Asian context/theme), Think-Aloud Script, Think-Aloud Template, Revising Template, Final Writing & Publishing via Google Docs, Wix, LMS, Canva, and MS Sway	**A.10-A.12.** Creativity, Cultural Understanding, Empathy
					A.10.2. Scaffold Level 2: **GUIDED PRACTICE** Using a template with examples and answering with a peer		
					A.10.3. CHECKPOINT Using a checklist, peers will evaluate their work.		
			A.11. EN8LIT-I-5 Revise 1 literary text (*i.e. prose*) composed		**A.11.1.** Scaffold Level 3: **INDEPENDENT PRACTICE**		

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			for coherence and cohesion.		Making an output individually based on the modified/evaluated template in Checkpoint		
					A.11.2. CHECKPOINT Evaluating one's work using the same checklist and with a rubric		
			A.12. EN8LIT-I-6 Publish 1 original multimodal (*e.g. paper-based, digital, audio-visual*) literary text (*i.e. prose*) that reflects your expanding cultural identity.		**A.12.** Scaffold level 4: **PUBLISHING** Layouting and Publishing a Multimodal Narrative/Story		

Q2 **English 8** Persuasive Text

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Second Quarter **A.** Persuasive Text	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.	**A.1.** Extract significant information from persuasive texts: - one's thesis (as the main argument/ central idea of the paper) - supporting arguments - evidence & data	**A.1.** Identification	**A.1.** Cluster Diagram	**A.1a.** Graphic organizer(Cluster Diagram) A.1b.Text: Asian Customs and Values	**A.1.** Cultural Understanding and Appreciation Inclusivity
			A.2. Distinguish facts from claims/opinions in persuasive texts based on 4 types of evidence: 1 self-evidence 2 anecdotal evidence 3 argument from authority 4 empirical evidence	**A.2.** Compare & Contrast	**A.2.** 2-Column Comparison Table	**A.2.** Fact/ Opinion Comparison Worksheet https://surl.li/owqmiu	**A.2.** Cultural Understanding and Appreciation Inclusivity
			A.3. Identify the appropriate topic, purpose, and target audience for a	**A.3.** Identification	**A.3.** Gamification	**A.3.** Where in the World Game https://tinyurl.com/8zx5759v	**A.3.** Cultural Understanding and Appreciation

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			persuasive text(text type)				Inclusivity
			A.4. Identify components of persuasive texts: thesis, arguments, counter arguments	**A.4.** Identification	**A.4.** Mnemonics	**A.4.** Persuasive Essay Mnemonic (TREE) https://rb.gy/2cvuur	**A.4.** Cultural Understanding and Appreciation Inclusivity
Second Quarter **A.** Persuasive Text	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.	**A.5.** Examine text structures and linguistic features for clarity of meaning and organizational efficiency in persuasive texts, including: - Five (5) Text structures *(Problem-Solution, Cause and Effect, Comparison and Contrast, Logical Order, and Assertion and Evidence)* - Diction and style - Use of transition devices - Sentence structure and function	**A.5.-A.9.** Claim, Evidence, Reasoning (CER)	**A.5.-A.6.** Sentence Choice Strategy	**A.5.-A.6.** Sentence Choice Strategy Worksheet Text: The Danger of a Single Story (Transcript of Speech) delivered by Chimamanda Ngozi Adichie "The Danger of a Single Story" by Chimamanda Ngozi Adichie speech	**A.5.-A.6.** Cultural Understanding and Appreciation Inclusivity
			A.6. Analyze real-world issues and supporting evidence in				

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			persuasive texts to validate assertions and counterclaims, including: - Factual knowledge - Statistical inferences - Informed opinions - Personal testimony				
			A.7. Analyze three persuasive techniques to support an argument: ● ethos ● logos ● pathos		**A.7.-A.9.** Sentence Choice Strategy using Stick-it-Together	**A.7.-A.9.** Stick-it-Together Organizer Worksheet Texts: How to Write About Africa by Binyavanga Wainaina How to Write About Africa	Binyavanga Wainaina	Granta Finding Home in a World of Diverse Books by JoAnn Yao Finding Home in a World of Diverse Books	**A.7.-A.9.** Cultural Understanding and Appreciation Inclusivity
			A.8. Analyze propaganda techniques used in informational texts for political correctness: ● bandwagon vs. glittering generalities ● transfer propaganda techniques vs. half truths				
			A.9. Evaluate facts, claims, or opinions in persuasive texts based				

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			on types of evidence and claims explicitly or implicitly made, including: - Self-evidence - Anecdotal evidence - Argument from authority - Empirical evidence - Claim of fact - Claim of value - Claim of policy				
Second Quarter **A.** Persuasive Text	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their	**A.10.** Synthesize significant information using various techniques: *chronological, cause and effect, compare and contrast, and problem-solution.*	**A.10-A.13.** Compose and publish a multimodal informational text (persuasive text)	**A.10.1.** Scaffold Level 1: MODELLING Providing sample advocacy campaign & Think-Aloud script **A.10.2.** Scaffold Level 2: GUIDED PRACTICE Using a template for a campaign manuscript with examples and	**A.10-A.13.** PFTH worksheet via https://bit.ly/pitchfromtheheart, effective pitching worksheet via https://bit.ly/effectivelitching, & Jamboard Raise-a-Point worksheet via https://bit.ly/RAPworksheet, Draft Writing via https://bit.ly/campaigndraft, & Feedbacking via https://bit.ly/PTfeed	**A.10-A.13.** Cultural Understanding and Appreciation Inclusivity

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
		meaning, purpose, and target audience.			answering with a peer	backsheet , Jamboard & Google Docs	
					A.10.3. CHECKPOINT Using a checklist peers will evaluate their work.	Revising, Final Writing & Publishing via https://bit.ly/finalmanuscript, Google Docs, Canva, & Tiktok	
			A.11. Apply multimodal elements (*texts, images, audio, video, graphics, interactive components*) appropriate to the persuasive text delivery/ies.		**A. 11.** Scaffold Level 3: INDEPENDENT PRACTICE Making an advocacy campaign based on the modified/evaluated work in Checkpoint		
			A.12. Revise the persuasive text for coherence and cohesion *(diction, syntax, style)* and textual consistency *(tone, point of view, and tense).*		**A.12.** CHECKPOINT Evaluating one's work using the same checklist and with a rubric		

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.13. Compose and publish an original multimodal *(e.g. paper-based, digital, audio-visual)* persuasive text that reflects Filipino roots and cross-cultural understanding of Afro-Asian identity.		**A.13.** Scaffold level 4: PUBLISHING Editing and Publishing an Advocacy Campaign		

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Third Quarter **A.** Informational Texts (journalistic texts, opinion editorials, sports, and science and technology articles)	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.	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.	**A.1.EN8INF-III-12** Identify the 5 text types *(e.g. narrative, descriptive, expository, persuasive, or instructional)* appropriate for one's topic, purpose, and target audience.	**A.1.** Identification	**A.1.** Frayer Model	**A.1.** Reading Texts: **Editorial Article:** https://opinion.inquirer.net/ **Feature Article:** https://business.inquirer.net/510661/the-house-that-bangus-built **Science & Tech Article:** https://technology.inquirer.net/133497/how-to-fix-screen-burn-in	**A.1.** Resilience
			A.2. EN8INF-III-1 Identify 3 text structures *(e.g. news articles, features, and editorials)* for clarity of meaning and purpose.	**A.2.** Multiple Choice	**A.2.** Sorting and classifying	**A.2.** Sample News, Feature, and Editorial Articles (Print or Digital Sources) **News Article:** https://timesofindia.indiatimes.com/city/patna/govt-teams-from-afro-asian-countries-in-bihar-to-study-jeevika-success-min-	**A.2.** Truth and Integrity

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						in-assembly/articleshow /119124305.cms **Feature Article:** https://www.rappler.c om/life-and-style/health-and-wellness/bad-heart-covid-19-take-longer-heal/ **Editorial Article:** https://www.rappler.c om/voices/editorials/d o-not-be-fooled-financial-aid-assistance-during-elections/	
			A.3. Identify 5 various text structures *(e.g. chronological, cause and effect, problem/ solution, compare and contrast, descriptive)* in journalistic writing.	**A.3.** Matching Type	**A.3.** Quizziz	**A.3.** Journalistic Texts: **Problem-Solution:** No More Traffic Jams https://edtechbooks.o rg/academic_a_writin g/problemsolution_es sac **Compare and Contrast:** BMX Bikes Versus Mountain Bikes	**A.3.** Perseverance

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						https://k12.thoughtfullearning.com/lessonplan/reading-comparison-contrast-paragraph-and-essay **Chronological Structure:** The History of the Internet: A Timeline https://ssunnel.in/the-history-of-the-internet-a-timeline/ **Cause and Effect:** Lack of Education: Causes and Effects https://www.allisonacademy.com/students/education/higher-education/lack-of-education/ **Descriptive Paragraph** A Friendly Clown https://www.thoughtco.com/model-descriptive-paragraphs-1690573	
			A.4. Differentiate various text types *(opinion editorial,*	**A.4.** Compare and Contrast	**A.4.** Compare and Contrast	**A.4.** 3-way Venn Diagram graphic organizer	**A.4.** Adaptability

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			sports and science and technology articles) of journalistic writing.			Journalistic Texts: **Opinion Article:** https://studentedge.org/article/anti-wrinkle-injections-botox-trending-tiktok-young-people **Science and Technology Article:** https://www.gmanetwork.com/news/scitech/science/933516/sim-powered-smart-metering-system-launched-in-ilocos-norte/story/ **Sports:** https://www.gmanetwork.com/news/sports/basketball/933719/nba-nuggets-vs-76ers-january-22-2025/story/	
Third Quarter **A.** Informational Texts (journalistic texts, opinion editorials, sports, and science	The learners demonstrate their multiliteracies and communicative competence in	The learners analyze the style, form, and features of informational texts (opinion editorials,	**A.5. EN8INF-III-2** Examine 3 linguistic features *(e.g. diction and style, transition devices, and sentence structure*	**A.5.** Essay Writing	**A.5.** CER Sentence Choice	**A.5.** Reading Texts: **Science & Technology:** https://www.nationalgeographic.com/science/article/paid-	**A.5.** UNESCO SDG 9 (Industry, Innovation, and Infrastructure)

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
and technology articles)	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.	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.	*and function)* as tools to achieve organizational efficiency in informational texts.			content-technology-powering-the-future-of-energy **Sports** https://www.theguardian.com/us/sport	
			A.6. EN8INF-III-3 Examine how visuals like arrows, angles, clear designs, and animations explain information and information text clearly.	**A.6.** Paragraph Writing	**A.6.** Stick-it Together	**A.6. Reading Texts:** Infographics, animated reports, and illustrated science articles from *UNESCO SDG Reports* and *National Geographic* https://www.unesco.org/reports/science/2021/en/dataviz?utm_source=chatgpt.com	**A.6.** Excellence
			A.7. EN8INF-III-6 Verify information to make sound judgments.	**A.7.** Guided Generalization	**A.7.** Claim-Evidence-Reasoning	**A.7. Reading Texts:** Opinion editorials from *The Guardian*, *Philippine Daily Inquirer*, and *Manila Bulletin* https://mb.com.ph/2024/7/28/the-bayanihan-spirit-lives-on-volunteers-help-flood-victims	**A.7.** CEAP Justice and Peace

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						https://opinion.inquirer.net/181455/big-small-wins-for-women https://dailyguardian.com.ph/extreme-heat-and-schools-suspend-classes-or-adapt/	
			A.8. EN8INF-III-8 Determine the veracity of the information presented: a. credibility of the author b. accuracy of information c. relevance d. timeliness e. objectivity f. coverage	**A.8.** Essay Writing	**A.8.** Compass Points	**A.8. Reading Texts:** https://dashboards.sdgindex.org/chapters	**A.8.** Integrity and honesty
			A.9. EN8INF-III-5 Analyze the real-world issues/occurrences in informational texts.	**A.9.** Reflective Essay Writing	**A.9.** Four Corners	**A.9. Reading Texts:** Informational texts from *UNESCO Asia-Pacific and Africa Reports* https://www.unesco.org/	**A.9.** Nationalism

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			A.10. EN8INF-III-10 Assess the quality of journalistic articles based on standard development principles: a. simplicity and brevity b. precision c. objectivity and factuality d. fairness and balance e. ethics	**A.10.** Reflective Writing	**A.10.** Close Reading	**A.10. Reading Texts:** Sample journalistic texts from *Rappler* sports section, *BBC News*, and *Philippine Daily Inquirer* Checklist Writer's Digest: 10 Dos and Don'ts of Writing a Piece of Journalism https://www.writersdigest.com/write-better-nonfiction/10-dos-and-donts-of-writing-a-piece-of-journalism	**A.10. Fairness**
			A.11. EN8INF-III-9 Analyze textual evidence to support an argument/general statement: a. quoting b. paraphrasing c. summarizing	**A.11.** Guided Generalization	**A.11.** Claim-Evidence-Reasoning	**A.11. Reading Text:** https://www.nationalgeographic.com/culture/article/shu-yang-nat-geo-33-2025	A.11. Equality

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Third Quarter: **A. Informational Texts** (journalistic texts, opinion editorials, sports, and science and technology articles)	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.	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.	**A.12. EN8INF-III-15** Compose the <u>informational text</u> based on the chosen text type: a. **EN8INF-III-14:** Determine one's <u>thesis</u> as the central idea of the paper b. **EN8INF-III-17:** Revise the text for <u>coheren</u>ce (grammar / linguistic tools) c. **EN8INF-III-18**: Revise the text for cohesion (transitional devices) d. **EN8INF-III-19:** Edit the text for textual <u>consistency.</u> <u>(sentence</u> structures and function)	**A.12.-A.13.** Compose and publish a multimodal informational text *(opinion editorials, sports, and Science and Technology articles)*	**A.12.1. Scaffold Level 1:** Developing a Central Idea (Exploring and Observing) **A.12.2. Scaffold Level 2:** Writing an Article Structure using a Graphic Organizer (Drafting and Outlining) **A.12.3. Scaffold Level 3:** Pair Checking and Teacher Critiquing for Coherence and Cohesion Using a Rubrics (Revising and Feedbacking)	**A.12.-A.13.** Composing, Revising, Final Writing & Publishing via Wordpress, Google Site, Docs, Issuu, LMS, Canva, and Edmodo	**A.12.-A.13.** Creativity, Critical thinking communication

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.13. EN8INF-III-20: Publish a multimodal informational text for one's purpose and target audience: opinion editorials, sports and science and technology articles.		**A.13. Scaffold Level 4:** Layouting and publishing a multimodal informational text (opinion, editorials, sports, and science and technology.		

Q4 **English 8**

Academic text *(Expository Essay)*,
Transactional Text *(Letter of Inquiry)*

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Fourth Quarter **A.** Academic text (Expository Essay), Transactional Text (Letter of Inquiry)	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.	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.	**A.1** Identify the structure and one's purpose and meaning in writing letters through 4 reasons (Communication, Personal Correspondence, Formal Correspondence, Documentation)	**A.1** Letter Classification Exercise	**A.1** Annotating Letters	**A.1** Sample letters of different types, letter writing guides, online templates for letter formats. Google Docs/Slides for Collaborative Writing: Use a Google Doc for collaborative letter writing Communication Letter Sample: Letters | Communication for Professionals Guide and Sample Correspondence Letter: Correspondence Letters	**A.1** Communication Responsibility
			A.2 Identify the 5 text types (narrative, descriptive, expository, procedural or instructional,	**A.2** Matching Exercise	**A.2** Text Type Sort	**A.2** Text excerpts, examples of narrative, descriptive, expository,	**A.2** Critical Thinking Social Responsibility

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			argumentative or persuasive) appropriate for one's topic, purpose, and target audience			procedural, and persuasive texts from newspapers, websites, or textbooks. Google Forms for sorting text types in quizzes Narrative Text When the Stars are Scattered by Virotria Jamison and Omar Mohamed: https://school.teachingbooks.net/book_reading.cgi?a=1&id=18687 Descriptive Text African Folktales by Roger D. Abraham: African Folktales — Anike Foundation Expository Text Why the Nile River Was So Important to Ancient Egypt Why the Nile River Was So Important	

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						to Ancient Egypt | HISTORY Procedural Text: Asian Takeout by Nagi Maehashi Asian Takeout Persuasive Text: Saving Africa's forests, the 'lungs of the world' by Michael Fleshman Saving Africa's forests, the 'lungs of the world' | Africa Renewal.	
			A.3 Identify the 3 structure and components *(introduction, body, and conclusion)* of academic texts (e.g., expository essays) to determine clarity of meaning and purpose	**A.3** Paragraph Sorting Activity	**A.3** Academic Text Scavenger Hunt	**A.3** Expository essay examples, graphic organizers for structure, guidelines on writing expository essays. Google Docs for collaborative annotation and analysis Expository Text Why the Nile River Was So Important	**A.3** Integrity Excellence

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						to Ancient Egypt [Why the Nile River Was So Important to Ancient Egypt	HISTORY](#)	
			A.4 Recognize 4 linguistic features (diction, style, transition devices, and sentence structure) and their roles in enhancing organizational efficiency in informational texts.	**A.4** Identification	**A.4** Linguistic Feature Hunt	**A.4** Informational texts, editing checklists, transition words lists, examples of varied sentence structures. Online exercises on transition devices and sentence structure Informational Text The Great Migration and Black Women's Political Work by Katie Singer [The Great Migration and Black Women's Political Work - AAIHS](#)	**A.4** Excellence Responsibility
			A.5 Distinguish among 3 types of claims in a text: claims of fact, value, and policy	**A.5** Claims Identification Quiz	**A.5** Claims Sorting Challenge	**A.5** Excerpts from persuasive essays, news articles, policy documents, or debates.	**A.5** Integrity Critical Thinking

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						Kahoot: Create quizzes on types of claims	
			A.6 Classify 4 types of supporting evidence *(factual knowledge, statistical inferences, informed opinions, personal testimonies)* in a text	**A.6** Matching Exercise	**A.6** Evidence Sorting	**A.6** Persuasive essays, research articles, videos or interviews with expert opinions, statistical reports. Padlet: Online tool for categorizing types of evidence	**A.6** Critical Thinking Responsibility
			A.7 Determine one's thesis as the central idea of the paper through 4 steps *(stating the topic, making a claim or argument, revising the sentence by using specific terms, revising the sentence to cover the scope)*	**A.7** Identification	**A.7** Labeling Exercise	**A.7** Thesis statement examples, templates Google Docs: Collaborative writing of thesis statement	**A.7** Critical Thinking
Fourth Quarter **A.** Academic text (Expository Essay), Transactional Text (Letter of Inquiry)	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text:	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of inquiry); evaluate	**A.8** Analyze 4 distinguishing features *(tone, language, structure, and purpose)* of informal and formal correspondences to infer sender's	**A.8** Letter Analysis	**A.8** Letter Analysis	**A.8** Example letters via Google Docs, and Grammarly for tone analysis. Printed letters, analysis worksheets,	**A.8** Respect Empathy Clarity Professionalism

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	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.	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.	meaning and purpose across modalities: letter of inquiry			dictionaries for tone/language reference. Communication Letter Sample: Letters | Communication for Professionals Guide and Sample Correspondence Letter: Correspondence Letters	
			A.9 Analyze 3 milieus *(parts and formats, organizational patterns, politeness strategies (etiquette)* influencing the structure and rhetoric of informal and formal correspondences across modalities	**A.9** Correspondence Analysis	**A.9** Correspondence Breakdown Worksheet	**A.9** Role-play scripts, etiquette guidebooks, and pre-printed letters. Online videos or tutorials on etiquette (e.g., YouTube). Padlet for collaborative etiquette examples.	**A.9** Politeness and Civility Discipline Cultural Awareness
			A.10 Evaluate 3 types of claims *(claim of fact, claim of policy, and claim of value)*	**A.10** CER (Text Journal Analysis)	**A.10** CER (Text Dissection Workshop)	**A.10** News Articles, Editorials, Policy Reports	**A.10** Critical Thinking: Integrity Open-mindedness

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			explicitly or implicitly made in a text.			Persuasive Essays, debate excerpts Martin Luther King's *I Have a Dream*: https://www.npr.org /2010/01/18/12270 1268/i-have-a-dream-speech-in-its-entirety	
			A.11 Draw inferences and conclusions to formulate sound judgment through 3 author's purposes *(to inform, to persuade, to entertain)* and 2 meanings *(explicit - clear or implicit - hidden)* including 3 groups of target audience *(hypothetical vs. real, experts vs. lay people, managerial vs. rank-and-file)*	**A.11** CER Inference and Audience Analysis Task	**A.11** CER Text Detective: Author's Purpose and Meaning Exploration	**A.11** News Articles and Reports, Opinion Pieces and Editorials, Short Stories, Fables, Satirical Pieces, Advertisements, and Marketing Campaigns BBC News: https://www.bbc.co m/news The New York Times Opinion: https://www.nytimes .com/section/opinio n George Owell's Animal Farm: https://gutenberg.n	**A.10** Empathy Judgment and Prudence Respect. Communication

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						et.au/ebooks01/0100011h.html Fact-checking Social Media Posts (Snopes): https://www.snopes.com/	
			A.12 Analyze the use of discipline -specific words, 2 voices *(active and passive)*, technical terms in research, and conceptual, operational, and expanded definitions of words	**A.12**. Research Language Analysis Portfolio	**A.12**. Research Language Analysis	**A.12** Printed Articles Vocabulary Worksheets Writing Guides Google Docs. Online Research Articles	**A.12** Precision Responsibility. Clarity Professionalism
			A.13 Analyze 4 types of supporting textual evidence to validate assertions and counterclaims *(factual knowledge, statistical inferences, informed opinion, and personal testimony)* and present the pieces of evidence through 3 ways *(quoting, paraphrasing, summarizing)*	**A.13** Evidence Matrix	**A.13** Group Debate	**A.13**. Articles, evidence templates Google Slide**s**: Students prepare digital presentations of evidence.	**A.13** Truth-Seeking Diligence Responsibility Objectivity

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			A.15 Send correspondences to communicate with and respond to senders within the bounds of ethics *(accurate information and clear intentions, protect confidential information, polite language, appropriate tone, purposeful communication, prompt response, formality and professionalism, appropriateness of language)*				
			A.16 Organize significant information using 7 various techniques *(chronologically, order of importance, spatial, compare and contrast, problem and solution, cause and effect, and sequentially)*	**A.16-A.17** Synthesize Significant Information Through Techniques	**A.16-A.17** Organize Significant Information Using Various Techniques	**A.16-A.17** Connecting & Synthesizing Information https://study.com/academy/lesson/connecting-synthesizing-information.html	
			A.17 Synthesize significant information through 6 techniques *(summary, paraphrase, quotation,*				

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			analysis, comparison, and contrast)				
			A.18 Revise a written text for coherence *(logical sequence of ideas, relevance of ideas, unity, consistency)* and cohesion *(use of transitional devices, repetition of key words/ideas, pronoun reference, parallel structure, conjunctions, and linking words)*	**A.18** Coherence and Cohesion Revision Task	**A.18** Enhancing Coherence and Cohesion in Writing	**A.18** Revising for Cohesion https://owl.purdue.edu/owl/general_writing/the_writing_process/proofreading/revising_for_cohesion.html?utm_source=chatgpt.com Concepts of Organization, Coherence, and Cohesion: https://lrmds.deped.gov.ph/detail/20759?utm_source=chatgpt.com	
			A.19 Compose 1 informational text based on the chosen text type	**A.19-A.21** Multimodal Informational Text Project	**A.19-A.21** Creating a Multimodal Informational Text	**A.19-A.21 An** Introduction to and Strategies for Multimodal Composing https://writingcenter.kennesaw.edu/oer/pdf_chapters/gagic	
			A.20 Apply 3 multimodal elements *(language, mode, design)* appropriate to the chosen text delivery/ies				

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			A.21 Publish 1 multimodal informational text *(expository essay)* for one's purpose and target audience			h_multimodal_composing.php	