

7

English

Quarter 4 – Module 4: Determining the Truthfulness and Accuracy of the Materials Viewed



English – Grade 7
Alternative Delivery Mode
Quarter 4 – Module 4: Determining the Truthfulness and Accuracy of the Materials Viewed
First Edition, 2020

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English

**Quarter 4 – Module 4:
Determining the Truthfulness
and Accuracy of the Materials
Viewed**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

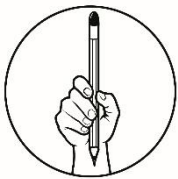
This module was designed and written with you in mind. It is here to help you master how you determine the truthfulness and accuracy of the materials viewed. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module has one lesson:

Lesson 1 – Determining the Truthfulness and Accuracy of the Materials Viewed

After going through this module, you are expected to:

1. determine the truthfulness and accuracy of the material viewed;
2. critique/evaluate the authenticity of the material viewed;
3. identify the different types of information disorder; and
4. use the SOAPStone method to evaluate the credibility of the material viewed.



What I Know

Directions: List down at least three titles of programs under each genre.

Education	Documentary	Variety Show	News	Animation
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

Lesson

1

Determining the Truthfulness and Accuracy of the Materials Viewed

Comprehending viewed materials is not as easy as it seems. As a viewer, apart from understanding the literal and metaphorical meaning of words, you must be able to determine the truthfulness and accuracy of the material viewed. This will require you to brush off the embedded biases in any form of text viewed.

As you go through this lesson, you will understand better how to, evaluate truth and accuracy in any form of viewable input we get from social media and television. Furthermore, you will develop your analytical and critical thinking skills by filtering information and making sure what is understood and retained are only those that are relevant and important.



What's In

Before we move on to viewed materials, let us first recall how we did it with materials we listened. How did we evaluate listened materials? Did we find it easy? Let us find out as you answer the exercise below.

True or False. Write **T** if the statement is true and **F** if otherwise.

- ___ 1. All information that we find in different media platforms are true and accurate.
- ___ 2. Accuracy is the quality or state of being correct or precise.
- ___ 3. You must decide which sections of a text merit the most attention in order to assess the value of ideas.
- ___ 4. Distinguishing important and unimportant information to identify key ideas or themes is essential in determining the worth of ideas listened to.
- ___ 5. Important information refers to main ideas or key topics that you need to better understand the concept you are listening to.



What's New

Viewing materials and listening to them may entail differences in the way we comprehend text; however, it is evident that the same critical and analytical thinking skills are required to save us from being deceived. Let us check how we should do this by taking a look at a story of Kirby.

Instructions: Read the story of Kirby and answer the questions below.

Kirby, a grade seven student, likes to surf and to browse the internet. Often times, he would post and spread any material or information that he comes across on his favorite social media platforms and websites without actually examining whether these information are true and accurate or not.

One day, Kirby came across an announcement from the social media about a suspension of classes on the next day. The source of this information was not verified. Overwhelmed with this news, Kirby shared this information with Mark and John, his classmates. Since his they trusted Kirby, they accepted this news without bothering to ask their teacher.

The following day, Kirby and his friends did not attend their class. They told their parents that classes were suspended and they spent the entire day playing and watching TV.

The next day, Kirby came late to class. He saw Mark and John being scolded by Mr. Santos, their teacher. Wearing his old grumpy face, Mr. Santos beckoned Kirby and asked him where he got the news from. Kirby said that he just saw it from a random post. Thinking it was true, he shared it with Mark and John.

Mr. Santos pointed out that not all materials and information that one finds from different media platforms are true and accurate. He warned them about the danger of spreading false information from unverified sources. He also added that one must be equipped with skills helpful in determining the authenticity of sources.

After class, Kirby had become more careful and meticulous in getting information from different media platforms. He is now aware that apart from getting information is determining the truthfulness and accuracy of the materials.

Questions:

1. Describe the habit of Kirby when browsing the internet.

2. What happened when Kirby shared the false information with his friends?

3. Why is it important that one has to determine the truthfulness and accuracy of materials or information viewed?



What Is It

Kirby did learn it the hard way. Sharing may be easy and rewarding but the consequences of sharing information that is unverified or worse, fake may affect other people in one way or another. So, what makes viewing different from listening? How different are these modalities?

What is viewing?

According to the Canadian Common Curriculum Framework, as cited by Donaghy, viewing is “an active process of attending and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, dramas, drawings, sculptures and paintings.

What is Truth?

Truth is the quality of being honest and not containing or telling any lie.

What is Accuracy?

Accuracy is the fact of being exact or correct.

How do you know that the information that you get from various resources are true and accurate?

Most of the time we simply accept information relayed to us without actually evaluating the authenticity of the information. Understanding the truth can be viewed in many ways depending on the truth teller's purpose. To carefully evaluate the truthfulness and accuracy of the material, you must be able to question the materials you find in various media platforms. You must be empowered with questions that will help you to seek clarity, question assumptions, and detect source reliability or bias.

Information Disorder

One of the many ways to prevent ourselves from slipping into the pitfalls of deceptive viewing materials is to acquaint ourselves with deceptive techniques that people employ in different viewing materials.

The phrase "information disorder" was coined by Wardle (2017), First Draft US director and co-founder. Wardle (2017) argues that the phrase "fake news" is inadequate to describe the complexity of deception. Furthermore, the term "fake news" has been weaponized, mostly by politicians and their supporters to attack the professional news media around the world. This led Wardle (2017) to create the phrase information disorder.

Information Disorder includes the following forms: Satire/ Parody Misleading Content, Imposter Content, Fabricated Content, False Connection, False Context, and Manipulated content.

7 Types of Information Disorder

According to Wardle, (2017) there are seven common forms of information disorder.

1. Satire/ Parody- These types of viewable texts have no intention to cause harm but has potential to fool. Content purporting to be satire will evade the fact-checkers, and frequently over time, the original context gets lost: people share and re-share not realizing the content is satire and believing that it is true.

2. Misleading Content- There are also texts that use misleading information to frame an issue or an individual. Some common examples of this technique are selection of a partial segment from a quote, creating statistics that support a particular claim but don't take into account how the data set was created, or cropping a photo to frame an event in a particular way.

- 3. Imposter Content-** This is when genuine sources are impersonated. An example of this is when the logo of a well-known brand or name is used alongside false content. The goal of this deception is to increase the chance that people will trust the content without checking the content.
- 4. Fabricated Content-** The new content is 100% false. These texts are designed to deceive and to harm. New fake social media accounts are created to spread new and invented content from it.
- 5. False Connection-** This is when headlines, visuals, or captions don't support the content. This technique makes claims about content via a sensational headline, only to find the headline is horribly disconnected from the actual article or piece of content.
- 6. False Context-** This is when genuine content is shared with false contextual information. It often happens during a breaking news event when old imagery is re-shared, but it also happens when old news articles are re-shared as new, when the headline still potentially fits with contemporary events.
- 7. Manipulated Content-** This is when genuine information or imagery is manipulated to deceive. The genuine content is tampered with or doctored in some way.

SOAPSTone Method

SOAPSTone method stands for (Speaker, Occasion, Audience, Purpose, Subject and Tone). It is a method which can be used to determine the truthfulness and accuracy of the material viewed.

It is a method for evaluating credibility of persuasive essays in conventional print and media sources. This method is useful for English language learners and can be used for video clips, cartoons, news sources, speeches, software products, and websites. It deepens student's thinking about technological sources and of information and allows practice in questioning authenticity. (Gregory & Burkman, 2012)

To evaluate the authenticity of materials viewed, the SOAPSTone is used as shown below. The table is divided into 3 (three) columns. Under the first column are the six (6) components of the method. Under the second column are the corresponding descriptions of each component. And under the last column are the critical questions which will help determine the truthfulness and accuracy of the material.

Using the SOAPStone Method with Print, Media and Internet Sources		
Element of Source Verification	Description/meaning	Critical Questions
Speaker	The voice communicating/speaking to the audience Example: <i>Author</i>	1. Is the author in the viewed material speaking for himself or using the voice or opinion of a particular person or group?
Occasion	Time or place; context that prompted the author or speaker to create the material Example: <i>Election period, pandemic crisis</i>	1. What has triggered the author's material (presentation, website, or document)? 2. Are the reasons for creating the material based on events, emotions, data, or economics?
Audience	Group to which the material is intended Example: <i>Consumers, employees, students</i>	1. Toward whom is the material (presentation, website, or document) intended?
Purpose	The reason to of the author in creating the material Example: <i>To give information</i> <i>To mislead the readers</i>	1. What does the author want the intended audience to think or do as a result of reading or viewing the material? 2. What does the author want the unintended audience to think or do as a result of reading or viewing the material?

<p>Subject</p>	<p>What the material is all about</p> <p>Example:</p> <p>General: <i>COVID-19</i></p> <p>Specific: <i>Ways to prevent the spreading of the COVID-19 Virus</i></p>	<p>1. Is the content general or specific? Why?</p>
<p>Tone</p>	<p>The attitude of the author towards the subject or his audience</p> <p>Example: <i>Humorous, sarcastic, disapproving, objective etc.</i></p>	<p>1. How does the choice of words, description, use of media or opinion of the author impact the meaning and content of the material (site, document, or presentation?)</p>



What's More

Directions: Identify the type/s of information disorder depicted in the pictures.

Picture #1



Source: <https://attracttour.com/2020/03/watch-breaking-news-bamboo-manalac-died-in-a-car-accident-march-6-2020-friday-is-a-hoax/>

Describe the picture

Type/s of information Disorder

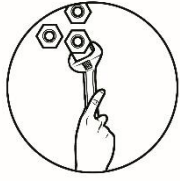
Picture #2



Source: <https://verafiles.org/articles/vera-files-fact-check-impostor-site-posts-fake-news-claiming>

Describe the picture

Type/s of information Disorder



What I Can Do

Now that we learned about the different ways we can be deceived and how we can avoid getting hooked at “fake” but interesting information. Let us check if you can spot truth from fake information.

ACTIVITY 1

Directions: Determine the truthfulness and accuracy of the news article by answering the critical questions in the SOAPSTone table below.

Public confused with changes in quarantine rules

By Raymund Antonio

Confusion over the effectivity of new quarantine levels and guidelines in Metro Manila and other parts of the country left the people more questions than answers.

Vice President Leni Robredo noted her office received complaints from the public regarding the adjustments made by the government on the different forms of community quarantine.

“Ito, talaga naman parang araw-araw nagbabago, araw-araw may dagdag, araw-araw may babaguhin. Iyon talaga iyong pinakareklamo ng marami: “Ano na ba talaga?” Robredo said on her weekly radio show.

(This seems to change every day, every day there are additions and changes. That’s the main complaint of many people: What’s really the rule?)

A cause of the problem, Robredo said, is the lack of clarity to communicate this to the public amid the coronavirus pandemic.

“Tama iyong parang mga phases para hindi bigla-bigla pero iyong parang nagkulang tayo doon sa mas klarong pagpaliwanag,” she said.

(It is correct to do these phases so the enforcement is gradual but it looks like we lack in explaining it more clearly.)

But despite this, Robredo said the public should keep themselves updated on the changes in quarantine areas.

The government’s coronavirus task force has backtracked a few times on imposing quarantine levels and rules in various areas in response to the appeal of local officials.

It recalled the lifting of community quarantine in eight regions classified as “low risk” to coronavirus infection and placed them under modified general community quarantine.

These regions are Ilocos, Mimaropa, Bicol, Western Visayas, Northern Mindanao, Davao, and the Bangsamoro Autonomous Region in Muslim Mindanao or BARMM.

The task force also revised the status of some areas supposedly under GCQ to modified ECQ like Bulacan, Bataan, Nueva Ecija, Zambales, and Pampanga, until the end of May.

Source: <https://mb.com.ph/2020/05/18/public-confused-with-changes-in-quarantine-rules/>

SOAPSTone method		
Element of Source Verification	Answer	Critical Questions
Speaker		1. Is the author in the viewed material speaking for himself or using the voice or opinion of a particular person or group?
Occasion		1. What has triggered the author’s material (presentation, website, or document)? 2. Are the reasons for creating the material based on events, emotions, data, or economics?
Audience		1. Toward who is the material (presentation, website, or document) intended?

Purpose		<ol style="list-style-type: none"> 1. What does the author want the intended audience to think or do as a result of reading or viewing the material? 2. What does the author want the unintended audience to think or do as a result of reading or viewing the material?
Subject		<ol style="list-style-type: none"> 1. Is the content general or specific? Why?
Tone		<ol style="list-style-type: none"> 1. How does the choice of words, description, use of media or opinion of the author impact the meaning and content of the material (site, document, or presentation)?

ACTIVITY 2

Identifying false statements is also essential in determining the truthfulness and the accuracy of the material. Read the news article below and tell whether the statements below are true or false. If the statement is true, simply write the word true. If the statement is false, rewrite the part of the sentence that makes it false. Write your answers on the space provided before each number.

COVID-19: UNMASKING THE MYTHS

By: Neil Arwin Mercado - INQUIRER.net March 17, 2020

Myth No. 1: Coronavirus recedes in warmer weather

One of the biggest myths on COVID-19 is that the virus causing it, the novel coronavirus (SARS-CoV-2), dies in warm weather. The World Health Organisation (WHO), however, has said that the virus can spread in all areas, regardless of climate and humidity. Likewise, authorities are saying that there remains to be no reason to conclude that warm weather can kill the new coronavirus or other diseases.

Myth No. 2: The virus can be transmitted through mosquito bites

The WHO also said that there is still no evidence linking the disease's transmission with mosquito bites. The virus that causes COVID-19 is spread by small droplets of saliva or respiratory excretions by an infected person through coughing, sneezing or exhaling. Uninfected persons get the virus if infected droplets land on their mouths or noses or inhale these. Infection can also set in if the uninfected touches eyes, nose or mouth after getting in contact with objects where droplets from carriers land. The virus that causes COVID-19 is known to stay alive for up to several days on surfaces like plastics or stainless steel.

Myth No. 3: Younger age groups are safe from COVID-19

While older age groups—particularly those who have pre-existing conditions—are more prone to the virus, younger generations are not completely safe from it either. Data from the Department of Health show that the oldest case of COVID-19 in the Philippines is an 88-year old woman from Pasig City while the youngest is only 13 years old. WHO, however, said people who have pre-existing conditions like asthma, diabetes or heart disease, are more vulnerable. Data from different medical websites show, however, that the mortality rate for older age groups was higher than it is for younger age groups. It doesn't mean, however, that children or teenagers are immune from the virus.

Myth No. 4: Hand dryers, ultraviolet lamp can kill the virus

Hand dryers or ultraviolet lamps are not advisable as tools in killing the virus, the WHO said. In fact, ultraviolet radiation can burn the skin or cause irritation. The WHO advised the public that the best way to protect oneself is by frequent washing hands with soap and water for at least 20 seconds and the use of alcohol or alcohol-based sanitizers if hand-washing was not feasible. Would virtually bathing in alcohol by spraying it all over the body do the trick? WHO said this doesn't work if the virus had already entered the body.

Myth No. 5: Thermal scanners can detect a person positive for COVID-19

The WHO clarified that thermal scanners can only detect fever, one of the symptoms of COVID-19. It cannot be used as an instrument to conclusively diagnose whether a person is positive or not. Thermal scanners also cannot detect persons already infected with COVID-19 but have yet to show symptoms, like fever.

Myth No. 6: Use antibiotics to treat COVID-19

Since the novel coronavirus is a virus, antibiotics do not work against them. Likewise, there is also no vaccine to prevent or medicine to treat COVID-19. Hospitals, however, may give antibiotics to those who were infected by the virus since bacterial co-infection is also possible. COVID-19 is a respiratory disease caused by the novel coronavirus that first emerged in China's city of Wuhan in Hubei province in late 2019. The International Committee on Taxonomy of Viruses named the novel coronavirus as SARS-CoV-2. The virus, in many cases, causes mild symptoms such as fever and cough for most people but can cause serious illness, such as pneumonia, for others, especially older adults and people with existing health problems.

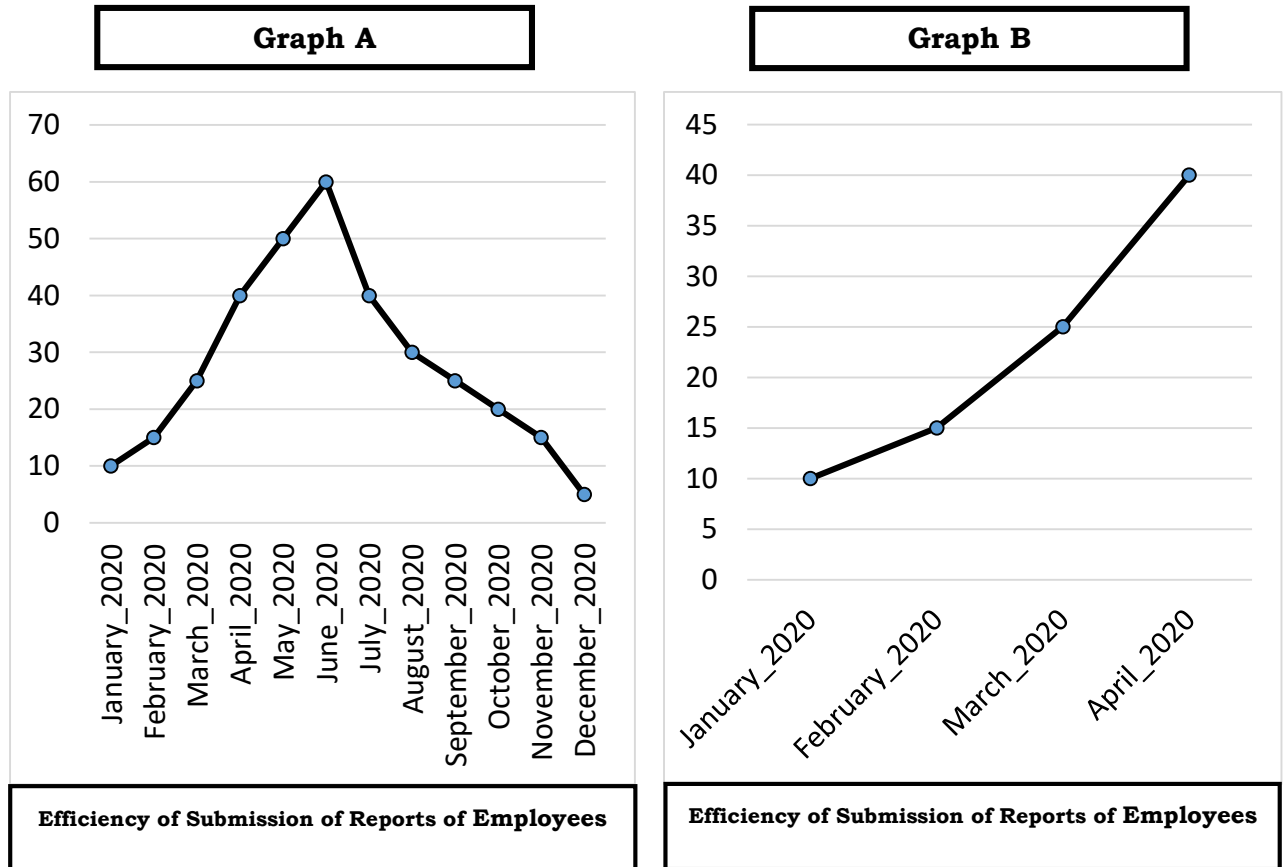
Source: <https://newsinfo.inquirer.net/1243757/covid-19-unmasking-the-myths>

1. Which of the following statements is TRUE?
 - a. Corona virus recedes in cold weather.
 - b. The novel corona virus is likely to recede in tropical countries such as the Philippines.
 - c. Authorities claim that there are conclusive evidences proving that warm weather can kill corona virus or other diseases.
 - d. None of the above
2. Which of the following statements is **NOT** true?
 - a. Corona virus can stay alive in surfaces for several days.
 - b. There are concrete evidence to prove that corona virus is transmitted through mosquito bites.
 - c. If infected droplets fall on their mouths or noses, or if they inhale them, uninfected people get the virus.
 - d. The virus that causes COVID-19 is transmitted by infected people coughing, sneezing, or exhaling tiny droplets of saliva or respiratory excretions.
3. Which of the following statements refute the myth, “Younger age groups are safe from COVID-19”?
 - a. Only the older age groups are prone to COVID-19.
 - b. Although older age groups, particularly those with pre-existing conditions, are more susceptible to the virus, younger generations are not immune.
 - c. Only people with pre-existing conditions are susceptible to the virus.
 - d. Older age groups had higher mortality rates than younger age groups.
4. Which of the following statements is false about the use of thermal scanners?
 - a. Thermal scanners can detect and conclusively diagnose persons who are infected with the Covid-19.
 - b. Thermal scanners are also unable to identify people who have been infected with COVID-19 but have not yet shown symptoms such as fever.
 - c. A person infected with COVID-19 cannot be detected using thermal scanning.
 - d. Only fever can be detected by thermal scanners.
5. Which of the following is true?
 - a. Antibiotics can treat COVID-19.
 - b. Spritzing your body with alcohol or chlorine can destroy any viruses that have already infiltrated your system.
 - c. The use of alcohol or alcohol-based sanitizers are the only way of protecting one’s self from covid-19.
 - d. Since bacterial co-infection is likely, antibiotics can be given to those that have been infected by the virus.

ACTIVITY 3

People have many ways to mislead readers and viewers. At times, graphs and charts can also be used to provide false information. Analyze the items below and determine which graphs and charts are misleading and which graphs and charts are showing accurate information.

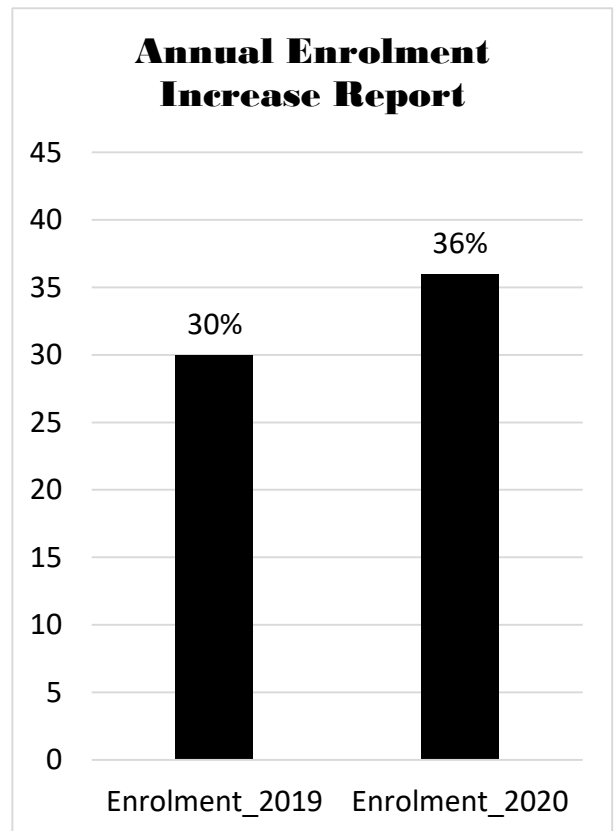
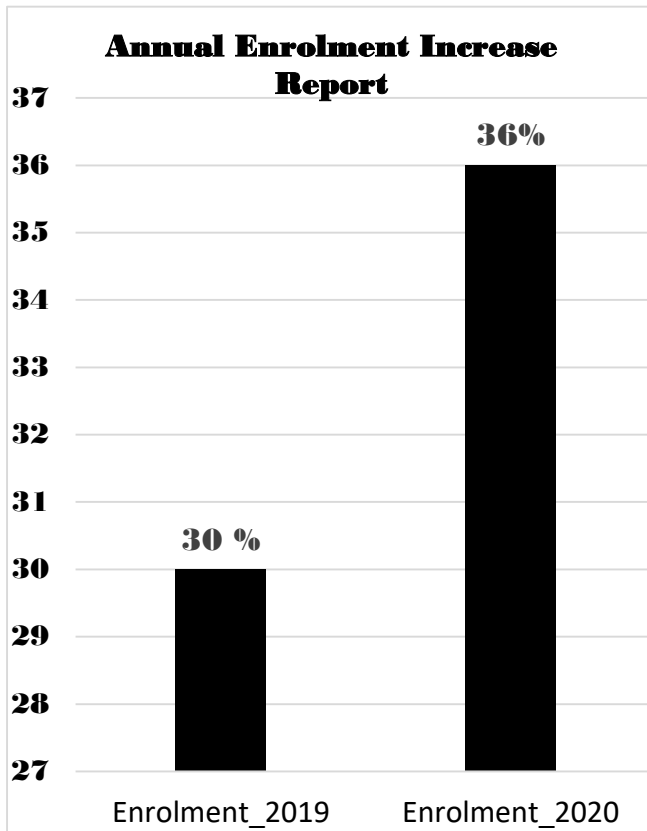
Set A



Question:

1. Which of the graphs in set A show a misleading representation of data? Why?

Set B



Question:

1. Which of the graphs in set B show a misleading representation of data? Why?

ACTIVITY 4

Determining the truthfulness and accuracy of the materials viewed would also require distinguishing between fact and opinion. Read the selection below and identify at least three (3) facts and three (3) opinions. Write your answers on the table provided below the text.

12 Unforgettable Vacations That Are Best Done by Bike — Even for Beginner Cyclists

By Andrea Romano

There's no better way to see the world than on two wheels. You don't have to be a Tour de France winner in order to enjoy a long, scenic bike ride. Everywhere in the world — from the United States to France to Japan — you'll find excellent bike tours that cater to beginner cyclists.

Cycling has been a favorite pastime for people around the globe since the 19th century. According to Brown University's website, the bicycle was invented by Karl von Drais in Germany and it was a rather cumbersome "running machine" that didn't involve pedals, steering, or brakes. When the "modern" safety bicycle was invented by John Kemp Starley in England, it allowed for a free, stable ride — and just like that, cycling started to become a well-liked hobby.

Today, along with hiking, mountain climbing, and camping, cycling is one of the most popular outdoor activities. And of course, this means there are tons of excellent biking destinations that are perfect for cyclists young and old, experienced and inexperienced.

You can take a ride through the mountains in Switzerland or breeze through vineyards in France, Italy, or Chile. You can even hop from island to island in the Philippines, Japan, and Croatia with your bike in tow. And it doesn't matter what continent you're on, because you can find a trail in North America, South America, Europe, Asia, and Oceania, too.

Source: <https://www.travelandleisure.com/trip-ideas/bike-tours/best-cycling-vacations-for-beginners>

FACTS	OPINIONS



What I Have Learned

Directions: Read and answer the following questions.

1. What is the importance of determining the truthfulness and accuracy of the materials viewed?

2. What do you think are the possible consequences if you fail to determine the truthfulness and accuracy of the viewed materials?

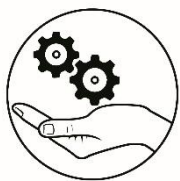


Assessment

Directions: Read and answer each question. Write only the LETTER of the correct answer.

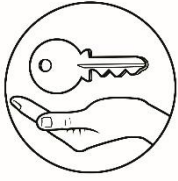
1. It is the quality of being honest and not containing or telling any lie.
A. lie
B. accuracy
C. truth
D. fake news
2. Which of the following does NOT belong in the group.
A. Imposter Content
B. News Flash
C. Fabricated Content
D. False Connection
3. In this type of information disorder, there is no intention to cause harm but has potential to fool.
A. Imposter Content
B. False Connection
C. Fabricated Content
D. Satire

4. This is when the genuine content is tampered with or doctored in some way.
- A. Satire
B. Fabricated Content
C. False Connection
D. Manipulated Content
5. It often happens during a breaking news event when old imagery is re-shared, but it also happens when old news articles are re-shared as new, when the headline still potentially fits with contemporary events.
- A. Satire
B. Fabricated Content
C. False Context
D. Manipulated Content
6. It is an element of source verification which refers to time or place that prompted the author or speaker to create the material.
- A. Purpose
B. Occasion
C. Tone
D. Subject
7. It is an element of source verification which refers reason of the author for creating the material.
- A. Purpose
B. Occasion
C. Tone
D. Subject
8. Some common examples of this technique are selection of a partial segment from a quote, creating statistics that support a particular claim but don't take into account how the data set was created, or cropping a photo to frame an event in a particular way.
- A. Misleading Content
B. Fabricated Content
C. parody
D. false context
9. An example of this information disorder is when the logo of a well-known brand or name is used alongside false content.
- A. Imposter Content
B. False Connection
C. Fabricated Content
D. Satire
10. It is an element of source verification which refers to the attitude of the author towards the subject or his audience.
- A. Purpose
B. occasion
C. tone
D. Subject



Additional Activities

Directions: Look for any viewing material. Next, write a short paragraph (with at least five (5) sentences) about the material you viewed or read. Then by completing/ answering the SOAPstone method table, determine the truthfulness and accuracy of the material.



Answer Key

<p>What I know</p> <ol style="list-style-type: none"> 1. E 2. B 3. E 4. A 5. C 6. D 7. F 8. A 9. B 10. D 	<p>What's New</p> <ol style="list-style-type: none"> 1. F 2. T 3. T 4. T 5. T 	<p>Assessment</p> <ol style="list-style-type: none"> 1. C 2. B 3. D 4. D 5. C 6. B 7. A 8. A 9. A 10. C
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<p>What's More</p> <p>Picture #1</p> <p>Possible Answer:</p> <p>Describe the Picture</p> <p>The picture depicts the death of Bambo. This picture is a hoax. Allegedly, the artist died of a car accident.</p> <p>Type/s of Information Disorder</p> <p><u>Fabricated Content</u></p> <p>Picture #2</p> <p>Possible Answer:</p> <p>Describe the Picture</p> <p>The picture identifies Dwayne "The Rock" Johnson as the Philippine president. Moreover, it is maliciously using the name of "The Times"</p> <p>Type/s of Information Disorder</p> <p><u>Imposter Content/ Fabricated Content</u></p>

What I can do

Activity 1

Answer may vary

Activity 2

- 1. D
- 3. B
- 5. D

Activity 3

- 1. Graph B. It only shows the part where there is an increase in the efficiency of submission of reports
- 2. Graph A. It tries to show that there is a great increase in the enrolment.

Activity 4 (Possible Answers)

Facts

- 1. The "modern" safety bicycle was invented by John Kemp Starley in England.
- 2. According to Brown University's website, the bicycle was invented by Karl von Drais in Germany.
- 3. You can even hop from island to island in the Philippines, Japan, and Croatia with your bike in tow.

Opinions

- 1. There's no better way to see the world than on two wheels.
- 2. Today, along with hiking, mountain climbing, and camping, cycling is one of the most popular outdoor activities.
- 3. There are tons of excellent biking destinations that are perfect for cyclists young and old, experienced and inexperienced.

Rubric for Scoring What’s New and What I have Learned

Criteria	1-5 (Poor)	6-7 (Satisfactory)	8-9 (Good)	10 (Excellent)
Conventions	The errors in spelling and punctuations, capitalization and grammar cause distraction and makes the writing incomprehensible	Many spelling, punctuation, mistakes capitalization and grammar but the writing is still comprehensible	Few errors in spelling punctuation, capitalization and grammar.	No error in spelling punctuation, capitalization, and grammar
Idea	The answer is not clear and not directed to the question. The ideas are irrelevant to the question.	The answer is focused to the question. Some of the ideas are relevant to the question.	The answer is focused to the question. Most of the ideas are relevant to the question.	The answer is very clear and well-focused to the question. Ideas are all relevant to the question.
Organization	The direction of writing is not clear. The sentences are not coordinated. Demonstrates Poor knowledge transitional devices and coherence.	Some ideas are presented in an organized manner. The flow of thought is smooth. Demonstrates knowledge of transitional devices and coherence.	The most ideas are presented in an organized manner. There is a clear flow of thought. Demonstrates knowledge of transitional devices and coherence.	The ideas are presented in an organized manner. There is a clear flow of thought. Demonstrates mastery of transitional devices and coherence.

What I Can Do (Possible Answers)

SOAPSTone method		
Element of Source Verification	Description/meaning	Critical Questions
Speaker	<u>Author/ writer</u>	1. Is the author in the viewed material speaking for himself or using the voice or opinion of a particular person or group? <u>The author speaks for himself</u>
Occasion	<u>Pandemic/ Covid-19</u>	1. What has triggered the author’s material (presentation, website, or document)? <u>The changes in quarantine rules</u> 2. Are the reasons for creating the material based on events, emotions, data, or economics? <u>To inform the public about the effects of changing quarantine rules</u>
Audience	<u>Readers of Manila Bulletin</u>	1. Toward who is the material (presentation, website, or document) intended? <u>Readers of Manila Bulletin</u>

Purpose	<u>To inform the public</u>	<p>1. What does the author want the intended audience to think or do as a result of reading or viewing the material? <u>Inform the public about the effect of changing quarantine rules</u></p> <p>2. What does the author want the unintended audience to think or do as a result of reading or viewing the material? <u>The intended reader is the general public. The author wants the audience to be informed of the effect of changing the quarantine rules.</u></p>
Subject	The Public being confused with changes in quarantine rules	<p>1. Is the content general or specific? Why? <u>The content was specific. It only focused on the effects of changing the quarantine rules.</u></p>
Tone	Informative/serious	<p>1. How does the choice of words, description, use of media or opinion of the author impact the meaning and content of the material (site, document, or presentation)? <u>The words, descriptions of the author were objective. The author did not express any opinion in the text.</u></p>

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