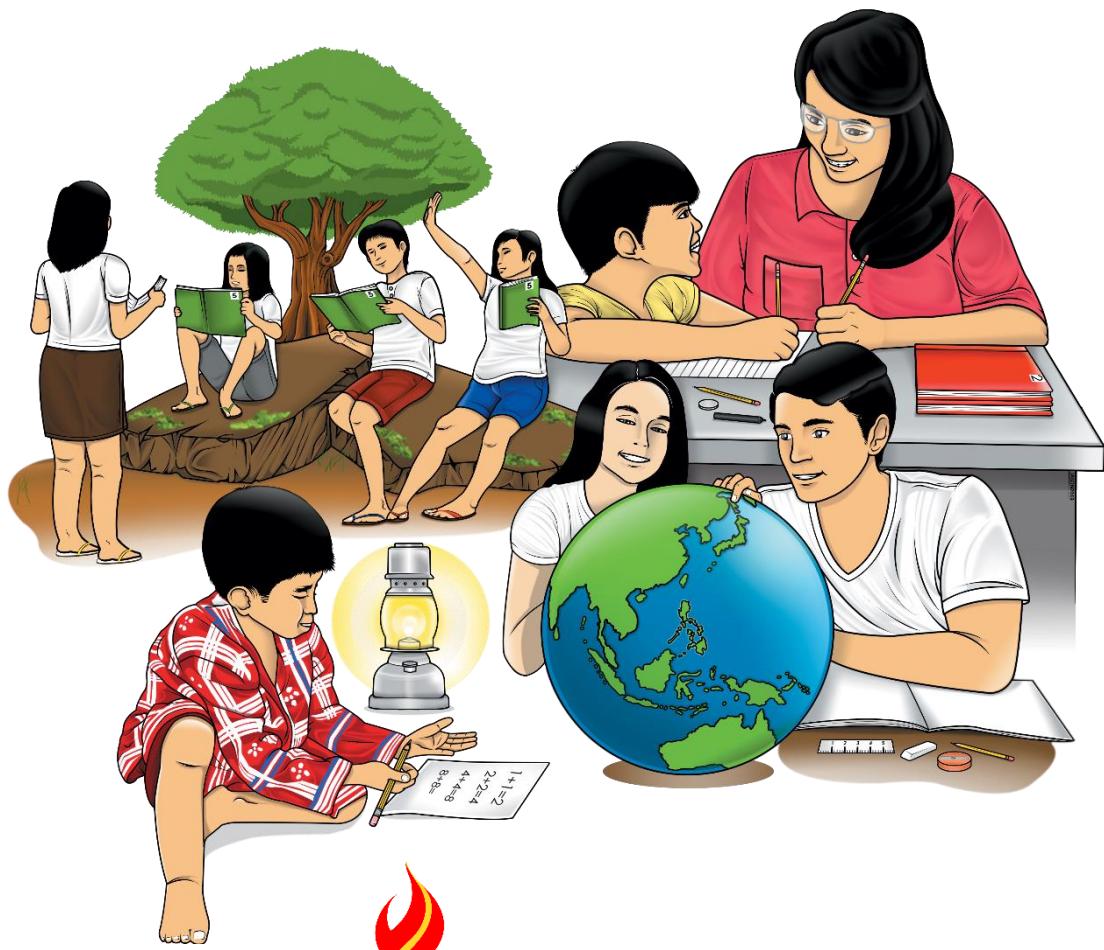


English

Quarter 4 – Module 3: Determine the Worth of Ideas Mentioned in the Text Listened to



English – Grade 7**Alternative Delivery Mode****Quarter 4 - Module 3: Determine the worth of ideas mentioned in text listened to
First Edition, 2020**

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English

Quarter 4 – Module 3:

Determine the Worth of Ideas Mentioned in the Text

Listened to

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

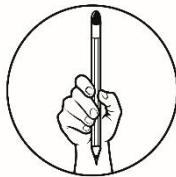


What I Need to Know

This module was designed and written with you in mind. It is here to help you master determine the worth of ideas mentioned in the text listened to. 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.

After going through this module, you are expected to:

1. determine the worth of ideas mentioned in the text listened to;
2. infer thoughts, feelings, and intentions in the material to be listened to; and
3. respond to the worth of ideas in the text listened to.



What I Know

Below is an activity to check how much you already know about the topic. In listening to a text, have you ever questioned its content? Or, have you checked if those you heard are worth your time?

TASK 1: What is it worth?

Directions. Write **TRUE**, if the statement is correct; otherwise, write **FALSE**. Write your answers on a separate sheet of paper.

- _____ 1. Determining the worth of ideas means focusing on significant information you have listened to.
- _____ 2. It is necessary to look for interesting information than important because you need to captivate audiences' attention.
- _____ 3. Important information refers to little detail or additional detail, which could be a cool fact or trivia.
- _____ 4. Determining importance helps you to filter information and to organize your thinking around big ideas.
- _____ 5. Knowing how to *determine importance* is essential because it helps you move through a text logically or in order that will help you make sense of what you are listening to.
- _____ 6. Identifying text's importance supports you in finding the least important ideas.

- _____ 7. Determining what is most important is critical in building life-long success.
 - _____ 8. To determine the worth of ideas, you need to consider various genres of the texts.
 - _____ 9. Listening well is necessary in order for you to determine the worth of ideas presented in the text.
 - _____ 10. One of the things that you should do while listening is to focus on meaning.

Lesson 1

Determine the Worth of Ideas Mentioned in the Text Listened to



What's In

Before you will explore this module, let us review first the concepts in *Module 2* on strategies for effective personal communication.

Directions. Select only the letter of the correct answer. Write it on a separate sheet of paper.

1. Which of the following processes describes a way of showing a speaker that you are following what they are saying?
 - a. summarizing
 - b. clarifying
 - c. backchanneling
 - d. repeating questions
 2. The use of words to express yourself is _____.
 - a. non-verbal communication
 - b. interpersonal communication
 - c. verbal communication
 - d. open-ended questions
 3. Which of the following questions encourages the interviewee to share experiences, emotions, attitude or opinions?
 - a. close-ended questions
 - b. open-ended questions
 - c. nosy questions
 - d. obvious questions
 4. The following are examples of open-ended questions, **EXCEPT**:
 - a. What do you think?
 - b. What would you do?
 - c. How did you do?
 - d. Do you like it?

5. John wants to prepare effective questions for his upcoming interview. He wondered which of the following questions would he not consider?
- a. What do you think about...?
 - b. Do you like teaching?
 - c. In what way...?
 - d. Why do you think so?

Effective personal communication has proven to be crucial in our daily interactions with different people for varied purposes. Asking the right questions, learning more about others and expressing ourselves non-verbally were deemed to be helpful in making sure we do not only communicate but that we are effective. However, it is equally important to know that not everything we hear are worth our time, not everything we encounter is worth our attention. It is in this module that you will be taught how to filter information—sifting relevant from not-so-important ones—and learning only what is needed.



What's New

TASK 2: What do you think?

Directions. Observe and analyze the painting below entitled “Gathering of Heroes” by Juanito Torres, a Filipino Modern and Contemporary painter. Then, answer the following questions based on the inferred thoughts and conveyed feelings. Write three-sentence answer for each question.



(Philippine Daily Inquirer, 2017)

1. What is the most important element in this painting? What made you say so?
2. Try asking any other people in your household what they consider as an important element in the painting. Did they have the same answer?
3. How did you decide on what is important in this painting? What were your bases?

You probably noticed that other people's answer may be different from yours. This is perfectly fine. People have different reasons for evaluating what is important. In this process, they take advantage of their experience, beliefs, attitudes, and knowledge, which form their perspective about things. When you listen to a text, the same thing happens. You will hear parts of the text better than the others and realize that what you find valuable may not be as valuable to others.

Let us go further and learn other skills we need to be able to listen better. Apart from learning what is important, enhancing our vocabulary skills improves listening. When we do not understand a word, it is difficult to make sense of a text listened to.

TASK 3: Word Challenge!

Directions. In this module, you are going to listen to the story entitled, “**The Star Child**” by Oscar Wilde. But before you start listening to the story, let us first unlock all unfamiliar words.

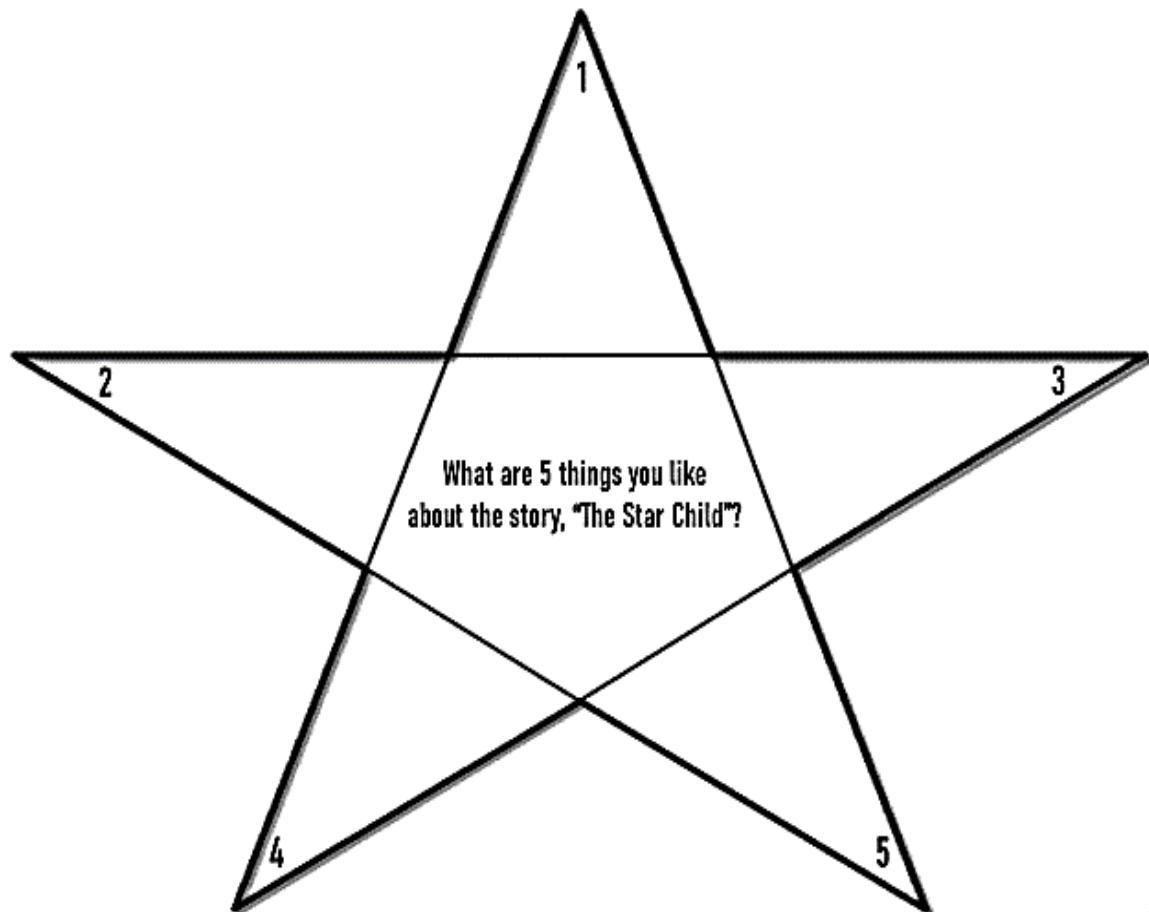
In your answer sheet, match column A with column B. Find the correct meaning of word in the column A from column B.

COLUMN A	COLUMN B
_____ 1. It refers to an outer garment that you might wear while traveling in order to protect your identity.	A. beggar
_____ 2. Possessing outstanding qualities: possessing very high or excellent qualities or properties.	B. cloak
_____ 3. A poor person who asks others, or begs, for money or food, also homeless	C. faint
_____ 4. Arousing painful and intense fear, dread, dismay, or aversion, extremely bad or unpleasant	D. noble
_____ 5. It is a prediction or an utterance from a prophet inspired by his god.	E. hare
_____ 6. It is a ceremonial staff, often used by kings with its jewels and ornamentation.	F. horrible
_____ 7. It is an animal like a rabbit but larger with long ears, long legs, and a small tail. Hare is the flesh of this animal eaten as food.	G. prophecy
_____ 8. A small, sharp pointed growth on the stem of a plant.	H. scepter
	I. thorn
	J. toad

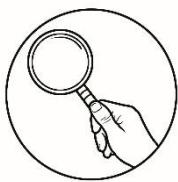
After understanding these words, try now to reflect on the story you have just listened to. Answer the next activity below using what you have learned from the story.

TASK 4: What really matters?

Directions. Inside the star diagram, give five (5) things that you like about the story, which makes it worth listening for. Write one sentence for each number.



Now that you are able to identify aspects that make a certain story worth listening for. Let us check what we still do not know about listening carefully. While we all can, it is still important to learn how we can be more efficient in doing it.



What Is It

Knowing how to determine the importance of ideas that you have listened to is necessary because it would not only assist you in understanding better the text, but it would also help you master concepts and skills. Such skill is essential to make sense of the information that you are acquiring.

DETERMINING THE WORTH OF IDEAS/ DETERMINING IMPORTANCE

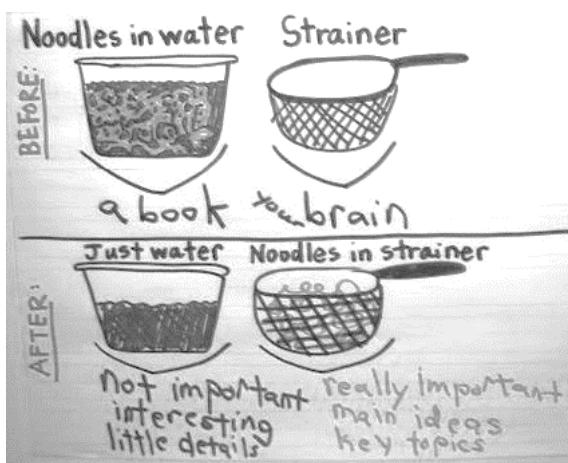
What is it?

- It simply means focusing on what is significant on the information you have listened to. You decide, from among everything that you are listening to, what is most important to attend to and remember.
- It is one of the comprehension strategies that you could use to differentiate between what information you are listening to is most important versus what information is interesting but not necessary for understanding.

-**Important information** refers to main ideas or key topics that you need to better understand the concept you are listening to while **interesting information** is little detail or additional detail, which could be a cool fact, distractor, or less important concept, that is present in the article (Allen & Reason, 2015).

This means that it helps you filter information and organize your thinking around big ideas. **Filtering** means selecting only the information necessary to better understand the selection that you are listening to ("Introduction," 2020).

See the illustration below to better understand the above definitions.



A book is like noodles in water and your brain is like a strainer. Imagine that your book has a lot of information presented. In determining importance, you're like a strainer that will filter or get only the important ideas, which are represented as noodles, and should not mind the non-essential information like the water that you simply throw.

Why is it important?

- ✓ It lets you move through a text logically or in an order that will help you make sense of what you are listening to.
- ✓ It enables you to distinguish between the most and least important information presented in the selection to better comprehend it.
- ✓ It is essential in easily understanding complicated concepts (Allen & Reason, 2015).
- ✓ Most significantly, determining what is most important is critical in building life-long success. Think of buying a house or car, choosing a career, investing in stocks, making financial decisions, etc. All these tasks require separating important from unimportant information. So, learning this strategy is directly linked to success (Haag, 2017).

How to determine the worth of ideas?

In order to determine the worth of ideas, you need to make decisions as to what parts of a text deserve the most attention. Not everything presented by an author is of equal importance (Draper, 2011).

Determining worth of ideas includes:

- Identifying your purpose for listening
- Distinguishing between important and unimportant information to identify key ideas or themes
- Determining topic and main idea
- Identifying author's message
- Using knowledge of narrative or expository text features/structures
- Recognizing relevance

Now, analyze in this part what you will do to know the worth of ideas presented.

According to Stephanie Harvey and Anne Goudvis (2000) (as cited by Draper, 2011) determining the worth of ideas mentioned in the text listened to varies by genre:

NARRATIVE GENRES/FICTION GENRES

-these intend to tell a story, to provide entertainment, or to make an audience think about an issue, teach the reader a lesson or excite their emotions

Examples: novels, short stories, diaries, biographies, some songs, dramatic monologues, plays, narrative films, poems, myth, legends, fairytales, etc. ("Genre: Narrative")

- In narrative genres, determining importance asks the reader to identify main ideas and infer themes of the story. It's mostly about recognizing the elements of a story to better grasp its summary. Since narrative texts tend to subscribe to a plot, it is very helpful to identify the different parts of the plot in spotting the main parts of the story. Also, there are elements you can watch for.

Example:

You are listening to a certain story. Your goal is to summarize the narrative. In order to summarize it, you need to identify the important information first before making a summary. These are the elements of a short story—character, setting, plot, conflict, and theme. Thus, you need to know that not everything you hear is essential.

NONFICTION GENRES

These are broad genres of writing that encompass all books that aren't rooted in a fictional narrative. It can be based in history and biography; it can be instructional, it can offer commentary and humor, and it can ponder philosophical questions

Examples: history, biographies, autobiographies, and memoirs, travel guides and travelogues, academic texts, philosophy and insight, journalism, guides and how-to manuals, etc. (Gladwell, 2021).

- In nonfiction, determining importance is more on retaining important information and learning from the text. Listeners must be able to shift through information and decide what is most important. To determine importance in nonfiction, readers must understand many features and structures specific to the genre. These text features and structures for organization help readers identify not only main ideas, but also what is worth remembering. For instance, understanding that bold print is used to draw attention to important vocabularies and concepts signals the reader to slow down and make sure these words or concepts are understood (Draper, 2011).

Example:

Your teacher asked you to listen to a news report about UK variant of coronavirus. But he/she only wanted you to note down the ways on how to prevent its spread. The reporter says a lot about it—including its origin, the places where the virus is spread. etc. But your goal is to only know how to avoid its spread, then, you must focus only on it. That is the important information that you needed in the news. Thus, you need to be clear on your purpose in listening to a certain idea.

ROLE OF LISTENING IN DETERMINING THE WORTH OF IDEAS

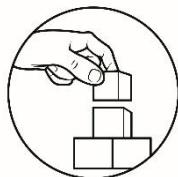
How can listening help you determine the worth of ideas?

- Listening enables you to process the information, evaluate it, make sense of it, and respond to it whether it would be helpful for you or not—essential or not. For instance, while you are attending a group meeting, you need to know what important details the group needs to decide on a matter. While all members can share what they think and feel, you only have to gather what matters in making a decision.
- It would help you make sound conclusions and/or generalizations based on given data.

Keep in Mind!

When listening to the text presented, you need to do the following:

- 1. Concentrate and Pay Attention.** Develop the ability to concentrate and ignore distractions. You need to be interested to the article presented.
- 2. Listen for meaning.** Focus on the central idea being communicated. Then pay close attention to anecdotes, explanations, and other details meant to clarify meaning.
- 3. Link Past and Current Learning.** As you're listening to new material, situate what you're learning in the context of what you've previously learned (Loveless, 2021).



What's More

Task 5: Listen Carefully!

Congratulations! You have already known the concepts about how to determine the worth of ideas in the text. This time, you are going to apply what you have learned.

Directions. Listen to the story entitled “The Star Child” by Oscar Wilde. Ask your parent/guardian/sibling to read to you the story or you may download the listening text from YouTube.

Link: https://www.youtube.com/watch?v=mJRUIwM_MXE.

After listening to it, answer the following questions. Place your answer in the appropriate column. Below is the transcript of the story.

The Star Child

By Oscar Wilde

One winter night, two Woodcutters see a shooting star fall to the ground. They go to the place in the forest where the star landed, expecting to find a pot of gold. Instead, they find a child wrapped in a gold cloak embroidered with stars and wearing an amber necklace. Although he is very poor and already has several children of his own, one of the Woodcutters decides to take the child home with him. He has difficulty persuading his wife to take in the child but he tells her that the boy is a Star-Child. The Woodcutter and his wife treat the Star-Child as one of their own children for the next ten years.

The Star-Child grows up to be a handsome boy but he is also very vain. As the son of a star, he believes himself to be superior to everyone else in the village. He cannot bear people from the lowest levels of society and throws stones at beggars whenever he sees them. He also tortures and kills small animals. A gang of similarly-minded children gather around the Star-Child and accept him as their leader.

One day, the Star-Child and his friends throw stones at an ugly beggar woman. The Woodcutter, who is nearby, chastises the Star-Child, saying that he cannot understand why the boy behaves that way, given that he treated the Star-Child kindly ever since he found him in the forest. At these words, the beggar woman faints. When the beggar woman comes around in the Woodcutter's house, she says that her child, who was wrapped in a gold cloak embroidered with stars and wearing an amber necklace, was stolen from her by robbers in the forest ten years ago. The Star-Child is told that the woman is his mother but he wants nothing to do with her. When she asks for a kiss before she leaves, he says, "rather would I kiss the adder or the toad than thee".

The Star-Child goes to rejoin his friends but they shun him and call him ugly. He finds that he now has a face like a toad and skin like an adder. He realizes that he is being punished for his mistreatment of his mother. In the hope that he might regain his former appearance if his mother forgave him, he goes off in search of her.

After three years, the Star-Child arrives at a city. The soldiers who guard the city gates sell him as a slave to a Magician. The Magician tells the Star-Child that in a forest near the city there are three pieces of gold. They are a piece of white gold, a piece of yellow gold and a piece of red gold. He tells the Star-Child to fetch the piece of white gold the next day, telling him that he will be punished if he does not bring it back. The Star-Child spends all day looking for the piece of white gold but cannot find it. As he is about to leave the forest empty-handed, he notices a Hare which is caught in a trap and frees the animal. Out of gratitude, the Hare leads the boy to the piece of white gold. Outside the city gates, a leper begs a coin from the Star-Child. The boy gives him the piece of white gold. When he returns to the Magician's house empty-handed, he is beaten.

The following day, the Star-Child is sent to find the piece of yellow gold. Again, the Hare leads the Star-Child to the golden piece, again he gives the piece of gold to the begging leper and the Magician gives him a worse beating when he returns empty-handed once more. The Magician tells the Star-Child that he will kill him if he does not return with the piece of red gold the following day. However, after having been led to it by the Hare, the Star-Child gives the piece of red gold to the leper, whom he believes needs it more than he does.

As soon as the Star-Child gives the piece of red gold to the beggar, the same soldiers who had sold him into slavery call him their lord and compliment him on his good looks. When the Star-Child protests that he is ugly, one of the soldiers shows him his reflection in a shield. The boy finds that he has become handsome once again. A crowd of people proclaim the Star-Child to be the king who, according to a prophecy, was to come to them that day. The Star-Child says that he cannot become king until he has earned his mother's forgiveness. He sees the beggar woman seated next to the leper. The Star-Child cries at the beggar woman's feet, washing them with his tears. As a result of the kindness the Star-Child has shown them, the beggar woman and the leper magically take on the appearance of a King and Queen. The leper is revealed to be the Star-Child's father.

For a short while, the people of the city live happily under the rule of the Star-Child. Unfortunately, he dies after only three years and a cruel king succeeds him (“Star-Child,” n.d.).

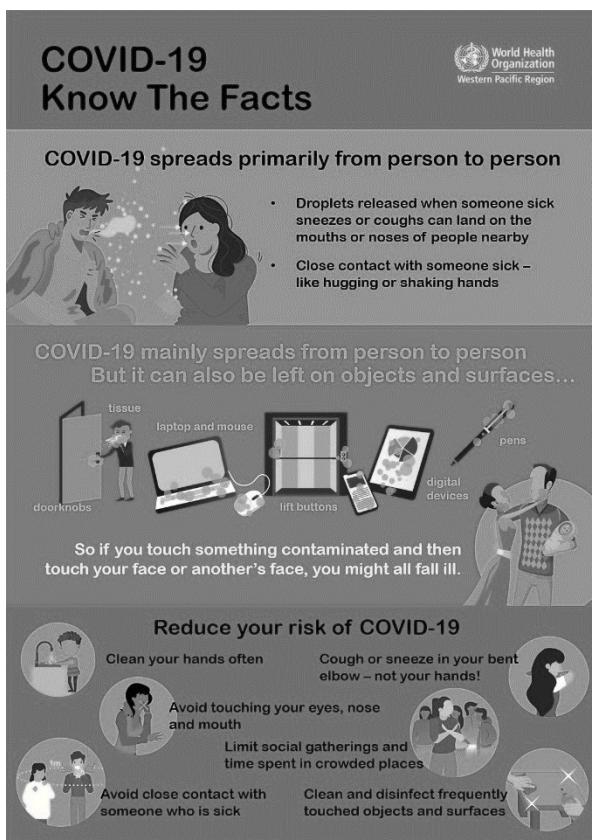
Questions	Responses
1. What does the story mean to you?	
2. Why is it important to establish good relationship between child and mother?	
3. How would you relate your personal experience to the story?	

CRITERIA	EXCELLENT (4)	VERY GOOD (3)	AVERAGE (2)	NEEDS IMPROVEMENT (1)
Content & Development	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Responses are excellent and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is accurate and persuasive. - Major points are stated. - Responses are adequate and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address topic. - Specific examples do not support topic. 	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear. - Specific examples are not used.
Organization	Logical progression of ideas with a clear structure that explains well the ideas presented.	Logical progression of ideas.	Organization is clear.	No discernable organization.
Mechanics	Punctuation, spelling, and capitalization are correct. No errors.	Punctuation, spelling, and capitalization are generally correct, with few errors. (1-2)	Few errors in punctuation, spelling, and capitalization. (3-4)	Distracting errors in punctuation, spelling, and capitalization.

("Rubric", n.d.; iRubric, 2021)

Task 6: V.I.P. (Very Important Points!)

Directions. Analyze the infographic below, and determine the most important points to answer the given questions below. Write only three to five sentences to explain your thought.



(World Health Organization, n.d.)

1. How does COVID-19 spread?

2. How will you keep yourself and others safe from COVID-19?

CRITERIA	EXCELLENT (4)	VERY GOOD (3)	AVERAGE (2)	NEEDS IMPROVEMENT (1)
Content & Development	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Responses are excellent and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is accurate and persuasive. - Major points are stated. - Responses are adequate and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address topic. - Specific examples do not support topic. 	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear. - Specific examples are not used.
Organization	Logical progression of ideas with a clear structure that explains well the ideas presented.	Logical progression of ideas.	Organization is clear.	No discernable organization.
Mechanics	Punctuation, spelling, and capitalization are correct. No errors.	Punctuation, spelling, and capitalization are generally correct, with few errors. (1-2)	Few errors in punctuation, spelling, and capitalization. (3-4)	Distracting errors in punctuation, spelling, and capitalization.

("Rubric", n.d.; iRubric, 2021)

Task 7: Now, I know!

Directions. Analyze the infomercial script below, and write one paragraph expressing the three most important things that you have learned from the script.

Mosquitos and Dengue Fever

By: Farm Radio International

Can you name two diseases that are carried by mosquitos? Malaria is a common one that most people know. The other disease is called dengue or dengue fever. Sometimes this illness is confused with malaria.

Dengue fever is a virus which is carried from person to person by the bite of a small, dark mosquito. It is a different mosquito than the one that carries malaria. This mosquito is active during the day time, especially early in the morning and in the late afternoon. If you look carefully you will see that this mosquito has white, ring like stripes on its legs.

You get dengue fever if you are bitten by a mosquito that carries it. The disease spreads from person to person this way. It does not spread in any other way.

The dengue mosquito is mostly found in cities and towns. It lives inside houses, in closed in spaces and in dark places. Outside, the mosquito chooses cool and shadowy places. The female mosquitos lay their eggs on the surface of water in containers that contain clean water, for example in tin cans, old tires and flower pots. In general dengue mosquitos only live a few weeks – not more than a month.

The dengue mosquitos attack silently. They bite the lower part of people's legs, especially around the ankles. They bite in the early hours of the morning and at the end of the afternoon.

If you get dengue fever you will have headaches and pain behind your eyes. You will have a high fever. You will have pain in your joints and muscles. And you may develop a skin rash that begins on your hands and feet and then spreads to your arms, legs and the rest of your body. The rash looks similar to measles.

If you think you have dengue fever you must see a doctor or health worker immediately.

To prevent dengue, control mosquitoes and protect against bites. Cover the baby's bed with a mosquito netting during the day. Destroy mosquitoes and their larvae. Keep water containers covered. Clean up garbage. Cover pits, old cans, or broken pots that collect water where mosquitos can breed.

Fewer mosquitos mean less dengue! (Farm Radio International, 1999)

CRITERIA	EXCELLENT (4)	VERY GOOD (3)	AVERAGE (2)	NEEDS IMPROVEMENT (1)
Content & Development	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Responses are excellent and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is accurate and persuasive. - Major points are stated. - Responses are adequate and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address topic. - Specific examples do not support topic. 	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear. - Specific examples are not used.
Organization	Logical progression of ideas with a clear structure that explains well the ideas presented.	Logical progression of ideas.	Organization is clear.	No discernable organization.
Mechanics	Punctuation, spelling, and capitalization are correct. No errors.	Punctuation, spelling, and capitalization are generally correct, with few errors. (1-2)	Few errors in punctuation, spelling, and capitalization. (3-4)	Distracting errors in punctuation, spelling, and capitalization.

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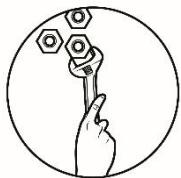
What I Have Learned

TASK 8: SHARE IT!

Directions. Think back on the activities you have just finished and the concept you have learned. Then, answer the following questions in 3-5 sentences. Place your answers in the given learning log format.

1. How did you determine the worth of ideas mentioned in the text listened to?
2. Why is it important to know how to determine importance of the text listened to?
3. Why is one's listening skill essential in determining the worth of ideas in the text?

<u>Learning Log</u>
1.
2.
3.



What I Can Do

TASK 9: I can do it!

Directions. Listen to the news reports of any two Radio Stations in your locality. Then, list down five very important information that you've heard in any news reports of these stations.

RADIO STATIONS	VERY IMPORTANT INFORMATION

CRITERIA	EXCELLENT (4)	VERY GOOD (3)	AVERAGE (2)	NEEDS IMPROVEMENT (1)
Content & Development	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Responses are excellent and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is accurate and persuasive. - Major points are stated. - Responses are adequate and address topic. - Content is clear. - Specific examples are used. 	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address topic. - Specific examples do not support topic. 	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear. - Specific examples are not used.
Organization	Logical progression of ideas with a clear structure that explains well the ideas presented.	Logical progression of ideas.	Organization is clear.	No discernable organization.
Mechanics	Punctuation, spelling, and capitalization are correct. No errors.	Punctuation, spelling, and capitalization are generally correct, with few errors. (1-2)	Few errors in punctuation, spelling, and capitalization. (3-4)	Distracting errors in punctuation, spelling, and capitalization.

("Rubric", n.d.; iRubric, 2021)



Assessment

Task 10: Tell Me!

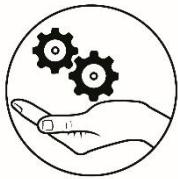
Directions. Summarize the story, “**The Star Child**” by Oscar Wilde using the graphic organizer below. The summary involves 6 important ideas in the text. Write your answers on the appropriate rows/columns.

The Star Child: A SUMMARY

Name:	
Title:	Characters:
SETTING:	
PLOT: (Give only the CLIMAX of the story)	
CONFLICT:	
THEME:	
SUMMARY:	

CRITERIA	EXCELLENT (9-10)	GOOD (8-7)	FAIR (6-5)	POOR (1-4)
Use of Relevant and Important Details	Every important detail is included.	Although important details are provided, some details may be missing.	There is some important details lacking.	Only few important details are included
Comprehension of the Text	Demonstrates a thorough understanding of the text's information.	Demonstrates sufficient comprehension	Demonstrates basic comprehension of textual information	Shows little or no comprehension
Paraphrasing	The main idea and important details were correctly paraphrased.	The main idea and important details were correctly paraphrased but there are minimal errors	Some of the key phrases were copied and little paraphrasing	There is a lot of copying of key phrases and very little paraphrasing.

("Summary," n.d.)



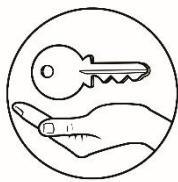
Additional Activities

Now that you know how to evaluate texts listened to, you are going to determine the worth of ideas from the story, “**The Star Child**” that you have listened to using the **PMI-PLUS-MINUS-INTERESTING Strategies**.

Task 9: Worth It!

Directions. Fill in the table below. Write your answers on the appropriate column.

P	M	I
In the story, “ The Star Child ,” you just listened, cite positive ideas that you like most and will benefit in your life.	List negative opinions, which you think will not make you productive as a student or child.	In the story, “ The Star Child ,” think more situations that really inspired you.



Answer Key

What I Know	In New	What's In	What I have	What I learned	What I can do	Answers may vary	Depends on the response of the students	Assessment depends on the students

1. True	1. C	1. G	1. B	1. A	1. D	1. F	1. H	1. G
2. False	2. B	2. E	2. D	2. C	2. F	2. A	2. B	2. D
3. False	3. B	3. E	3. D	3. C	3. F	3. A	3. B	3. D
4. True	4. B	4. E	4. D	4. C	4. F	4. A	4. B	4. D
5. True	5. B	5. E	5. D	5. C	5. F	5. A	5. B	5. D
6. False	6. B	6. E	6. D	6. C	6. F	6. A	6. B	6. D
7. True	7. B	7. E	7. D	7. C	7. F	7. A	7. B	7. D
8. True	8. B	8. E	8. D	8. C	8. F	8. A	8. B	8. D
9. True	9. B	9. E	9. D	9. C	9. F	9. A	9. B	9. D

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