

Republic of the Philippines  
 Department of Education  
**NATIONAL CAPITAL REGION**  
 Misamis Street, Bago-Bantay, Quezon City

## UNIFIED SUPPLEMENTARY LEARNING MATERIALS (USLeM)

**Determining the Relevance and the Truthfulness of the  
 Ideas Presented in the Material Viewed**  
**Third Quarter - Week 2**  
**(Main and Supporting Ideas)**



**ENGLISH**

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### Expectations

This module aims to enable you to **determine the relevance and truthfulness of the ideas presented in a viewing material** through analyzing its content and feature.

Specifically, it will help you:

1. identify the major ideas presented in a viewing material, and
2. identify details that support each major idea.

### Pretest

**I. Directions:** Write the letter that corresponds to the term described in each number.

A. main idea	B. supporting details	C. paragraph
D. implicit main idea	E. explicit main idea	F. topic

- \_\_\_\_\_ 1. It is implied and is not directly stated in the text.
- \_\_\_\_\_ 2. It is directly stated either in the beginning, middle, or end of the text.
- \_\_\_\_\_ 3. It can be spotted by looking for a word or two that are repeated and stated in a few words.
- \_\_\_\_\_ 4. These are facts, statements and examples that help us fully understand the main idea.
- \_\_\_\_\_ 5. They clarify, illuminate, explain, describe, expand and illustrate the main idea.

**II. Directions:** Read the paragraph, then answer the questions that follow.

#### **Paving our Way for Continuity of Learning**

By Elizabeth S. Cuizon

**(A)** The COVID-19 pandemic has drastically changed our education system over the past months. **(B)** Despite of this, the Department of Education has been adamant about delivering quality education for all learners. **(C)** Teachers have undergone various training and webinars to be equipped for the new normal. **(D)** Likewise, parents have been informed of essential information about the distance learning delivery modalities. **(E)** Modules and other supplementary learning materials have been produced. **(F)** All of these have helped ensure school readiness for the new normal in education.

6. What is the main topic of the paragraph?  
A. education C. pandemic

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B. learners

D. teachers

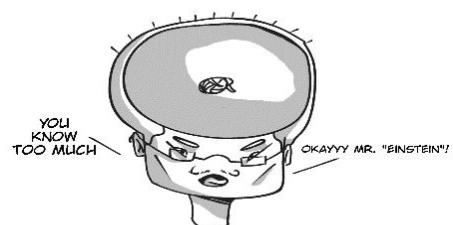
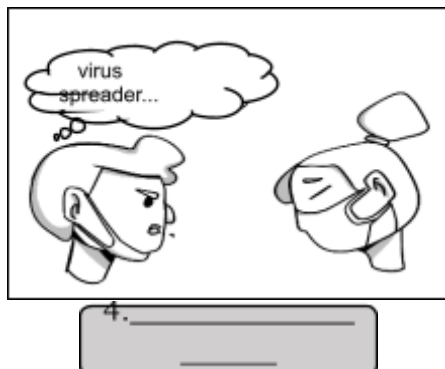
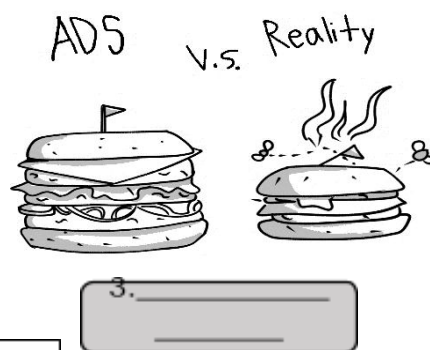
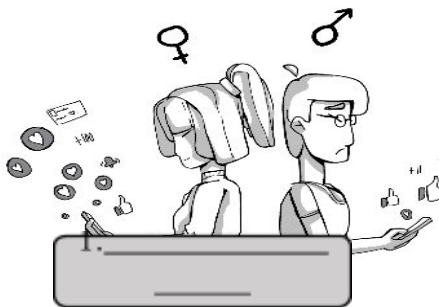
7. What is the main idea presented in the paragraph?
- A. Preparations had been made before the school year began.
  - B. The COVID-19 pandemic has drastically changed our education system.
  - C. Teachers have undergone various trainings and webinars to be equipped for the new normal in education.
  - D. The Department of Education has been adamant about continuing to deliver quality education for all learners.

8-10. Identify three (3) sentences from the paragraph that support the main idea. Write the letter that corresponds to your chosen sentences.

8. Sentence \_\_\_\_\_ 9. Sentence \_\_\_\_\_ 10. Sentence \_\_\_\_\_

### Looking Back

**Directions:** Tell whether each illustration shows **BIAS** or **PREJUDICE**.



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5.

*Digital illustrations created by Jeremie Axl B. Fabellano*

### Brief Introduction

In contemporary times, many get the information they need from viewing materials, like news programs, educational videos and among others. With the vast, often conflicting, amount of information offered by these materials, people must know how to evaluate them to avoid misinformation.

Evaluation is a skill founded on one's capacity to understand the content. Before we can form a judgment about the quality and value of the material, we must have a solid grasp of what it conveys. Here are the steps on how you can get a sense of the materials you view.

- ☐ **FIRST**, identify the topic – the subject of the material. Your strategy for topic identification is to ask yourself the question, "What is this about?" Sometimes, you can spot the topic by looking for a word or two that are repeated. Usually, you can state it in a few words.
- ☐ **SECOND**, look for the main idea. It may be stated at the beginning, in the middle, or at the end. It is the essential piece of information the author wants you to know. It is either explicit (directly stated) or implicit (indirectly stated).
- ☐ **THIRD**, find the supporting details. They are facts, statements, and examples--specifics that clarify, illuminate, explain, describe, expand and illustrate the main idea.
- ☐ The process of determining supporting details is as follows:
  1. Decide which details help to further the storyline.
  2. Decide which details help you to understand the main idea.
  3. Answer question raised by the main idea (who, what, when, why, or how).

### ILLUSTRATION OF PRACTICE:

Let us consider the paragraph below.

*The movie **Outbreak** was an epic, semi-realistic film in 1995. It is about a small, quarantined town in California, where the residents fall victim to an Ebola-like virus that stems from Capuchin monkeys in Zaire. When the movie was released, there was also an Ebola virus in Zaire, which made the movie quite scary for some viewers in the real world. It is an entertaining disaster movie that poses the horrific idea that diseases lurk in nature, and they could strike humanity at any time.*

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1. The subject or the topic, or the one being discussed in the text, is the movie "Outbreak."
2. The main idea is presented in the last sentence:  
***It is an entertaining disaster movie that poses the horrible idea that diseases lurk in nature, and they could strike humanity at any time.***

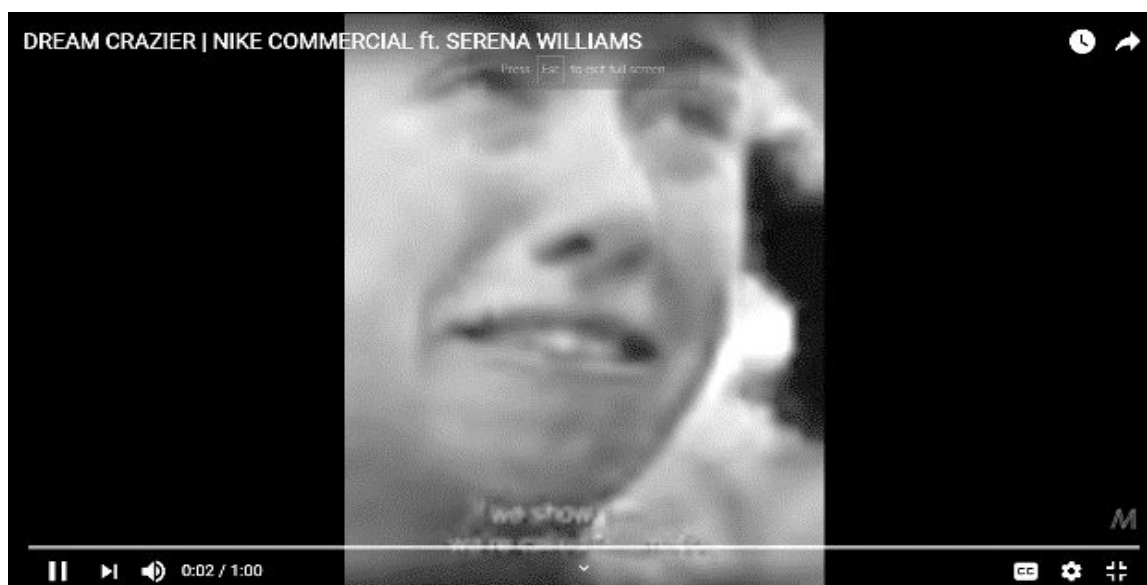
Notice that the main idea is explicitly stated in the last statement. It tells us the kind of movie Outbreak is and the central idea it conveys.

3. All the other sentences in the paragraph lead you to the stated main idea. They help you grasp the meaning of the material.

**SOURCES:** <https://www.landmarkoutreach.org/strategies/finding-main-idea/>  
<https://www.studocu.com/my/document/universiti-teknikal-malaysia-melaka/english-for-academicpurpose/lecture-notes/chapter-2-and-3-readingsupporting-details-and-distinguishing-relevant-and-irrelevant-ideas/8490617/view>

### Activities

**General Directions:** Watch the video then, do the activities that follow.



#### Video transcript:

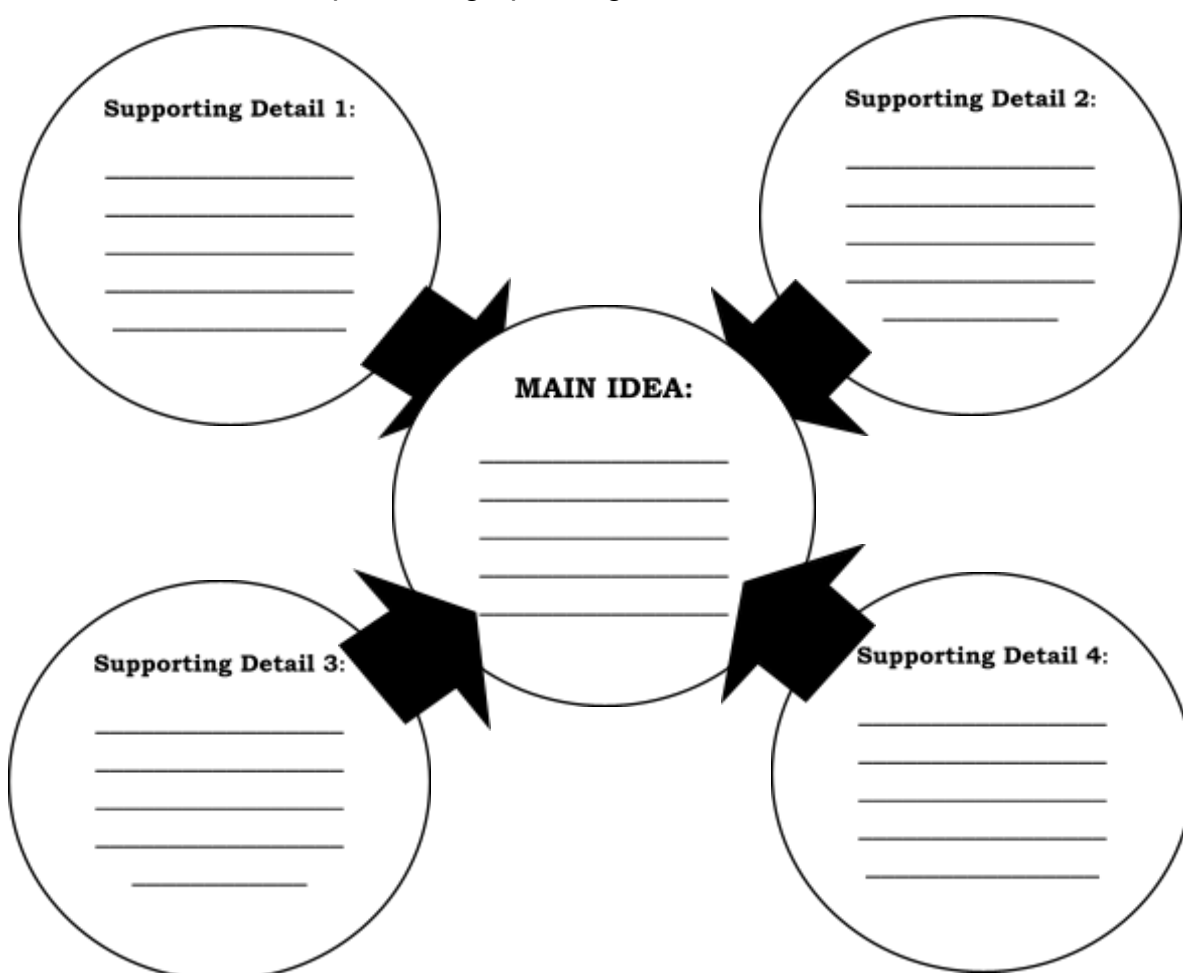
(Th If we show our emotion, we're called dramatic. If we dream of equal opportunity? We're "delusional". When we're too good, there's "something wrong with us." And if we get angry, we're "hysterical", "irrational", or just "being crazy". But, a woman running a marathon is crazy. A woman boxing is crazy. A woman dunking, coaching an NBA team, competing in a 'hijab', or winning 23 Grand Slams, having a baby, and then coming back for more? Crazy, crazy, crazy, and crazy. So, if they wanna call you crazy? Fine. Show them what crazy can do. Just DO it.

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A. **Directions:** Complete the graphic organizer below.



B. **Directions:** Answer the following questions.

1. What message does the material convey? Cite textual evidence.

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2. In what way is that message relevant these days? Explain.

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### Remember

To get the sense of a viewing material, you need to follow a process.

- ☐ **FIRST**, identify the topic – the subject of the paragraph. Your strategy for topic identification is to ask yourself the question, "What is this about?"
- ☐ **SECOND**, look for the main idea stated at the beginning, in the middle, or at the end. It is the essential piece of information the author wants you to know. It is either explicit (directly stated) or implicit (indirectly stated) in the text.
- ☐ **THIRD**, look for the supporting details. They are facts, statements, and examples--specifics that guide us in understanding the main idea fully. They clarify, illuminate, explain, describe, expand and illustrate the main idea.

### Checking Your Understanding

**Directions:** Watch the motivational video "*A Message of Hope*." Then, complete the graphic organizer.





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Reference: [https://www.youtube.com/watch?v=rLY174n\\_KWA](https://www.youtube.com/watch?v=rLY174n_KWA)

### Video transcript:

It's interesting that the things we cherish most are the same things we walk right by. They become so intertwined in the status quo that ultimately, it becomes impossible to tell them apart from our day to day. That is impossible until things change because, as it turns out, that the thing we call life, it has a say. There's a saying you never really know what you have until it's gone. Sometimes it takes the most abrasive of reminders, the harshest of times, to help us recapture that perspective, to lift us up and show us what we had previously failed to see. And while our darkest moments test our strength, they push our boundaries, even transform our reality. They can also be the bridge that leads us exactly where we need to be. They remind us that sometimes it's not about how we spend our time, but who we spend it with.

That quiet brings clarity, and the world can spin so fast that we forget to think about our place within it. It reminds us how humanity is more significant than the sum of its parts, and it takes just as much energy to build up as it does to tear down. It reminds us that no matter where we live, what we speak, or who we pray to, we're not so different after all. It reminds us that there is so much good in this world than evil, so much more love than hate, and so much promise for tomorrow. Someday, we'll look back on this moment with the lessons we've learned, the hardships we've faced. We will be reminded of the miracle that is the human spirit, unwavering in its resolve, unbreakable at its foundation, stronger than we could ever comprehend. See, sometimes, it's hard to look around and find a reason to be optimistic, to understand or comprehend "why." But what we'll find is that if we look hard enough, immersed in the uncertainty, the disruption, and in some cases the tragedy, there's something to be gained.

A tiny candle flickering in the night that will eventually grow to light our way. Because that road to tomorrow is paved with hope, there are pages unwritten, stories untold, and a new chapter to begin.

<b>Topic:</b>			
<b>Main Idea:</b>			
<b>Supporting Detail 1</b>	<b>Supporting Detail 2</b>	<b>Supporting Detail 3</b>	<b>Supporting Detail 4</b>



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**Reference:** <https://www.youtube.com/watch?v=8Sf4Lwxg6lQ>

### Posttest

**A. Directions:** Write **T** on the space provided if the statement is TRUE and **F** if it is FALSE.

- \_\_\_\_\_ 1. The main idea is the essential piece of information the author wants to convey.
- \_\_\_\_\_ 2. There are three ways to express the main idea: explicit, implicit, and exquisite.
- \_\_\_\_\_ 3. Identifying the topic is the first process in evaluating and interpreting a text or a viewing material.
- \_\_\_\_\_ 4. Supporting details are facts, statements, and examples--specifics that guide us to fully understand the main idea.
- \_\_\_\_\_ 5. Answering the questions raised by the main idea (who, what, when, why, or how) helps determine the supporting details.

**B. Directions:** The steps in getting the sense of a viewing material are conveyed in the following questions. Arrange them according to their order of sequence using numbers 6-8.

\_\_\_\_\_ What specific information that guide someone to fully understand the main idea of a viewing material?

\_\_\_\_\_ What is the viewing material all about?

\_\_\_\_\_ What essential piece of information does the author want you to know?

**C.** Encircle the letters that correspond to two functions of supporting details.

- A. They limit the main idea.
- B. They illustrate the main idea.
- C. They state the central message of a material.
- D. They clarify specific points raised in a material.

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### Answer Key:

10. E		
9. D		
8. C		
7. D		
6. B		
5. C	5. prejudice	
4. B	4. prejudice	
3. F	3. prejudice	
2. E	2. bias	
1. D	1. bias	
<b>Pretest:</b>	<b>Looking Back</b>	<b>Posttest</b>
		1. T
		2. F
		3. T
		4. T
		5. T
		6. 8
		7. 6
		8. 7
		9-10. B & D

### References

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<https://study.com/academy/lesson/how-to-explain-the-main-point-through-supporting-details.html> (Accessed on January 20, 2021)
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[https://www.studocu.com/my/document/universiti-teknikal-malaysia melaka/english-for-academic purposes/lecture-notes/chapter-2-and-3-readingsupporting-details-and-distinguishing-relevant-and-irrelevant-ideas/8490617/view](https://www.studocu.com/my/document/universiti-teknikal-malaysia-melaka/english-for-academic-purposes/lecture-notes/chapter-2-and-3-readingsupporting-details-and-distinguishing-relevant-and-irrelevant-ideas/8490617/view) (Accessed on January 20, 2021)
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4. Identifying Topics, Main Ideas, and Supporting Details  
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