



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM
No. 266, s. 2020

May 12, 2020

DEPED MEMORANDUM DM-CI-2020-000
“CLARIFICATION ON THE USE OF MOST ESSENTIAL LEARNING
COMPETENCIES (MELCS) AND OTHER RELATED ISSUES”

To: CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
School Principals/Administrators

1. In reference to DepEd Memorandum DM-CI-2020-000 entitled “Clarification on the Use of Most Essential Learning Competencies (MELCs) and Other Related Issues, the following are hereby reiterated:
 - a) DepEd has received reports on activities circulating online regarding the selling of MELCs. The Department through the Office of the Undersecretary for Curriculum and Instruction (OUCI) would like to clarify that the MELCs are strictly not for sale, and strongly condemns any act that aims to create more confusion in the implementation of policies, especially during the time of COVID 19 Pandemic.
 - b) The MELCs shall serve as the primary reference of all schools, Schools Division Offices (SDO) and Regional offices (Ros) in determining and implementing learning delivery approaches that are suited to the local context and diversity of learners, while adapting to the challenges posed by COVID 19.
 - c) Accordingly, ROs, SDOs and schools need not create a new list of learning competencies for the different learning areas since these are already available through the MELCs. Schools, SDOs and ROs are encouraged to supplement the MELCs through their enhancement and contextualization, which specifically includes the preparation of Modules or Self-Learning Kits.
 - d) Starting June 1, 2020, the following are expected to take place:
 - a. Teachers shall be tasked to prepare weekly Learning Activity Sheets;
 - b. Participate in capacity building activities in managing multi-modal learning delivery options;
 - c. Assist in orienting parents on effective facilitation of home-based learning;
 - d. Prepare learners for the formal start of classes; and
 - e. Gather data on the specific contexts of their learners (access to technological gadgets, capacity of learners for independent learning, etc.)
2. In connection thereof, School Heads are tasked to provide all teachers a copy of MELCs and require them to prepare a Weekly Learning Activity Sheets for the subjects they handle,



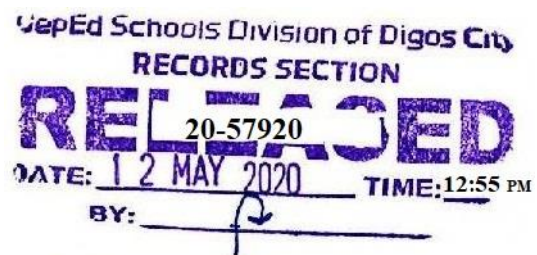
using the format attached hereto, they are also expected to organize and supervise teachers for the other tasks stipulated in Item 1.d.

3. Focal PSDSs are expected to monitor and provide technical assistance ensuring that all teachers will be prepared for the Opening of Classes.
4. For information, guidance and compliance



CRISTY C. EPE
Schools Division Superintendent

(Note: Sample of Weekly Learning Activity Sheet is in the next pages)



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(Sample)

Weekly Learning Activity Sheet

Name: _____ Grade & Section: _____ Date: _____

Learning Area: English

Quarter No. _____

Week No. _____

Topic: Getting the Main Idea

Learning Competencies & Code:

- a) Skim for major ideas using heading as a guide - EN7SS-I-b-1.5.1

Concept/Short Input:

The **main idea** is the central idea of the paragraph. It is the most important thought about the topic. It is often found in the first sentence of the paragraph. Sometimes, it is found at the end or in middle sentences in the paragraph.

Often the author states the main idea in a single sentence. When the author stated the main idea directly, it is called a **stated main idea**. A stated main idea is a sentence found in the reading passage which states the topic and the main point or points being made about that topic.

At times the main idea will not be stated directly. This is called an **implied main idea**. An implied main idea means that the author has chosen not to use a statement in the selection or passage to tell the reader the topic and main idea. The reader must read the passage and determine the main idea from the information that is presented. The reader is responsible for composing a statement of the main idea since there is no topic sentence that can be found within the paragraph.

Example No. 1:

Natural calamities like typhoon, flood and landslides pose a great damage to the people all over the country. It has posed a big problem to the education sector in terms of damaged school properties, disruption of normal teaching – learning activities. Most of all, it has caused loss of innocent lives of school children.

Source: *Module 10- A DepEd-BEAM Distance Learning Program supported by the Australian Agency for International Development*

This paragraph tells about natural calamities.

The sentence: Natural calamities like typhoon, flood and landslides pose a great damage to the people all over the country, tells what the paragraph is all about. It is found at the beginning sentence in the paragraph.

It is the key sentence which gives the main idea of the paragraph. It is stated main idea because the topic sentence is directly stated in the paragraph

Example No. 2:

Do you wear glasses? Make sure your glasses fit well. The earpieces should be at eye level. Don't try to adjust the earpieces yourself. Take your glasses for adjustments to the place you bought them. Keep your glasses in a case when you're not wearing them. This will prevent scratches. Keep the lenses clean. A soft cloth is best for cleaning.

Source: <https://www.mdc.edu/Kendall/collegeprep/documents2/MAIN%20IDEASrevised815.pdf>



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This paragraph tells about glasses.

The main idea in the paragraph is not directly stated so there is a need to write one. The possible implied main idea in the paragraph is: Taking care of your glasses involves many steps.

This tells the general statement about the paragraph which the author wants me to know about the topic.

Activity No. 1:

Read the paragraph and answer the questions.

KITE FLYING

In Japan kite flying is celebrated every fourth day of May. Kites shaped like carp are flown by the boys in every household. It is believed that kite flying makes the boys persistent and successful in any worthwhile activity. The carp, which is like a kite fish, is the symbol of patience and perseverance. This fish tries to swim against strong currents although it is small.

In India the kites look like shields, while in Australia they look like boats. In Brazil, the kite is shaped like a falcon which is a small eagle (lawin). Here in the Philippines kites are shaped like pretty butterflies.

Every man, woman, boy, and girl flies kites in Korea. Children wear their names on their kites on January 14 of each year. As their kites go high up in the air, the children make a wish for success. They also wish that the kite may carry off all their troubles the whole year. Then they cut the strings loose and let their kites fly away.

One day a Korean general set a lantern upon a dragon-shaped kite. He wanted to inspire his soldiers who believed that the dragon is a symbol of good luck. He made them think that a new star had appeared as a sign of divine help. Very much inspired, the soldiers fought like wildcats. They won the battle and thanked the dragon-shaped which had brought them victory.

Kites also played an important role in China. In the olden days an emperor was held prisoner in a castle tower. His loyal men made a huge kite and sent it flying near the tower window. The emperor reached out, held on to the kite and safely escaped from the tower.

Source: Module 10- A DepEd-BEAM Distance Learning Program supported by the Australian Agency for International Development

What is the main idea of each paragraph?

Match the number of each paragraph with its main idea. Write the letter in the blank.

A

B

- _____ Paragraph 1
- _____ Paragraph 2
- _____ Paragraph 3
- _____ Paragraph 4
- _____ Paragraph 5

- a. How kites look in different countries
- b. How a Korean general and his men won the battle
- c. How a kite helped save an emperor
- d. Kite flying in Japan
- e. Kite flying in Africa
- f. Kite flying in Korea



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Activity No. 2:

Read the selection and answer the questions that follow. Circle the letter of the correct answer.

Do you know that the ordinary housefly has killed more men than any other creature since time began? The number of human beings slain by tigers and lions, bitten by snakes, and those killed in war is nothing compared to the number of those who have died because of this murderer, this common housefly.

Its chief method of murder is by carrying disease germs to our food. The fly that comes into our kitchen brings with it millions of bacteria. These multiply rapidly into billions. How can one housefly carry millions of germs? How can we count these millions of bacteria?

Scientists have a method of counting them. They capture an ordinary housefly. They place it in a bottle filled with a quart of water. They shake the bottle vigorously so that the germs are washed from the fly and distributed in the water. Then one of the scientists takes a drop of this polluted water and puts it under a powerful microscope. If there are fifteen germs in that drop of water, he will multiply this number by the number of drops in the bottle, perhaps half a million drops.

Source: Module 10- A DepEd-BEAM Distance Learning Program supported by the Australian Agency for International Development

1. What is the whole selection about?
A. Scientists B. Bacteria C. The housefly D. Criminals
2. What is the main idea in the first paragraph?
A. The housefly carries millions of germs.
B. Scientists can easily capture flies.
C. The housefly is the number one killer.
D. Many people were killed during the war.
3. What does the second paragraph tell us?
A. Flies carry disease germs to our food.
B. Snake bites have killed millions of people.
C. Human beings have been slain by lions and tigers.
D. We can easily count the germs brought by flies.
4. What is the main idea in the last paragraph?
A. Scientists have a method of counting germs.
B. Scientists choose the biggest housefly.
C. Scientists keep flies in a bottle.
D. Scientists examine all the flies.
5. Why does the scientist vigorously shake the bottle containing the housefly?
A. To make the fly dizzy B. To wash away the germs from the fly
C. To kill the germs brought by the fly D. To make bubbles inside the bottle



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Activity No. 3:

Read the paragraph and the questions that follow. Circle the letter of the best answer.

Some boys and girls in grade six are in the adolescent stage. Adolescence in its literal sense means “becoming an adult”. The adolescent is characterized by an excessive necessity to prove himself as an adult. When he falls short of what he considers “adult standards,” he feels inadequate and insecure. He tries hard to make up for this feeling by being boastful, aggressive, and competitive.

The adolescent resents being treated as a child. He demands the rights and privileges of a grown-up. He wants to go to parties, visit places of entertainment his parents may approve of, to spend his time with his crowd without being questioned. The adolescent wants to become independent.

The social group to which the adolescent belongs has a powerful influence. He follows in a slavish manner to the dress, the manner of speech, and the behavior of his group. Sometimes the adolescent will even ignore parental advice in order to obtain group approval.

Besides the changes mentioned above, several other changes come about. The most striking are the physical changes among adolescents. There is a rapid increase in height. Girls grow taller two years earlier than the boys. However, the none growth of adolescent boys lasts longer so that they become relatively larger.

Boys and girls become bulkier during adolescence. Girls acquire fat although they eat less food. On the contrary, boys tend to lose body fat but eat more. Girls accumulate fat from the time they are eight years old. This continues up to the time they are 16 or 17. On the other hand, boys no longer gain fat from their thirteenth to their nineteenth year.

Source: *Module 10- A DepEd-BEAM Distance Learning Program supported by the Australian Agency for International Development*

1. What is the main idea in the first paragraph?
 - A. The adolescent feels inadequate and insecure.
 - B. The adolescent wants to prove himself as an adult.
 - C. The adolescent is boastful and aggressive.
 - D. Some boys and girls in grade six are adolescents.
2. What is the key or topic sentence in the second paragraph?
 - A. The adolescent wants to go to parties.
 - B. The adolescent wants to visit places of entertainment.
 - C. The adolescent wants to become independent.
 - D. The adolescent wants to spend his time with his crowd.
3. What is the main idea in paragraph 3?
 - A. The adolescent ignores parental advice.
 - B. The adolescent imitates his friends in the way of dressing.
 - C. The adolescent follows slavishly the behavior of his group.
 - D. The social group to which the adolescent belongs has a powerful influence.
4. According to the selection, what is the most striking change among adolescents?
 - A. physical changes
 - B. emotional changes
 - C. social behavior
 - D. spiritual beliefs



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5. What does the last paragraph tell us?
- A. There is a rapid increase in weight.
 - B. There is a rapid increase in height.
 - C. Boys grow taller two years earlier than girls.
 - D. Boys and girls become bulkier during adolescence.

Reference

1. Boudah, D. J. (2012). *The main idea strategy: Improving reading comprehension through inferential thinking* (teacher instructional manual) (3rd ed.). Lawrence, KS: Edge Enterprise
2. *Module 10- A DepEd-BEAM Distance Learning Program supported by the Australian Agency for International Development*

This worksheet is exclusive for DepEd Digos City Division use only. We welcome any comments for the improvement of this material. Please email to tito.endrina@deped.gov.ph for your suggestions.

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