

ENGLISH

Quarter 1 - Module 7



ENGLISH - Grade 2
Quarter 1 - Module 7 Identifying Discourse Markers and Summarizing a Narrative Text
Self-Learning Module (SLM)
MATATAG Curriculum
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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 clearly 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.

A Pre-test is provided to measure your prior knowledge about the lessons in each SLM. This will tell if you need to proceed on completing this module, or if you need to ask your facilitator's 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, Note to the Facilitators is also provided to the 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. Read carefully the instructions before performing each task.

If you have any question in using this SLM or any difficulty in doing the tasks in this module, do not hesitate to consult your teachers or facilitator.

Thank you.

For the learner

Welcome to the English - Grade 2 Self-Learning Module (SLM) on Identifying Discourse Markers and Summarizing a Narrative Text!

In this learning resource, you will have the opportunity to enjoy and successfully achieve relevant competencies at your own pace.

This module offers fun and meaningful opportunities for both guided and independent learning. You will engage with the material and become an active participant in your learning journey.

This module has the following parts and corresponding icons:



What I Need to Know

This gives you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly, you may decide to skip this part.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson is introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to concretize your understanding and skills about the topic. You may check the answers to the exercises using the Answer Key at the end of the module.

**What I Have Learned**

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.

**What I Can Do**

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or events.

**Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**

In this portion, another activity is given to you to enrich your knowledge or skill of the lesson learned. It also ensures retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Avoid unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Answer *What I Know* before moving on to the other activities included in the module.
3. Carefully read the instructions before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in doing the tasks in this module, consult your teacher or facilitator. Always bear in mind that you are not alone. We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies.

For the facilitator

Welcome to the (English Grade 2) Self-Learning Module on (Identifying Discourse Markers and Summarizing a Narrative Text)!

The Curriculum Implementation Division (CID) through the Learning Resource Management Section (LRMS) launched this module in cooperation with the Division's Teacher Developers, Learning Resource Evaluators (LREs), Information and Technology Officer, and subject matter experts in Mathematics and English. This has been especially developed, quality-assured, and validated to enable you to help the learners overcome their educational obstacles—personal, social, and economic—while meeting the standards outlined in the MATATAG Curriculum.

This learning resource hopes to engage the learners in guided and independent learning activities. It further aims to help them acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of their progress while allowing them to manage their learning. In addition, you are enjoined to encourage and assist the learners as they do the tasks contained in the module.

ENGLISH

Quarter 1 - Module 7

Identifying Discourse Markers and
Summarizing a Narrative Text



What I Need to Know

This module was designed and written with you in mind. The scope of this module will help you master how to identify discourse markers and make a summary of the narrative text. We hope that through this learning material, you will have a meaningful learning experience and gain a deep understanding of the relevant competencies. You can do it!

This module is all about:

Lesson 1: Identifying Discourse Markers in a Given Text

Essential Learning Competency:

- **EN2GAGS-I-7** Identify discourse markers for a given text type: time order and procedural.
- **EN2CCT-I-7** Make a summary of the narrative text.

After going through with this module, you are expected to:

1. Identify discourse markers for a given text type and;
2. Make a summary of the narrative text using discourse markers.

Lesson 1 - Identifying Discourse Markers and Summarizing a Narrative Text



What I Know

Hello, learning buddy! Feel free to take your time to learn more about the lesson. Once you feel confident and have a thorough understanding of the material, you may choose to skip this module. However, if you'd like to continue, I'm here to provide you with different activities. Have fun!

Directions: Read aloud the steps on how to cook rice. Identify the time order word and procedural text used in each step.

1. First, measure 1 cup of rice.
2. Next, rinse the rice with water.
3. Then, put the rice in a pot with two cups of water
4. Finally, let the rice simmer until the water dries up.



What's In

Directions: Read each sentence carefully. Select the word with the CVC pattern.

1. Binsoy ran around the oval yesterday.
2. I have a white, furry cat.
3. I see a dog playing in the yard.
4. The bus is filled with passengers today.
5. Let's dig a hole and plant our seeds.



What's New

Directions: Read the steps on how to properly wash your hands and answer the questions below.

To wash your hands, first turn on the water and moisten the hands. Next, apply soap and rub the hands together, creating a lot of bubbles. Scrub both sides of your hands, between your fingers, and under your nails. Then, rinse your hands well in running water. Finally, dry your hands with a clean towel or paper towel. Great! Now your hands are clean and germ-free!

Questions:

1. Why do we need to wash our hands?
2. What is the first step to wash your hands?
3. How often do we need to wash our hands?
4. Do you follow the steps in washing your hands?
5. Can you summarize the steps on how to properly wash your hands?



What is It

Well done kids! Today, we'll learn about discourse markers and how to summarize a text.

- ❖ **Discourse markers** are words or phrases used to organize and manage what we say or write or to express attitude.
- ❖ **Time order words** (time adverbs) are words used to show when an event or action takes place about another. They help establish chronological order. Examples of time order words are *'first,' 'next,' 'then,' 'after,'* and *'finally'.*
- ❖ A **procedural** is a text that tells you how to do or make something.
- ❖ **Summarizing** a text means telling the most important parts of a story or text in a shorter way.

Read and study the example of summarizing using discourse markers.

First, *wet* your hands with clean, running water.

Next, *apply* soap and rub your hands together creating a lot of bubbles.

Then *rinse* your hands well under clean, running water.

Finally, *dry* your hands using a clean towel.

- ❖ The words **first**, **next**, **then**, and **finally** are called time order words because they are used to show when an action takes place while the words **wet**, **apply**, **scrub**, **rinse**, and **dry** are procedural texts because they tell you how to do something.



What's More

Activity 1: Spot the Signal Words!

Directions: Read the short narrative below and identify the time-order words that help show the text in order.

First, gather all the materials you need. Next, mix the flour and water in a bowl. Then, add the sugar and stir well. Finally, bake it in the oven for 20 minutes



What I have learned

Well done! You have finished all the activities. Let's see how much you learned from this lesson.

Directions: Read the questions below and choose the correct answer from the box.

Time order procedural summarizing
Discourse Markers First, next, then and finally

1. A _____ is a text that tells you how to do or make something.
2. _____ are words used to show when an event or action takes place about another. They help establish chronological order.
3. _____ means telling the most important parts of a story or text in a shorter way.
4. _____, _____, _____ and _____ are examples of time order words.
5. _____ are words or phrases used to organize and manage what we say or write or to express attitude.



What I can do

Directions: Read the short narrative below. Provide the time order words (discourse markers) to show the order of steps.

Mia wanted to celebrate a Filipino festival by making *bibingka*. _____, she gathered all the ingredients needed . _____, she mixed all the ingredients and poured the batter into small molds. _____, she baked the *bibingka* in a traditional clay oven. _____, she enjoyed the *bibingka* with her family during the festival.



Assessment

Activity 3: Order it Right!

Directions: Read the short narrative below. Summarize the story in 3-4 sentences using time-order words.

Susan Makes Delicious Puto

By: Jane A. Bulaqueña

Susan wanted to make puto, a delicious Filipino steamed rice cake. First, she gathered all the ingredients, including flour, sugar, baking powder, milk, and a pinch of salt. Next, she carefully mixed the flour, sugar, and milk in a bowl, stirring until the batter was smooth and free of lumps. Then, she poured the batter into small molds, lightly greased to prevent sticking, and carefully placed them in a preheated steamer. Finally, she steamed the puto for about 15 minutes until they became fluffy, soft, and fully cooked. Once done, she let them cool slightly before serving them warm with butter or cheese on top.

Rubrics:

| Criteria | 4 Great Job | 3 Good | 2 Keep Trying | 1 Needs Help |
|---------------------------------|---|---|---|---|
| Using Time Order Words | Uses time- order words like first, next, then, and finally. | Uses some time order words | Uses 1 or 2-time order words | No time order words used |
| Telling the Story | Tells the story clearly in 3-4 sentences | Tells most of the story but misses a small part | The story is missing important parts or too short | The story is hard to understand or not finished |
| Writing sentences | Sentences are complete and easy to read | Sentences are mostly clear | Sentences have some mistakes or are complete | Sentences are confusing or don't make sense |



Additional Activities

You are doing great! You are about to finish this module. But here's the last wave of activity for you to work on.

Activity 4: Create your Story Summary!

Directions: Read the narrative below. Summarize Nilo's garden project using 3-4 sentences and include time order words to show the sequence of events in your summary.

Nilo wanted to start a garden in their backyard. *First*, he chose a sunny spot and prepared the soil by digging and adding compost. *Next*, he planted seeds for flowers and vegetables in neat rows. *Then*, he watered the plants and made sure they got enough sunlight. *Finally*, after a few weeks, the plants started to bloom with beautiful flowers and fresh vegetables.

Answer Key

What I Have Learned

1. Procedural
2. Time Order
3. Summary
4. First, next, then and finally
5. Discourse Markers

What I can Do

1. First
2. Next
3. Then
4. finally

What I know

1. First
2. Next
3. Then
4. Finally

What's In

1. ran
2. cat
3. dog
4. bus
5. dig

What's More

1. First
2. Next
3. Then
4. Finally

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 1 - Module 7** titled **"Identifying Discourse Markers and Summarizing a Narrative Text"** was developed by SDO Tacurong with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. Contents of this module were based on DepEd's Learning Competencies anchored on the MATATAG Curriculum. This is a supplementary material to be used by all learners of Tacurong City in all public schools beginning SY 2024-2025. The process of LR development was observed in the production of this module. This is version **1.0**. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

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