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DepED MATATAG
Bansang Makabata Batang Makabansa

ENGLISH

Quarter 3 - Module 7

SELF-LEARNING MODULE

DEPARTMENT OF EDUCATION - SOCCSKSARGEN

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ENGLISH - Grade 2
Quarter 3 - Module 7 Identifying Discourse Markers
Self-Learning Module (SLM)
MATATAG Curriculum
First Edition, 2025

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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 Learners

Welcome to the English - Grade 2 Self-Learning Module (SLM) on Identifying Discourse Markers!

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 instruction 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.

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.

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ENGLISH

Quarter 3 - Module 7
Identifying Discourse Markers

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What I Need to Know

Welcome to this learning module! Today, we will explore how to decode high-frequency words, understand simple sentences, and create our own texts. We will practice reading, writing, and understanding stories about our community.

Learning Objectives:

By the end of this module, you should be able to:

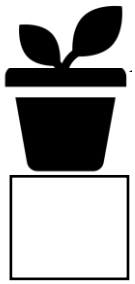
1. Identify discourse markers in time order and procedural texts as well as descriptive texts. (EN2GAGS-III-7)
2. Summarize a narrative text. (EN2CCT-III-7)

Lesson: Identifying Discourse Markers

What I Know

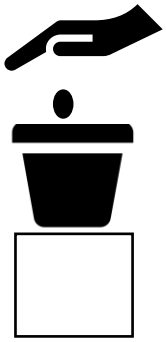
Before we begin, let's see what you already know!

Directions: Arrange the following pictures in correct order by writing 1-4 in the box.



It becomes a sprout.

It grows into a plant.



The farmer plants the seed.

The flower blooms.

First, what did the farmer do?

Next, what happened to the seed?

Lastly, what happened to the plant?

What's In

Directions: Read the story below and answer the questions that follow.

The Lost Kitten

By: Febie Lee B. Pelitro

Once upon a time, a little girl named Iya was playing in her backyard when she heard a soft meow. **First**, she looked around and found a tiny kitten hiding under a bush. The kitten looked lost and scared. **Next**, she decided to help. She picked up the kitten gently and took it to her house. **Then**, Iya gave the kitten some milk and made a cozy bed for it in a box. **After that**, she asked her neighbors if they knew who the kitten belonged to. **Finally**, she found out that the kitten belonged to Mrs. Rojin. Iya happily returned the kitten to Mrs. Rojin, and she thanked her for her kindness.

Questions:

1. Who are the characters in the story?
2. Where does the story take place?
3. What is the problem in the story?
4. How does the story end?
5. Can you retell the story?

What's New

Directions: Read and analyze the following sentences.

Activity 1: A Day in My Life

1. **First**, I wake up in the morning.
2. **Then**, I brush my teeth.
3. **Next**, I eat my breakfast.
4. **After** that, I go to school.
5. **Finally**, I come back home and play.

What are the discourse markers or signal words used in each sentence?

What is It

Discourse markers are words or phrases that help organize what we say or write. They can show when we're adding ideas, giving examples, or changing topics.

Examples:

- First
- Next
- Then
- After
- Finally

Summary of narrative texts tells the main events in the story. These discourse markers help us connect our ideas clearly. Here's how they relate:

Beginning

Main Character(s): Who is the story about?

Use markers like "First" to introduce the main character.
Example: First, the story is about a girl named Iya.

Setting: Where does the story happen?

Use "Next" to describe where the story takes place.
Example: Next, it takes place in Iya's backyard.

Middle

Main Problem or Conflict: What problem do the characters face?

Use "Then" to explain the problem the characters face.
Example: Then, Iya finds a lost kitten.

End

Solution or Ending: How does the problem get solved?

Use "Finally" to tell how the story ends or how the problem is solved.
Example: Finally, Iya returns the kitten to its owner.

By using these discourse markers, we make our summaries smoother and easier to understand.

They help show the order of events and keep our thoughts organized.

Other signal words being used in time order, procedural, descriptive texts are second, third, fourth, fifth, sixth, seventh, eighth, finally, and lastly.

What's More

You've learned about the discourse markers. Now, let us read the short story and answer the questions that follow!

Guided Activity 1: Short Story

Directions: Read and analyze the story.

A Fun Day at the Park

By: Febie Lee B. Pelitro

Last Saturday, the sun was shining in our town. Everyone came to the park for the community picnic. Families brought tasty food to share.

Children played games like tag and soccer while the adults set up the picnic tables. After everyone got there, the mayor welcomed everyone and thanked them for coming.

Then, we all sat down to eat together. Everyone laughed and talked while eating.

Finally, the day ended with a fun raffle, and many people won prizes.

Assessment 1

Directions: Write numbers 1-7 to arrange the following sentences in the correct order.

_____ Families brought tasty food to share.

_____ The mayor welcomed everyone and thanked them for coming.

_____ Last Saturday, the sun was shining brightly in our town.

_____ Finally, the day ended with a fun raffle, and many people won prizes.

_____ Children played games like tag and soccer while the adults set up the picnic tables.

_____ Everyone came to the park for the community picnic.

_____ Then, we all sat down to eat together.

What I have learned

Directions: Complete the text by filling in the blanks provided. Write your answers on a separate sheet.

When we summarize a narrative text, using discourse markers like "_____," "_____," "_____," "_____," and "_____" tells us the order of events or the steps to follow in directions. These markers help us connect our ideas clearly from the _____, _____, and _____ of the story.

Other signal words used in time order, procedural, and descriptive texts include "second," "third," "fourth," "fifth," "sixth," "seventh," "eighth," "finally," and "lastly.

What I can do

Congratulations! You are now ready to answer the next activity.

Directions: Read the short story and then complete the table to summarize the narrative text using discourse markers.

A Day in our Community

By: Febie Lee B. Pelitro

First, the day started with the sun rising and birds singing. People woke up and got ready for the day.

Next, neighbors went to the park to help clean up. Some people picked up trash, others planted flowers, and a few swept the paths.

Then, the kids helped too! They watered the plants and carried little bags of leaves. Everyone worked together to make the park look nice.

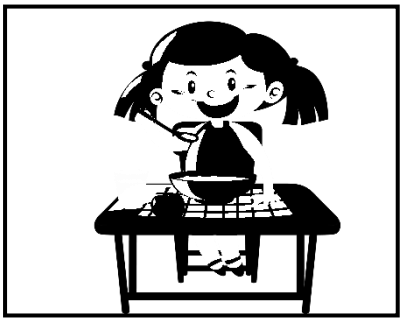
Finally, the mayor thanked everyone for helping. The park looked beautiful, and everyone was happy with what they did together.

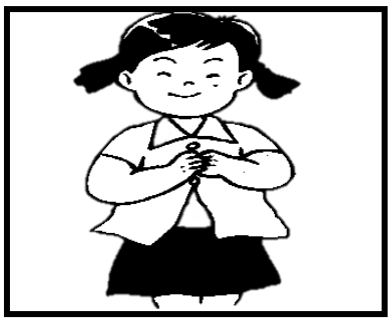
Title	
Beginning • Who are the main characters? • Where does the story take place? • What happens in the beginning?	
Middle • What happens in the middle? • What is the problem? • What does the main character do and feel?	
End • How is the problem solved? • How does the story end?	

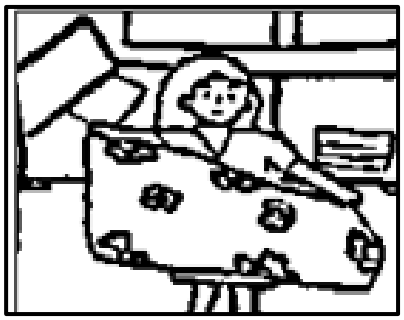
Assessment

Directions: Below are the things that you usually do after waking up and before going to school in the morning. On your paper, write **A for first**, **B for second**, **C for third**, **D for fourth**, and **E for fifth** to order the events.

Example: A

_____ 

_____ 

_____ 

_____

_____

Additional Activities

Directions: With the guidance of your parent/ guardian, write the step-by-step procedures in cooking steamed rice observing proper use of discourse markers.

Answers Key

What I Know

2-3-1-4

What I Have Learned

- First
- Next
- Then
- After
- Finally

- Beginning
- Middle
- End

What's More

Assessment 1

3
5
1
7
4
2
6

What's In

1.The characters are Iya, the kitten, and Mrs. Rojin.

2.The story takes place in Iya's backyard and her house.

3.The problem is that the kitten is lost and scared.

4.The story ends with Iya finding out the kitten belongs to Mrs. Rojin and returning it. Mrs. Rojin and the kitten thank Iya for her kindness.

5. Answers may vary

Assessment

1. E
2. A
3. C
4. D
5. B

What I Can Do

Title: A Day in our Community

Beginning

First, the main characters are the neighbors, the kids, and the mayor.
The story takes place in the park.
First, the day starts with the sun rising, and people wake up to get ready for the day.

Middle

Next, the neighbors go to the park to help clean up. Some people pick up trash, others plant flowers, and a few sweep the paths. Then, the kids help by watering the plants and carrying small bags of leaves.
The park is messy and needs cleaning to look nice.
The neighbors and kids work together to clean the park and feel happy as they work as a team.

End

After everyone works hard, the park becomes clean and beautiful.
Finally, the mayor thanks everyone for their help, and they all feel proud and happy about what they did together.

References

K5 Learning. "Reading Comprehension Worksheet - Bruce and the Spider - Grade 5 - Free and Printable." Accessed October 6, 2024. https://www.k5learning.com/reading-comprehension-worksheets/grade-5/bruce-and-the-spide

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https://www.pngwing.com/en/free-png-vtrjn/download

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https://www.pngwing.com/en/free-png-bsncn/download

DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 3 Module 7** titled **"Identifying Discourse Markers"** 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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