



ENGLISH

Grade 2

**Three-Term Budget Of Work (BOW)
for Learning Competencies**

ENGLISH Grade 2

Three-Term Budget Of Work For Learning Competencies

First Term	
Content Standard	The learners demonstrate phonological awareness and phonic knowledge in decoding developmentally-appropriate words; and understand and create simple sentences to express meaning about oneself and family.
Performance Standard	The learners use phonological, phonic, and alphabet knowledge to read/write words accurately; decode high frequency words and some content-specific vocabulary; use phrases or simple sentences to express ideas about oneself and family; and read grade level sentences with appropriate speed, accuracy, and expression.
Second Term	
Content Standard	The learners demonstrate development in decoding high frequency words and content-specific vocabulary; and understand and create simple sentences in getting and expressing meaning about their school, community, and content-specific topics.
Third Term	
Content Standard	The learners demonstrate ongoing development in decoding high frequency words and content-specific vocabulary; understand and create simple sentences in getting and expressing meaning about their environment and content-specific topics.
Performance Standard	The learners use their developing word knowledge to recognize sight words; decode high frequency words and content-specific vocabulary; use simple sentences to express ideas and narrate personal experiences about their environment and content-specific topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES		GRADE 2			GRADE 3		
			T1	T2	T3	T1	T2	T3
Phonological Awareness	Recognize rhymes in chants, poems, and stories heard.		L	L	L			
			S	S	S			
	Segment onset and rime.		L	L	L			
			S	S	S			
Phonics and Word Study (sounds to print)	Identify sight words.							
	1 Grade 2 level-appropriate		L	L	L			
			S	S	S			
			R	R	R			
			W*	W*	W*			
	2 Grade 3 level-appropriate					L	L	L
						S	S	S
						R	R	R
						W	W	W
	Identify alphabet letter names.		L					
			S					
			R					

		W*					
		Read words accurately and automatically according to word patterns (initial, final, medial).					
	1 CVC words	L	L				
		S	S				
		R	R				
		W*	W*				
	2 CVCe words		L	L			
			S	S			
			R	R			
			W*	W*			
	3 CVVC words		L	L			
			S	S			
			R	R			
			W*	W*			
	4 CVCC words			L	L		
				S	S		
				R	R		
				W*	W		
	5 CCVC words (clusters and diphthongs)			L	L		

	6	VCV words			S	S		
					R	R		
					W*	W		
					L	L	L	
					S	S	S	
					R	R	R	
	7	VCCV words			W*	W	W	
					L	L	L	
					S	S	S	
					R	R	R	
					W*	W	W	
					L	L	L	L
Vocabulary and Word Knowledge <i>(words)</i>	Identify high-frequency words accurately.		S	S	S	S	S	S
			R	R	R	R	R	R
			W*	W*	W*	W	W	W
	Use vocabulary referring to:							
	1	oneself and family	L					
			S					
			R					
			W*					
	2	school		L				
				S				
				R				
				W*				
	3	community		L				

			S			
			R			
			W*			
4	physical environment			L		
				S		
				R		
				W*		
5	regional themes				L	L
					S	S
					R	R
					W	W
6	national themes					L
						S
						R
						W
7	content-specific topics	L	L	L	L	L
		S	S	S	S	S
		R	R	R	R	R
		W*	W*	W*	W	W
Use content-specific words.						
1	Mathematics (basic symbols and terminologies)	L	L	L	L	L
		S	S	S	S	S
		R	R	R	R	R
		W*	W*	W*	W	W
2	Science (basic terminologies)			L	L	L

				S	S	S	S	
				R	R	R	R	
				W*	W	W	W	
Identify words with different functions.								
1	words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns)							
	a	common and proper nouns	L	L	L			
			S	S	S			
			R	R	R			
			W*	W*	W*			
	b	gender	L	L	L			
			S	S	S			
			R	R	R			
W*			W*	W*				
2	words that label actions (doing words - verbs)		L	L	L	L	L	L
			S	S	S	S	S	S
			R	R	R	R	R	R
				W*	W*	W	W	W
3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)		L	L	L	L	L	L
			S	S	S	S	S	S
			R	R	R	R	R	R
				W*	W*	W	W	W

4	words that replace persons, places, things, animals, events, ideas, and emotions							
	a	personal pronouns	L	L	L	L	L	L
			S	S	S	S	S	S
			R	R	R	R	R	R
			W*	W*	W*	W*	W*	W*
	b	interrogative pronouns		L	L	L		
				S	S	S		
				R	R	R		
				W*	W*	W		
	c	possessive pronouns			L	L		
					S	S		
					R	R		
					W*	W		
	d	demonstrative pronouns			L	L	L	
					S	S	S	
					R	R	R	
					W*	W	W	
	Identify the synonyms and antonyms of words.				L	L	L	L
					S	S	S	S
					R	R	R	R
				W*	W	W	W	
Read words correctly for meaning (based on word patterns).		L	L	L	L	L	L	

**Grammar
Awareness and
Grammatical
Structures
(sentences)**

	S	S	S	S	S	S
	R	R	R	R	R	R
Write words legibly and correctly (based on word patterns).	L	L	L	L	L	L
	S	S	S	S	S	S
	R	R	R	R	R	R
	W*	W*	W*	W	W	W
Identify roots of high frequency words (nouns, verbs, and adjectives).				L	L	L
				S	S	S
				R	R	R
				W	W	W
Identify sentences and non-sentences.	L	L	L	L	L	L
	S	S	S	S	S	S
	R	R	R	R	R	R
Use simple sentences to express ideas about oneself, family, school, community, physical environment, regional themes, national themes, and content-specific topics.	L	L	L	L	L	L
	S	S	S	S	S	S
	R	R	R	R	R	R
	W*	W*	W*	W*	W*	W*
Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	L	L	L	L	L
	S	S	S	S	S	S
	R	R	R	R	R	R
Sequence words to represent meaning in simple sentences.						
1 telling sentences (declarative)	L	L	L	L	L	L

		S	S	S	S	S	S
			R	R	R	R	R
				W	W	W	W
2	asking sentences (interrogative)	L	L	L	L	L	L
		S	S	S	S	S	S
			R	R	R	R	R
				W*	W	W	W
3	commanding and requesting sentences (imperative)		L	L	L	L	L
			S	S	S	S	S
			R	R	R	R	R
				W*	W	W	W
4	exclamatory sentences		L	L	L	L	L
			S	S	S	S	S
			R	R	R	R	R
				W*	W	W	W
Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).							
1	telling sentences (declarative)	L	L	L	L	L	L
		S	S	S	S	S	S
			R	R	R	R	R
				W	W	W	W
2	asking sentences (interrogative)	L	L	L	L	L	L
		S	S	S	S	S	S
			R	R	R	R	R

				W*	W	W	W
3	commanding and requesting sentences (imperative)		L	L	L	L	L
			S	S	S	S	S
			R	R	R	R	R
				W*	W	W	W
4	exclamatory sentences		L	L	L	L	L
			S	S	S	S	S
			R	R	R	R	R
				W*	W	W	W
Use correct capitalization and punctuation for simple sentences.							
	telling sentences (declarative)	L	L	L	L	L	L
		S	S	S	S	S	S
			R	R	R	R	R
				W	W	W	W
	asking sentences (interrogative)	L	L	L	L	L	L
		S	S	S	S	S	S
			R	R	R	R	R
				W*	W	W	W
	commanding and requesting sentences (imperative)		L	L	L	L	L
			S	S	S	S	S
			R	R	R	R	R
				W*	W	W	W
	exclamatory sentences		L	L	L	L	L
			S	S	S	S	S

			R	R	R	R	R	
				W*	W	W	W	
Identify in a compound sentence:								
1	the two independent clauses in a compound sentence				L	L	L	
					S	S	S	
					R	R	R	
					W	W	W	
2	the joining word in a compound sentence (coordinating conjunction)				L	L	L	
					S	S	S	
					R	R	R	
					W	W	W	
3	the doers and the actions in the two clauses				L	L	L	
					S	S	S	
					R	R	R	
					W	W	W	
Use correct capitalization and punctuation in compound sentences.						L	L	L
						S	S	S
						R	R	R
						W	W	W
Identify discourse markers for a given text type.								
1	time order and procedural	L	L	L	L	L	L	
		S	S	S	S	S	S	
			R	R	R	R	R	
				W*	W	W	W	
2	description		L	L	L	L	L	

Comprehending and Analyzing Texts (discourse)				S	S	S	S	S	
				R	R	R	R	R	
					W	W	W	W	
	3	explanation				L	L	L	
						S	S	S	
						R	R	R	
						W	W	W	
	Read grade level sentences with appropriate speed, accuracy, and expression.		L	L	L	L	L	L	
			S	S	S	S	S	S	
			R	R	R	R	R	R	
	Comprehend stories.								
	1	Note important elements from stories (characters, setting, events).	L	L	L	L	L	L	
			S	S	S	S	S	S	
			R	R	R	R	R	R	
			W*	W*	W*	W	W	W	
	2	Sequence events.							
		a	at least 3 events	L	L	L			
				S	S	S			
				R	R	R			
					W*	W*			
		b	at least 4 events		L	L			
					S	S			
					R	R			
					W*	W*			
		c	at least 5 events				L	L	L

						S	S	S
						R	R	R
						W	W	W
	3	Identify the problem and solution in stories.	L	L	L	L	L	L
			S	S	S	S	S	S
				R	R	R	R	R
						W	W	W
	4	Infer the character's feelings and traits.	L	L	L	L	L	L
			S	S	S	S	S	S
				R	R	R	R	R
						W	W	W
	5	Relate story events to one's experience.	L	L	L	L	L	L
			S	S	S	S	S	S
				R	R	R	R	R
						W	W	W
	6	Identify cause and effect of events.	L	L	L	L	L	L
			S	S	S	S	S	S
				R	R	R	R	R
						W	W	W
	7	Predict possible ending.	L	L	L	L	L	L
			S	S	S	S	S	S
				R	R	R	R	R
						W	W	W
	8	Give a summary.	L	L	L	L	L	L
			S	S	S	S	S	S

			R	R	R	R	R	R	
						W	W	W	
	Comprehend informational texts.								
	1	Note significant details in grade-level informational texts.							
		a	at least 3 details	L	L	L			
				S	S	S			
				R	R	R			
					W*	W*			
		b	at least 4 details		L	L			
					S	S			
					R	R			
					W*	W*			
		c	at least 5 details				L	L	L
							S	S	S
							R	R	R
							W	W	W
	2	Identify problem and solution.	L	L	L	L	L	L	
			S	S	S	S	S	S	
				R	R	R	R	R	
						W	W	W	
	Identify text types.								
	3	a	time order and procedural	L	L	L	L	L	L
				S	S	S	S	S	S
					R	R	R	R	R
					W*	W*	W	W	W

	b	description		L	L	L	L	L	
				S	S	S	S	S	
				R	R	R	R	R	
						W	W	W	
		c	explanation				L	L	L
							S	S	S
							R	R	R
							W	W	W
	4	Draw conclusions.				L	L	L	
						S	S	S	
						R	R	R	
						W	W	W	

Creating and Composing Texts (discourse)	Use common expressions and polite greetings appropriate to a given situation.		S	S	S	S	S	S
			W*	W*	W*	W	W	W
	Use own words in retelling myths, legends, fables, and narrative poems.		S	S	S	S	S	S
			W*	W*	W*	W	W	W
	Express ideas about one’s experiences:							
	1	oneself and family	S					
			W*					
	2	school		S				
				W*				

	3	community		S					
				W*					
	4	physical environment			S				
					W*				
	5	regional themes				S	S		
						W	W		
	6	national themes						S	
								W	
	7	content-specific topics	S	S	S	S	S	S	
				W*	W*	W	W	W	
	Use basic sight words, high frequency, and content-specific words.		S	S	S	S	S	S	
			W*	W*	W*	W	W	W	
	Compose texts to react to the character, setting, or events in a story.		S	S	S	S	S	S	
				W*	W*	W	W	W	
	Compose texts to react to a topic.		S	S	S	S	S	S	
				W*	W*	W	W	W	
	Make a summary of narrative text.		S	S	S	S	S	S	
				W*	W*	W	W	W	
	Express ideas using text types:								
	1	time order and procedural	S	S	S	S	S	S	
				W*	W*	W	W	W	

	2	description				S	S	S
						W	W	W
	3	explanation				S	S	S
						W	W	W

Legend: L - Listening, S - Speaking, R - Reading, W - Writing.

Note for Writing:

- ✓ - Creating and Composing
- * - Copying and Guided Writing in response to Comprehension Questions

Disclaimer: This Budget of Work (BoW) is provided only as an example of how learning competencies may be clustered and delivered. In actual classroom practice, the needs of learners must always be the primary consideration. The Shaping Paper continues to govern the delivery of the BoW and should be the guiding reference for implementation.

**SAMPLE CLUSTERING OF LEARNING COMPETENCIES FOR ENGLISH 2
(FIRST FIVE WEEKS OF TERM 1)**

Week	Learning Competencies
1	1. Recognize rhymes in chants, poems, and stories heard. 2. Identify alphabet letter names. 3. Use vocabulary referring to: a. oneself and family 4. Use common expressions and polite greetings appropriate to a given situation. 5. Express ideas about one's experiences. a. oneself
2	1. Recognize rhymes in chants, poems, and stories heard. 2. Identify alphabet letter names. 3. Read words accurately and automatically according to word patterns (initial, final, medial): CVC words 4. Use vocabulary referring to: a. oneself 5. Identify words with different functions. a. words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns) i. common and proper nouns 6. Read words correctly for meaning (based on word patterns). 7. Write words legibly and correctly (based on word patterns). 8. Express ideas about one's experiences.

	a. oneself
3	1. Recognize rhymes in chants, poems, and stories heard. 2. Segment onset and rime. 3. Identify alphabet letter names. 4. Read words accurately and automatically according to word patterns (initial, final, medial): CVC words 5. Use vocabulary referring to: a. oneself 6. Use content-specific words in Mathematics (basic symbols and terminologies). 7. Identify words with different functions. a. words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns) i. Gender b. words that replace persons, places, things, animals, events, ideas, and emotions: personal pronouns 8. Read words correctly for meaning (based on word patterns). 9. Write words legibly and correctly (based on word patterns). 10. Comprehend stories. a. Note important elements from stories (characters, setting, events). b. Sequence at least three events. 11. Express ideas about one's experiences. a. oneself 12. Compose texts to react to the character, setting, or events in a story.
4	1. Segment onset and rime.

	2. Identify Grade 2 level-appropriate sight words. 3. Read words accurately and automatically according to word patterns (initial, final, medial): CVC words 4. Identify high-frequency words accurately. 5. Use vocabulary referring to: a. oneself 6. Use content-specific words in Mathematics (basic symbols and terminologies). 7. Identify words with different functions. a. words that label actions (doing words - verbs) 8. Read words correctly for meaning (based on word patterns). 9. Write words legibly and correctly (based on word patterns). 10. Comprehend stories. a. Note important elements from stories (characters, setting, events). b. Sequence at least three events. c. Identify the problem and solution in stories. d. Infer the character's feelings and traits. e. Relate story events to one's experience. 11. Use own words in retelling myths, legends, fables, and narrative poems. 12. Express ideas about one's experiences. a. oneself 13. Use basic sight words, high frequency, and content-specific words. 14. Compose texts to react to the character, setting, or events in a story.
5	1. Segment onset and rime. 2. Identify Grade 2 level-appropriate sight words.

	3. Read words accurately and automatically according to word patterns (initial, final, medial): CVC words 4. Identify high-frequency words accurately. 5. Use vocabulary referring to: a. oneself 6. Use content-specific words in Mathematics (basic symbols and terminologies). 7. Identify words with different functions. a. words that label actions (doing words - verbs) b. words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives) 8. Read words correctly for meaning (based on word patterns). 9. Write words legibly and correctly (based on word patterns). 10. Comprehend stories. a. Note important elements from stories (characters, setting, events). b. Sequence at least three events. c. Identify the problem and solution in stories. d. Infer the character's feelings and traits. e. Relate story events to one's experience. f. Identify cause and effect of events. g. Predict possible ending. h. Give a summary. 11. Use own words in retelling myths, legends, fables, and narrative poems. 12. Express ideas about one's experiences. a. oneself 13. Use basic sight words, high frequency, and content-specific words. 14. Compose texts to react to the character, setting, or events in a story.
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	15. Make a summary of narrative text.
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