

**GRADE 2**

**GRADE LEVEL STANDARD**

The learners demonstrate oracy in English, with L1 as a literacy resource; decode high frequency words and some content-specific words; develop vocabulary for conversational use and content learning; understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, create, and compose developmentally-appropriate and content-specific texts.

**QUARTER 1**

<b>CONTENT STANDARDS</b>	The learners demonstrate phonological awareness and phonic knowledge in decoding developmentally-appropriate words; and understand and create simple sentences to express meaning about oneself, family, and everyday topics.
<b>PERFORMANCE STANDARDS</b>	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, family, and everyday topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
<b>Phonological Awareness</b>	<b>EN2PA-I-1</b> Recognize rhymes in chants, poems, and stories heard.	L	S		
	<b>EN2PA-I-2</b> Segment onset and rime.	L	S		
<b>Phonics and Word Study</b> <i>(sounds to words)</i>	<b>EN2PWS-I-1</b> Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	<b>EN2PWS-I-2</b> Identify alphabet letter names.	L	S	R	W*
	<b>EN2PWS-I-3</b> Read words accurately and automatically according to word patterns (initial, final, medial): CVC words	L	S	R	W*
<b>Vocabulary and Word Knowledge</b> <i>(words)</i>	<b>EN2VWK-I-1</b> Identify high-frequency words accurately.	L	S	R	W*
	<b>EN2VWK-I-2</b> Use vocabulary referring to:				
	1   oneself and family	L	S	R	W*
	2   content-specific topics	L	S	R	W*
	<b>EN2VWK-I-3</b> Use content-specific words in Mathematics (basic symbols and terminologies).	L	S	R	W*

	<b>EN2VWK-I-4</b> 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	S	R	W*
		b. gender	L	S	R	W*
	2	words that label actions (doing words - verbs)	L	S	R	
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	
	4	words that replace persons, places, things, animals, events, ideas, and emotions: personal pronouns	L	S	R	W*
	<b>EN2VWK-I-5</b> Read words correctly for meaning (based on word patterns).					
	<b>EN2VWK-I-6</b> Write words legibly and correctly (based on word patterns).					
		L	S	R	W*	
<b>Grammar Awareness and Grammatical Structures</b> <i>(sentences)</i>	<b>EN2GAGS-I-1</b> Identify sentences and non-sentences.					
		L	S	R		
	<b>EN2GAGS-I-2</b> Use simple sentences to express ideas about oneself and family.					
		L	S	R	W*	
	<b>EN2GAGS-I-3</b> Use simple sentences with proper intonation (pitch, juncture, rhythm).					
		L	S	R		
	<b>EN2GAGS-I-4</b> Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S		
	2	asking sentences (interrogative)	L	S		
	<b>EN2GAGS-I-5</b> Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S		
	2	asking sentences (interrogative)	L	S		
	<b>EN2GAGS-I-6</b> Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	L	S		
2	asking sentences (interrogative)	L	S			
<b>EN2GAGS-I-7</b> Identify discourse markers for a given text type: time order and procedural.						
		L	S			

<b>Comprehending and Analyzing Text</b> <i>(discourse)</i>	<b>EN2CAT-I-1</b> Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R		
	<b>EN2CAT-I-2</b> Comprehend stories.						
	1	Note important elements from stories (characters, setting, events).	L	S	R	W*	
	2	Sequence at least three events.	L	S			
	3	Identify the problem and solution in stories.	L	S			
	4	Infer the character’s feelings and traits.	L	S			
	5	Relate story events to one’s experience.	L	S			
	6	Identify cause and effect of events.	L	S			
	7	Predict possible ending.	L	S			
	8	Give a summary.	L	S	R		
	<b>EN2CAT-I-3</b> Comprehend informational texts.						
	1	Note at least three significant details in informational texts.	L	S			
	2	Identify problem and solution.	L	S			
3	Identify text types: time order and procedural.	L	S				
<b>Creating and Composing Text</b> <i>(discourse)</i>	<b>EN2CCT-I-1</b> Use common expressions and polite greetings appropriate to a given situation.			S		W*	
	<b>EN2CCT-I-2</b> Use own words in retelling myths, legends, fables, and narrative poems.			S		W*	
	<b>EN2CCT-I-3</b> Express ideas about one’s experiences.						
	1	oneself and family		S		W*	
	2	content-specific topics		S			
	<b>EN2CCT-I-4</b> Use basic sight words, high frequency, and content-specific words.			S		W*	
	<b>EN2CCT-I-5</b> Compose texts to react to the character, setting, or events in a story.			S			
	<b>EN2CCT-I-6</b> Compose texts to react to a topic.			S			
	<b>EN2CCT-I-7</b> Make a summary of narrative text.			S			
<b>EN2CCT-I-8</b> Express ideas using text types: time order and procedural.			S				

**GRADE 2 – QUARTER 2**

<b>CONTENT STANDARDS</b>	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 and everyday topics.
<b>PERFORMANCE STANDARDS</b>	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 school and content-specific topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	<b>EN2PA-II-1</b> Recognize rhymes in chants, poems, and stories heard.	L	S		
	<b>EN2PA-II-2</b> Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	<b>EN2PWS-II-1</b> Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	<b>EN2PWS-II-2</b> Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVC words	L	S	R	W*
	2 CVCe words	L	S	R	W*
	3 CVVC words	L	S	R	W*
Vocabulary and Word Knowledge <i>(words)</i>	<b>EN2VWK-II-1</b> Identify high-frequency words accurately.	L	S	R	W*
	<b>EN2VWK-II-2</b> Use vocabulary referring to:				
	1 school	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	<b>EN2VWK-II-3</b> Use content-specific words in Mathematics (basic symbols and terminologies).	L	S	R	W*
	<b>EN2VWK-II-4</b> 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	S	R	W*

		b. gender	L	S	R	W*	
	2	words that label actions (doing words - verbs)	L	S	R		
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R		
	4	words that replace persons, places, things, animals, events, ideas, and emotions					
		a. personal pronouns	L	S	R	W*	
		b. interrogative pronouns	L	S	R	W*	
		<b>EN2VWK-II-5</b> Read words correctly for meaning (based on word patterns).		L	S	R	
	<b>EN2VWK-II-6</b> Write words legibly and correctly (based on word patterns).		L	S	R	W*	
<b>Grammar Awareness and Grammatical Structures</b> <i>(sentences)</i>	<b>EN2GAGS-II-1</b> Identify sentences and non-sentences.		L	S	R		
	<b>EN2GAGS-II-2</b> Use simple sentences to express ideas about school.		L	S	R	W*	
	<b>EN2GAGS-II-3</b> Use simple sentences with proper intonation (pitch, juncture, rhythm).		L	S	R		
	<b>EN2GAGS-II-4</b> Sequence words to represent meaning in simple sentences.						
	1	telling sentences (declarative)	L	S	R		
	2	asking sentences (interrogative)	L	S	R		
	<b>EN2GAGS-II-5</b> Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).						
	1	telling sentences (declarative)	L	S	R		
	2	asking sentences (interrogative)	L	S	R		
	<b>EN2GAGS-II-6</b> Use correct capitalization and punctuation for simple sentences.						
	1	telling sentences (declarative)	L	S	R		
	2	asking sentences (interrogative)	L	S	R		
	<b>EN2GAGS-II-7</b> Identify discourse markers for a given text type: time order and procedural.		L	S	R		
	<b>Comprehending and Analyzing Text</b> <i>(discourse)</i>	<b>EN2CAT-II-1</b> Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R	
<b>EN2CAT-II-2</b> Comprehend stories.							
1		Note important elements from stories (characters, setting, events).	L	S	R	W*	

	2	Sequence at least three events.	L	S	R		
	3	Identify the problem and solution in stories.	L	S			
	4	Infer the character’s feelings and traits.	L	S			
	5	Relate story events to one’s experience.	L	S			
	6	Identify cause and effect of events.	L	S			
	7	Predict possible ending.	L	S			
	8	Give a summary.	L	S	R		
	<b>EN2CAT-II-3</b> Comprehend informational texts.						
	1	Note at least three significant details in informational texts.	L	S	R		
	2	Identify problem and solution.	L	S			
3	Identify text types: time order and procedural.	L	S	R			
<b>Creating and Composing Text</b> <i>(discourse)</i>	<b>EN2CCT-II-1</b> Use common expressions and polite greetings appropriate to a given situation.			S		W*	
	<b>EN2CCT-II-2</b> Use own words in retelling myths, legends, fables, and narrative poems.			S		W*	
	<b>EN2CCT-II-3</b> Express ideas about one’s experiences.						
	1	school		S		W*	
	2	content-specific topics		S			
	<b>EN2CCT-II-4</b> Use basic sight words, high frequency, and content-specific words.			S		W*	
	<b>EN2CCT-II-5</b> Compose texts to react to the character, setting, or events in a story.			S			
	<b>EN2CCT-II-6</b> Compose texts to react to a topic.			S			
	<b>EN2CCT-II-7</b> Make a summary of narrative text.			S			
<b>EN2CCT-II-8</b> Express ideas using text types: time order and procedural.			S				

**GRADE 2 – QUARTER 3**

<b>CONTENT STANDARDS</b>	The learners demonstrate ongoing development in decoding high frequency words and content-specific vocabulary; and understand and create simple sentences in getting and expressing meaning about their community and content-specific topics.
<b>PERFORMANCE STANDARDS</b>	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 community and content-specific topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	<b>EN2PA-III-1</b> Recognize rhymes in chants, poems, and stories heard.	L	S		
	<b>EN2PA-III-2</b> Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	<b>EN2PWS-III-1</b> Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	<b>EN2PWS-III-2</b> Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVC words	L	S	R	W*
	2 CVCe words	L	S	R	W*
	3 CVVC words	L	S	R	W*
	4 CVCC words	L	S	R	W*
5 CCVC words (clusters and diphthongs)	L	S	R	W*	
Vocabulary and Word Knowledge <i>(words)</i>	<b>EN2VWK-III-1</b> Identify high-frequency words accurately.	L	S	R	W*
	<b>EN2VWK-III-2</b> Use vocabulary referring to:				
	1 community	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	<b>EN2VWK-III-3</b> Use content-specific words in Mathematics (basic symbols and terminologies).	L	S	R	W*
<b>EN2VWK-III-4</b> 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	S	R	W*	
			b. gender	L	S	R	W*
	2	words that label actions (doing words - verbs)	L	S	R	W*	
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W*	
	4	words that replace persons, places, things, animals, events, ideas, and emotions					
		a. personal pronouns	L	S	R	W*	
		b. interrogative pronouns	L	S	R	W*	
			c. possessive pronouns	L	S	R	W*
			<b>EN2VWK-III-5</b> Read words correctly for meaning (based on word patterns).	L	S	R	
		<b>EN2VWK-III-6</b> Write words legibly and correctly (based on word patterns).	L	S	R	W*	
<b>Grammar Awareness and Grammatical Structures</b> <i>(sentences)</i>		<b>EN2GAGS-III-1</b> Identify sentences and non-sentences.	L	S	R		
		<b>EN2GAGS-III-2</b> Use simple sentences to express ideas about community.	L	S	R	W*	
		<b>EN2GAGS-III-3</b> Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	S	R		
		<b>EN2GAGS-III-4</b> Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S			
	4	exclamatory sentences	L	S			
		<b>EN2GAGS-III-5</b> Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S			
	4	exclamatory sentences	L	S			
		<b>EN2GAGS-III-6</b> Use correct capitalization and punctuation for simple sentences.					



	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S			
	4	exclamatory sentences	L	S			
	<b>EN2GAGS-III-7</b> Identify discourse markers for a given text type.						
	1	time order and procedural	L	S	R	W*	
	2	description	L	S	R		
<b>Comprehending and Analyzing Text</b> <i>(discourse)</i>	<b>EN2CAT-III-1</b> Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R		
	<b>EN2CAT-III-2</b> Comprehend stories.						
	1	Note important elements from stories (characters, setting, events).	L	S	R	W*	
	2	Sequence at least three to four events.	L	S	R		
	3	Identify the problem and solution in stories.	L	S	R		
	4	Infer the character's feelings and traits.	L	S	R		
	5	Relate story events to one's experience.	L	S	R		
	6	Identify cause and effect of events.	L	S	R		
	7	Predict possible ending.	L	S	R		
	8	Give a summary.	L	S	R		
	<b>EN2CAT-III-3</b> Comprehend informational texts.						
	1	Note at least three to four significant details in informational texts.	L	S	R		
	2	Identify problem and solution.	L	S	R		
	3	Identify text types.	L	S	R	W*	
a. time order and procedural		L	S	R	W*		
	b. description	L	S	R			
<b>Creating and Composing Text</b> <i>(discourse)</i>	<b>EN2CCT-III-1</b> Use common expressions and polite greetings appropriate to a given situation.			S		W*	
	<b>EN2CCT-III-2</b> Use own words in retelling myths, legends, fables, and narrative poems.			S		W*	

	<b>EN2CCT-III-3</b> Express ideas about one’s experiences.			
	1	community	S	W*
	2	content-specific topics	S	W*
	<b>EN2CCT-III-4</b> Use basic sight words, high frequency, and content-specific words.			
	<b>EN2CCT-III-5</b> Compose texts to react to the character, setting, or events in a story.			
	<b>EN2CCT-III-6</b> Compose texts to react to a topic.			
	<b>EN2CCT-III-7</b> Make a summary of narrative text.			
	<b>EN2CCT-III-8</b> Express ideas using text types: time order and procedural.			

**GRADE 2 – QUARTER 4**

<b>CONTENT STANDARDS</b>	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.
<b>PERFORMANCE STANDARDS</b>	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	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	<b>EN2PA-IV-1</b> Recognize rhymes in chants, poems, and stories heard.	L	S		
	<b>EN2PA-IV-2</b> Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	<b>EN2PWS-IV-1</b> Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	<b>EN2PWS-IV-2</b> Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVCe words	L	S	R	W*
	2 CVVC words	L	S	R	W*
	3 CVCC words	L	S	R	W*
	4 CCVC words (clusters and diphthongs)	L	S	R	W*
	5 VCV words	L	S	R	W*
6 VCCV words	L	S	R	W*	
Vocabulary and Word Knowledge <i>(words)</i>	<b>EN2VWK-IV-1</b> Identify high-frequency words accurately.	L	S	R	W*
	<b>EN2VWK-IV-2</b> Use vocabulary referring to:				
	1 physical environment	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	<b>EN2VWK-IV-3</b> Use content-specific words.	L	S	R	W*
1 Mathematics (basic symbols and terminologies)	L	S	R	W*	

	2	Science (basic terminologies)	L	S	R	W*	
	<b>EN2VWK-IV-4</b> 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	S	R	W*	
		b. gender	L	S	R	W*	
	2	words that label actions (doing words - verbs)	L	S	R	W*	
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W*	
	4	words that replace persons, places, things, animals, events, ideas, and emotions					
		a. personal pronouns	L	S	R	W*	
		b. interrogative pronouns	L	S	R	W*	
		c. possessive pronouns	L	S	R	W*	
		d. demonstrative pronouns	L	S	R	W*	
	<b>EN2VWK-IV-5</b> Identify the synonyms and antonyms of words.						
	<b>EN2VWK-IV-6</b> Read words correctly for meaning (based on word patterns).						
	<b>EN2VWK-IV-7</b> Write words legibly and correctly (based on word patterns).						
<b>Grammar Awareness and Grammatical Structures</b> <i>(sentences)</i>	<b>EN2GAGS-IV-1</b> Identify sentences and non-sentences.						
	<b>EN2GAGS-IV-2</b> Use simple sentences to express ideas about environment.						
	<b>EN2GAGS-IV-3</b> Use simple sentences with proper intonation (pitch, juncture, rhythm).						
	<b>EN2GAGS-IV-4</b> Sequence words to represent meaning in simple sentences.						
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S	R	W*	
	4	exclamatory sentences	L	S	R	W*	
	<b>EN2GAGS-IV-5</b> Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).						
	1	telling sentences (declarative)	L	S	R	W*	

	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S	R	W*	
	4	exclamatory sentences	L	S	R	W*	
	<b>EN2GAGS-IV-6</b> Use correct capitalization and punctuation for simple sentences.						
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S	R	W*	
	4	exclamatory sentences	L	S	R	W*	
	<b>EN2GAGS-IV-7</b> Identify discourse markers for a given text type.						
	1	time order and procedural	L	S	R	W*	
2	description	L	S	R			
<b>Comprehending and Analyzing Text</b> <i>(discourse)</i>	<b>EN2CAT-IV-1</b> Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R		
	<b>EN2CAT-IV-2</b> Comprehend stories.						
	1	Note important elements from stories (characters, setting, events).	L	S	R	W*	
	2	Sequence at least three to four events.	L	S	R	W*	
	3	Identify the problem and solution in stories.	L	S	R		
	4	Infer the character’s feelings and traits.	L	S	R		
	5	Relate story events to one’s experience.	L	S	R		
	6	Identify cause and effect of events.	L	S	R		
	7	Predict possible ending.	L	S	R		
	8	Give a summary.	L	S	R		
	<b>EN2CAT-IV-3</b> Comprehend informational texts.						
	1	Note at least three to four significant details in informational texts.	L	S	R	W*	
	2	Identify problem and solution.	L	S	R		
	3	Identify text types.	L	S	R	W*	
		a. time order and procedural	L	S	R	W*	
b. description		L	S	R			

<b>Creating and Composing Text</b> <i>(discourse)</i>	<b>EN2CCT-IV-1</b> Use common expressions and polite greetings appropriate to a given situation.		<b>S</b>	<b>W*</b>
	<b>EN2CCT-IV-2</b> Use own words in retelling myths, legends, fables, and narrative poems.		<b>S</b>	<b>W*</b>
	<b>EN2CCT-IV-3</b> Express ideas about one’s experiences.			
	1	physical environment	<b>S</b>	<b>W*</b>
	2	content-specific topics	<b>S</b>	<b>W*</b>
	<b>EN2CCT-IV-4</b> Use basic sight words, high frequency, and content-specific words.		<b>S</b>	<b>W*</b>
	<b>EN2CCT-IV-5</b> Compose texts to react to the character, setting, or events in a story.		<b>S</b>	<b>W*</b>
	<b>EN2CCT-IV-6</b> Compose texts to react to a topic.		<b>S</b>	<b>W*</b>
	<b>EN2CCT-IV-7</b> Make a summary of narrative text.		<b>S</b>	<b>W*</b>
<b>EN2CCT-IV-8</b> Express ideas using text types: time order and procedural.		<b>S</b>	<b>W*</b>	