

GRADE 2– Module 3: Meet in the Middle

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

This phonics module supports students in building stronger decoding, spelling, and fluency skills through targeted instruction in phonics patterns, handwriting, and irregular word recognition. Students begin by focusing on VCe (vowel-consonant-e) long vowel patterns for a, i, u, o, and e, as well as understanding the rules for plurals and possessives. These skills are reinforced through spelling practice and handwriting of manuscript letters such as H, N, G, W, P, and B. Students also learn to read irregular words like buy and guy while working on improving reading rate and automaticity during fluency practice.

In the next phases of the module, students study soft c and soft g sounds, along with trigraphs tch and dge, helping them decode more complex words. They continue handwriting practice with manuscript letters such as R, J, K, Q, V, and Y, and review previously learned irregular words. The module concludes with an emphasis on VCe syllables to build multisyllabic word recognition. Spelling instruction and handwriting practice with X, x, Z, and z continue, while fluency work shifts to developing expression, enabling students to read with greater understanding and engagement.

Standards Covered in Current Unit/Module

Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document

Related Standards and Learning Goals

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 1 Phonological Awareness: Blending Phonemes, Segmenting Phonemes Phonics Focus Skill: VCe Long a, i, u, o, e; Possessives and Plurals Handwriting: Manuscript H, N, G, W, P, B Spelling: Words with VCe Long a, i, u, o, e; Possessives and	L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. L.WF.2.1. Demonstrate command of the conventions of writing. L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.	Obj. We are learning to: <ul style="list-style-type: none"> Practice phonological awareness by blending and segmenting phonemes. Recognize phonemes and graphemes in visual, auditory, and blending reviews. Learn the phonics focus skill: VCe long a, i. Practice blending the phonics focus skill in words. Learn and practice handwriting: manuscript H, N, G, W, P, B. Practice spelling by word building. Learn and practice irregular words: buy, guy. Read a decodable text Suggested Formative Assessment(s): <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Irregular Words Phonics: VCe Long a / ā /, i / ī /; VCe Long u / ū / /y ū /; VCe Long o / ō /, e / ē /; 	Materials <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™™ Essential Session Anchor Chart: Vowel-Consonant-e Student Practice: <ul style="list-style-type: none"> Letter and Grapheme Cards Handwriting Models: Manuscript (H, N, G, W, P, B)• Know It, Show It, Book 1: 104, 105, 109–110 Routines: <ul style="list-style-type: none"> • Blending: Continuous • Write and Reveal • Word Practice: Word Building • Heart Words • Decodable Text

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<p>Plurals</p> <p>Irregular Words: buy, guy</p> <p>Fluency: Reading Rate and Automaticity</p>		Possessives and Plurals	
<p>Week 2</p> <p>Phonological Awareness: Blending Phonemes, Segmenting Phonemes</p> <p>Phonics Focus Skill: Soft c; Soft g; Trigraphs tch, dge</p> <p>Handwriting: Manuscript R, J, K, Q, V, Y</p> <p>Spelling: Words with Soft c; Soft g; Trigraphs tch, dge</p> <p>Irregular Words: Review</p> <p>Fluency: Phrasing and Intonation</p>	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Practice phonological awareness by blending and segmenting phonemes. Recognize phonemes and graphemes in visual, auditory, and blending reviews. Learn the phonics focus skill: soft c. Practice blending the phonics focus skill in words. Learn and practice handwriting: manuscript R, J, K, Q, V, Y. Practice spelling by word building. Review and practice irregular words. Read a decodable text <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Irregular Words Phonics: Soft c; Soft g; Trigraphs tch, dge 	<p>Materials</p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™™ Essential Session Lesson Slides: Irregular Words Articulation Video <p>Student Practice:</p> <ul style="list-style-type: none"> Letter and Grapheme Cards Handwriting Models: Manuscript (R, J, K, Q, V, Y) Know It, Show It, Book 1: p. 122 <p>Routines:</p> <ul style="list-style-type: none"> • Blending: Continuous • Write and Reveal • Word Practice: Word Building • Heart Words • Decodable Text
<p>Week 3</p> <p>Phonological Awareness: Blending</p>	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Practice phonological awareness by blending and segmenting phonemes. Recognize phonemes and graphemes in visual, 	<p>Materials</p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™™ Essential Session Anchor Chart: Vowel-Consonant-e

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<p>Phonemes, Segmenting Phonemes</p> <p>Phonics Focus Skill: VCe Syllables</p> <p>Handwriting: Manuscript X, x, Z, z</p> <p>Spelling: Words with VCe Syllables</p> <p>Irregular Words: anyone, anything</p> <p>Fluency: Expression</p>	<p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p>	<p>auditory, and blending reviews.</p> <ul style="list-style-type: none"> • Learn the phonics focus skill: VCesyllables. • Practice blending the phonics focus skill in words. • Learn and practice handwriting: manuscript X, x, Z, z. • Practice spelling by word building. • Learn and practice irregular words: anything, anyone. • Read a decodable text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Module Assessment 	<p><u>Student Practice:</u></p> <ul style="list-style-type: none"> ○ Letter and Grapheme Cards ○ Handwriting Models: Manuscript (X, x, Z, z) ○ Know It, Show It: Book 1, pp. 139, 144-145 <p><u>Routines:</u></p> <ul style="list-style-type: none"> ○ • Blending: Continuous ○ • Write and Reveal ○ • Word Practice: Word Building ○ • Heart Words ○ • Decodable Text
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)