

GRADE 2– Module 4: Once Upon a Time

**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 guides students through important spelling patterns and phonics rules related to inflectional suffixes and the role of consonant doubling. The module begins with a focus on suffixes –s, –es, and –ed, helping students recognize how these endings change word meaning and tense. Spelling and handwriting practice center on manuscript letters L, l, T, t, I, and i, while students also learn the irregular word says. Fluency work during this stage emphasizes phrasing and intonation to support expressive reading.

In the following weeks, students explore the multiple jobs of the letter y—as a consonant and as a vowel in different word positions. This includes spelling patterns and irregular words such as busy and business. Handwriting instruction continues with letters J, j, U, u, Y, and y, and fluency development focuses on improving accuracy and self-correction. The module wraps up with instruction on consonant doubling when adding suffixes like –ed, –ing, –er, and –est, reinforcing both spelling and grammar. Students also work with irregular words above and among, practice manuscript letters R, r, N, n, M, and m, and build fluency through enhanced reading rate and automaticity.

**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
<b>Week 1</b>  <b>Phonological Awareness</b>  <b>Phonics Focus Skills:</b> Inflectional Suffixes -s, -es, -ed  <b>Handwriting:</b> Manuscript L, l, T, t, I, i  <b>Spelling:</b> Inflectional Suffixes -s, -es, -ed  <b>Irregular Words:</b> says	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.	<b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>Practice phonological awareness by blending and segmenting phonemes.</li> <li>Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>Learn the phonics focus skill: inflectional suffixes -s, -es.</li> <li>Practice blending the phonics focus skill in words.</li> <li>Learn and practice handwriting: manuscript L, l, T, t, I, i.</li> <li>Practice spelling by word building.</li> <li>Learn and practice the irregular word: says.</li> <li>Read a decodable text.</li> </ul> <b>Suggested Formative Assessment(s):</b> <ul style="list-style-type: none"> <li>Weekly Assessment</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Whole-Class Presentation: HMH Classcraft™™ Essential Session</li> </ul> <b>Student Practice:</b> <ul style="list-style-type: none"> <li>Letter and Grapheme Cards</li> <li>Handwriting Models: Manuscript (L, l, T, t, I, i)</li> <li>Know It, Show It, Book 1: pp. 152, 155</li> </ul> <b>Routines:</b> <ul style="list-style-type: none"> <li>• Blending: Continuous</li> <li>• Write and Reveal</li> <li>• Word Practice: Word Building</li> <li>• Heart Words</li> <li>• Decodable Text</li> </ul>

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<p><b>Fluency:</b> Phrasing and Intonation</p>		<ul style="list-style-type: none"> <li>○ Irregular Words</li> <li>○ Phonics: Inflectional Suffixes–s, –es, –ed</li> </ul>	
<p><b>Week 2</b></p> <p><b>Phonological Awareness</b></p> <p><b>Phonics Focus Skills:</b> y as /ī/ (gym), y as / ī / (cry), y as / ē / (baby)</p> <p><b>Handwriting:</b> Manuscript J, j, U, u, Y, y</p> <p><b>Spelling:</b> y as /ī/ (gym), y as / ī / (cry), y as / ē / (baby)</p> <p><b>Irregular Words:</b> busy, business</p> <p><b>Fluency:</b> Accuracy and Self-Correction</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><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Practice phonological awareness by blending and segmenting phonemes.</li> <li>● Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>● Learn the phonics focus skill: y as /ī/.</li> <li>● Practice blending the phonics focus skill in words.</li> <li>● Learn and practice handwriting: manuscript J, j, U, u, Y, y.</li> <li>● Practice spelling by word building.</li> <li>● Learn and practice irregular words: busy, business.</li> <li>● Read a decodable text</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment <ul style="list-style-type: none"> <li>○ Irregular Words</li> <li>○ Phonics: y as /ī/ (gym), y as / ī / (cry), y as / ē / (baby)</li> </ul> </li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™™ Essential Session</li> <li>○ Articulation Video</li> </ul> <p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>○ • Letter and Grapheme Cards</li> <li>○ • Handwriting Models: Manuscript (J, j, U, u, Y, y)</li> <li>○ Know It, Show It, Book 1: pp. 166, 175–176</li> </ul> <p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>○ • Blending: Continuous</li> <li>○ • Write and Reveal</li> <li>○ • Word Practice: Word Building</li> <li>○ • Heart Words</li> <li>○ • Decodable Text</li> <li>○ • Letter Sounds</li> </ul>
<p><b>Week 3</b></p> <p><b>Phonological Awareness</b></p> <p><b>Phonics Focus Skills:</b> Consonant</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</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Practice phonological awareness by blending and segmenting phonemes.</li> <li>● Recognize phonemes and graphemes in visual, auditory, and blending routines.</li> <li>● Learn the phonics focus skill: consonant</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™™ Essential Session</li> <li>○ Anchor Chart: Consonant Doubling Rule</li> </ul>

## Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document

<p>Doubling for Adding Suffixes –ed, –ing, –er, –est</p> <p><b>Handwriting:</b> Manuscript R, r, N, n, M, m</p> <p><b>Spelling:</b> Consonant Doubling for Adding Suffixes –ed, –ing, –er, –est</p> <p><b>Irregular Words:</b> above, among</p> <p><b>Fluency:</b> Reading Rate and Automaticity</p>	<p>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>doubling for adding suffixes –ed, –ing.</p> <ul style="list-style-type: none"> <li>Practice blending the phonics focus skill in words.</li> <li>Learn and practice handwriting: manuscript R, r, N, n, M, m.</li> <li>Practice spelling by word building.</li> <li>Learn and practice irregular words: above, among.</li> <li>Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Module Assessment</li> </ul>	<p><b><u>Student Practice:</u></b></p> <ul style="list-style-type: none"> <li>Letter and Grapheme Cards</li> <li>Handwriting Models: Manuscript (R, r, N, n, M, m)</li> <li>Know It, Show It, Book 1: pp. 187, 190–191</li> </ul> <p><b><u>Routines:</u></b></p> <ul style="list-style-type: none"> <li>• Blending: Continuous</li> <li>• Write and Reveal</li> <li>• Word Practice: Word Building</li> <li>• Heart Words</li> <li>• Decodable Text</li> </ul>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)