

GRADE 2– Module 8: Time to Grow

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 focuses on mastering various r-controlled vowel patterns to strengthen students' decoding, spelling, and reading fluency. The module begins with the /or/ sound spelled or, ore, and our, with handwriting lessons focused on cursive k, r, s, and v. Irregular words such as someone and everyone are introduced, and fluency instruction emphasizes improving reading rate and automaticity to support smoother oral reading.

The module then expands to include r-controlled vowels with the /er/ and /ē r/ sounds, including spellings like er, ir, ur, and eer, ear. Students practice spelling words with these patterns and improve cursive fluency with letters m, n, x, y, and z. Irregular words such as learn, earth, and early are explored to build vocabulary and word recognition. The final section focuses on r-controlled vowels that make the /e r/ sound, such as or and ar, alongside cursive capital letters. Irregular word their is highlighted, and fluency lessons continue to support phrasing and intonation for expressive reading.

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 and Segmenting Phonemes Phonics Focus Skills: r-Controlled Vowels or, ore, our /or/ Handwriting: Cursive k, r, s, v • Spelling: r-Controlled Vowels or, ore,	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: r-controlled vowel or /or/. • Practice blending the phonics focus skill in words. • Learn and practice handwriting: cursive k, r, s, v. • Practice spelling by word building. • Learn and practice irregular words: someone, everyone. • Read a decodable text. 	Materials <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft™ Essential Session ○ Anchor Chart: Vowel-r Syllables ○ Articulation Video Student Practice: <ul style="list-style-type: none"> ○ Letter and Grapheme Cards ○ Handwriting Models: Cursive (k, r, s, v) ○ Know It, Show It, Book 2: pp. 96, 99–100 Routines: <ul style="list-style-type: none"> ○ • Blending: Continuous ○ • Write and Reveal ○ • Heart Words

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<p>our /or/</p> <p>Irregular Words: someone, everyone</p> <p>Fluency: Reading Rate and Automaticity</p>		<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment <ul style="list-style-type: none"> ◦ Irregular Words ◦ Phonics: r-Controlled Vowel or, our, ore /or/ 	<ul style="list-style-type: none"> ◦ • Word Practice: Word Building ◦ • Decodable Tex
<p>Week 2</p> <p>Phonological Awareness: Blending Phonemes and Segmenting Phonemes</p> <p>Phonics Focus Skills: r-Controlled Vowels er, ir, ur /er/; r-Controlled Vowels eer, ear / ē r/</p> <p>Handwriting: Cursive m, n, x, y, z</p> <p>Spelling: r-Controlled Vowels er, ir, ur /er/; r-Controlled Vowels eer, ear / ē r/</p> <p>Irregular Words: learn, earth, early</p> <p>Fluency: Expression</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: r-controlled vowels er, ir, ur /er/. • Practice blending the phonics focus skill in words. • Learn and practice handwriting: cursive m, n, x, y, z. • Practice spelling by word building. • Learn and practice irregular words: learn, earth, early. • 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: r-Controlled Vowels er, ir, ur /er/ 	<p>Materials</p> <ul style="list-style-type: none"> ◦ Whole-Class Presentation:HMH Classcraft™™ Essential Session ◦ Anchor Chart: Vowel-r Syllables ◦ Articulation Video <p>Student Practice:</p> <ul style="list-style-type: none"> ◦ Letter and Grapheme Cards ◦ Handwriting Models: Cursive (m, n, x, y, z) ◦ Know It, Show It, Book 2: pp. 113, 119–121 <p>Routines:</p> <ul style="list-style-type: none"> ◦ Blending: Continuous ◦ Write and Reveal ◦ Heart Words ◦ Word Practice: Word Building ◦ Decodable Text

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<p>Week 3</p> <p>Phonological Awareness: Blending Phonemes and Segmenting Phonemes</p> <p>Phonics Focus Skills: r-Controlled Vowels or, ar /er/</p> <p>Handwriting: Cursive A, C, O, U, V</p> <p>Spelling: r-Controlled Vowels or, ar /er/</p> <p>Irregular Words: Their</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: r-controlled vowels or, ar /er/. • Practice blending the phonics focus skill in words. • Learn and practice handwriting: cursive A, C, O, U, V. • Practice spelling by word building. • Learn and practice the irregular word: their. • Read a decodable text <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Module Assessment 	<p>Materials</p> <ul style="list-style-type: none"> ◦ Whole-Class Presentation:HMH Classcraft™ Essential Session ◦ Articulation Video <p>Student Practice:</p> <ul style="list-style-type: none"> ◦ Letter and Grapheme Cards ◦ Handwriting Models: Cursive (A, C, O, U, V) ◦ Know It, Show It, Book 2: pp. 131, 134 <p>Routines:</p> <ul style="list-style-type: none"> ◦ • Blending: Continuous ◦ • Write and Reveal ◦ • Heart Words ◦ • Word Practice: Word Building ◦ • Decodable Text
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)