

GRADE 2 – Module 10: Many Cultures, One World

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 emphasizes vowel team patterns to support decoding and spelling accuracy, while also developing fluency and handwriting skills. Students begin by focusing on vowel teams ew, ui, and ue that represent the / ū / sound, practicing spelling and reading words with these patterns. Handwriting instruction reinforces cursive letter formation with Z, P, R, B, and Q. Irregular word study includes often and listen, and fluency instruction targets phrasing and intonation to support smoother, expressive reading.

Next, students explore vowel teams au, aw, and ough with the /aw/ sound, followed by short vowel sounds like ea as /ě/ and a as /ǒ/. They apply these phonics patterns to reading and spelling tasks, while learning irregular words such as laugh and through. Cursive handwriting continues with focus on C, A, D, G, Q, and P in both uppercase and lowercase forms. Throughout the module, fluency skills progress from self-correction and phrasing to improving reading rate and automaticity, helping students become more confident and independent readers.

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: Vowel Teams ew, ui, ue / ū / Handwriting: Cursive Z, P, R, B, Q Spelling: Words with Vowel Teams ew, ui, ue / ū / Irregular	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: vowel teams ew, ui, ue / ū /. Practice blending the phonics focus skill in words. Learn and practice handwriting: cursive Z, P, R, B, Q. Practice spelling by word building. Learn and practice irregular words: often, listen. Read a decodable text Suggested Formative Assessment(s): <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Irregular Words 	Materials <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™™ Essential Session Anchor Chart: Vowel Teams ui, oo, ew,and ue Articulation Video Student Practice: <ul style="list-style-type: none"> Letter and Grapheme Cards Handwriting Models: Cursive (Z, P, R, B, Q) Know It, Show It, Book 2: pp. 192, 195–196 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>Words: often, listen</p> <p>Fluency: Phrasing and Intonation</p>		<ul style="list-style-type: none"> ○ Phonics: Vowel Teams ew, ui, eu / ū / 	
<p>Week 2</p> <p>Phonological Awareness: Blending Phonemes, Segmenting Phonemes</p> <p>Phonics Focus Skill: Vowel Teams au, aw, ough /aw/</p> <p>Handwriting: Cursive C, c, A, a, D, d</p> <p>Spelling: Words with Vowel Teams au, aw, ough /aw/</p> <p>Irregular Word: laugh</p> <p>Fluency: 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>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: vowel teams au, aw, ough /aw/. ● Practice blending the phonics focus skill in words. ● Learn and practice handwriting: cursive C, c, A, a, D, d. ● Practice spelling by word building. ● Learn and practice irregular words: laugh. ● 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: Vowel Teams au, aw, ough /aw/ 	<p>Materials</p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Anchor Chart: Vowel Teams aw and au ○ Articulation Video <p>Student Practice:</p> <ul style="list-style-type: none"> ○ Letter and Grapheme Cards ○ Handwriting Models: Cursive (C, c, A, a, D, d) ○ Know It, Show It, Book 2: pp. 208, 213 <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 Phonemes, Segmenting Phonemes</p> <p>Phonics Focus</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>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: vowel team ea /ě/. ● Practice blending the phonics focus skill in words. 	<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 (G, g, Q, q, P,

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<p>Skills: Vowel Team ea /ĕ/, Vowel a /ă/</p> <p>Handwriting: Cursive G, g, Q, q, P, p</p> <p>Spelling: Words with Vowel Team ea /ĕ/, Vowel a /ă/</p> <p>Irregular Word: through</p> <p>Fluency: Reading Rate and Automaticity</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>	<ul style="list-style-type: none"> • Learn and practice handwriting: cursive G, g, Q, q, P, p. • Practice spelling by word building. • Learn and practice irregular words: through. • Read a decodable text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Module Assessment 	<p>p)</p> <ul style="list-style-type: none"> ○ Know It, Show It, Book 2: pp. 224, 228 <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](#)