

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 procedural text writing module helps students develop clear, step-by-step instructions while building descriptive language and grammar skills. The unit begins with students reading and analyzing a focal procedural text, expanding vocabulary, and preparing to write their own. In early lessons, students explore how adjectives help describe materials and steps clearly, including using comparative and superlative forms like -er and -est. Grammar instruction focuses on subject-verb agreement and the effective use of adjectives to add clarity and detail to procedural writing.

As students continue, they choose their own procedural writing topic and draft each step of the process, with an emphasis on time-order words to ensure logical flow. Grammar lessons introduce verbs such as have, has, do, does, and common irregular verbs. Students then revise for clarity and structure, including parallel structure in procedural steps, and edit their drafts with peer feedback. The unit wraps up with publishing and sharing their final texts, while grammar lessons reinforce the use of present and past tense action verbs and the correct use of commas in dates and places. This module equips students with the tools to write clear, organized, and engaging how-to texts.

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 1 Writing: Procedural Text Grammar: Using Adjectives	L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	Obj. We are learning to: <ul style="list-style-type: none"> ● Draw on background knowledge/experiences. ● Ask, answer, and explore questions. ● Identify and use adjectives that tell how many. ● Make predictions and establish a purpose for reading. ● Discuss text features to understand text. ● Make connections to personal experiences. ● Learn and write about the importance of steps in a procedural text. ● Identify when adjectives end in -er or -est. ● Discuss the author's purpose for writing. 	Writing Focal Text <ul style="list-style-type: none"> ○ From Seed to Plant Materials <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft™™ Essential Session ○ Anchor Chart W3: Types of Questions ○ Display and Engage: Procedural Text ○ Know It, Show It, Book 2: ○ Focal Text: From Seed to Plant ○ myBook, Book 3: ○ Classroom Materials: notebook

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	<p>flexibly from an array of strategies.</p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p>	<ul style="list-style-type: none"> • Distinguish facts from opinions. • Understand the author's use of text features. • Expand sentences using adjectives that tell how many and adjectives that compare • Identify content and academic vocabulary. • Identify transition and time-order words. • Review subject-verb agreement • Review the writing process. • Understand elements of procedural text. • Build academic vocabulary. • Choose adjectives that compare to convey ideas. • Write sentences using time-order words. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Grammar: Daily Writes • Writing Prompt: Daily Focus Prompt/ Engage and Write • Teacher Observation/Conferences 	
<p>Week 2</p> <p>Writing: Procedural Text</p> <p>Grammar: Irregular Verbs</p>	<p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</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"> • Use prewriting skills to plan writing. • Identify a topic. • Set writing goals. • Identify when to use the irregular verbs have, has, and had. • Repeat steps in a process orally. • Plan a draft by integrating steps in a process. • Organize content in writing. • Identify when to use the irregular verbs do, does, and did. • Develop a draft into a focused piece. • Organize steps in a logical order. • Identify when to use the present and past tenses of irregular verbs. • Organize with structure. • Revise for time-order words. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ From Seed to Plant <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Display and Engage: Procedural Text ○ Know It, Show It, Book 2: ○ Focal Text: From Seed to Plant ○ myBook, Book 3: ○ Anchor Chart ○ Classroom Materials: sample topics written on strips of paper, box or container, notebook

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	<p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p>	<ul style="list-style-type: none"> • Review the forms of the verb be • Listen actively. • Work collaboratively. • Incorporate feedback. • Continue to revise. • Identify when to use the present and past tenses of the irregular verbs have, has, had, do, does, and did. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Grammar: Daily Writes • Writing Prompt: Daily Focus Prompt/ Engage and Write • Teacher Observation/Conferences 	
<p>Week 3</p> <p>Writing: Procedural Text</p> <p>Grammar: Irregular Action Verbs</p>	<p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.WP.2.4. With guidance and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Revise for parallel structure. • Use action verbs. • Identify and form the irregular action verbs say, eat, run, sit, hide, and tell. • Proofread writing for proper mechanics, including capitalization of first word of each item in a list or in a sentence, correct end punctuation, and correct spelling. • Identify and form the irregular action verbs give, take, see, and go. • Write legibly. • Use technology to create procedural text. • Proofread for errors in mechanics. • Identify and form irregular action verbs in the present and past tense. • Spell words correctly and use standard English conventions. • Use technology to assist with publishing. • Reflect on writing goals. • Review the use of commas in dates, place names, and parts of a letter. • Listen actively. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ From Seed to Plant <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft™™ Essential Session ○ Display and Engage: Procedural Text ○ Focal Text: From Seed to Plant ○ myBook, Book 3: ○ Anchor Charts ○ Classroom Materials: notebook

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	support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.	<ul style="list-style-type: none">• Speak loudly and clearly.• Hold a collaborative discussion.• Identify irregular action verbs in the past and present tenses <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">• Grammar: Daily Writes• Writing Prompt: Daily Focus Prompt/ Engage and Write• Teacher Observation/Conferences	
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)