**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) Second Grade Unit 4 Student Textbook and Worksheets have been updated as needed to reflect the new code. Here are the new catalog numbers for these items:

6-78573-U4 BOP Second Grade Unit 4 Student Textbook, UEB

6-78574-U4 BOP Second Grade Unit 4 Worksheets Pack, UEB

APH developed this supplement for the Teachers’ Edition to help the Teacher of the Visually Impaired note the changes in the teacher and student materials and changes in terminology for UEB. This supplement does not provide instruction in UEB. *The Rules of Unified English Braille*, Second Edition 2013, is referenced in this teacher supplement. Go to [www.iceb.org/ueb.html](http://www.iceb.org/ueb.html) to view or download the rulebook. For more information about UEB, go to <http://www.brailleauthority.org/ueb.html>.

**General Guidelines**

Following this introductory information, there is a table for each lesson in BOP Second Grade Unit 4 that has changes because of the transition to UEB, tables for changes needed in the Lesson Monitoring Sheets, and a table for changes needed in the Assessment Check-up Forms. The following list contains some general information that may apply to multiple entries in the tables, and changes that are common throughout the entire Building on Patterns series that apply to this unit and are not listed in the tables. Please make note of these:

1. When a Rule is noted in a table it is referring to the *Rules of Unified English Braille,* Second Edition 2013.
2. The first time a change is found in the student materials or Teacher’s Edition, there is a detailed description in the table. A simple word or phrase is listed for subsequent instances of that change in the rest of the unit.
   * UEB does not have some contractions that were included in the English Braille American Edition (EBAE) code. The first time there is a Change about not using an EBAE contraction, it is noted as an omission. Each additional instance is noted with “Omit:” followed by the letters or word that is not contracted.
   * Braille symbols other than contractions that are different in UEB are noted as a Symbol. The first time there is a Change about a symbol, the name and dot numbers are provided. Each additional mention is noted with “Symbol:” followed by name of the symbol.
3. Number Signs—now called Numeric Indicators: In UEB the numeric indicator is repeated after a hyphen. So worksheet numbers or other numbers within the student materials may have changed to reflect this rule. For example: WS14-3 will have a numeric indicator before the 14 and before the 3. See UEB Rules 6.2 and 6.3.
4. A blank line is now represented by the UEB low line (underscore) symbol: Dots 4-6, Dots 3-6. See UEB Rule 7.2.3.
5. There are some line runovers (places where the text goes to the next line) in the student materials that have changed. These are not noted unless text has been moved to another page.
6. The words to, into, and by are no longer anchored with a full cell when they are shown by themselves because these words are either not contracted or include an upper-cell dot in UEB.
7. Lettered answer choices other than “a.” are now preceded by the grade 1 symbol indicator. See UEB Rule 5.2.1.

**Table Description**

COLUMN 1: The page number in the Teacher’s Edition (TE) that is affected

COLUMN 2: The location of the change: Teacher’s Edition (TE), Student Textbook (ST), or Worksheets (WS).

COLUMN 3: More detail about the location of the change. **Note: Student page line numbers are based on the lines as shown in the Teacher’s Edition even when material has moved (unless otherwise noted); blank lines are not counted.**

COLUMN 4: What has changed or the type of change in the student materials, or what needs to be changed or the type of change in the Teacher’s Edition. Please read through this information carefully so you will be aware of the changes within the student materials. Occasionally, changes to the “teacher script” used during instruction are given in this column.

COLUMN 5: The modification that has been made to the student materials or should be noted for the Teacher’s Edition.

COLUMN 6: The old terminology that has changed

COLUMN 7: The new terminology that replaces the old terminology

**Note:** Teachers should use their best judgment to decide what terms to use with a student.

**How to Use the Tables**

It is recommended that you use the teacher supplement tables to make changes in the Teacher’s Edition prior to starting each unit. **Mark the changes in the Teacher’s Edition so you are fully aware of each change embedded within the Student Textbook and Worksheets, and additional changes to mark in the Teacher’s Edition.** When making these UEB changes, it will be helpful to follow these suggested steps:

| **Steps** | **Example** |
| --- | --- |
| 1. Turn to the page in the Teacher’s Edition listed in column 1. | TE Page – 73 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – St 17 |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – line 5 |
| 1. Use column 4 to determine what is changed in the Student Textbook or Worksheet, the type of change, or what needs to be changed in the Teacher’s Edition. A number in parentheses indicates multiple instances of the same change. | Change –  Omit: com (2), to  (There are two instances of the contraction for “com” no longer being used and one instance of the contraction for “to” no longer being used.) |
| 1. Use column 5 to note what has been changed in the Student Textbook or Worksheets or specific word changes for the Teacher’s Edition. | Modification –  community  to do  (“com” is omitted in two instances of the word “community”) |
| 1. Use column 6 to identify the old terminology that is changed. | Old Term – number sign |
| 1. Use column 7 to note the new terminology that is used in UEB. | Term – numeric indicator |

**Note:** Columns 6 and 7 are not included in every table in this unit.

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| **GRADE 2: UNIT 4: FRONT MATTER** | | | | |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| ii | TE Scope and Sequence Chart: New Reading Words | row 2 | UEB does not have a contraction for “com,” therefore it is omitted in this unit. | community |  |  |
| iii | TE Scope and Sequence Chart: Braille Knowledge | row 4 | UEB does not have a contraction for “o'clock,” therefore it is omitted in this unit. | o'clock |  |  |
| iv | TE Scope and Sequence Chart: New Reading Words | row 1 | Omit: com | community |  |  |

| **GRADE 2: UNIT 4: LESSON 19** | | | | |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 7 | WS19-1 | line 9 | UEB does not have a contraction for “to,” therefore it is omitted in this unit. | to talk |  |  |
|  | aWS19-1 | line 2 | Omit: to | to the |  |  |
|  |  | line 3 | Omit: to | to buy |  |  |
| 8 | WS19-2 | line 2 | Omit: to (2) | to play  to jump |  |  |
|  |  | line 3 | UEB does not have a contraction for “dd,” therefore it is omitted in this unit.  Omit: to | puddles  to catch |  |  |
|  |  | line 4 | Omit: to | to wear |  |  |
|  |  | line 8 | Omit: to | to play |  |  |
|  |  | line 9 | Omit: to | to play |  |  |
| 9 | WS19-3 | line 5 | Omit: to  Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 | to the  for a |  |  |
|  |  | line 9 | UEB does not have a contraction for “ble,” therefore it is omitted in this unit. | table |  |  |
|  |  | line 12 | Omit: to (2) | to listen  to music |  |  |
| 10 | TE paragraph 1 | sentence 1 | Note: The spacing rule change applies to the title of this unit. | *for the* |  |  |
| 12 | ST 3 | line 5 | Symbols: In UEB, the italic passage indicator (dots 4-6, 2-3-5-6) and italic terminator (dots 4-6, 3) are used when three or more words are italicized. Rule: Section 9  UEB does not have a contraction for “by,” therefore it is omitted in this unit. | *A Stroke of Success*  by Robin |  |  |
|  |  | line 10 | Symbols: italic passage indicator, italic terminator  Omit: by | *Kids' Day in the Park*  by Robin |  |  |
|  |  | line 15 | Symbols: italic passage indicator, italic terminator  Omit: by | *All Fun and Games*  by Robin |  |  |
|  |  | line 20 | Symbol: In UEB, the italic word indicator (dots 4-6, 2) is used for one or two words. (2) Rule: Section 9  Omit: by | *Feelin' Sporty*  by Robin |  |  |
|  | ST 4 | line 2 | Symbols: italic passage indicator, italic terminator  Omit: by | *A Band of Friends*  by Robin |  |  |
| 13 | ST 5 | #12 | UEB does not have a contraction for “into,” therefore it is omitted in this unit. | into(fc) |  |  |
|  |  | #22 | Omit: to  The word “yellow” has been moved to a new #29 on ST 6. | to(fc)  Material moved |  |  |
| 14 | ST 6 | #28 | Omit: by | by(fc) |  |  |
|  |  | #29 | The word “yellow” has been moved to a new #29 on this page | Material moved |  |  |
| 15 | ST 7 | line 5 | Omit: to | to swim |  |  |
|  |  | line 6 | Spacing rule | of the |  |  |
|  |  | line 9 | Omit: to | to shrug |  |  |
|  |  | line 10 | Spacing rule  Omit: to | of the  to the |  |  |
|  |  | line 12 | Omit: to | to play |  |  |
| 19 | TE main text: paragraph 2 | sentence 5 | Some of the guide words are different in the UEB dictionary. Replace ahead with air. |  |  |  |
| 25 | WS19-4 | line 3 | Omit: dd | waddle |  |  |
|  |  | #3 | Omit: dd | wadded |  |  |
|  |  | #4 | Omit: to | to waltz |  |  |
| 26 | TE Language: paragraph 1 | sentence 3 | Add after this sentence: “A grade 1 symbol indicator (dots 5-6) is used before each initial, except the letters a, i, o, except when two or more initials do not have a space between them.”  This change is because these letters are standing alone. Rules 2.6 and 5.2  Note: Teachers should use their best judgment to decide what terms to use with a student. |  |  |  |
| 27 | WS19-5 | #1 | Grade 1 symbol indicators added (2) | J. A. S. |  |  |
|  |  | #2 | Grade 1 symbol indicators added (2) | R. J. |  |  |
|  |  | #3 | Grade 1 symbol indicator added | K. |  |  |
|  |  | #4 | Grade 1 symbol indicator added | E. |  |  |
|  |  | #5 | Grade 1 symbol indicator added | P. |  |  |
|  |  | #6 | Grade 1 symbol indicators added (2)  Spacing rule | D. W.  of the |  |  |
|  |  | #7 | Omit: to  Grade 1 symbol indicator added | to Mrs.  R. |  |  |
|  |  | #8 | Grade 1 symbol indicator added | Z. |  |  |
| 27  (cont.) | WS19-5 (cont.) | #9 | Grade 1 symbol indicators added (2)  Spacing rule | L.  and a  Q. |  |  |
|  |  | #10 | TE only: Grade 1 symbol indicators added (2) | (A. L. R.) |  |  |
|  |  | #11 | TE only: Grade 1 symbol indicators added (2) | (M. M.) |  |  |
|  |  | #12 | TE only: Grade 1 symbol indicators added (2) | (A. M. W.) |  |  |
|  | aWS19-5 | #13 | Grade 1 symbol indicators added (3) | K. N. W. |  |  |
|  |  | #14 | Grade 1 symbol indicators added (2) | J. H. |  |  |
| 29 | ST 9 | line 2 | Omit: by | by Robin |  |  |
|  |  | line 5 | Omit: to | to kick |  |  |
|  |  | line 7 | Omit: to | to cheer |  |  |
|  |  | line 13 | Omit: to | to the |  |  |
|  |  | line 16 | Omit: to | to the |  |  |
|  |  | line 17 | Spacing rule  Omit: to | of the  to us |  |  |
|  |  | line 22 | Omit: to | to be |  |  |
| 30 | ST 10 | line 2 | Omit: to | to find |  |  |
|  |  | line 5 | Omit: to | to swim |  |  |
|  |  | line 12 | Omit: to | to see |  |  |
|  |  | line 17 | Omit: to | to meet |  |  |
|  |  | line 18 | Omit: to | to swim |  |  |
|  |  | line 23 | Symbol: Italic word indicator | *Me* |  |  |
| 31 | ST 11 | line 4 | UEB does not have a contraction for “ally,” therefore it is omitted in this unit.  Use: ea | Really |  |  |
| 32 | TE Page Word Count |  | Change “234” to “224”; text has been moved to the next ST page (see below). |  |  |  |
|  | ST 12 | line 1 | Omit: to | to swim |  |  |
|  |  | line 3 | Omit: by | by the |  |  |
|  |  | line 5 | Spacing rule | of the |  |  |
|  |  | line 6 | Omit: to | to tap |  |  |
|  |  | line 7 | Omit: to | to the |  |  |
|  |  | line 8 | Spacing rule | with a |  |  |
| 32 (cont.) | ST 12 (cont.) | line 15 | Omit: to (2) | to go  to practice |  |  |
|  |  | line 19 | Omit: to | to swim |  |  |
|  |  | line 20 | Spacing rule | of the |  |  |
|  |  | line 23 | Omit: to | to my |  |  |
|  |  | line 25 | The last line of this page has been moved to the first line of ST 13. | Material moved |  |  |
| 33 | TE Page Word Count |  | Change “217” to “219”; text has been moved from the previous ST page and to the next ST page. |  |  |  |
|  | ST 13 |  | The last line of ST 12 is now at the top of this page. | Material moved |  |  |
|  |  | line 1 | Omit: into | into the |  |  |
|  |  | line 3 | Spacing rule | of the |  |  |
|  |  | line 7 | Omit: to | to cry |  |  |
|  |  | line 10 | Omit: to | to keep |  |  |
|  |  | line 11 | Omit: to | to keep |  |  |
|  |  | line 18 | Omit: to | to let |  |  |
| 33  (cont.) | ST 13 (cont.) | lines 24-25 | The last two lines of this page have been moved to the first line of ST 14. | Material moved |  |  |
| 34 | TE Page Word Count |  | Change “156” to “164”; text has been moved from the previous ST page to this page. |  |  |  |
|  | ST 14 |  | The last two lines of ST 13 are now at the top of this page. | Material moved |  |  |
|  |  | line 3 | Omit: ally  Use: ea | really |  |  |
|  |  | line 4 | Omit: to | to win |  |  |
|  |  | line 10 | Omit: to | to keep |  |  |
|  |  | line 13 | Spacing rule | of the |  |  |
| 35 | WS19-6 | line 3 | Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3 | 1-5 |  |  |
|  |  | line 4 | Omit: to | to number |  |  |
|  |  | #1a | Omit: to | to join |  |  |
|  |  | #3 | Omit: to | to quit |  |  |
|  | aWS19-6 | #5 | Omit: to | to join |  |  |
| 36 | WS19-7 | #1 | Symbol: Italic word indicator  Omit: to | *buzz*  to see |  |  |
| 36 (cont.) | WS19-7 (cont.) | #2 | Symbol: Italic word indicator | *paw* |  |  |
|  |  | #3 | Symbol: Italic word indicator | *storm* |  |  |
|  |  | #4 | Symbol: Italic word indicator | *talk* |  |  |
|  |  | #5 | Symbol: Italic word indicator  Spacing rule | *tall*  of the |  |  |
|  |  |  | Note: Items #6-#8 are in uncontracted braille. |  |  |  |
| 37 | aWS19-7 |  | Note: Items #9-#12 are in uncontracted braille. |  |  |  |
| 43 | WS19-8 | #2 | UEB does not have a contraction for “ation,” therefore it is omitted in this unit.  Use the “tion” contraction. | invitations |  |  |
|  |  | #8 | Omit: ation  Use: tion | station |  |  |
| 44 | WS19-9 | line 2 | Spacing rule  Omit: to | of the  to fill |  |  |
|  |  | #2 | Omit: to | to go |  |  |
|  |  | #3 | Omit: to | to the |  |  |
| 44 (cont.) | WS19-9 (cont.) | #8 | Omit: to (2) | to swim  to play |  |  |
| 46 | WS19-10 | line 3 | Spacing rule | with a |  |  |
|  |  | line 10 | Spacing rule | with a |  |  |
|  |  | #1 | Symbol: Italic word indicator | *never* |  |  |
|  |  | #2 | Symbol: Italic word indicator | *dry* |  |  |
|  |  | #3 | Symbol: Italic word indicator | *cool* |  |  |
|  |  | #4 | Symbol: Italic word indicator  Omit: com | *completely* |  |  |
|  |  | #5 | Symbol: Italic word indicators (2) | *would like* |  |  |
|  |  | #6 | Omit: to  Symbol: Italic word indicator | to my  *too* |  |  |
|  |  | #7 | Symbol: Italic word indicators (2) | *just about* |  |  |
|  |  | #8 | Symbol: Italic word indicator | *cut* |  |  |
|  |  | #9 | Symbol: Italic word indicator | *stroll* |  |  |
|  |  | #10 | Symbol: Italic word indicator | *pool* |  |  |
|  |  | #11 | Symbol: Italic word indicator | *before* |  |  |
|  |  | #12 | Symbol: Italic word indicator  Spacing rule | *hay*  for the |  |  |
| 46 (cont.) | WS19-10 (cont.) | #13 | Symbol: Italic word indicators (2) | *move slowly* |  |  |
|  |  | #14-#15 | Items #14 and #15 have been moved to a new page aWS19-10 (on the back of WS19-10). | Material moved |  |  |
|  |  | #14 | Symbol: Italic word indicator | *is* |  |  |
|  |  | #15 | Symbol: Italic word indicator | *fence* |  |  |
| 49 | ST 13 |  | The last line of ST 12 is now at the top of this page. | Material moved |  |  |
|  |  | line 1 | Omit: into | into the |  |  |
|  |  | line 3 | Spacing rule | of the |  |  |
|  |  | line 7 | Omit: to | to cry |  |  |
|  |  | line 10 | Omit: to | to keep |  |  |
|  |  | line 11 | Omit: to | to keep |  |  |
|  |  | line 18 | Omit: to | to let |  |  |
|  |  | lines 24-25 | The last two lines of this page have been moved to the first line of ST 14. | Material moved |  |  |
| 52 | WS19-11 | line 15 | Numeric mode rule | 1-4 |  |  |
|  |  | line 16 | Omit: to | to make |  |  |
| 55 | TE Quick Read Word Count |  | Change “371” to “369” (see wording change on line 21 below) |  |  |  |
|  | TE Page Word Count |  | Change “177” to “175” |  |  |  |
|  | WS19-12 | line 2 | Omit: by | by Izetta |  |  |
|  |  | line 3 | Omit: to | to take |  |  |
|  |  | line 4 | Omit: ally | finally |  |  |
|  |  | line 7 | Omit: to | to ride |  |  |
|  |  | line 9 | Omit: to | to care |  |  |
|  |  | line 10 | Omit: to | to put |  |  |
|  |  | line 11 | Omit: to | to give |  |  |
|  |  | line 12 | Omit: to | to ride |  |  |
|  |  | line 14 | Omit: to | to talk |  |  |
|  |  | line 20 | Omit: to | to a |  |  |
|  |  | line 21 | This line has been changed to: “Now it's riding time,” my instructor says.  Note: This change was made to keep the story to two pages. | Material changed |  |  |
| 55 (cont.) | WS19-12 (cont.) | line 23 | Omit: by, to | by the  to get |  |  |
| 56 | aWS19-12 | line 2 | Omit: dd | saddle |  |  |
|  |  | line 3 | Omit: to | to my |  |  |
|  |  | line 8 | Omit: to | to crawl |  |  |
|  |  | line 16 | Omit: to | to do |  |  |
|  |  | line 19 | Omit: dd | saddle |  |  |
|  |  | line 20 | Spacing rule  Omit: ally | for a  Finally |  |  |
|  |  | line 21 | Omit: to | to find |  |  |
|  |  | line 24 | Omit: to, com | to come |  |  |

| **GRADE 2: UNIT 4: LESSON 20** | | | | |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 63 | TE Reading | New Reading Words | Omit: com | community |  |  |
| 64 | TE Day 1: Reading |  | Omit: com | community |  |  |
| 68 | TE left sidebar: Reading |  | Omit: com | community |  |  |
| 69 | WS20-1 | line 7 | Spacing rule  Grade 1 word indicator added: In UEB,  “o-n-g” is preceded by the grade 1 word indicator (dots 5-6, 5-6) because the letters are standing alone. Rules 2.6 and 5.3 | with the  o-n-g |  |  |
|  |  | line 8 | Spacing rule | for a |  |  |
|  |  | line 10 | Omit: to | to buy |  |  |
|  |  | line 13 | Omit: to | to sell |  |  |
|  |  | line 17 | Omit: to | to an |  |  |
|  |  | line 19 | Omit: ally | finally |  |  |
| 70 | WS20-2 | #4 | Spacing rule | and a |  |  |
| 73 | ST 17 | line 5 | Omit: com (2), to | community  to do |  |  |
|  |  | line 6 | Omit: to | to go |  |  |
| 73 (cont.) | ST 17 (cont.) | line 10 | Spacing rule | for the |  |  |
|  | line 17 | Spacing rule | and the |  |  |
|  |  | line 19 | Omit: ation  Use: tion | decorations |  |  |
|  | TE Instructions for community | sentence 2 | Replace this sentence with: “Provide assistance as needed.” |  |  |  |
| 77 | TE paragraph 1 | sentence 2 | Replace “(page 51; take—theater)” with “(page 52; tell—this)” |  |  |  |
|  | TE paragraph 2 | sentence 1 | Replace “so—special” with “smooth—sort of”  Replace “air” with “airplane”  Replace “lock” with “lonely” |  |  |  |
| 82 | aWS20-4 | line 5 | Omit: to | to the |  |  |
|  |  | line 8 | TE only: Omit: to | to the |  |  |
| 83 | ST 19 | line 2 | Omit: by | by Robin |  |  |
|  |  | line 4 | Omit: to | to Kids |  |  |
|  |  | line 8 | Omit: to | to see |  |  |
|  |  | line 13 | Spacing rule | of the |  |  |
|  |  | line 15 | Omit: to (2) | to talk  to me |  |  |
| 83 (cont.) | ST 19 (cont.) | line 16 | Omit: to | to try |  |  |
|  |  | line 17 | Omit: to | to hold |  |  |
|  |  | line 22 | Spacing rule | and for |  |  |
| 84 | ST 20 | line 2 | Omit: com | community |  |  |
|  |  | line 4 | Omit: to | to collect |  |  |
|  |  | line 7 | Spacing rule | with a |  |  |
|  |  | line 17 | Omit: to | to eat |  |  |
|  |  | line 23 | Omit: to | to bike |  |  |
| 85 | ST 21 | line 1 | Omit: to | to someone |  |  |
|  |  | line 7 | Omit: to | to help |  |  |
|  |  | line 9 | Omit: by | by different |  |  |
|  |  | line 12 | Omit: to | to help |  |  |
|  |  | line 13 | Spacing rule | of the |  |  |
|  |  | line 17 | Omit: dd | adds |  |  |
|  |  | line 22 | Omit: to | to visit |  |  |
|  |  | line 23 | Omit: to | to go |  |  |
| 87 | TE Page Word Count |  | Change “210” to “200” |  |  |  |
|  | ST 22 | line 4 | Omit: to | to have |  |  |
|  |  | line 6 | Omit: to | to mold |  |  |
|  |  | line 9 | Omit: to | to his |  |  |
|  |  | line 11 | Spacing rule  Omit: dd | with the  address |  |  |
|  |  | line 22 | Omit: to | to the |  |  |
|  |  | line 25 | This line has been moved to the top of ST 23.  Omit: to (2) | Material moved  to be  to remember |  |  |
| 88 | TE Page Word Count |  | Change “169” to “179” |  |  |  |
|  | ST 23 |  | The last line of ST 22 is now at the top of this page. | Material moved |  |  |
|  |  | line 1 | Omit: to | to say |  |  |
|  |  | line 2 | Spacing rule | with the |  |  |
|  |  | line 3 | Omit: ation  Use: tion | decorations |  |  |
| 88  (cont.) | ST 23 (cont.) | line 4 | Omit: to | to be |  |  |
|  | line 8 | Spacing rule | and the |  |  |
|  |  | line 10 | Omit: to | to Aunt |  |  |
|  |  | line 12 | Omit: to  Spacing rule | to try  for a |  |  |
|  |  | line 14 | Omit: com | community |  |  |
|  |  | line 19 | Omit: to | to choose |  |  |
| 89 | WS20-5 | line 3 | Numeric mode rule | 1-5 |  |  |
|  |  | line 4 | Omit: to | to number |  |  |
|  | aWS20-5 | line 2 | Omit: to | to be |  |  |
| 90 | WS20-6 | #1-#4 | Numeric mode rule  Grade 1 word indicator added | 1-4  o-n-g |  |  |
|  |  | #5-#8 | Numeric mode rule  Grade 1 word indicator added | 5-8  i-n-g |  |  |
|  |  | #9-#11 | Numeric mode rule  Grade 1 word indicator added | 9-11  a-n-g |  |  |
|  |  | #12-#13 | Numeric mode rule  Grade 1 word indicator added | 12-13  a-n-k |  |  |
|  |  | #14 | Grade 1 word indicator added | i-n-k |  |  |
| 90 (cont.) | WS20-6 (cont.) | #15 | Grade 1 word indicator added | u-n-k |  |  |
| 95 | WS20-7 | line 5 | Omit: to | to help |  |  |
|  |  | line 6 | Omit: com | completed |  |  |
|  |  | line 9 | Omit: to | to make |  |  |
|  |  | line 11 | Omit: to | to make |  |  |
|  |  | line 14 | Omit: to  Spacing rule | to work  for a |  |  |
|  |  | line 16 | Omit: to | to my |  |  |
|  |  | line 19 | Spacing rule | with the |  |  |
|  |  | line 23 | Omit: ble | table |  |  |
|  | WS20-7 and aWS20-7 |  | The two lines of worksheet aWS20-7 have been moved to the bottom of WS20-7. There is no aWS20-7. | Material moved |  |  |
| 99 | WS20-8 | #7 | Omit: to | to the |  |  |
| 101 | WS20-9 | #2 | Omit: to | to school |  |  |
|  |  | #4 | Omit: ation  Use: tion | information |  |  |
| 101 (cont.) | WS20-9 (cont.) | #5 | Omit: to | to the |  |  |
|  |  | #9 | Omit: to | to college |  |  |
| 103 | ST 22 | line 4 | Omit: to | to have |  |  |
|  |  | line 6 | Omit: to | to mold |  |  |
|  |  | line 9 | Omit: to | to his |  |  |
|  |  | line 11 | Spacing rule  Omit: dd | with the  address |  |  |
|  |  | line 22 | Omit: to | to the |  |  |
|  |  | line 25 | Omit: to (2) | to be  to remember |  |  |
| 109 | WS20-12 | #1 | Omit: to | to cut |  |  |
|  |  | #4 | UEB treats mixed numbers as two unspaced numeric items. The mixed number is written as numeric indicator, 3, numeric indicator, 1, fraction line, two. Rule 11.3.2 | 3½ |  |  |
|  |  | #5 | Mixed number rule | 1¼ |  |  |
|  |  | #6 | Mixed number rule | 2½ |  |  |
|  | aWS20-12 | line 5 | Omit: ble | tablespoon |  |  |
| 109  (cont.) | aWS20-12  (cont.) | line 7 | Spacing rule | and a |  |  |
| line 9 | Omit: into | into the |  |  |
|  |  | line 10 | Spacing rule | of the |  |  |
|  |  | line 11 | Spacing rule | of the |  |  |
|  |  | line 12 | Omit: to (2) | to stir  to mix |  |  |
|  |  | line 14 | Omit: to (2) | to use  to help |  |  |
| 110 | TE paragraph 1 | after sentence 7 | Change “(number sign, 3, hyphen, 1, fraction line, two)” to “(numeric indicator, 3, numeric indicator, 1, fraction line, two)”  Note: Teachers should use their best judgment to decide what terms to use with a student. |  | number sign | numeric indicator |
|  | TE list of phrases | line 1 | Spacing rule | of a |  |  |
|  |  | line 4 | Mixed number rule | 1½ |  |  |
| 111 | TE Page Word Count |  | Change “157” to “154”; text has been moved to aWS20-13. |  |  |  |
|  | WS20-13 | line 2 | Omit: by | by Robin |  |  |
| 111  (cont.) | WS20-13 (cont.) | line 4 | Omit: to | to see |  |  |
|  | line 6 | Omit: com | coming |  |  |
|  |  | line 9 | Omit: ally  Use: ea | Really |  |  |
|  |  | line 13 | Omit: into | into the |  |  |
|  |  | line 18 | Omit: to | to get  to ride |  |  |
|  |  | line 20 | Omit: to | to tell |  |  |
|  |  | line 21 | Omit: to | to ride |  |  |
|  |  | line 23 | The last line of this page has been moved to the first line of aWS20-13. | Material moved |  |  |
| 112 | TE Page Word Count |  | Change “194” to “197”; text has been moved from WS20-13. |  |  |  |
|  | aWS20-13 |  | The last line of WS20-13 is now at the top of this WS. | Material moved |  |  |
|  |  | line 10 | Spacing rule | of the |  |  |
|  |  | line 12 | Omit: to | to hold |  |  |
|  |  | line 14 | Omit: to | to ride |  |  |
|  |  | line 17 | Omit: to | to steer |  |  |
| 112 (cont.) | aWS20-13 (cont.) | line 19 | Omit: to | to rent |  |  |
| 113 | WS20-14 | line 6 | Omit: to (2) | to learn  to play |  |  |
|  |  | line 8 | Omit: by | by tapping |  |  |
|  |  | line 10 | Omit: to | to play |  |  |
|  |  | line 12 | Omit: to | to take |  |  |
|  |  | line 14 | Omit: to | to practice |  |  |

| **GRADE 2: UNIT 4: LESSON 21** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 121 | TE Day 5: Reading |  | Spacing rule | of the |
| 125 | WS21-1 | #1 | Omit: to | to walk |
|  |  | #2 | Omit: to | to bed |
|  |  | #4 | Omit: ation  Use: tion | decorations |
|  |  | #5 | Omit: to (2) | to sit |
|  |  | #6 | Spacing rule | with the |
|  |  | #7 | Omit: to | to try |
|  |  | line 17 | Numeric mode rule | 1-5 |
|  |  | #1 (second) | Omit: to (2) | to be  to go |
|  |  | #2 (second) | This item has been moved to aWS21-1  Omit: to | Material moved  to play |
| 126 | aWS21-1 |  | Item #2 from the bottom of the WS21-1 is now at the top of the WS | Material moved |
|  |  | #3 | Omit: to | to brush |
|  |  | #4 | Omit: to | to wash |
| 126 (cont.) | aWS21-1 (cont.) | #5 | Omit: to | to wake |
| 127 | WS21-2 | line 11 | Omit: to | to stay |
|  |  | line 14 | Omit: to | to think |
|  |  | line 21 | Omit: to | to the |
| 128 | aWS21-2 | line 1 | Omit: to | to help |
|  |  | line 2 | Omit: to | to play |
|  |  | line 3 | Omit: to | to play |
|  |  | line 6 | Omit: into, to | into a  to be |
|  |  | line 7 | Omit: to | to cough |
|  |  | line 12 | Omit: to | to go |
|  |  | line 13 | Omit: to | to do |
| 129 | ST 27 | line 3 | Omit: to | to declare |
| 132 | TE Spelling Dictionary: paragraph 1 | sentence 3 | Replace “52” with “53” and “their—throw” with “those—to.” |  |
| 137 | WS21-4 | line 3 | Numeric mode rule: The numeric indicator must be repeated after the hyphen and the slash. Rule 6.3 | 5-28-12 |
|  |  | line 4 | Numeric mode rule | 5/28/12 |
|  |  | #1 | Omit: into  Numeric mode rule | into our  2/5/09 |
|  |  | #2 | Numeric mode rule | 1-26-94 |
|  |  | #3 | Numeric mode rule | 10/19/75 |
|  |  | #4 | Spacing rule | of the |
|  |  | #5 | Numeric mode rule | 6/25/10 |
|  |  | #6 | Spacing rule | of the |
|  |  | #2 (second) | This item has been moved to aWS21-4. | Material moved |
| 138 | aWS21-4 |  | Item #2 from WS21-4 is now at the top of this WS. | Material moved |
|  |  | #5 | Numeric mode rule | 12/7/41 |
|  |  | #6 | Numeric mode rule | 8-26-12 |
| 139 | TE Page Word Count |  | Change “153” to “152” |  |
| 139  (cont.) | ST 29 | line 2 | Omit: by | by Robin |
|  | line 4 | Omit: into | into the |
|  |  | line 6 | Omit: to | to her |
|  |  | line 12 | Omit: to | to take |
|  |  | line 16 | Omit: com | come |
|  |  | line 18 | Omit: to | to invite |
|  |  | line 19 | Omit: dd, to | added  to Mrs. |
|  |  | line 23 | Spacing rule  The word “of” at the end of this line has been moved to ST 30. | for a  Material moved |
| 140 | TE Page Word Count |  | Change “176” to “169” |  |
|  | ST 30 | line 1 | The word “of” has been moved from ST 29 to the beginning of this line. | Material moved |
|  |  | line 6 | Spacing rule | of the |
|  |  | line 7 | Omit: to | to play |
|  |  | line 9 | Omit: to | to get |
|  |  | line 14 | Omit: to | to High |
| 140  (cont.) | ST 30  (cont.) | line 17 | Omit: to | to buy |
| line 21 | Omit: by | by now |
|  |  | line 23 | Omit: to | to walk |
|  |  | line 25 | This line had been moved to the top of ST 31. | Material moved |
| 141 | TE Page Word Count |  | Change “169” to “177” |  |
|  | ST 31 |  | The last line of ST 30 is now at the top of this page. | Material moved |
|  |  | line 1 | Omit: to | to the |
|  |  | line 6 | Omit: to | to your |
|  |  | line 7 | Omit: to | to find |
|  |  | line 8 | Omit: to | to look |
|  |  | line 14 | Omit: to | to buy |
|  |  | line 16 | Omit: to | to play |
|  |  | line 18 | Omit: to (2) | to take  to cross |
|  |  | line 20 | Omit: by, to | by going  to walk |
| 142 | ST 32 | line 4 | Omit: to | to change |
|  |  | line 6 | Omit: to | to them |
|  |  | line 7 | Omit: dd | added |
|  |  | line 10 | Omit: to | to adapt |
|  |  | line 13 | Omit: to | to game |
|  |  | line 14 | Omit: to | to Zoey's |
|  |  | line 19 | Omit: ally  Use: ea | really |
| 143 | ST 33 | line 6 | Omit: to | to look |
|  |  | line 8 | Omit: to | to be |
|  |  | line 12 | Omit: to | to order |
|  |  | line 14 | Spacing rule | for the |
|  |  | line 18 | Omit: to  Symbol: italic word indicator | to *our* |
| 144 | WS21-5 | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | #1 | Omit: to | to adapt |
|  |  | #3 | Omit: to | to buy |
| 144 (cont.) | WS21-5 (cont.) | #4b | Spacing rule | and the |
|  | aWS21-5 | #5 | Spacing rule | of the |
| 145 | WS21-6 | line 1 | Omit: ble | Double |
|  |  | #3 | Omit: to | to be |
| 149 | WS21-7 | line 1 | Omit: com | Compare |
| 153 | WS21-8 | #3 | Omit: to, dd | to think  added |
|  |  | #5 | Spacing rule | for a |
|  |  | #6 | Omit: to | to play |
|  |  | #7 | Omit: to | to the |
|  |  | #9 | Omit: to | to play |
|  |  | #10 | Omit: to | to play |
|  | aWS21-8 | #14 | Omit: to | to go |
|  |  | #15 | Omit: to | to do |
| 154 | WS21-9 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation  Use: tion | punctuation |
| 160 | ST 30 | line 6 | Spacing rule | of the |
|  |  | line 7 | Omit: to | to play |
|  |  | line 9 | Omit: to | to get |
|  |  | line 14 | Omit: to | to High |
|  |  | line 17 | Omit: to | to buy |
|  |  | line 21 | Omit: by | by now |
|  |  | line 23 | Omit: to | to walk |
| 165 | WS21-12 | line 5 | Omit: to | to recess |
| 166 | WS21-13 | line 1 | Spacing rule | of the |
|  |  | line 2 | Omit: by | by Izetta |
|  |  | line 3 | Omit: to | to move |
|  |  | line 7 | Omit: to | to go |
|  |  | line 12 | Omit: into | into the |
|  |  | line 13 | Omit: to | to walk |
|  |  | line 20 | Omit: to | to get |
| 167 | aWS21-13 | line 3 | Omit: to | to use |
|  |  | line 4 | Spacing rule | of the |
| 167  (cont.) | aWS21-13  (cont.) | line 6 | Omit: dd | Suddenly |
| line 10 | Omit: to | to run |
|  |  | line 21 | Omit: to | to get |
|  |  | line 21 | Omit: com | coming |

| **GRADE 2: UNIT 4: LESSON 22** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 173 | TE Braille Knowledge |  | Omit: o'clock  Change the description to indicate o’clock is not a short-form word if desired. | o'clock |
| 174 | TE Day 1: Braille Knowledge |  | Omit: o'clock | o'clock |
| 178 | TE main text: Braille Knowledge | paragraph heading | Omit: o'clock  Change the paragraph heading to indicate o’clock is not a short-form word if desired. | o'clock |
|  |  | paragraph 2, sentence 1 | Replace sentence with: “Continue in the same manner for the word necessary. For o’clock, assist the student with pronunciation as needed.”  Note: O’clock was left in this activity because the student will see the word in materials that follow. |  |
| 179 | WS22-1 | line 3 | Omit: o'clock  o’clock (contr.) has been removed | o'clock  Material removed |
|  |  | line 7 | Omit: to, o'clock | to leave  o'clock |
|  |  | line 8 | Omit: o'clock | o'clock |
|  |  | line 9 | Omit: to | to go |
|  |  | line 10 | Omit: to | to put |
| 179 (cont.) | WS22-1 (cont.) | line 11 | Omit: to  Spacing rule | to find  for the |
|  |  | line 13 | Omit: to | to leave |
|  |  | line 14 | Omit: to, com, o'clock (2) | to come  o'clock |
|  |  | line 17 | Omit: o'clock | o'clock |
| 181 | WS22-2 | line 6 | Omit: to | to eat |
|  |  | line 7 | Omit: com, to | come  to eat |
|  |  | line 12 | Omit: to | to put |
|  |  | line 13 | Omit: to | to go |
|  |  | line 14 | Omit: to | to buy |
|  |  | line 15 | Omit: to | to eat |
|  |  | line 17 | Omit: o'clock | o'clock |
|  |  | line 18 | Omit: to (2) | to talk  to Nicole |
|  |  | line 21 | Spacing rule | with a |
| 182 | ST 37 | line 5 | Omit: to | to finish |
|  |  | line 14 | Omit: to | to start |
| 191 | WS22-4 | line 2 | Grade 1 symbol indicator added | R. |
|  |  | line 3 | Grade 1 symbol indicator added | R. |
|  |  | #1 | Omit: to | to go |
|  |  | #5 | Omit: o'clock | o'clock |
|  |  | #6 | Omit: to (2) | to walk  to my |
|  |  | #9 | Omit: to | to leave |
|  |  | #10 | Omit: to | to brush |
| 193 | TE Page Word Count |  | Change “177” to “167” |  |
|  | ST 39 | line 2 | Omit: by | by Robin |
|  |  | line 3 | Omit: to | to read |
|  |  | line 6 | Omit: by | by boys |
|  |  | line 15 | Spacing rule | for the |
|  |  | line 16 | Omit: to  Spacing rule | to hit  with a |
|  |  | line 17 | Omit: to  Spacing rule | to a  and the |
| 193  (cont.) | ST 39 (cont.) | line 19 | Omit: to | to find |
|  | line 22 | Spacing rule | for the |
|  |  | line 23 | This line has been moved to the top of ST 40. | Material moved |
| 194 | TE Page Word Count |  | Change “59” to “69” |  |
|  | ST 40 |  | The last line of ST 39 is now at the top of this page. | Material moved |
|  |  | line 2 | Omit: to | to play |
|  |  | line 4 | Omit: to | to play |
|  |  | line 5 | Omit: to  Spacing rule (2) | to practice  for the  of the |
|  |  | line 6 | Spacing rule  Omit: to | and the  to practice |
| 195 | TE Page Word Count |  | Change “200” to “199” |  |
|  | ST 41 | line 5 | Omit: to | to push |
|  |  | line 13 | Omit: to | to do |
|  |  | line 14 | Omit: to | to roller |
| 195  (cont.) | ST 41 (cont.) | line 15 | Omit: to | to roller |
|  | line 18 | Omit: to | to roller |
|  |  | line 23 | Omit: to | to glide |
|  |  | line 25 | This line has been moved to the top of ST 42. | Material moved |
| 196 | TE Page Word Count |  | Change “65” to “66” |  |
|  | ST 42 |  | The last line of ST 41 is now at the top of this page. | Material moved |
|  |  | line 1 | Omit: to | to skate |
|  |  | line 3 | Omit: to | to be |
|  |  | line 5 | Omit: to (2) | to them  to do |
| 197 | ST 43 | line 4 | Omit: to | to play |
|  |  | line 5 | Spacing rule | of a |
|  |  | line 7 | Omit: to | to knock |
|  |  | line 13 | Omit: to (2) | to bowl  to spend |
|  |  | line 15 | Omit: to | to Mario |
| 197  (cont.) | ST 43 (cont.) | line 19 | Omit: to | to try |
|  | line 20 | Omit: by | by yourself |
| 198 | WS22-5 | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | line 5 | Omit: to | to run |
|  |  | #1a | Omit: to | to run |
|  |  | #1b | Omit: to | to guess |
|  |  | #1c | Spacing rule | and the |
|  |  | #3a | Omit: to | to her |
| 199 | aWS22-5 | #4a | Omit: by | by knocking |
|  |  | #4b | Omit: by, ally  Use: ea | by rolling  really |
|  |  | #4c | Omit: by | by rolling |
| 200 | WS22-6 | line 1 | Omit: ble | Double |
|  |  | #1 | Omit: to, o’clock | to work  o'clock |
| 205 | aWS22-7 | line 7 | Omit: to | to write |
| 206 | WS22-8 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation  Use: tion | punctuation |
| 209 | ST 41 | line 5 | Omit: to | to push |
|  |  | line 13 | Omit: to | to do |
|  |  | line 14 | Omit: to | to roller |
|  |  | line 15 | Omit: to | to roller |
|  |  | line 18 | Omit: to | to roller |
|  |  | line 23 | Omit: to | to glide |
| 211 | WS22-9 | line 6 | Spacing rule | of the |
|  |  | #5 | Omit: into | into the |
| 212 | aWS22-9 | line 1 | Omit: com | Complete |
|  |  | line 2 | Spacing rule | with a |
|  |  | line 8 | Spacing rule | of the |
| 215 | TE Page Word Count |  | Change “174” to “173” |  |
|  | WS22-10 | line 2 | The word “by” has been removed to keep the authors on one line. | by Marjorie |
| 215  (cont.) | WS22-10 (cont.) | line 4 | Omit: o'clock | o'clock |
|  | line 10 | Omit: to | to beat |
|  |  | line 15 | Omit: to | to get |
|  |  | line 16 | Omit: into | into the |
|  |  | line 17 | Omit: dd | added |
|  |  | line 19 | Omit: to | to stay |
|  |  | line 20 | Spacing rule | with a |
|  |  | line 21 | Omit: to | to the |
|  |  | line 22 | Spacing rule | and the |
| 216 | aWS22-10 | line 1 | Omit: to | to stay |
|  |  | line 5 | Omit: ally | Finally |
|  |  | line 21 | Omit: to | to say |
| 217 | TE Language | sentence 2 | Change this sentence to: “If necessary, give prompts to help the student with the topic sentence for the three details at the bottom of the page.” |  |
|  | WS22-11 | #1 | Omit: o'clock | o'clock |
|  |  | #1a | Omit: to | to hurry |
| 217  (cont.) | WS22-11 (cont.) | #1b | Omit: to | to get |
|  | #1c | Omit: to | to get |
|  |  | line 17 | Spacing rule | for the |
|  |  | #1 | Omit: to | to hit |
|  |  | #2 (second) | Spacing rule | for the |
|  |  | #3 | Omit: to (2) | to run  to the |
|  |  | line 21 | This line has been removed. It no longer fit on the worksheet. | Material removed |

| **GRADE 2: UNIT 4: MEET THE AUTHORS** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 223 | ST 51 | line 5 | Omit: ation  Use: tion | illustrations |
|  |  | line 8 | Omit: to, ation  Use: tion | to create  illustrations |
|  |  | line 9 | Omit: to | to enjoy |
|  |  | line 10 | Omit: by | by everyone |
|  |  | line 11 | Omit: to | to Kentucky |
|  |  | line 14 | Omit: ble | adorable |
|  |  | line 17 | Omit: ally (2) | legally  especially |
|  |  | line 20 | Spacing rule | for a |
|  |  | line 21 | Omit: com  Spacing rule | compliments  for the |
|  |  | line 22 | Omit: to | to continue |
|  |  | line 23 | Omit: to (3), ble | to be  able  to work  to do |
|  |  | line 24 | “a goal and work hard,” has been moved to the top of ST 52 | Material moved |
| 224 | ST 52 |  | “a goal and work hard,” has been moved to the top of this page | Material moved |
|  |  | line 1 | Omit: to | to work |
|  |  | line 3 | Omit: to | to create |
|  |  | line 4 | Spacing rule | for the |
|  |  | line 5 | Omit: to | to sketch |
|  |  | line 7 | Omit: to | to go |
|  |  | line 8 | Spacing rule  Numeric indicators set grade 1 mode: Contraction cannot be used in ordinal numbers. Rule 6.5.3 | for the  124th |
|  |  | line 10 | Omit: to | to create |
|  |  | line 11 | Omit: to | to explore |
|  |  | line 12 | Omit: by  Spacing rule | by the  for the |
|  |  | line 15 | Spacing rule | for the |
|  |  | line 16 | Symbol: In UEB the regular (round) opening parenthesis is dot 5, dots 1-2-6 and the closing parenthesis is dot 5, dots 3-4-5. Rule Section 7: Punctuation | (APH) |
| 224 (cont.) | ST 52 (cont.) | line 17 | Omit: into, to | into pictures  To start |
|  |  | line 21 | Omit: to | To create |
|  |  | lines 22-24 | The word “special” and the last two lines on this page have been moved to ST 53. | Material moved |
| 225 | ST 53 |  | The word “special” and the last two lines from ST 52 have been moved to the top of this page. | Material moved |
|  |  | line 1 | Spacing rule | of a |
|  |  | line 3 | Spacing rule | of the |
|  |  | line 4 | Spacing rule | with the |
|  |  | line 5 | Omit: into | into the |
|  |  | line 6 | Omit: to | to another |
|  |  | line 8 | Spacing rule | and a |
|  |  | line 13 | Spacing rule | for a |
|  |  | line 16 | Spacing rule | for the |
|  |  | line 18 | Omit: to | to make |
|  |  | line 20 | Omit: to | to paint |
|  |  | line 22 | Omit: to | to use |
| 225 (cont.) | ST 53 (cont.) | lines 22-25 | The word “and” and the last three lines on this page have been moved to ST 54. | Material moved |
|  |  | line 23 | Omit: to | to make |
| 226 | ST 54 |  | The word “and” and the last three lines on ST 53 have been moved to the top of this page. | Material moved |
|  |  | line 2 | Omit: to | to read |
|  |  | line 3 | Omit: to | to read |
|  |  | line 4 | Omit: by | by looking |
|  |  | line 5 | Omit: to | to label |
|  |  | line 7 | Omit: to | to do |
|  |  | line 9 | Spacing rule | and a |

| **GRADE 2: UNIT 4: LESSON 23** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 227 | TE Word Work: Dolch Words |  | Omit: by, com, into, to | by(fc)  come  into(fc)  to(fc) |
| 228 | TE Reading: New Reading Words |  | Omit: com | community |
|  | TE Braille Knowledge |  | Omit: o'clock | o'clock |
| 232 | ST 47 | line 3 | Omit: by | by Robin |
|  |  | line 6 | Omit: o'clock | o'clock |
|  |  | line 7 | Omit: to (2) | to learn  to play |
|  |  | line 9 | Omit: to | to fill |
|  |  | line 10 | Omit: to | to take |
|  |  | line 14 | Omit: to | to try |
|  |  | line 15 | Omit: to | to play |
|  |  | line 16 | Omit: to | to take |
|  |  | line 17 | Omit: to | to play |
|  |  | line 19 | Omit: to (2) | to learn  to play |
| 232  (cont.) | ST 47 (cont.) | line 20 | Omit: dd | added |
|  | line 21 | Omit: to | to do |
| 233 | ST 48 | line 4 | Omit: to | to the |
|  |  | line 6 | Omit: into | into different |
|  |  | line 9 | Omit: o'clock | o'clock |
|  |  | line 10 | Omit: to | to practice |
|  |  | line 13 | Omit: to  Spacing rule | to practice  for the |
|  |  | line 14 | Omit: to | to play |
|  |  | line 15 | Omit: to | to learn |
| 234 | WS23-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1 | Symbol: Italic word indicator | *not* |
|  |  | #1a | Omit: o'clock | o'clock |
|  |  | #2 | Omit: to | to play |
|  |  | #3c | Mixed number rule | 1½ |
|  |  | #4 | Omit: into | into three |
| 234  (cont.) | WS23-1  (cont.) | #4b | Omit: to | to learn |
| #5 | Omit: to | to try |
| 236 | ST 49 | line 3 | Omit: com | come |
|  |  | line 7 | Omit: o'clock | o'clock |
|  |  | line 9 | Omit: to, com | to come |
|  |  | line 11 | Spacing rule | for a |
|  |  | line 12 | Omit: to | to start |
|  |  | line 16 | Omit: dd | added |
|  |  | line 18 | Omit: to (2) | to sing  to them |
|  |  | line 19 | Omit: to | to see |
|  |  | line 21 | Spacing rule | of the |
|  |  | lines 24-25 | These lines have been moved to the top of ST 50. | Material moved |
| 237 | ST 50 |  | These last two lines of ST 49 have been moved to the top of this page. | Material moved |
|  |  | line 2 | Omit: com | come |
| 238 | aWS23-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
| 238 (cont.) | aWS23-1 (cont.) | #1 | Spacing rule  Omit: to | for the  to practice |
|  |  | #1a | Omit: to | to clean |
|  |  | #2a | Omit: to | to start |
|  |  | #2b | Omit: to | to start |
|  |  | #2c | Omit: to | to start |
|  |  | #3b | Spacing rule | of the |
|  | bWS23-1 | #5 | Omit: to | to start |
| 240 | WS23-2 | #5 | Omit: com  The word “come” has been moved to a new #30 on aWS23-2. | come  Material moved |
|  |  | #18 | Omit: by | by(fc) |
|  |  | #19 | Omit: to | to(fc) |
| 241 | aWS23-2 | #24 | Omit: into | into(fc) |
|  |  |  | The word “come” has been moved to a new #30 on this page. | Material moved |
| 242 | TE Words with al and aw | #2 | Omit: to | to talk |
| 243 | WS23-3 | #2 | Omit: to | to talk |
|  |  | #7 | Omit: dd | wadded |
|  |  | #15 | Omit: to | to school |
|  | TE Words with wa | #7 | Omit: dd | wadded |
| 244 | TE Vowels with gh | #15 | Omit: to | to school |
| 248 | WS23-4 | #1 | The word “o’clock” has been removed from this line. | Material removed |
|  |  | #4 | Omit: to, o'clock | to leave  o'clock |
|  |  | #5 | Omit: to | to go |
|  |  | #7 | Spacing rule | for a |
|  |  | #8 | Omit: to | to school |
|  |  | #10 | Numeric mode rule | 5/16/2011 |
|  | TE Contractions in isolation | #1 | Delete “o’clock” |  |
| 248 (cont.) | TE Contractions in context | #4 | Omit: to, o'clock | to leave  o'clock |
|  |  | #5 | Omit: to | to go |
|  |  | #7 | Spacing rule | for a |
|  |  | #8 | Omit: to | to school |
| 249 | TE Special Symbols | #10 | Numeric mode rule | 5/16/2011 |
|  | TE Target |  | Change 7/10 to 6/9 |  |
|  | TE #5 |  | Delete this item. |  |
|  | TE Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/10 to \_\_\_/9 and 7/10 to 6/9. |  |
|  | TE Braille Knowledge total | total possible score  and target | Change \_\_\_/30 to \_\_\_/29 and 21/30 to 20/29 |  |
| 250 | TE Initials | #1 | Grade 1 symbol indicator added  Spacing rule | D. W.  of the |
|  |  | #2 | Omit: to  Grade 1 symbol indicator added | to Mrs.  R. |
| 250 (cont.) | TE Initials (cont.) | #3 | Grade 1 symbol indicator added  Omit: to | Q.  to me |
| 251 | WS23-5 | #1 | Grade 1 symbol indicator added  Spacing rule | D. W.  of the |
|  |  | #2 | Omit: to  Grade 1 symbol indicator added | to Mrs.  R. |
|  |  | #3 | Grade 1 symbol indicator added  Omit: to | Q.  to me |
|  |  | #13 | Omit: to | to the |
|  |  | #16 | Numeric mode rule | 2/5/09 |
|  |  | #18 | Numeric mode rule | 1-26-94 |
|  | TE Helping verbs | #13 | Omit: to | to the |
| 252 | TE Dates | #16 | Numeric mode rule | 2/5/09 |
|  |  | #18 | Numeric mode rule | 1-26-94 |
| 254 | WS23-6 | #2 | Omit: com | community |

| **GRADE 2: UNIT 4: LESSON 19 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Grammar | Note: A grade 1 symbol indicator (dots 5-6) is used before initials, except the letters a, i, o, except when two or more initials do not have a space between them. This is because these letters are standing alone. Rules 2.6 and 5.2 |  |

| **GRADE 2: UNIT 4: LESSON 20 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | New Reading Words | Omit: com | community |

| **GRADE 2: UNIT 4: LESSON 21 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Grammar | Note: In dates, the numeric indicator must be repeated after the hyphen and the slash. Rule 6.3 |  |

| **GRADE 2: UNIT 4: LESSON 22 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 2 | Braille Knowledge | Omit: o’clock |  |

Note: The page numbers in the Consumable Unit Assessment Packet start after the Reading Rate Forms, the Cumulative Assessment Record Sheet, and the Unit Assessment Summary.

| **GRADE 2: UNIT 4: ASSESSMENT ADMINISTRATION RECORD** | | | | |
| --- | --- | --- | --- | --- |
| **Page** | **Location** | **Location**  **Detail** | **Change** | **Modification** |
| 2 | ST 47 | line 3 | Omit: by | by Robin |
|  |  | line 6 | Omit: o'clock | o'clock |
|  |  | line 7 | Omit: to (2) | to learn  to play |
|  |  | line 9 | Omit: to | to fill |
|  |  | line 10 | Omit: to | to take |
|  |  | line 14 | Omit: to | to try |
|  |  | line 15 | Omit: to | to play |
|  |  | line 16 | Omit: to | to take |
|  |  | line 17 | Omit: to | to play |
|  |  | line 19 | Omit: to (2) | to learn  to play |
|  |  | line 20 | Omit: dd | added |
|  |  | line 21 | Omit: to | to do |
| 3 | ST 48 | line 4 | Omit: to | to the |
|  |  | line 6 | Omit: into | into different |
|  |  | line 9 | Omit: o'clock | o'clock |
|  |  | line 10 | Omit: to | to practice |
|  |  | line 13 | Omit: to  Spacing rule | to practice  for the |
|  |  | line 14 | Omit: to | to play |
|  |  | line 15 | Omit: to | to learn |
| 4 | WS23-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1 | Symbol: Italic word indicator | *not* |
|  |  | #1a | Omit: o'clock | o'clock |
|  |  | #2 | Omit: to | to play |
|  |  | #3c | Mixed number rule | 1½ |
|  |  | #4 | Omit: into | into three |
|  |  | #4b | Omit: to | to learn |
|  |  | #5 | Omit: to | to try |
| 6-7 | ST 49 | line 3 | Omit: com | come |
|  |  | line 7 | Omit: o'clock | o'clock |
|  |  | line 9 | Omit: to, com | to come |
|  |  | line 11 | Spacing rule | for a |
|  |  | line 12 | Omit: to | to start |
|  |  | line 16 | Omit: dd | added |
|  |  | line 18 | Omit: to (2) | to sing  to them |
|  |  | line 19 | Omit: to | to see |
|  |  | line 21 | Spacing rule | of the |
|  |  | lines 24-25 | These lines have been moved to the top of ST 50. | Material moved |
| 7 | ST 50 |  | These last two lines of ST 49 have been moved to the top of this page. | Material moved |
|  |  | line 2 | Omit: com | come |
| 8 | aWS23-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1 | Spacing rule  Omit: to | for the  to practice |
| 8  (cont.) | aWS23-1  (cont.) | #1a | Omit: to | to clean |
| #2a | Omit: to | to start |
|  |  | #2b | Omit: to | to start |
|  |  | #2c | Omit: to | to start |
|  |  | #3b | Spacing rule | of the |
|  | bWS23-1 | #5 | Omit: to | to start |
| 11-12 | WS23-2 | #5 | Omit: com  The word “come” has been moved to a new #30 on aWS23-2. | come  Material moved |
|  |  | #18 | Omit: by | by(fc) |
|  |  | #19 | Omit: to | to(fc) |
| 12 | aWS23-2 | #24 | Omit: into | into(fc) |
|  |  |  | The word “come” has been moved to a new #30 on this page. | Material moved |
| 14 | Words with al and aw | #2 | Omit: to | to talk |
| 15 | WS23-3 | #2 | Omit: to | to talk |
|  |  | #7 | Omit: dd | wadded |
| 15  (cont.) | WS23-3 (cont.) | #15 | Omit: to | to school |
| Words with wa | #7 | Omit: dd | wadded |
| 16 | Vowels with gh | #15 | Omit: to | to school |
| 18 | WS23-4 | #1 | The word “o’clock” has been removed from this line. | Material removed |
|  |  | #4 | Omit: to, o'clock | to leave  o'clock |
|  |  | #5 | Omit: to | to go |
|  |  | #7 | Spacing rule | for a |
|  |  | #8 | Omit: to | to school |
|  |  | #10 | Numeric mode rule | 5/16/2011 |
|  | Contractions in isolation | #1 | Delete “o’clock” |  |
|  | Contractions in context | #4 | Omit: to, o'clock | to leave  o'clock |
| 19 | top of page | #5 | Omit: to | to go |
|  |  | #7 | Spacing rule | for a |
|  |  | #8 | Omit: to | to school |
| 19  (cont.) | Special Symbols | #10 | Numeric mode rule | 5/16/2011 |
| Writing Contractions and Special Symbols | Target | Change 7/10 to 6/9 |  |
|  |  | #5 | Delete this item. |  |
|  | Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/10 to \_\_\_/9 and 7/10 to 6/9. |  |
|  | Braille Knowledge total | total possible score  and target | Change \_\_\_/30 to \_\_\_/29 and 21/30 to 20/29 |  |
| 20 | Initials | #1 | Grade 1 symbol indicator added  Spacing rule | D. W.  of the |
|  |  | #2 | Omit: to  Grade 1 symbol indicator added | to Mrs.  R. |
|  |  | #3 | Grade 1 symbol indicator added  Omit: to | Q.  to me |
| 21 | WS23-5 | #1 | Grade 1 symbol indicator added  Spacing rule | D. W.  of the |
|  |  | #2 | Omit: to  Grade 1 symbol indicator added | to Mrs.  R. |
|  |  | #3 | Grade 1 symbol indicator added  Omit: to | Q.  to me |
|  |  | #13 | Omit: to | to the |
|  |  | #16 | Numeric mode rule | 2/5/09 |
|  |  | #18 | Numeric mode rule | 1-26-94 |
|  | Helping verbs | #13 | Omit: to | to the |
|  | Dates | #16 | Numeric mode rule | 2/5/09 |
|  |  | #18 | Numeric mode rule | 1-26-94 |
| 24 | WS23-6 | #2 | Omit: com | community |