**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) Second Grade Unit 1 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-U1 BOP Second Grade Unit 1 Student Textbook, UEB

6-78574-U1 BOP Second Grade Unit 1 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 1 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. Worksheets that were only to teach one or more contractions that are not in UEB are no longer included in the student materials. These are noted. The other worksheet pages have not been renumbered.
7. 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.
8. Lettered answer choices other than “a.” are now preceded by the grade 1 symbol indicator. See UEB Rule 5.2.1.
9. When a large amount of text needs to be replaced in the teacher’s edition, a page with the replacement text is provided at the end of that lesson’s table.

**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 – 57 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – Reading |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – New Reading Words |
| 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: ally  Use: ea, er (3) |
| 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 –  really  erase  eraser  (Note that really does not have a contraction for “ally,” and now uses the “ea” contraction; erase uses the “er” contraction; and eraser uses the “er” contraction twice. |
| 1. Use column 6 to identify the old terminology that is changed. | Old Term – letter sign |
| 1. Use column 7 to note the new terminology that is used in UEB. | New Term – grade 1 symbol indicator  (This is the UEB term for this symbol. Teachers should use their best judgment to decide what terms to use with a student.) |

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

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| **GRADE 2: UNIT 1: 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 1 | UEB does not have a contraction for “ble,” therefore it is omitted in this unit. | problems |  |  |
|  |  | row 2 | UEB does not have a contraction for “ally,” therefore it is omitted in this unit.  UEB permits the use of the contraction for “er” at the beginning of the words erase and eraser, as well as at the end of eraser. Rule 10.4.1 (3) | really  (Note: the contraction  for “ea” is now used in  this word.)  erase  eraser |  |  |
|  |  | row 3 | UEB does not have a contraction for “dd,” therefore it is omitted in this unit. | middle |  |  |
|  |  | row 4 | Omit: ble, dd | trouble  Daddy |  |  |
| iii | TE Scope and Sequence Chart: Braille Knowledge | row 1 | Term: The letter sign (dots 5-6) is now the grade 1 symbol indicator. Rule 5.0  Term: The double capital sign (dot 6, dot 6) is now the capitalized word indicator. Rule 8.4  Add: “capitalized passage indicator, capitals terminator” |  | letter sign  double capital sign | grade 1 symbol indicator  capitalized word indicator |
|  | TE Scope and Sequence Chart: Spelling Words | row 4 | Omit: dd (2) | daddy  ladder |  |  |
|  | TE Scope and Sequence Chart: Braille Knowledge | row 4 | Omit: dd | dd |  |  |
| iv | TE Scope and Sequence Chart: New Reading Words | row 1 | Omit: ble  Use: ed | resembled |  |  |
|  |  | row 2 | Omit: dd, ble (3)  Use: ed, er (3) | middle  problems  resembled  trouble  resembled  erase  eraser |  |  |
| v | TE Scope and Sequence Chart: Braille Knowledge: | row 1 | Symbol and Term: The opening and closing transcriber’s note indicators in UEB are dots 4, 4-6, 1-2-6 before the note and dots 4, 4-6, 3-4-5 at the end of the note. Rule 3.27 |  | transcriber’s note symbol | transcriber’s note indicators |
|  | TE Scope and Sequence Chart: Spelling Words | row 2 | Omit: dd (2) | daddy  ladder |  |  |

| **GRADE 2: UNIT 1: LESSON 1** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 1 | TE Reading | New Reading Words | Omit: ble | problems |  |  |
| TE Braille Knowledge | Composition Signs | Term, Rule 2.1 |  | Composition Signs | Indicators |
|  |  | Terms  Add: “capitalized passage indicator, capitals terminator” |  | letter sign  double capital sign | grade 1 word indicator  capitalized word indicator |
| 2 | TE Day 1: Reading | New Reading Words | Omit: ble | problems |  |  |
| 3 | TE Day 3: Braille Knowledge |  | Terms |  | Composition Signs  letter sign | Indicators  grade 1 symbol indicator |
| 3 (cont.) | TE Day 4: Braille Knowledge |  | Terms  Add: “capitalized passage indicator, capitals terminator” |  | Composition Signs  double capital sign | Indicators  capitalized word indicator |
| 4 | TE left side bar: Reading | New Reading Words | Omit: ble | problems |  |  |
| 9 | WS1-4 | line 4 | UEB does not have a contraction for “to,” therefore it is omitted in this unit. | to see |  |  |
| 11 | ST 3 | line 5 | UEB does not have a contraction for “by,” therefore it is omitted in this unit. | by Kate |  |  |
|  |  | line 9 | Omit: by | by Kristen |  |  |
|  |  | line 13 | Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 | of the |  |  |
|  |  | line 14 | Omit: by | by Joe |  |  |
| 11 (cont.) | ST 3 (cont.) | line 18 | Omit: to, by | to Maggie  by Kate |  |  |
| 12 | ST 4 | line 4 | Omit: by | by Edward |  |  |
|  |  | line 5 | Omit: by | by Sue |  |  |
|  |  | line 7 | Omit: by | by Kristen |  |  |
|  |  | line 8 | Omit: by | by Kate |  |  |
|  |  | line 12 | Omit: by | by Kate |  |  |
| 13 | ST 5 | #9 line 11 | UEB does not have a contraction for “into,” therefore it is omitted in this unit. | into(fc) |  |  |
|  |  | #13 line 15 | UEB does not have a contraction for “com,” therefore it is omitted in this unit.  The word “from” has been moved to the end of #25 line 10 of ST 6. | come  Material moved |  |  |
| 14 | ST 6 | #16 line 1 | Omit: by | by(fc) |  |  |
|  |  | #21 line 6 | Omit: to | to(fc) |  |  |
|  |  | #25 line 10 | The word “from” has been moved to the end of this line | Material moved |  |  |
| 15 | ST 7 | line 8 | Omit: ble (2) | problems |  |  |
|  | TE instructions for problems | sentence 2 | Delete sentence 2: “The ble contraction …” |  |  |  |
| 19 | WS1-5 | line 8 | The grade 1 symbol indicator not used for a. Rule 5.2.1 | a |  |  |
| 25 | ST 9 | line 2 | Omit: by | by Kate |  |  |
|  |  | line 3 | Omit: to | to see |  |  |
|  |  | line 5 | Omit: to | to get |  |  |
|  |  | line 6 | Omit: to | to Isabel |  |  |
|  |  | line 10 | Omit: to | to face |  |  |
| 26 | ST 10 | line 6 | Omit: to | to think |  |  |
| 27 | ST 11 | line 2 | Omit: to | to the |  |  |
|  |  | line 14 | Omit: to | to think |  |  |
| 28 | ST 12 | line 2 | Omit: to | to the |  |  |
| 29 | ST 13 | line 6 | Omit: ble | problems |  |  |
| 30 | ST 14 | line 10 | Omit: to | to go |  |  |
| 31 | WS1-8 | line 2 | Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3  Omit: to | 1-5  to number |  |  |
|  |  | line 6 | Omit: to | to make |  |  |
|  |  | line 9 | Omit: to | to talk |  |  |
|  |  | line 11 | Omit: to | to stand |  |  |
| 34 | TE left side bar: Braille Knowledge | Composition Signs | Terms |  | Composition Signs  letter sign | Indicators  grade 1 symbol indicator |
| 35 | TE Braille Knowledge | Composition Signs | Term |  | Composition Signs | Indicators |
|  |  | Sentences 7-11 | Term (5)  Note: Teachers should use their best judgment to decide what terms to use with a student. |  | letter sign | grade 1 symbol indicator |
|  | Print TE copy of WS1-9 | lines 1, 2, 3, 5, 6, 7, 8 | Print TE only: (ls) is where the grade 1 symbol indicator is now used. (9) |  | letter sign | grade 1 symbol indicator |
| 36 | WS1-10 | #8 line 8 | Omit: to | to me |  |  |
|  |  | #12 line 12 | Omit: to | to school |  |  |
| 38 | TE left side bar: Braille Knowledge | Composition Signs | Terms  Add: “capitalized passage indicator, capitals terminator” |  | Composition Signs  double capital sign | Indicators  capitalized word indicator |
| 39 | ST 13 | line 6 | Omit: ble | problems |  |  |
| 43 | TE Braille Knowledge | whole activity | Replace this activity with the “Braille Knowledge: Indicators” activity on pages **15-16** of this supplement. |  |  |  |
|  | WS1-11 |  | See page **15** of this supplement for the changes to the worksheet. |  |  |  |
| 44 | TE paragraph 1 |  | See page **16** of this supplement for replacement text. |  |  |  |
| 45 | WS1-12 | #7 line 7 | Spacing rule | of the |  |  |
|  |  | #13 line 13 answer | Omit: to | to tell |  |  |
| 49 | WS1-13 | line 7 | Spacing rule | with a |  |  |
|  |  | line 15 | Omit: to | to the |  |  |
| 50 | aWS1-13 | line 3 | Omit: by | by itself |  |  |

**Braille Knowledge: Indicators**

**Introduce capitalized word indicator, capitalized passage indicator, and capitals terminator** Give the student WS1-11. Explain to the student that sometimes names of stories and poems are written with all capital letters. In braille, it would take too much space to write a capital sign for every single letter. Instead, two capital dots (dot 6, dot 6), called the capitalized word indicator, are used to show that all of the letters in a word are capital letters. Tell the student that the first line is a title of a story and ask the student to read it. Explain that in print, there is no capital sign; instead there is a whole set of capital letters, more than half of which have different shapes than the letters that are not capitalized (or lowercase letters). (The letters a, b, d, e, and f are good examples of this.)

Ask the student to show you the capitalized word indicators on the first line. Now have the student read the three titles under number 1. Ask the student to mark the title that uses the capitalized word indicator. Discuss why he did not mark the other two. Now ask him to read and mark the title with all capital letters in the next set.

Next ask the student to look at the title on the next line. Tell the student that if there are three or more words in a row in all capital letters, those words are called a passage and the capitalized passage indicator is used. Explain that the capitalized passage indicator is dot 6, dot 6, dot 6, and it means everything after the indicator is capitalized until you get to the capitals terminator, dot 6, dot 3. Ask the child to show you the capitalized passage indicator and the capitals terminator. Then have the student read the three titles under number 3. Ask the student to mark the title that uses the capitalized passage indicator. Discuss why he did not mark the other two.

|  |
| --- |
| LITTLE MOUSE WS1-11  1. MY CAT  My CAT  MY Cat  2. Happy days  Happy DAYS  HAPPY DAYS  A LONG TRIP  3. The MAGIC drum  THE MAGIC DRUM  The Magic DRUM |

Now have the student think of a title for a book about himself and use the capitalized word indicator (dot 6, dot 6) or capitalized passage indicator (dot 6, dot 6, dot 6) and capitals terminator (dot 6, dot 3) to braille it on the bottom of WS1-11 or on a separate sheet of paper. Check the student’s writing.

| **GRADE 2: UNIT 1: LESSON 2** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 57 | TE Reading | New Reading words | Omit: ally  Use: ea, er (3) | really  erase  eraser |
| 58 | TE Day 1: Reading |  | Omit: ally  Use: ea, er (3) | really  erase  eraser |
| 62 | TE left side bar: Reading |  | Omit: ally  Use: ea, er (3) | really  erase  eraser |
| 63 | WS2-1 | line 4 | Numeric mode rule | 1-4 |
|  |  | line 5 | Spacing rule | with the  for the |
|  |  | line 6 | In UEB, the letters g and h in “g-h” are preceded by the grade 1 symbol indicator (dots 5-6) because they are standing alone. Rules 2.6 and 5.2 (Note: This symbol was first taught in BOP First Grade Unit 7.) | g-h |
|  |  | line 12 | Spacing rule  Grade 1 symbol indicators added | for the  g-h |
| 65 | ST 17 | line 12 | Omit: to | to go |
|  |  | line 16 | Omit: ally (2)  Use: ea (2) | really |
|  |  | line 19 | Use: er (5) | erase  eraser |
|  |  | line 23 | This line for “recess” has been moved to the top of ST 18. | Material moved |
| 66 | ST 18 | new line 1 | Line 23 (recess) from ST 17 has been moved to the top of this page. | Material moved |
|  |  | old line 1 | Spacing rule | and a |
| 73 | WS2-14 | #4 line 9 | Spacing rule | of the |
| 75 | TE | Story Word Count | Change 650 to 649 (no text changed, this count was incorrect) |  |
|  | ST 19 | line 2 | Omit: by | by Kristen |
|  |  | line 4 | Period added after a in “am.”  Note: This is not a UEB change; this was changed to show correct punctuation. | a.m. |
|  |  | line 8 | Omit: to | to the |
|  |  | line 13 | Omit: by | by Mom |
| 76 | TE | Page Word Count | Change 122 to 123 for ST 20 (no moved text, this count was incorrect) |  |
|  | ST 20 | line 1 | Omit: to | to the |
|  |  | line 6 | Period added after a in “am.” | a.m. |
|  |  | line 8 | Periods added after a and m in “am?” | a.m.? |
|  |  | line 9 | Omit: to (2) | to go  to check |
|  |  | line 13 | Omit: ally  Use: ea | really |
| 77 | ST 21 | line 6 | Omit: into | into the |
|  |  | line 7 | Omit: into | into the |
|  |  | line 8 | Omit: to (2)  Omit: ally  Use: ea | to go  to bed  really |
|  |  | line 9 | Period added after a in “am.” | a.m. |
|  |  | line 10 | Omit: to | to breakfast |
|  |  | line 14 | Omit: into | into his |
| 77 (cont.) | ST 21 (cont.) | Page Word Count | Change 75 to 73 for ST 22 (no moved text, this count was incorrect) |  |
| 78 | ST 23 | line 3 | Omit: to (2) | to talk  to another |
|  |  | line 5 | Use: er (2) | erasers |
|  |  | line 6 | Omit: to  Use: er | to erase |
|  |  | line 8 | Omit: to | to laugh |
|  |  | line 12 | Omit: to | to pull |
| 79 | ST 24 | line 2 | Spacing rule | for the |
|  |  | line 4 | Spacing rule | for the |
|  |  | line 7 | Omit: to | to Tommy |
|  |  | line 11 | Omit: to | To my |
| 80 | WS2-6 | line 2 | Omit: to (2)  Numeric mode rule | to questions  1-3  to question |
|  |  | line 8 | Use: er (2) | erasers |
| 86 | WS2-7 | #2 line 2 | Omit: to | to go |
|  |  | #5 line 6 | Omit: to | to scare |
|  |  | #9 line 10 | Spacing rule | with a |
| 89 | ST 21 | line 6 | Omit: into | into the |
|  |  | line 7 | Omit: into | into the |
|  |  | line 8 | Omit: to (2)  Omit: ally  Use: ea | to go  to bed  really |
|  |  | line 9 | Period added after a in “am.” | a.m. |
|  |  | line 10 | Omit: to | to breakfast |
|  |  | line 14 | Omit: into | into his |
| 95 | WS2-8 | line 1 | Spacing rule | with the |
|  |  | line 2 | Omit: by | by Kristen |
|  |  | line 7 | Period added after p and m in “pm” | p.m. |
|  |  | line 15 | Omit: to | to blame |
| 97 | TE | End of last  paragraph | Add: “If needed, remind the student to repeat the numeric indicator after the hyphens in the date.” |  |
|  | WS2-9 | #8 line 12 | Omit: to | to Andy |
|  |  | #3 line 6 | Numeric mode rule | 1-25-2008 |

| **GRADE 2: UNIT 1: LESSON 3** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 105 | TE Reading | New Reading Words | Omit: dd | middle |
| 106 | TE Day 1: Reading |  | Omit: dd | middle |
|  | TE Day 2: Reading |  | Spacing rule | of the |
| 107 | TE Day 3: Reading |  | Spacing rule | of the |
| 110 | TE left side bar: Reading |  | Omit: dd | middle |
| 111 | WS3-1 | line 3 | Omit: to | to fill |
| 114 | WS3-4 | line 1 | Spacing rule | of a |
|  |  | #3 line 6 | Omit: to | to the |
|  |  | #8 line 11 | Omit: to | to the |
|  |  | #10 line 13 | Omit: com | come |
| 115 | ST 27 | line 10 | Omit: to (2) | to tell  to you |
|  |  | line 11 | Omit: dd (2) | middle |
|  |  | line 14 | Omit: to | to put |
| 115  (cont.) | ST 27 (cont.) | line 15 | Omit: to  Spacing rule | to thank  for the |
|  |  | line 17 | Omit: to | to my |
| 121 | WS3-5 | line 2 | Spacing rule | for the |
|  |  | line 3 | Spacing rule | with the |
| 122 | TE left side bar: Reading |  | Spacing rule | of the |
| 123 | WS3-6 | line 6 | Omit: to | to the |
|  |  | #8 line 10 | Omit: to | to the |
| 124 | ST 29 | line 1 | Spacing rule | of the |
|  |  | line 2 | Omit: by | by Joe |
|  |  | line 3 | Omit: to | to his |
|  |  | line 12 | Omit: to | to her |
| 125 | ST 30 | line 3 | Omit: to | to taste |
|  |  | line 5 | Omit: to | to work |
|  |  | line 15 | Omit: to | to share |
| 125  (cont.) | ST 30 (cont.) | line 16 | Omit: to | to be |
|  | line 18 | Omit: to, dd | to make  middle |
|  |  | line 19 | Spacing rule  Omit: to (2) | of the  to decide  to go |
| 126 | ST 31 | line 1 | Omit: to | to bed |
| 127 | ST 32 | line 11 | Omit: to (2) | to go  to the |
|  |  | line 12 | Omit: to | to the |
| 128 | ST 33 | line 5 | Omit: to | to cross |
|  |  | line 10 | Omit: to | to scratch |
|  |  | line 11 | Omit: to (2) | to cross  to the |
|  |  | line 12 | Spacing rule | for a |
| 129 | ST 34 | line 2 | Omit: to | to Farmer |
|  |  | line 4 | Spacing rule  Omit: to | and the  to the |
| 129  (cont.) | ST 34 (cont.) | line 6 | Omit: into | into the |
|  | line 7 | Omit: to | to roll |
|  |  | line 8 | Omit: to (2) | to listen  to the |
|  |  | line 11 | Omit: dd  Spacing rule  Omit: to | middle  of the  to decide |
|  |  | line 12 | Omit: to (2) | to go  to do |
|  |  | line 13 | Omit: to | to stretch |
|  |  | line 16 | Spacing rule (2) | with the  of the |
|  |  | line 18 | Omit: to, dd | to cross  middle |
| 130 | ST 35 | line 2 | Omit: into, to | into Sam’s  to tell |
|  |  | line 4 | Omit: to | to get |
|  |  | line 5 | Omit: to | to the |
| 130  (cont.) | ST 35 (cont.) | line 9 | Omit: to | to go |
| 131 | WS3-7 | line 2 | Numeric mode rule  Omit: to | 1-5  to number |
|  |  | line 9 | Omit: to (2) | to decide  to go |
|  |  | line 11 | Spacing rule | for the |
|  |  | line 19 | Omit: to | to eat |
|  |  | line 20 | Omit: to (2) | to go  to a |
|  |  | line 21 | Omit: to | to do |
| 132 | WS3-8 | line 3 | Omit: to | to the |
| 136 | TE left side bar: Reading | line 3 | Spacing rule | of the |
| 141 | ST 34 | line 2 | Omit: to | to Farmer |
|  |  | line 4 | Spacing rule  Omit: to | and the  to the |
|  |  | line 6 | Omit: into | into the |
| 141  (cont.) | ST 34 (cont.) | line 7 | Omit: to | to roll |
|  | line 8 | Omit: to (2) | to listen  to the |
|  |  | line 11 | Omit: dd  Spacing rule  Omit: to | middle  of the  to decide |
|  |  | line 12 | Omit: to (2) | to go  to do |
|  |  | line 13 | Omit: to | to stretch |
|  |  | line 16 | Spacing rule (2) | with the  of the |
|  |  | line 18 | Omit: to, dd | to cross  middle |
| 145 | WS3-9 | line 4 | Numeric mode rule | 555-1234 |
|  |  | line 8 | Numeric mode rule | 555-1312 |
|  |  | line 14 | Numeric mode rule | 555-6928 |
|  |  | line 16 | Numeric mode rule | 555-1234 |
| 145  (cont.) | aWS3-9 | line 3 | Periods added after a and m in “am” and after p in “pm.” | a.m.  p.m. |
|  |  | line 9 | Numeric mode rule | 555-6254 |
|  |  | line 12 | Numeric mode rule | 555-9112 |

| **GRADE 2: UNIT 1: LESSON 4** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 153 | TE Word Work | Phonemic Awareness/Phonics | Delete: dd |  |
|  |  | Spelling | Omit: dd | daddy  ladder |
|  | TE Reading | New Reading Words | Omit: ble, dd | trouble  Daddy |
|  | TE Braille Knowledge |  | Delete: dd |  |
| 154 | TE Day 1: Word Work | Phonemic Awareness | Delete: dd |  |
|  |  | Spelling | Omit: dd | daddy  ladder |
|  | TE Day 1: Reading |  | Omit: ble, dd | trouble  Daddy |
|  | TE Day 1: Braille Contractions | line 2 | Omit: dd | dd |
|  | TE Day 2: Reading |  | Omit: to | to Maggie |
| 155 | TE Day 3: Reading |  | Omit: to | to Maggie |
| 158 | TE left side bar: Word Work | Phonemic Awareness/Phonics | Delete: dd |  |
|  |  | Spelling | Omit: dd | daddy  ladder |
|  | TE left side bar: Reading |  | Omit: ble, dd | trouble  Daddy |
|  | TE main text | paragraph heading | Delete dd from the list of contractions in this heading. |  |
|  | TE main text: paragraph 2 | sentence 6 | Delete sentence: “The braille shape for dd is a low d or dots 2-5-6.” |  |
| 159 | WS4-1 | line 1 | “(fc)dd(fc)” has been removed from the worksheet. | Material deleted |
|  |  | line 2 | “middle” has been removed from the worksheet. | Material deleted |
|  |  | line 3 | “ladder” has been removed from the worksheet. | Material deleted |
|  |  | #3 line 8  #6 lines 11-12 | These items have been removed from the worksheet. The remaining items have been renumbered. | Material deleted  Items renumbered |
|  |  | #7 line 13 | Spacing rule | and a |
| 161 | WS4-2 | line 3 | Omit: to, com | to show  comma |
|  |  | line 10 | Spacing rule | with the |
| 163 | ST 39 | line 3 | Omit: to | to my |
|  |  | line 4 | Omit: to, com | to come |
|  |  | line 6 | Omit: to | to work |
|  |  | line 7 | Spacing rule | for the |
|  |  | line 9 | Omit: to | to a |
|  |  | line 11 | Omit: by | by the |
|  |  | line 13 | Omit: to | to camp |
|  |  | line 15 | Omit: to | to stay |
|  |  | line 17 | Omit: to | to get |
|  |  | line 21 | Omit: ble (2), to | trouble  to the |
|  |  | line 22 | Omit: to | to bring |
|  |  | line 23 | Omit: dd | Daddy |
| 163  (cont.) | ST 39 (cont.) | lines 22-23 | The text for “promise” and the proper nouns have been moved to the previously blank ST 40. | Material moved |
|  | ST 40 (not pictured) | lines 1-3 | The moved text from ST 39 is at the top of this page. | Material moved |
| 164 | TE instructions for trouble | sentence 2 | Delete the sentence in parentheses. |  |
|  | TE instructions for “Maggie, …” | sentence 2 | Change this sentence to: “Point out the double-consonant sign in Maggie.” |  |
| 165 | TE Word Work | sentence 3 | Delete: “add,” |  |
|  |  | sentence 5 | Delete this sentence: “For the word add, …” |  |
|  |  | #5 | Note that daddy does not have any contractions. |  |
|  |  | #10 | Note that ladder only uses the contraction for “er.” |  |
| 166 | ST 53 | #5 line 6 | Omit: dd | daddy |
|  |  | #10 line 11 | Omit: dd | ladder |
| 168 | TE left side bar: Reading |  | Omit: to | to Maggie |
| 169 | WS4-3 | line 3 | Omit: to | to go |
|  |  | line 5 | Omit: to, com | to show  comma |
| 170 | aWS4-3 | #7 line 1 | Spacing rule | for the |
|  |  | #9 line 3 | Omit: to | to go |
|  |  | #10 line 4 | Omit: to | to go |
| 171 | ST 41 | line 1 | Omit: to | to Maggie |
|  |  | line 2 | Omit: by | by Kate |
|  |  | line 3 | Omit: to | to stay |
|  |  | line 4 | Omit: dd (2), to | Daddy  to me |
|  |  | line 5 | Omit: to | to treat |
|  |  | line 9 | Omit: dd | Daddy |
|  |  | line 10 | Omit: to | to Maggie |
| 171  (cont.) | ST 41 (cont.) | line 12 | Omit: to (2) | to be  to Maggie |
|  |  | line 15 | Omit: to | to Maggie |
|  |  | line 16 | Omit: com | come |
|  |  | line 17 | Omit: to | to Maggie |
| 172 | ST 42 | line 3 | Omit: to (2) | to Maggie  to happen |
|  |  | line 5 | Omit: com | come |
|  |  | line 6 | Omit: to | to the |
|  |  | line 15 | Omit: to | to the |
| 173 | ST 43 | line 1 | Omit: dd, to | Daddy  to the |
|  |  | line 4 | Omit: to | to the |
|  |  | line 9 | Omit: to | to me |
|  |  | line 14 | Omit: to | to show |
| 174 | ST 44 | line 8 | Omit: com | Come |
|  |  | line 12 | Omit: to  Spacing rule | to think  of a |
| 175 | ST 45 | line 2 | Omit: dd | Daddy |
|  |  | line 3 | Omit: to | to Maggie’s |
|  |  | line 5 | Omit: dd | ladder |
|  |  | line 6 | Omit: to, dd | to Maggie’s  ladder |
|  |  | line 12 | Omit: dd | ladder |
|  |  | line 13 | Omit: dd | Daddy |
|  |  | line 14 | Omit: to | to her |
| 176 | ST 46 | line 2 | Omit: dd | Daddy |
|  |  | line 6 | Omit: to | to hear |
|  |  | line 7 | Omit: into | into things |
| 177 | ST 47 | line 3 | Omit: ble | trouble |
|  |  | line 6 | Omit: to (2) | to be  to you |
|  |  | line 8 | Omit: to (2) | to help  to be |
|  |  | line 9 | Omit: to | to the |
|  |  | line 10 | Omit: dd | Daddy |
|  |  | line 11 | Omit: to | to find |
|  |  | line 12 | Omit: dd | Daddy |
|  |  | line 13 | Omit: to | to fix |
|  |  | line 15 | Omit: to | to move |
|  |  | line 16 | Omit: into | into things |
| 178 | ST 48 | line 5 | Omit: to (2) | to help  to Maggie |
| 179 | WS4-4 | line 2 | Numeric mode rule  Omit: to | 1-5  to number |
|  |  | #3 line 14 | Omit: dd | ladder |
| 179  (cont.) | WS4-4 | #3 line 15 | Omit: to | to reach |
|  | #3 line 16 | Omit: to | to fix |
|  |  | #3 line 17 | Omit: to | to find |
|  |  | #5 line 23 | Omit: to | to help |
| 182 | WS4-5 | #10 line 11  #11 line 12 | Note that the correct contracted spelling of daddy and ladder will have no contraction for “dd.” |  |
| 184 | TE left side bar: Reading |  | Omit: to | to Maggie |
| 185 | WS4-6 | line 1 | Omit: to (2) | to talk  to Billy |
|  |  | line 3 | Omit: to (2) | to talk  to Billy |
|  |  | line 4 | Omit: to, com | to show  comma |
|  |  | #1 line 6 | Spacing rule | and a |
|  |  | #2 line 8 | Spacing rule | and a |
|  |  | #3 line 9 | Spacing rule | and a |
| 185  (cont.) | WS4-6 (cont.) | #5 line 13 | Use: er (2)  Omit: to | eraser  to reading |
| 189 | WS4-7 | #1a line 3 | Omit: dd | ladder |
|  |  | #2a line 5 | Omit: dd | daddy |
|  |  | #3 line 6 | Omit: dd | puddle |
|  |  | #4b line 11 | Omit: dd | Daddy |
|  |  | #5 line 13 | Spacing rule | with the |
|  |  | #6b line 16 | Omit: dd | ladder |
| 190 | aWS4-7 | #10 line 8 | Omit: dd | Daddy |
|  |  | #10 line 9 | Omit: to | to the |
|  |  | #10 line 10 | Omit: dd | ladder |
| 193 | ST 42 | line 3 | Omit: to | to Maggie |
|  |  | line 5 | Omit: com | come |
|  |  | line 6 | Omit: to | to the |
|  |  | line 15 | Omit: to | to the |
| 196 | WS4-8 | #5 line 5 | Omit: dd (2) | daddy |
|  |  | #7 line 7 | Omit: dd | studded |
|  |  | #9 line 9 | Omit: dd | suddess |
|  |  | #10 line 10 | Omit: dd (2) | ladder |
| 199 | WS4-9 | line 2 | Omit: by | by Tristan |
|  |  | #3 line 5 | Omit: dd | kidding |
| 201 | WS4-10 | #2 line 7 | Omit: to | to stop |
|  |  | #8 line 13 | Omit: to | to the |
| 202 | TE Word Work | #3  #5 | Note that the correct contracted spelling of Daddy and ladder will have no contraction for “dd.” |  |

| **GRADE 2: UNIT 1: LESSON 5** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location**  **Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 207 | TE Reading | New Reading Words | Omit: ble  Use: ed | resembled |  |  |
|  | TE Braille Knowledge | Composition Signs | Terms |  | Composition Signs  Transcriber’s note symbol | Indicators  Transcriber’s note indicators |
| 208 | TE Day 1: Reading |  | Omit: ble  Use: ed | resembled |  |  |
|  | TE Day 2: Reading |  | Term |  | Transcriber's note symbol | Transcriber’s note indicators |
| 209 | TE Day 5: Reading | Fluency | Omit: by | by Gelett |  |  |
| 210 | TE Day 2: Braille Knowledge |  | Term |  | Transcriber's note symbol | Transcriber’s note indicators |
| 212 | TE left side bar: Reading |  | Omit: ble  Use: ed | resembled |  |  |
| 214 | ST 55 | line 6 | Omit: to | to the |  |  |
|  |  | line 10 | Omit: ble (2)  Use: ed (2) | resembled |  |  |
|  |  | line 18 | Omit: to | to make |  |  |
| 215 | TE: instructions for resembled | sentence 4 | Delete the sentence in parentheses. (Note that this word now uses the contraction for “ed.”) |  |  |  |
| 219 | WS5-1 | line 13 | Omit: to | To know |  |  |
| 220 | WS5-2 | line 2 | Symbol: In UEB the ellipsis is made with periods: dots 2-5-6, dots 2-5-6, dots 2-5-6. Rule 7.3 | … |  |  |
|  |  | line 3 | Omit: into | into the |  |  |
| 221 | WS5-3 | line 6 | Omit: to | to sit |  |  |
| 224 | TE left side bar: Reading |  | Term |  | Transcriber’s note symbol | Transcriber’s note indicators |
| 224  (cont.) | TE left side bar: Braille Knowledge |  | Terms |  | Composition Signs  Transcriber’s note symbol | Indicators  Transcriber’s note indicators |
| 225 | WS5-4 | #1 line 1 | Omit: to | to go |  |  |
| 226 | WS5-5 | #1 line 1 | Omit: to | to buy |  |  |
|  |  | #1 line 2 | Omit: by | by the |  |  |
|  |  | #3 line 6 | Omit: to, o’clock | to bed  o’clock |  |  |
|  |  | #4 line 8 | Omit: to | to my |  |  |
| 227 | aWS5-5 | #6 line 1 | Omit: to | to go |  |  |
|  |  | #7 line 4 | Omit: to | to my |  |  |
| 228 | ST 57 | line 2 | Omit: by | by Edward |  |  |
|  |  | line 3 | Spacing rule | with a |  |  |
|  |  | line 5 | Spacing rule | and a |  |  |
|  |  | line 6 | Spacing rule | and a |  |  |
|  |  | line 12 | Omit: to | to Dover |  |  |
| 228  (cont.) | ST 57 (cont.) | line 14 | Omit: ble  Use: ed  Spacing rule | resembled  of a |  |  |
|  |  | line 18 | Symbol: transcriber’s note indicators | (dots 4, 4-6, 1-2-6)Ask  your teacher for  help(dots 4, 4-6, 3-4-5) |  |  |
|  | TE | paragraph heading | Term |  | Transcriber’s note symbol | Transcriber’s note indicators |
|  |  | sentence 2 | Replace this sentence with: "Explain that the opening transcriber’s note indicator comes before the note and is dot 4, dots 4-6, dots 1-2-6 and the closing transcriber’s note indicator comes at the end of the note and is dot 4, dots 4-6, dots 3-4-5.” |  |  |  |
| 231 | ST 61 | line 2 | Omit: by | by Sue |  |  |
|  |  | line 7 | Omit: to | to a |  |  |
|  |  | line 17 | Omit: to | to water |  |  |
| 232 | ST 62 | line 1 | Omit: by | by Kristen |  |  |
|  |  | line 4 | Omit: to | to clap |  |  |
| 234 | ST 63 | line 2 | Omit: by | by Kate |  |  |
|  |  | line 12 | Omit: ally, com  Use: ea | really  coming |  |  |
|  |  | line 14 | Omit: to | to town |  |  |
|  |  | line 16 | Omit: ally  Use: ea | really |  |  |
| 239 | WS5-8 | #2 line 3 | Spacing rule | with a |  |  |
|  |  | #9 line 10 | Omit: to | to eat |  |  |
|  |  | #14 line 15 | Omit: to (2) | to be  to onesf |  |  |
| 243 | ST 45 | line 2 | Omit: dd | Daddy |  |  |
|  |  | line 3 | Omit: to | to Maggie’s |  |  |
|  |  | line 5 | Omit: dd | ladder |  |  |
|  |  | line 6 | Omit: to, dd | to Maggie’s  ladder |  |  |
| 243  (cont.) | ST 45 (cont.) | line 12 | Omit: dd | ladder |  |  |
| line 13 | Omit: dd | Daddy |  |  |
|  |  | line 14 | Omit: to | to her |  |  |
| 245 | WS5-9 | line 6 | Spacing rule | and a |  |  |
|  |  | #2 line 9 | Omit: dd | Daddy |  |  |
|  |  | #3 line 10 | Omit: to | To get |  |  |
|  |  | #3 line 11 | Omit: to | to the |  |  |
|  |  | #4 line 15 | Omit: to | to the |  |  |
| 249 | WS5-10 | line 2 | Omit: by | by Gelett |  |  |
|  |  | line 5 | Omit: to | to see |  |  |
|  |  | line 8 | Omit: ble | Invisible |  |  |
|  |  | line 9 | Omit: to | to walk |  |  |
|  |  | line 16 | Omit: to | to hold |  |  |

| **GRADE 2: UNIT 1: MEET THE AUTHORS** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 257 | ST 71 | line 8 | Omit: to | to read |
|  |  | line 11 | Omit: ble  Spacing rule | trouble  with the |
|  |  | line 13 | Symbol: In UEB, the dash is dot 6, dots 3-6.  Rule7.2.1 (Note: this symbol is not taught  until Unit 2.)  Omit: to | practice—  to do |
|  |  | line 16 | Omit: to | to bike |
| 258 | ST 72 | line 3 | Spacing rule | of the |
|  |  | line 12 | Omit: to | to remind |
|  |  | line 15 | Omit: to | to travel |
| 259 | ST 73 | line 2 | Spacing rule | of the |
|  |  | line 6 | Omit: to | to share |
|  |  | line 7 | Spacing rule  Omit: to | for the  to work |

| **GRADE 2: UNIT 1: LESSON 6** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 261 | TE Word Work | Dolch Word Recognition | Omit: by, com, into, to | by(fc)  come  into(fc)  to(fc) |  |  |
|  |  | Phonics | Delete: dd |  |  |  |
|  |  | Spelling | Omit: dd | daddy  ladder |  |  |
| 262 | TE Reading | New Reading Words | Omit: dd, ble (3), ally  Use: ea, ed, er (3) | middle  problems  really  resembled  trouble  really  resembled  erase  eraser |  |  |
| 263 | TE Braille Knowledge |  | Delete: dd |  |  |  |
| 263  (cont.) | TE Braille Knowledge  (cont.) |  | Terms |  | double capital sign  transcriber’s note symbol | capitalized word indicator  transcriber’s note indicators |
| 275 | ST 67 | line 3 | Omit: by | by Kate |  |  |
|  |  | line 5 | Omit: to (2) | to her  to test |  |  |
|  |  | line 7 | Omit: by | by herself |  |  |
|  |  | line 14 | Omit: to | to do |  |  |
|  |  | line 15 | Omit: to (2), ble | to fix  to use  table |  |  |
|  |  | line 16 | Omit: to | to test |  |  |
| 276 | ST 68 | line 2 | Omit: to | to beep |  |  |
|  |  | line 8 | Grade 1 symbol indicator not needed | A |  |  |
|  |  | line 11 | Omit: into | into the |  |  |
|  |  | line 12 | Spacing rule | and a |  |  |
| 277 | WS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
|  |  | line 3 | Omit: to | to number |  |  |
|  |  | #3 line 12 | Omit: to | to beep |  |  |
|  |  | #4a line 18 | Spacing rule | and a |  |  |
| 279 | ST 69 | line 2 | Omit: to | to spread |  |  |
|  |  | line 5 | Spacing rule | of the |  |  |
|  |  | line 11 | Omit: to | to the |  |  |
|  |  | line 15 | Spacing rule | of the |  |  |
| 280 | ST 70 | line 1 | Omit: to | to test |  |  |
|  |  | line 5 | Omit: to | to the |  |  |
|  |  | line 7 | Grade 1 symbol indicator not needed | A |  |  |
|  |  | line 12 | Omit: to | to the |  |  |
|  |  | line 13 | Omit: to | to do |  |  |
|  |  | line 15 | Omit: to | to make |  |  |
| 281 | aWS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
| 281  (cont.) | aWS6-1  (cont.) | line 3 | Omit: to | to number |  |  |
| #1c line 7 | Omit: into | into the |  |  |
|  |  | #4 line 17 | Omit: to  Spacing rule | to do  of the |  |  |
| 283 | WS6-2 | #9 line 10 | Omit: by | by(fc) |  |  |
|  |  | #14 line 15 | Omit: into | into(fc) |  |  |
|  | aWS6-2 | #19 line 4 | Omit: com  The word “am” has been moved to the end of line #29. | come  Material moved |  |  |
|  |  | #22 line 7 | Omit: to | to(fc) |  |  |
|  |  | #29 line 14 | The word “am” is now the last word on this line. | Material moved |  |  |
| 285 | WS6-3 | #11 line 13 | Omit: to | to eat |  |  |
| 286 | aWS6-3 | #14 line 3 | Omit: into | into shape |  |  |
|  |  | #15 line 6 | Omit: dd | rudder |  |  |
|  |  | #17 line 10 | Omit: dd | daddy |  |  |
| 286  (cont.) | aWS6-3  (cont.) | #19 line 14 | Omit: dd | studded |  |  |
| #20 line 16 | Omit: dd | ladder |  |  |
| 288 | TE | #11 | Omit: to | to eat |  |  |
|  |  | #14 | Omit: into | into shape |  |  |
|  |  | #15 | Omit: dd | rudder |  |  |
|  |  | #17 | Omit: dd | daddy |  |  |
|  |  | #19 | Omit: dd | studded |  |  |
|  |  | #20 | Omit: dd | ladder |  |  |
| 290 | TE Braille Knowledge | Target | Change 43/62 to 42/60 |  |  |  |
| 291 | WS6-4 | #4 line 5 | “(fc)dd(fc)” has been removed from the worksheet. | Material deleted |  |  |
|  |  | #5 line 7 | Omit: by | by himself |  |  |
|  |  | #6 line 8 | Omit: to | to the |  |  |
|  |  | #7 line 10 | Omit: to | to thyself |  |  |
| 291  (cont.) | WS6-4 (cont.) | #12 line 16 | Omit: dd, by | ladder  by herself |  |  |
|  |  | #15 line 19 | Omit: to | to Ben |  |  |
| 292 | aWS6-4 | #19 line 1 | Grade 1 symbol indicator not needed | a |  |  |
|  |  | #19 line 2 | TE copy only: Term |  | letter sign | grade 1 symbol indicator |
|  |  | #20 line 4 | TE copy only: Term |  | double caps | capitalized word indicator |
|  |  | #21 line 5 | Numeric mode rule | 1-25-08 |  |  |
|  |  | #22 line 6 | Omit: to  TE copy only: Terms | to buy | letter sign  double caps | grade 1 symbol indicator  capitalized word indicator |
|  | TE Contractions in isolation | total possible score | Change \_\_\_/28 to \_\_\_/27 |  |  |  |
| 292  (cont.) | TE Contractions in isolation | #4 | Delete: (fc)dd(fc) |  |  |  |
|  | TE Contractions in context | total possible score | Change \_\_\_/28 to \_\_\_/27 |  |  |  |
|  |  | #5 | Omit: by | by himself |  |  |
|  |  | #6 | Omit: to | to the |  |  |
|  |  | #7 | Omit: to | to thyself |  |  |
|  |  | #12 | Omit: dd, by  (Note: ladder is no longer counted in total possible score.) | ladder  by herself |  |  |
|  |  | #15 | Omit: to | to Ben |  |  |
| 293 | TE Punctuation and composition signs | paragraph heading | Term |  | Composition Signs | Indicators |
| 293  (cont.) | TE Punctuation and composition signs | paragraph 2 | Terms  Note: Teachers should use their best judgment to decide what terms to use with a student. |  | composition sign (2)  letter sign  double caps | indicator  grade 1 symbol indicator  capitalized word indicator |
|  |  | #19 | Grade 1 symbol indicator not needed  Term | a | letter sign | grade 1 symbol indicator |
|  |  | #20 | Term |  | double caps | capitalized word indicator |
|  |  | #21 | Numeric mode rule | 1-25-08 |  |  |
| 293  (cont.) | TE Punctuation and composition signs  (cont.) | #22 | Omit: to  Terms | to buy | letter sign  double caps | grade 1 symbol indicator  capitalized word indicator |
|  | TE Braille Knowledge reading subtotal | total possible score  and target | Change \_\_\_/62 to \_\_\_/60 and 43/62 to 42/60 |  |  |  |
|  | TE Writing Contractions and Composition Signs | heading | Term |  | Composition Signs | Indicators |
|  | Target | Change 18/26 to 17/25 |  |  |  |
| 294 | TE | #20 | Delete this item (it no longer contains a contraction). |  |  |  |
|  | TE Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/26 to \_\_\_/25 and 18/26 to 17/25 |  |  |  |
| 294  (cont.) | TE Braille Knowledge reading subtotal | total possible score | Change \_\_\_/62 to \_\_\_/60 |  |  |  |
|  | TE Braille Knowledge total | total possible score  and target | Change \_\_\_/88 to \_\_\_/85 and 61/88 to 59/85 |  |  |  |
| 295 | WS6-5 | #8 line 12 | Omit: to | to the |  |  |
|  |  | #9 line 14 | “I want to” has been changed to “Can I”. (Note: This change is not due to UEB.) | Material modified |  |  |
|  |  | #9 line 15 | Omit: by | by a |  |  |
| 296 | aWS6-5 | #11 line 3 | Omit: to | to make |  |  |
|  |  | #15 line 7 | Spacing rule | with the |  |  |
|  |  | #18 line 11 | Omit: to | to go |  |  |
|  |  | #19 line 13 | Omit: to | to visit |  |  |
| 297 | TE | #8 | Omit: to | to the |  |  |
| 297  (cont.) | TE (cont.) | #9 sentence and answer | Change “I want to” to “Can I”.  Omit: by | by a |  |  |
|  |  | #11 answer | Omit: to | to make |  |  |
|  |  | #15 | Spacing rule | with the |  |  |
|  |  | #18 | Omit: to | to go |  |  |
|  |  | #19 | Omit: to | to visit |  |  |
| 298 | WS6-6 | #1 line 2 | Use: er (2) | eraser |  |  |
|  |  | #3 line 4 | Omit: ble  Use: ed | resembled |  |  |
|  |  | #4 line 5 | Omit: dd | middle |  |  |
|  |  | #6 line 7 | Omit: ble | trouble |  |  |
|  |  | #8 line 9 | Omit: ally  Use: ea | really |  |  |
|  |  | #10 line 11 | Omit: ble | problems |  |  |

| **GRADE 2: UNIT 1: LESSON 1 LESSON MONITORING SHEETS** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** | **Old**  **Term** | **New**  **Term** |
| 1 | New Reading Words | Omit: ble | problems |  |  |
| 2 | Braille Knowledge |  | Terms  Add: capitalized passage indicator,  capitals terminator | Letter sign  Double capital sign | Grade 1 symbol indicator  Capitalized word indicator |

| **GRADE 2: UNIT 1: LESSON 2 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Grammar | Symbol: Hyphen |  |
|  | New Reading Words | Omit: ally  Use: ea, er (3) | really  erase, eraser |
| 2 | Braille Knowledge | Symbol: Hyphen  Note: Teachers may also wish to include notes related to the need to repeat the numeric indicator after a hyphen in a hyphenated number. |  |

| **GRADE 2: UNIT 1: LESSON 3 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | New Reading Words | Omit: dd | middle |

| **GRADE 2: UNIT 1: LESSON 4 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Phonemic Awareness/Phonics | Note: Words with “dd” are still included in the lesson, but not in the Phonemic Awareness/ Phonics activity. See Lesson 4, TE page 158. |  |
|  | Spelling | Omit: dd | daddy  ladder |
|  | New Reading Words | Omit: ble, dd | trouble  Daddy |
| 2 | Braille Knowledge | Delete “, dd” |  |

| **GRADE 2: UNIT 1: LESSON 5 LESSON MONITORING SHEETS** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** | **Old**  **Term** | **New**  **Term** |
| 1 | New Reading Words | Omit: ble  Use: ed | resembled |  |  |
| 2 | Braille Knowledge | Term  Symbols: Opening and closing transcriber’s note indicators |  | Transcriber’s notes symbol | Transcriber’s note indicators |

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 1: ASSESSMENT ADMINISTRATION RECORD** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Page** | **Location** | **Location**  **Detail** | **Change** | **Modification** | **Old**  **Term** | **New**  **Term** |
| 3 | ST 67 | line 3 | Omit: by | by Kate |  |  |
|  |  | line 5 | Omit: to (2) | to her  to test |  |  |
|  |  | line 7 | Omit: by | by herself |  |  |
|  |  | line 14 | Omit: to | to do |  |  |
|  |  | line 15 | Omit: to (2), ble | to fix  to use  table |  |  |
|  |  | line 16 | Omit: to | to test |  |  |
| 4 | ST 68 | line 2 | Omit: to | to beep |  |  |
|  |  | line 8 | Grade 1 symbol indicator not needed | A |  |  |
|  |  | line 11 | Omit: into | into the |  |  |
|  |  | line 12 | Spacing rule | and a |  |  |
| 5 | WS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
|  |  | line 3 | Omit: to | to number |  |  |
| 5  (cont.) | WS6-1  (cont.) | #3 line 12 | Omit: to | to beep |  |  |
| #4a line 18 | Spacing rule | and a |  |  |
| 7 | ST 69 | line 2 | Omit: to | to spread |  |  |
|  |  | line 5 | Spacing rule | of the |  |  |
|  |  | line 11 | Omit: to | to the |  |  |
|  |  | line 15 | Spacing rule | of the |  |  |
| 8 | ST 70 | line 1 | Omit: to | to test |  |  |
|  |  | line 5 | Omit: to | to the |  |  |
|  |  | line 7 | Grade 1 symbol indicator not needed | A |  |  |
|  |  | line 12 | Omit: to | to the |  |  |
|  |  | line 13 | Omit: to | to do |  |  |
|  |  | line 15 | Omit: to | to make |  |  |
| 9 | aWS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
|  |  | line 3 | Omit: to | to number |  |  |
|  |  | #1c line 7 | Omit: into | into the |  |  |
| 9  (cont.) | aWS6-1  (cont.) | #4 line 17 | Omit: to  Spacing rule | to do  of the |  |  |
| 12 | WS6-2 | #9 line 10 | Omit: by | by(fc) |  |  |
|  |  | #14 line 15 | Omit: into | into(fc) |  |  |
| 13 | aWS6-2 | #19 line 4 | Omit: com  The word “am” has been moved to the end of line #29. | come  Material moved |  |  |
|  |  | #22 line 7 | Omit: to | to(fc) |  |  |
|  |  | #29 line 14 | The word “am” is now the last word on this line. | Material moved |  |  |
| 16 | WS6-3 | #11 line 13 | Omit: to | to eat |  |  |
| 17 | aWS6-3 | #14 line 3 | Omit: into | into shape |  |  |
|  |  | #15 line 6 | Omit: dd | rudder |  |  |
|  |  | #17 line 10 | Omit: dd | daddy |  |  |
|  |  | #19 line 14 | Omit: dd | studded |  |  |
|  |  | #20 line 16 | Omit: dd | ladder |  |  |
| 18 | Teacher’s text | #11 | Omit: to | to eat |  |  |
|  |  | #14 | Omit: into | into shape |  |  |
|  |  | #15 | Omit: dd | rudder |  |  |
|  |  | #17 | Omit: dd | daddy |  |  |
| 19 | Teacher’s text | #19 | Omit: dd | studded |  |  |
|  |  | #20 | Omit: dd | ladder |  |  |
| 21 | WS6-4 | #4 line 5 | “(fc)dd(fc)” has been removed from the worksheet. | Material deleted |  |  |
|  |  | #5 line 7 | Omit: by | by himself |  |  |
|  |  | #6 line 8 | Omit: to | to the |  |  |
|  |  | #7 line 10 | Omit: to | to thyself |  |  |
|  |  | #12 line 16 | Omit: dd, by | ladder  by herself |  |  |
|  |  | #15 line 19 | Omit: to | to Ben |  |  |
| 22 | aWS6-4 | #19 line 1 | Grade 1 symbol indicator not needed | a |  |  |
|  |  | #19 line 2 | TE copy only: Term |  | letter sign | grade 1 symbol indicator |
|  |  | #20 line 4 | TE copy only: Term |  | double caps | capitalized word indicator |
|  |  | #21 line 5 | Numeric mode rule | 1-25-08 |  |  |
|  |  | #22 line 6 | Omit: to  TE copy only: Terms | to buy | letter sign  double caps | grade 1 symbol indicator  capitalized word indicator |
|  | Contractions in isolation | total possible score | Change 28 to 27 |  |  |  |
|  |  | #4 | Delete: (fc)dd(fc) |  |  |  |
|  | Contractions in context | total possible score | Change \_\_\_/28 to \_\_\_/27 |  |  |  |
|  |  | #5 | Omit: by | by himself |  |  |
| 22  (cont.) | Contractions in context  (cont.) | #6 | Omit: to | to the |  |  |
| #7 | Omit: to | to thyself |  |  |
|  | #12 | Omit: dd, by  (Note: ladder is no longer counted in total possible score.) | ladder  by herself |  |  |
|  |  | #15 | Omit: to | to Ben |  |  |
| 23 | Punctuation and composition signs | paragraph heading | Term |  | composition signs | indicators |
|  |  | paragraph 2 | Terms  Note: Teachers should use their best judgment to decide what terms to use with a student. |  | composition sign (2)  letter sign  double caps | indicator  grade 1 symbol indicator  capitalized word indicator |
| 23  (cont.) | Punctuation and composition signs  (cont.) | #19 | Grade 1 symbol indicator not needed  Term | a | letter sign | grade 1 symbol indicator |
|  |  | #20 | Term |  | double caps | capitalized word indicator |
|  |  | #21 | Numeric mode rule | 1-25-08 |  |  |
|  |  | #22 | Omit: to  Terms | to buy | letter sign  double caps | grade 1 symbol indicator  capitalized word indicator |
|  | Braille Knowledge reading subtotal | total possible score  and target | Change \_\_\_/62 to \_\_\_/60 and 43/62 to 42/60 |  |  |  |
| 23  (cont.) | Writing Contractions and Composition Signs | heading | Term |  | Composition Signs | Indicators |
|  | Target | Change 18/26 to 17/25 |  |  |  |
| 24 | Teacher’s text | #20 | Delete this item (it no longer contains a contraction). |  |  |  |
|  | Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/26 to \_\_\_/25 and 18/26 to 17/25 |  |  |  |
|  | Braille Knowledge reading subtotal | total possible score | Change \_\_\_/62 to \_\_\_/60 |  |  |  |
|  | Braille Knowledge total | total possible score  and target | Change \_\_\_/88 to \_\_\_/85 and 61/88 to 59/85 |  |  |  |
| 25 | WS6-5 | #8 line 12 | Omit: to | to the |  |  |
|  |  | #9 line 14 | “I want to” has been changed to “Can I”. (Note: This change is not due to UEB.) | Material modified |  |  |
|  |  | #9 line 15 | Omit: by | by a |  |  |
| 26 | aWS6-5 | #11 line 3 | Omit: to | to make |  |  |
|  |  | #15 line 7 | Spacing rule | with the |  |  |
|  |  | #18 line 11 | Omit: to | to go |  |  |
|  |  | #19 line 13 | Omit: to | to visit |  |  |
| 27 | Teacher’s text | #8 | Omit: to | to the |  |  |
|  |  | #9 sentence and answer | Change “I want to” to “Can I”.  Omit: by | by a |  |  |
|  |  | #11 answer | Omit: to | to make |  |  |
|  |  | #15 | Spacing rule | with the |  |  |
| 28 | Teacher’s text | #18 | Omit: to | to go |  |  |
|  |  | #19 | Omit: to | to visit |  |  |
| 29 | WS6-6 | #1 line 2 | Use: er (2) | eraser |  |  |
|  |  | #3 line 4 | Omit: ble  Use: ed | resembled |  |  |
|  |  | #4 line 5 | Omit: dd | middle |  |  |
|  |  | #6 line 7 | Omit: ble | trouble |  |  |
|  |  | #8 line 9 | Omit: ally  Use: ea | really |  |  |
|  |  | #10 line 11 | Omit: ble | problems |  |  |