**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) Second Grade Unit 3 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-U3 BOP Second Grade Unit 3 Student Textbook, UEB

6-78574-U3 BOP Second Grade Unit 3 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 3 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 – 140 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – WS15-6 |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – #1  (Item numbered 1.) |
| 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 –  Spacing rule  Grade 1 word indicator added: In UEB, “f-o-r” 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 |
| 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 –  for the  f-o-r  (“for” and “the” are spaced apart) |
| 1. Use column 6 to identify the old terminology that is changed. | Old Term – Composition Signs |
| 1. Use column 7 to note the new terminology that is used in UEB. | New Term – Indicators  (This is the UEB term for a braille sign that does not directly represent a print symbol but that indicates how subsequent braille sign(s) are to be interpreted. 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 3: FRONT MATTER** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| ii | TE Scope and Sequence Chart: New Reading Words | row 1 | UEB does not have a contraction for “ation,” therefore it is omitted in this unit.  Use the contraction for “tion.” Rule 10.8  UEB has a specific symbol for the tilde over a letter: dots 4-5, dots 1-2-4-5-6. Rule 4.2 | invitations  information  decorations  piñata |
| iii | TE Scope and Sequence Chart: Spelling Words | row 1 | Omit: ation  Use: tion | nation, station, location, invitation |
|  | TE Scope and Sequence Chart: Braille Knowledge | row 1 | Replace ation with tion.  Notes: The contraction for “tion” is taught here instead. Also, in UEB, final-letter contractions are called “final-letter groupsigns.” | ation |
|  |  | row 3 | Replace ation with tion. | ation |
| v | TE Scope and Sequence Chart: Spelling Words | row 2 | Omit: ation  Use: tion | invitation  location  nation  station |

| **GRADE 2: UNIT 3: LESSON 13** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 1 | TE Word Work | Spelling | Omit: ation  Use: tion | nation, station, location, invitation |  |  |
|  | TE Language | New Reading Words | Symbol: tilde over following letter | piñata |  |  |
|  | TE Reading | New Reading Words | Omit: ation  Use: tion | invitations  information  decorations |  |  |
|  | TE Braille Knowledge |  | Replace ation with tion. |  |  |  |
| 2 | TE Day 1: Word Work | Spelling | Omit: ation  Use: tion | nation, station, location, invitation |  |  |
|  | TE Day 1: Reading | New Reading Words | Omit: ation  Use: tion  Symbol: tilde over following letter | invitations  information  decorations  piñata |  |  |
| 4 | TE Day 1: Braille Knowledge |  | Replace ation with tion. |  |  |  |
| 6 | TE left side bar: Word Work | Spelling | Omit: ation  Use: tion | nation, station, location, invitation |  |  |
|  | TE left side bar: Reading | New Reading Words | Omit: ation  Use: tion  Symbol: tilde over following letter | invitations  information  decorations  piñata |  |  |
| 7 | TE right side bar: Braille Knowledge |  | Replace ation with tion. |  |  |  |
|  | WS13-1 | #2 | UEB does not have a contraction for “to,” therefore it is omitted in this unit.  Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 | to look  for a |  |  |
|  |  | #4 | Omit: to | to my |  |  |
| 8 | TE Braille Knowledge | paragraph heading | Replace ation with tion. |  |  |  |
| 8 (cont.) | TE Braille Knowledge (cont.) | paragraph 1, sentence 1 | Replace a-t-i-o-n with t-i-o-n. |  |  |  |
|  |  | paragraph 1, sentence 4 | Replace (a-t-i-o-n) with (t-i-o-n) and (dot 6, n) with (dots 5-6, n). |  |  |  |
|  |  | paragraph 3, sentence 1 | Replace a-t-i-o-n with t-i-o-n. |  |  |  |
|  |  | paragraph 3,sentence 3 | Replace a-t-i-o-n with t-i-o-n. |  |  |  |
| 9 | WS13-2 | line 1 | Delete contracted form of ation.  Use: tion | (fc)ation (contr.) |  |  |
|  |  | line 2 | Omit: ation  Use: tion | nation (contr.) |  |  |
|  |  | line 3 | Omit: ation  Use: tion | decorations, location, invitation, stationary |  |  |
| 9  (cont.) | WS13-2 (cont.) | #1 | Omit: ation  Use: tion | decoration |  |  |
|  |  | #2 | Omit: ation  Use: tion | station |  |  |
|  |  | #3 | Omit: ation  Use: tion | location |  |  |
|  |  | #4 | Omit: ation, to  Use: tion | invitation  to my |  |  |
|  |  | #5 | Omit: ation, to  Use: tion | information  to you |  |  |
|  | WS13-2: paragraph on the bottom of page | sentence 2 | Spacing rule | of the |  |  |
| 12 | TE paragraph 3 | sentence 3 | Term  Replace this sentence with: “If necessary, point out the italic passage indicator (dots 4-6, dots 2-3-5-6) and italic terminator (dots 4-6, dot 3).” Rule Section 9. |  | double italics, single italics | italic passage indicator, italic terminator |
| 13 | ST 3 | line 5 | Symbols: italic passage indicator, italic terminator  UEB does not have a contraction for “by” therefore it is omitted in this unit. | *The Best Party Ever!*  by Robin |  |  |
|  |  | line 9 | Symbol: italic word indicator (2) Rule Section 9  Omit: by | *Buried Treasure*  by Robin |  |  |
|  |  | line 13 | Symbol: italic word indicator (2)  Omit: by | *Uncle Harry*  by Izetta |  |  |
|  |  | line 18 | Symbol: italic word indicator (2)  Omit: by | *Career Day*  by Marie |  |  |
|  |  | line 22 | Symbol: italic word indicator (2)  Omit: by | *The Sleepover*  by Jean |  |  |
| 14 | ST 4 | line 2 | Symbol: italic word indicator (2)  Omit: by | *Snow Day*  by Izetta |  |  |
| 15 | ST 5 | #19 | UEB does not have a contraction for “com,” therefore it is omitted in this unit.  The word “but” has been moved from this line to the end of #27 on ST 6. | come  Material moved |  |  |
| 16 | ST 6 | #21 | Omit: by | by(fc) |  |  |
|  |  | #24 | UEB does not have a contraction for “into,” therefore it is omitted in this unit. | into(fc) |  |  |
|  |  | #27 | The word “but” has been moved to the end of this line. | Material moved |  |  |
|  |  | #29 | Omit: to | to(fc) |  |  |
| 17 | ST 7 | line 3 | Omit: ation (2), to  Use: tion (2) | invitations  to my |  |  |
|  |  | line 4 | Omit: by | by a |  |  |
|  |  | line 5 | Spacing rule | for a |  |  |
|  |  | line 7 | Omit: ation (3)  Use: tion (3) | information  invitation |  |  |
| 17 (cont.) | ST 7 (cont.) | line 8 | Omit: ation (2)  Use: tion (2) | information  invitation |  |  |
|  |  | line 9 | Omit: to | to tell |  |  |
|  |  | line 10 | Spacing rule | of a |  |  |
|  |  | line 11 | Omit: ation (2)  Use: tion (2)  Spacing rule | decorations  for the |  |  |
|  |  | line 13 | Spacing rule | of the |  |  |
|  |  | line 14 | Symbol: tilde over following letter (2) | piñata |  |  |
|  | TE Instructions for “invitation” | sentence 2 | Replace this sentence with: “If necessary, remind him of the contraction he just learned (tion) and the sound it makes.” |  |  |  |
| 18 | TE Instructions for “information” | sentence 3 | Replace the material in parentheses with: “(in, for, tion)” |  |  |  |
|  | TE Instructions for “decorations” | sentence 2 | Replace ation with tion. |  |  |  |
| 18 (cont.) | TE Instructions for “piñata” | sentence 4 | Replace this sentence with: “An accent symbol made with dots 4-5, dots 1-2-4-5-6 is used to indicate the accent mark over the letter n.”  Note: Teachers should use their best judgment to decide whether or not to explain the tilde in more detail to the student. |  |  |  |
| 20 |  | #12 | Omit: ation  Use: tion | nation |  |  |
|  |  | #13 | Omit: ation  Use: tion | station |  |  |
|  |  | #14 | Omit: ation  Use: tion | location |  |  |
|  |  | #15 | Omit: ation  Use: tion | invitation |  |  |
| 21 | ST 15 | #12 | Omit: ation  Use: tion | nation |  |  |
|  |  | #13 | Omit: ation  Use: tion | station |  |  |
| 21 (cont.) | ST 15 (cont.) | #14 | Omit: ation  Use: tion | location |  |  |
|  |  | #15 | Omit: ation  Use: tion | invitation |  |  |
| 25 | WS13-3 | #1 | Omit: to (2) | to go  to the |  |  |
|  |  | #2 | Omit: to | to have |  |  |
|  |  | #4 | Omit: to | to put |  |  |
|  |  | #5 | Omit: to | to pick |  |  |
| 26 | ST 9 | line 2 | Omit: by | by Robin |  |  |
|  |  | line 9 | Omit: to | to your |  |  |
|  |  | line 12 | Omit: to | to see |  |  |
|  |  | line 14 | Omit: ally | Finally |  |  |
|  |  | line 17 | Omit: to | to help |  |  |
|  |  | line 19 | Omit: com | come |  |  |
| 27 | ST 10 | line 4 | Omit: to, ation  Use: tion | to invite  invitations |  |  |
| 27  (cont.) | ST 10  (cont.) | line 5 | Omit: dd | added |  |  |
| line 10 | Omit: ation  Use: tion | invitations |  |  |
|  |  | line 13 | Omit: to | to invite |  |  |
|  |  | line 17 | Omit: to, ation  Spacing rule  Use: tion | to write  of the  information |  |  |
|  |  | line 18 | Spacing rule | for the |  |  |
|  |  | line 19 | Omit: ation  Use: tion  Spacing rule | location  of the |  |  |
|  |  | line 22 | Omit: ation  Use: tion | decorations  invitations |  |  |
| 28 | ST 11 | line 2 | Omit: to | to see |  |  |
|  |  | line 3 | Omit: ation  Use: tion | invitations |  |  |
|  |  | line 5 | Omit: ation  Use: tion | invitation |  |  |
|  |  | line 6 | Omit: to | to a |  |  |
| 28 (cont.) | ST 11 (cont.) | line 9 | Numeric mode rule: The numeric indicator must be repeated after the hyphen and the colon. Rule 6.3 | 1:00-4:00 |  |  |
|  |  | line 10 | Omit: ation  Use: tion | Location |  |  |
|  |  | line 11 | Numeric mode rule | 555-0189 |  |  |
|  |  | line 13 | Omit: ation  Use: tion | invitations |  |  |
|  |  | line 15 | Omit: to | to mail |  |  |
| 29 | ST 12 | line 2 | Omit: to  Spacing rule | to plan  for the |  |  |
|  |  | line 4 | Symbol: tilde over following letter | piñata |  |  |
|  |  | line 6 | Symbol: tilde over following letter | piñata |  |  |
|  |  | line 8 | Symbol: tilde over following letter | piñata |  |  |
|  |  | line 10 | Omit: ation  Use: tion | decorations |  |  |
| 29 (cont.) | ST 12 (cont.) | line 11 | Omit: to  Symbol: tilde over following letter | to make  piñata |  |  |
|  |  | line 13 | Symbol: tilde over following letter | piñata |  |  |
|  |  | line 15 | Omit: to | to make |  |  |
|  |  | line 16 | Omit: into | into the |  |  |
|  |  | line 18 | Omit: ation  Use: tion | decorations |  |  |
|  |  | line 19 | Omit: to (2)  Symbol: tilde over following letter | to show  to her  piñata |  |  |
|  |  | line 22 | Symbol: tilde over following letter | piñata |  |  |
| 30 | ST 13 | line 3 | Omit: to | to R.S.V.P |  |  |
|  |  | line 7 | Omit: to (2) | to go  to buy |  |  |
|  |  | line 12 | Omit: to | to make |  |  |
| 31 | ST 14 | line 4 | Omit: into, to | into the  to taste |  |  |
|  |  | line 7 | Spacing rule | of the |  |  |
|  |  | line 8 | Spacing rule  Symbol: tilde over following letter | of the  piñata |  |  |
|  |  | line 10 | Symbol: tilde over following letter | piñata |  |  |
|  |  | line 12 | Omit: to | to start |  |  |
|  |  | line 13 | Omit: to | to music |  |  |
|  |  | line 17 | Symbol: tilde over following letter | piñata |  |  |
| 33 | WS13-4 | line 2 | Numeric mode rule  Omit: to | 1-4  to number |  |  |
|  |  | #1 | Spacing rule | for the |  |  |
|  |  | #1a | Symbol: tilde over following letter  Omit: ation  Use: tion | piñata  invitations |  |  |
| 33 (cont.) | WS13-4 (cont.) | #1b | Omit: ation  Use: tion  Symbol: tilde over following letter | invitations  piñata |  |  |
|  |  | #1c | Omit: ation  Use: tion  Symbol: tilde over following letter | invitations  piñata |  |  |
|  |  | #3c | Omit: ation  Use: tion  Symbol: tilde over following letter  Spacing rule | invitations  piñata  and the |  |  |
|  |  | #4 | Omit: to | to have |  |  |
| 34 | TE Word Work: Spelling | #1 | Omit: ation  Use: tion | station |  |  |
|  |  | #2 | Omit: ation (2)  Use: tion (2) | location  invitation |  |  |
|  |  | #6 | Omit: ation  Use: tion | station |  |  |
| 34 (cont.) | TE Word Work: Spelling (cont.) | #8 | Omit: ation  Use: tion | nation |  |  |
| 37 | WS13-5 | #3 | Omit: to (2)  Spacing rule | to the  to buy  for the |  |  |
|  |  | line 8 | Omit: to | to make |  |  |
| 38 | WS13-6 | line 3 | Omit: to | to play |  |  |
|  |  | line 7 | Omit: to | to eat |  |  |
|  |  | line 8 | Symbol: tilde over following letter | piñata |  |  |
|  |  | line 9 | Omit: ation  Use: tion | nation |  |  |
| 39 | WS13-7 | line 5 | Omit: ation  Use: tion | location |  |  |
|  |  | line 6 | Omit: ation (2)  Use: tion (2) | station  invitation |  |  |
|  |  | line 7 | Omit: ation  Use: tion | nation |  |  |
| 39 (cont.) | WS13-7 (cont.) | #4 | Omit: com, to (2) | come  to me  to get |  |  |
|  |  | #6 | Omit: to | to say |  |  |
|  |  | #8 | Omit: to | to let |  |  |
|  |  | #9 | Omit: to (2) | to take  to another |  |  |
| 40 | aWS13-7 | #12 | Omit: com, to | come  to me |  |  |
|  |  | #15 | Omit: to  Spacing rule | to attend  with a |  |  |
| 46 | WS13-9 | line 4 | Omit: to | to wake |  |  |
|  |  | line 5 | Numeric mode rule | 7:30 |  |  |
|  |  | line 8 | Omit: dd | Daddy |  |  |
|  |  | line 11 | Omit: to | to share |  |  |
|  |  | line 16 | Omit: to | to her |  |  |
|  |  | line 19 | Omit: to | to open |  |  |
|  |  | line 21 | Omit: to | to think |  |  |
| 46 (cont.) | WS13-9 (cont.) | line 22 | Omit: to  Spacing rule | to open  and a |  |  |
|  |  | lines 23-24 | The words “the brand” have been removed from this worksheet to keep it to one page. | Material removed |  |  |
| 47 | WS13-10 | line 5 | Spacing rule | of the |  |  |
|  |  | #4 | Omit: to | to cry |  |  |
| 49 | ST 14 | line 4 | Omit: into, to | into the  to taste |  |  |
|  |  | line 7 | Spacing rule | of the |  |  |
|  |  | line 8 | Spacing rule  Symbol: tilde over following letter | of the  piñata |  |  |
|  |  | line 10 | Symbol: tilde over following letter | piñata |  |  |
|  |  | line 12 | Omit: to | to start |  |  |
|  |  | line 13 | Omit: to | to music |  |  |
|  |  | line 17 | Symbol: tilde over following letter | piñata |  |  |
| 51 | WS13-11 | #1 | Omit: ation  Use: tion | station |  |  |
|  |  | #4 | Omit: ation  Use: tion | invitation |  |  |
|  |  | #7 | Omit: ation  Use: tion | nation |  |  |
| 52 | aWS13-11 |  | Note: The lines of letters are uncontracted. |  |  |  |
| 55 | WS13-12 | line 2 | Omit: to | to play |  |  |
|  |  | line 3 | Spacing rule | with a |  |  |
|  |  | line 5 | Spacing rule | with the |  |  |
|  |  | line 6 | 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 | (start … playing) |  |  |
|  |  | line 8 | Omit: to | to play |  |  |
|  |  | line 9 | Spacing rule | of the |  |  |
| 55  (cont.) | WS13-12  (cont.) | line 13 | Spacing rule | of the |  |  |
| line 14 | Spacing rule | of the |  |  |
|  |  | line 17 | Omit: to | to be |  |  |
| 56 | aWS13-12 | line 4 | Omit: to | to play |  |  |
|  |  | line 6 | Spacing rule | with the |  |  |
|  |  | line 9 | Omit: to | to person |  |  |
|  |  | line 13 | Omit: to | to be |  |  |
|  |  | line 17 | Spacing rule | with a |  |  |
|  |  | line 18 | Omit: to | to play |  |  |
|  |  | line 20 | Omit: to | to start |  |  |
|  |  | line 21 | Omit: to | to the |  |  |
|  |  | line 23 | Omit: to (2) | to be  to cross |  |  |
| 57 | TE Word Work | #2 | Omit: ation  Use: tion | invitation |  |  |
|  |  | #7 | Omit: ation  Use: tion | location |  |  |
| 57 (cont.) | TE Word Work (cont.) | #12 | Omit: ation  Use: tion | station |  |  |
|  |  | #14 | Omit: ation  Use: tion | nation |  |  |

| **GRADE 2: UNIT 3: LESSON 14** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 68 | WS14-1 | line 5 | Omit: to | to be |
|  |  | line 13 | Omit: to | for the |
|  |  | line 15 | Omit: to | into little |
|  |  | line 18 | Omit: to | to eat |
|  |  | line 19 | Omit: to (2) | to be  to make |
|  |  | line 21 | Omit: ally | Finally |
|  |  | line 22 | The sentence “They taste great!” has been removed from this worksheet to keep it to one page. | Material removed |
| 70 | WS14-2 | line 5 | Omit: to | to Sam |
|  |  | line 6 | Omit: to | to him |
|  |  | line 7 | Omit: to | to him |
|  |  | line 8 | Omit: to | to him |
|  |  | line 9 | Omit: to | to play |
|  |  | #1 | Omit: to | to play |
|  |  | #2 | Omit: to | to play |
| 70  (cont.) | WS14-2  (cont.) | line 12 | Omit: to | to go |
| #3 | Omit: to | to go |
|  |  | #4 | Omit: to | to go |
|  |  | line 15 | Omit: to | to Jenna |
|  |  | #5 | Omit: to | to Jenna |
| 71 | aWS14-2 | line 5 | Omit: to | to her |
|  |  | line 7 | Omit: to | to the |
|  |  | #9 | Omit: to | to the |
| 73 | ST 17 | line 4 | Omit: dd | hidden |
|  |  | line 5 | Omit: to | to say |
|  |  | line 6 | Omit: to (2) | to the  to eat |
|  |  | line 11 | Omit: to | to his |
| 79 | WS14-3 | #7 | Omit: to | to the |
|  |  | #11 | Omit: to | to our |
| 81 | ST 19 | line 2 | Omit: by | by Robin |
|  |  | line 7 | Omit: by | by the |
|  |  | line 8 | Omit: to | to meet |
|  |  | line 10 | Omit: to (2) | to invite  to his |
|  |  | line 11 | Omit: to (2) | to ask  to go |
|  |  | line 13 | Omit: ally | Finally |
|  |  | line 14 | Omit: to | to the |
|  |  | line 16 | Omit: to | to seem |
|  |  | line 18 | Omit: to | to go |
|  |  | line 20 | Omit: to | To search |
| 82 | ST 20 | line 2 | Omit: com | coming |
|  |  | line 4 | Omit: com | coming |
|  |  | line 5 | Omit: to | to Walter |
|  |  | line 9 | Omit: to (2) | to get  to finish |
| 82  (cont.) | ST 20  (cont.) | line 11 | Omit: to | to play |
| line 14 | Omit: to (2) | to walk  to Walter's |
|  |  | line 16 | Omit: dd | huddled |
|  |  | line 24 | Omit: to | to me |
| 83 | ST 21 |  | In UEB, the contraction for “st” cannot be use in the abbreviation “St.” because it would be standing alone. Rules 2.6.3 and 10.4.2 (5) | Third St.  Second St.  First St.  Church St.  Liberty St. |
|  |  |  | Omit: ation  Use: tion | Station |
| 84 | ST 23 | line 3 | Omit: ation  Use: tion  Spacing rule | location  of the  and the |
|  |  | line 4 | Omit: to (2) | to it  to get |
|  |  | line 5 | Omit: to | to be |
|  |  | line 12 | Omit: to | to need |
| 84  (cont.) | ST 23  (cont.) | line 13 | Omit: dd | added |
| line 16 | Omit: to | to Kayla's |
|  |  | line 17 | Omit: to | to read |
|  |  | line 19 | Omit: to (2) | to the  to Church |
|  |  | line 21 | Omit: to | to Third |
|  |  | line 22 | Omit: to | to turn |
|  |  | line 23 | Spacing rule | and the |
|  |  | line 25 | Omit: ation  Use: tion | station |
| 86 | ST 24 | line 2 | Omit: to | to Liberty |
|  |  | line 4 | Omit: to | to the |
|  |  | line 11 | Omit: to | to dig |
|  |  | line 15 | Note: In UEB, the dots 5-6 symbol before the single letter “X” is called the grade 1 symbol indicator. Rule 5.0 |  |
|  |  | line 16 | Omit: to | to this |
| 86 (cont.) | ST 24 (cont.) | line 18 | Omit: to, into | to dig  into the |
|  |  | line 22 | Symbol: The italic word indicator (dots 4-6, dot 2) replaces the italic sign here. Rule Section 9: Typeforms | *you* |
| 87 | ST 25 | line 6 | Omit: dd | added |
|  |  | line 7 | Spacing rule  Omit: to | of the  to where |
|  |  | line 11 | Omit: to | to think |
|  |  | line 13 | Spacing rule | with a |
|  |  | line 14 | Omit: to | to laugh |
|  |  | line 21 | Omit: to | to do |
| 88 | ST 26 | line 9 | Omit: to (2) | to me  to sell |
|  |  | line 10 | Omit: to, com | to come |
|  |  | line 17 | Omit: to | to find |
|  |  | line 18 | Omit: to | to the |
| 89 | WS14-4 | line 2 | Omit: to | to find |
|  |  | line 6 | Omit: to | to the |
|  |  | line 10 | Omit: by | by the |
|  |  | line 13 | Numeric mode rule | 1-4 |
|  |  | line 14 | Omit: to | to number |
|  |  | #1 | Omit: to | to the |
| 90 | aWS14-4 | #3b | Omit: ally  Use: ea | really |
| 93 | WS14-5 | line 2 | Spacing rule | of the |
|  |  | line 10 | Omit: to | to the |
| 97 | WS14-6 | #2 | Spacing rule | for a |
|  |  | #4 | Omit: to | to do |
|  |  | line 14 | Spacing rule (3) | for the  and a |
| 98 | ST 19 | line 2 | Omit: by | by Robin |
|  |  | line 7 | Omit: by | by the |
| 98  (cont.) | ST 19  (cont.) | line 8 | Omit: to | to meet |
| line 10 | Omit: to (2) | to invite  to his |
|  |  | line 11 | Omit: to (2) | to ask  to go |
|  |  | line 13 | Omit: ally | Finally |
|  |  | line 14 | Omit: to | to the |
|  |  | line 16 | Omit: to | to seem |
|  |  | line 18 | Omit: to | to go |
|  |  | line 20 | Omit: to | To search |
| 105 | WS14-7 | line 2 | Omit: by | by Jim |
|  |  | line 6 | Omit: into, ation  Use: tion | into a  invitation |
|  |  | line 7 | Omit: to | to Kate's |
|  |  | line 8 | Omit: ally  Use: ea | really |
| 105 (cont.) | WS14-7 (cont.) | line 9 | Omit: to (2), ally  Use: ea | to go  to parties  really |
|  |  | line 16 | Spacing rule | of the |
|  |  | line 19 | Omit: to | to eat |
|  |  | line 23 | Omit: by | by the |
| 106 | TE Page Word Count |  | Change “202” to “200” (see change for line 8 below) |  |
|  | aWS14-7 | line 2 | Omit: into | into the |
|  |  | line 3 | Omit: to | to be |
|  |  | line 4 | Omit: by | by a |
|  |  | line 6 | Omit: to | to talk  to her |
|  |  | line 8 | The words “at her” have been removed from this worksheet to keep it to one page. | Material removed |
|  |  | line 9 | Omit: to | to play |
|  |  | line 13 | Omit: to | to play |
|  |  | line 14 | Omit: to | to tell |
| 106  (cont.) | aWS14-7  (cont.) | line 15 | Omit: to | to leave |
| line 17 | Omit: to | to play |
|  |  | line 20 | Omit: dd | added |
|  |  | line 21 | Omit: to | to know |

| **GRADE 2: UNIT 3: LESSON 15** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 113 | TE Braille Knowledge |  | Replace ation with tion.  (The contraction for “tion” will be reviewed instead.) |  |
| 115 | TE Day 4: Braille Knowledge | line 2 | Replace ation with tion. |  |
| 116 | TE Word Work | sentence 6 | Replace “letter sign” with “grade 1 symbol indicator”. |  |
| 117 | WS15-1 | #1 | Spacing rule | of the |
|  |  | #3 | Omit: by | by myself |
|  |  | #3  answer | UEB rules require a grade 1 symbol indicator before single letters alone or followed by a period; **except** a, i, and o because they do not have a contraction meaning when they stand alone. Rules 2.6.3 and 5.2.1 | por a |
|  |  | #4 | Omit: to | to prick |
| 118 | aWS15-1 | #7 | Omit: to | to do |
|  |  | #7  answer | Grade 1 symbol indicator not needed | chour o |
|  |  | #8  answer | Grade 1 symbol indicator not needed | short a |
|  |  | #9 | Omit: to | to school |
| 122 | ST 29 | line 3 | Omit: com, to | coming  to visit |
|  |  | line 8 | Omit: to | to the |
|  |  | line 9 | Omit: to | to get |
| 127 | WS15-3 | line 3 | Omit: to, com | to see  come |
|  |  | line 4 | Omit: to | to visit |
|  |  | line 7 | Omit: com, to | come  to see |
|  |  | line 9 | Omit: com | come |
|  |  | line 10 | Omit: to | to go |
| 129 | WS15-4 | line 1 | Spacing rule | of the |
|  |  | line 15 | Numeric mode rule: The numeric indicator must be repeated after the slash. Rule 6.3 | 2/16/2001 |
|  |  | #3 (second) | Spacing rule | of the |
|  |  | #4 (second) | Spacing rule | of the |
| 130 | aWS15-4 | #6 | Spacing rule | of the |
|  |  | #7 | Spacing rule | of the |
|  |  | #8 | Numeric mode rule | 5-20-09 |
|  |  | #9 | Spacing rule | of the |
|  |  | #10 | Spacing rule | of the |
|  |  | #11 | Numeric mode rule | 10-15-12 |
|  |  | #12 | Spacing rule | of the |
| 131 | TE Page Word Count |  | Change “168” to “160” |  |
|  | ST 31 | line 2 | Omit: by | by Izetta |
|  |  | line 10 | Omit: to | to do |
|  |  | line 12 | Omit: to (2) | to work  to clean |
|  |  | line 15 | Omit: com | come |
|  |  | line 17 | Omit: to | to see |
|  |  | line 18 | Omit: to | to say |
| 131  (cont.) | ST 31  (cont.) | line 22 | Omit: dd | added |
| line 23 | This line has been moved to the top of ST 32 | Material moved |
| 132 | TE Page Word Count |  | Change “161” to “169” |  |
|  | ST 32 |  | The last line of ST 31 has been moved to the top of this page. | Material moved |
|  |  | line 7 | Omit: to (2) | to talk  to him |
|  |  | line 10 | Omit: to (2) | to write  to Uncle |
|  |  | line 11 | Omit: to | to tell |
|  |  | line 15 | Omit: to (2) | to him  to tell |
|  |  | line 19 | Omit: to | to be |
| 133 | ST 33 | line 1 | Numeric mode rule | 8/10/2012 |
|  |  | line 3 | Omit: to | to hear |
|  |  | line 5 | Omit: to | to see |
|  |  | line 6 | Omit: to | to one |
| 133 (cont.) | ST 33 (cont.) | line 7 | Omit: com, to | coming  to visit |
|  |  | line 9 | Omit: to | to the |
|  |  | line 11 | Omit: ation  Use: tion | information |
| 134 | ST 34 | line 4 | Omit: to | to meet |
|  |  | line 5 | Omit: to | to play |
|  |  | line 7 | Omit: to | to the |
|  |  | line 8 | Omit: to | to get |
| 135 | TE Word Page Count |  | Change “187” to “183” |  |
|  | ST 35 | line 1 | Omit: to | to drag |
|  |  | line 3 | Omit: to | to go |
|  |  | line 6 | Omit: ally | finally |
|  |  | line 7 | Omit: to (2) | to arrive  to the |
|  |  | line 8 | Omit: to | to meet |
| 135  (cont.) | ST 35  (cont.) | line 12 | Omit: to | to wonder |
| line 19 | Omit: to | to tell |
|  |  | line 22 | Omit: ally  Use: ea | Really |
|  |  | line 25 | This line has been moved to the top of ST 36. | Material moved |
| 136 | TE Page Word Count |  | Change “162” to “164” |  |
|  | ST 36 |  | The last line of ST 35 has been moved to the top of this page. | Material moved |
|  |  | line 7 | Omit: to | to ask |
|  |  | line 9 | Omit: ally  Use: ea | really |
|  |  | line 14 | Omit: ally  Use: ea | Really |
|  |  | line 15 | Spacing rule | of the |
|  |  | line 18 | Omit: ally  Use: ea | Really |
|  |  | line 25 | This line has been moved to the top of ST 37. | Material moved |
| 137 | TE Page Word Count |  | Change “64” to “66” |  |
|  | ST 37 |  | The last line of ST 36 has been moved to the top of this page. | Material moved |
|  |  | line 6 | Omit: com, to | coming  to visit |
| 138 | WS15-5 | line 3 | Omit: to | to questions |
|  |  | #3 | Symbols: parentheses  Spacing rule | (the lesson learned)  of the |
|  |  | #3a | Omit: com, to | come  to visit |
| 139 | aWS15-5 | line 4 | Omit: to | to the |
| 140 | WS15-6 | #1 | Spacing rule  Grade 1 word indicator added: In UEB, “f-o-r” 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 | for the  f-o-r |
|  |  | #3 | Numeric mode rule | 4-5-6 |
|  |  | #4 | Numeric mode rule | 4-5 |
| 140 (cont.) | WS15-6 (cont.) | #5 | Spacing rule  Grade 1 word indicator added | for the  o-u |
| 143 | WS15-7 | #3 | Omit: to | to make |
|  |  | #5 | Spacing rule | of a |
|  |  | #6 | Omit: to | to another |
|  |  | #7 | Omit: by | by people |
| 144 | aWS15-7 | #9 | Omit: to | to be |
|  |  | #10 | Omit: by | by someone |
|  |  | #12 | Omit: to (2) | to get  to earn |
| 148 | TE left side bar: Braille Knowledge |  | Replace ation with tion. |  |
|  | TE main text: Braille Knowledge | paragraph heading | Replace ation with tion. |  |
| 149 | WS15-8 | #4 | Omit: to | to the |
|  |  | #5 | Omit: to, ation  Use: tion | to the  station |
|  |  | #6 | Spacing rule | of the |
| 149 (cont) | aWS15-8 | line 6 | Omit: ation  Use: tion | vacation |
|  |  | #3 | Omit: to | to the |
|  |  | #4 | Omit: to | to finish |
| 151 | ST 33 | line 1 | Numeric mode rule | 8/10/2012 |
|  |  | line 3 | Omit: to | to hear |
|  |  | line 5 | Omit: to | to see |
|  |  | line 6 | Omit: to | to one |
|  |  | line 7 | Omit: to | to visit |
|  |  | line 9 | Omit: to | to the |
| 154 | WS15-9 | line 12 | Omit: ble, to | unscramble  to make |
|  |  | line 14 | Spacing rule | of the |
| 157 | TE Page Word Count |  | Change “184” to “167” |  |
|  | WS15-10 | line 3 | Omit: by | by Izetta |
|  |  | line 4 | Omit: to | to have |
| 157  (cont.) | WS15-10  (cont.) | line 8 | Omit: to | to be |
| line 9 | Omit: to  Spacing rule | to get  for the |
|  |  | line 12 | Spacing rule | and a |
|  |  | lines 22-23 | These lines have been moved to the top of aWS15-10 | Material moved |
|  |  | line 23 | Omit: com, to | comes  to the |
| 158 | TE Page Word Count |  | Change “100” to “117” |  |
|  | aWS15-10 |  | The last two lines of WS15-10 have been moved to the top of this page. | Material moved |
|  |  | line 2 | Omit: to | to join |
|  |  | line 3 | Omit: to | to join |
|  |  | line 4 | Omit: to | to Lord |
|  |  | line 7 | Omit: to | to be |
|  |  | line 9 | Spacing rule | for the  to return |
|  |  | line 12 | Omit: to | to their |

| **GRADE 2: UNIT 3: LESSON 16** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 173 | WS16-1 | line 11 | Omit: to | to cheer |
| 174 | aWS16-1 | line 4 | Omit: to | to veer |
| 176 | WS16-2 | line 9 | Numeric mode rule | 1-6 |
|  |  | line 10 | Spacing rule  Grade 1 word indicator added (2) | with the  c-o-n  d-i-s |
|  |  | #1 | Omit: to | to enter |
| 177 | aWS16-2 | #3 | Omit: to | to discover |
|  |  | #4 | Omit: to (2) | to keep  to stop |
|  |  | #6 | Omit: to (2)  The word “dog’s” has been removed from this worksheet to keep it to one page. | to connect  to the  Material removed |
|  |  | line 10 | Numeric mode rule | 7-12 |
|  |  | #8 | Omit: to | to play |
|  |  | #10 | Omit: to | to throw |
|  |  | #12 | Omit: to, com | to the  computer |
| 179 | ST 41 | line 4 | Omit: to | to have |
|  |  | line 5 | Omit: to | to show |
|  |  | line 6 | Omit: to | to build |
|  |  | line 7 | Omit: to (2) | to the  to get |
|  |  | line 9 | Omit: to | to do |
|  |  | line 11 | Omit: to | to climb |
|  |  | line 22 | Spacing rule | with the |
| 185 | WS16-3 | line 1 | Omit: ation  Use: tion | Information |
| 189 | ST 43 | line 2 | Omit: by | by Marie |
|  |  | line 7 | Omit: to (2) | to talk  to learn |
|  |  | line 8 | Omit: to (2) | to choose  to speak |
|  |  | line 11 | Omit: to | to tell |
|  |  | line 14 | Symbol: italic word indicator | *train* |
| 189 (cont.) | ST 43 (cont.) | line 16 | Omit: to (2) | to design  to test |
|  |  | line 17 | Omit: to | to make |
|  |  | line 18 | Omit: to, ble | to do  problem |
|  |  | line 19 | Omit: to | to be |
|  |  | line 20 | Omit: to (2) | to go  to college |
| 190 | TE Page Word Count |  | Change “181” to “179” |  |
|  | ST 44 | line 8 | Omit: to | to fix |
|  |  | line 9 | Omit: to | to a |
|  |  | line 10 | Omit: to | to learn |
|  |  | line 11 | Omit: to | to fix |
|  |  | line 12 | Omit: to | to drive |
|  |  | line 17 | Omit: to | to the |
|  |  | line 19 | Omit: to | to eat |
| 190  (cont.) | ST 44  (cont.) | line 21 | Omit: to | to his |
| line 25 | This line has been moved to the top of ST 45. | Material moved |
| 191 | TE Page Word Count |  | Change “140” to “142” |  |
|  | ST 45 |  | The last line of ST 44 has been moved to the top of this page. | Material moved |
|  |  | line 2 | Omit: to | to work |
|  |  | line 6 | Omit: to | to the |
|  |  | line 8 | Omit: ble, com | problems  come |
|  |  | line 14 | Omit: to | to make |
| 192 | TE Page Word Count |  | Change “200” to “199” |  |
|  | ST 46 | line 6 | Omit: to | to know |
|  |  | line 11 | Spacing rule | with a |
|  |  | line 15 | Omit: to | to help |
|  |  | line 16 | Spacing rule | with the |
| 192 (cont.) | ST 46 (cont.) | line 20 | Omit: to, dd | to be  added |
|  |  | line 24 | Omit: to (2) | to go  to cooking |
|  |  | line 25 | Omit: to (2)  The word “must” has been moved to the beginning of ST 47. | to learn  to make  Material moved |
| 193 | TE Page Word Count |  | Change “193” to “194” |  |
|  | ST 47 | line 1 | The word “must” from ST 46 has been moved to the beginning of this line. | Material moved |
|  |  | line 5 | Omit: to | to Grandma |
|  |  | line 7 | Omit: to | to make |
|  |  | line 9 | Omit: to | to them |
|  |  | line 10 | Symbol: italic symbol indicator  Rule Section 9 | *I* |
|  |  | line 11 | Omit: to | to work |
|  |  | line 12 | Omit: to | to make |
| 193  (cont.) | ST 47  (cont.) | line 13 | Omit: to | to make |
| line 14 | Omit: to | to help |
|  |  | line 15 | Omit: to | to volunteer |
|  |  | line 18 | Omit: ally  Use: ea | really |
|  |  | line 20 | Omit: to (2) | to work  to put |
|  |  | line 21 | Omit: to | to stand |
| 194 | ST 48 | line 1 | Omit: to (2) | to go  to college |
|  |  | line 3 | Omit: to | to know |
|  |  | line 5 | Spacing rule | with the |
|  |  | line 10 | Omit: to | to speak |
|  |  | line 13 | Omit: to | to be |
| 195 | WS16-5 | line 4 | Numeric mode rule | 1-8 |
|  |  | #4 | Omit: ble | problems |
|  |  | #7 | Omit: ble | problems |
|  |  | #8 | Spacing rule | with the |
| 196 | aWS16-5 | line 2 | Numeric mode rule | 9-12 |
|  |  | line 3 | Omit: to | to number |
|  |  | #9 | Omit: to | to be |
|  |  | #9a | Omit: to | to be |
|  |  | #9b | Omit: to | to work |
|  |  | #9c | Omit: to | to not |
|  |  | #12 | Omit: to | to speak |
| 201 | WS16-7 | line 2 | Spacing rule | with the |
| 205 | WS16-8 | line 13 | Omit: to  Symbols: parentheses (4) | to the  (1)  (2) |
|  |  | lines 14-16 | Symbols: parentheses (12) | (3)  (4)  (5)  (6)  (7)  (8) |
| 206 | TE | sentence 2 | Replace “sixth” with “fourth.”  The timed reading on this page needs to be changed because the last line of ST 44 has shifted to ST 45. |  |
|  |  | Timed Reading Word Count | Change “91” to “92”  The word count is changed because the timed reading |  |
|  | ST 44 |  | TE only: Use the fourth, fifth, and sixth paragraphs as the timed reading (starting with “That night …” and ending with “…and careers then.”). |  |
|  |  | line 8 | Omit: to | to fix |
|  |  | line 9 | Omit: to | to a |
|  |  | line 10 | Omit: to | to learn |
|  |  | line 11 | Omit: to | to fix |
|  |  | line 12 | Omit: to | to drive |
|  |  | line 17 | Omit: to | to the |
|  |  | line 19 | Omit: to | to eat |
|  |  | line 21 | Omit: to | to his |
|  |  | line 25 | This line has been moved to the top of ST 45. | Material moved |
| 207 | TE | Number of words for WPM | Change “91” to “92” |  |
|  | TE last paragraph |  | This activity needs to be changed because of the change to the timed reading. Have the student skim for c instead of t.  Replace all the “t”s with “c”s (4)  Replace the words to find with: (Connor, cars—2 times, car, cousins, career) |  |
| 213 | TE Page Word Count |  | Change “196” to “192” |  |
|  | WS16-9 | line 2 | Omit: by | by Retta |
|  |  | line 3 | Omit: to | to school |
|  |  | line 10 | Omit: to | to be |
|  |  | line 11 | Symbol: italic word indicator | *And* |
|  |  | line 22 | Omit: to, ally | to the  Finally |
|  |  | line 23 | The words “discuss it with my” have been moved to the top of aWS16-9. | Material moved |
| 214 | TE Page Word Count |  | Change “137” to “141” |  |
|  | aWS16-9 |  | The words “discuss it with my” have been moved to the beginning of this page. | Material moved |
|  |  | line 3 | Omit: ble | problem |
|  |  | line 12 | Spacing rule | of the |
| 217 | WS16-10 | line 5 | Omit: ation, to  Use: tion | Education  to a |
|  |  | line 6 | Omit: ation  Use: tion | Location |
|  |  | line 12 | Omit: ation, to | Education  to a |
|  |  | line 13 | Omit: ation  Use: tion | Location |

| **GRADE 2: UNIT 3: LESSON 17** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 231 | WS17-1 | line 2 | Grade 1 word indicator added | r-e |
|  |  | #1 | Omit: to, com | to come |
|  |  | #2 | Omit: to | to heat |
|  |  | #3 | Omit: to | to do |
|  |  | line 8 | Grade 1 word indicator added | p-r-e |
|  |  | #1  (second) | Omit: to | to plan |
|  |  | #2 | Omit: to | to heat |
|  |  | #3 | Omit: to | to get |
|  |  | line 15 | Grade 1 word indicator added | u-n |
|  |  | #3  (third) | Omit: to | to lock |
| 232 | aWS17-1 | line 1 | Grade 1 word indicator added | c-o-n |
|  |  | line 3 | Omit: ation  Use: tion | conversation |
|  |  | #1 | Omit: to | to keep |
|  |  | #2 | Omit: to | to keep |
| 232  (cont.) | aWS17-1  (cont.) | #3 | Omit: to | to talk |
| line 9 | Grade 1 word indicator added | d-i-s |
| 233 | ST 51 | line 6 | Omit: to | to understand |
|  |  | line 12 | Omit: to | to make |
|  |  | line 13 | Omit: to | to use |
| 238 | WS17-2 | #2 | Omit: to | to stop |
|  |  | #4 | Spacing rule  Omit: by | of the  by the |
| 244 | ST 53 | line 2 | Omit: by | by Jean |
|  |  | line 3 | Omit: to | to Ashley's |
|  |  | line 5 | Symbol: italic word indicator | *Grams* |
|  |  | line 6 | Omit: to | to sleepovers |
|  |  | line 7 | Omit: to (2) | to go  to one |
|  |  | line 9 | Omit: com | come |
|  |  | line 14 | Omit: to | to check |
| 244  (cont.) | ST 53  (cont.) | line 16 | Spacing rule | of the |
| line 18 | Spacing rule | of the |
|  |  | line 20 | Spacing rule | of the |
|  |  | line 21 | Omit: to | to the |
|  |  | line 22 | Symbol: italic word indicator | *Kirsten* |
| 245 | ST 54 | line 3 | Omit: to | to find |
|  |  | line 5 | Omit: ation, to  Use: tion | invitation  to a |
|  |  | line 6 | Omit: to | to be |
|  |  | line 9 | Omit: com | come |
|  |  | line 12 | Omit: to | to my |
|  |  | line 15 | Omit: to | to empty |
|  |  | line 19 | Symbol: italic symbol indicator  Omit: to | *I*  to a |
|  |  | line 21 | Omit: to | to unpack |
| 246 | ST 55 | line 2 | Spacing rule | with the |
|  |  | line 3 | Omit: to | to take |
|  |  | line 14 | Omit: to  Spacing rule | to wait  of the |
|  |  | line 17 | Omit: to | to hurt |
| 247 | ST 56 | line 4 | Omit: to | to the |
|  |  | line 7 | Omit: to | to be |
|  |  | line 8 | Spacing rule | for the |
|  |  | line 11 | Omit: to | to relax |
|  |  | line 14 | Omit: dd | nodded |
| 249 | ST 57 | line 5 | Omit: to | to relax |
|  |  | line 6 | Spacing rule | with a |
|  |  | line 9 | Omit: to | to put |
|  |  | line 14 | Omit: to | to pass |
|  |  | line 16 | Omit: ally  Use: ea | really |
| 249  (cont.) | ST 57  (cont.) | line 18 | Omit: to | to whisper |
| line 19 | Omit: to | to another |
|  |  | line 20 | Omit: to (2) | to say  to see |
|  |  | line 24 | Omit: to | to eat |
| 250 | TE Page Word Count |  | Change “182” to “179” |  |
|  | ST 58 | line 1 | Omit: to, dd | to make  Muddy |
|  |  | line 2 | Omit: dd | Buddies |
|  |  | line 6 | Omit: to | to see |
|  |  | line 9 | Omit: to | to a |
|  |  | line 12 | Omit: to | to get |
|  |  | line 20 | Spacing rule | of the |
|  |  | line 23 | Omit: ally | Finally |
|  |  | line 25 | The words “up, I was” have been moved to the beginning of ST 59. | Material moved |
| 251 | TE Page Word Count |  | Change “37” to “40” |  |
|  | ST 59 | line 1 | The words “up, I was” have been moved to the beginning of this page. | Material moved |
|  |  | line 1 | Omit: to | to ear |
|  |  | line 6 | Omit: to | to her |
| 252 | WS17-5 | line 2 | Numeric mode rule  Omit: to | 1-5  to number |
|  |  | #3 | Omit: to (2) | to ear |
| 253 | aWS17-5 | #4b | Omit: to | to see |
|  |  | #5 | Omit: to | to play |
| 254 | WS17-6 | #1 | Spacing rule  Grade 1 word indicator added | for the  d-i-s |
|  |  | #2 | Spacing rule  Grade 1 word indicator added | for the  c-o-n |
|  |  | #3 | Spacing rule  Grade 1 word indicator added | with the  p-r-e |
|  |  | #4 | Spacing rule  Grade 1 word indicator added | with the  r-e |
| 257 | WS17-7 | line 4 | Spacing rule | and a |
|  |  | line 6 | Omit: to | to his |
|  |  | line 8 | Omit: to (2), com | to complete  to make |
| 258 | WS17-8 | #9 | Omit: to | to put |
|  |  | #10 | Omit: dd | middle |
|  |  | #11 | Omit: to | to find |
|  |  | #15 | Spacing rule | for the |
| 263 | WS17-9 | line 5 | Omit: to | to the |
|  |  | line 6 | Omit: to  Spacing rule | to get  of the |
|  |  | line 7 | Omit: to | to rain |
|  |  | line 9 | Omit: to | to pour |
|  |  | line 10 | Spacing rule (2)  Omit: to | for a  for the  to stop |
|  |  | line 15 | Omit: to | to share |
| 263  (cont.) | WS17-9  (cont.) | line 16 | Omit: to | to get |
| line 17 | Omit: dd  Spacing rule | puddle  of the |
|  |  | line 18 | Omit: to (2) | to open  to the |
| 264 | WS17-10 | line 4 | Spacing rule  Omit: to | of the  to finish |
|  |  | line 5 | Numeric mode rule  Omit: to | 1-10  to use |
|  |  | line 9 | Omit: com | coming |
|  |  | line 10 | Omit: com | coming |
|  |  | #1 | Omit: to | to leave |
|  |  | #4 | Omit: to | to clean |
|  |  | #6 | Omit: to | to disconnect |
|  |  | #8 | Omit: to | to return |
|  |  | #10 | Omit: to | to play |
| 266 | ST 57 | line 5 | Omit: to | to relax |
|  |  | line 6 | Spacing rule | with a |
|  |  | line 9 | Omit: to | to put |
|  |  | line 14 | Omit: to | to pass |
|  |  | line 16 | Omit: ally  Use: ea | really |
|  |  | line 18 | Omit: to | to whisper |
|  |  | line 19 | Omit: to | to another |
|  |  | line 20 | Omit: to (2) | to say  to see |
|  |  | line 24 | Omit: to | to eat |
| 274 | WS17-12 | line 3 | Omit: dd (2) | Muddy  Buddies |
|  |  | line 6 | Spacing rule | of a |
|  |  | line 7 | Spacing rule | of a |
|  |  | #9 | Omit: into | into each |
| 275 | aWS17-12 | #11 | Omit: to | to cool |
|  |  | #13 | Omit: dd (2) | Muddy  Buddies |
|  |  | line 15 | Spacing rule | of the |
|  |  | line 18 | Spacing rule | with a |
| 277 | WS17-14 | line 2 | Omit: to | to answer |

| **GRADE 2: UNIT 3: MEET THE AUTHORS** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 283 | ST 67 | line 8 | Symbols: parentheses | (BOP) |
|  |  | line 10 | Omit: to | to read |
|  |  | line 12 | Omit: to | to write |
|  |  | line 16 | Omit: to (2) | to college  to be |
|  |  | line 19 | Omit: to | to help |
|  |  | line 20 | Omit: to | to be |
|  |  | line 21 | Omit: to  Symbol: italic passage indicator | to write  *Family* |
|  |  | line 22 | Symbols: italic terminator (2), italic passage indicator | *Friends*  *Just*  *It* |
|  |  | line 23 | Omit: to (2) | to her  to be |
|  |  | line 24 | The words “friends. Robin” have been moved to ST 68. | Material moved |
| 284 | ST 68 |  | The words “friends. Robin” have been moved from ST 67 to the beginning of this page. | Material moved |
|  |  | line 1 | Omit: to | to chat |
|  |  | line 4 | Omit: to | to swim |
|  |  | line 6 | Omit: to | to her |
|  |  | line 7 | Spacing rule | of the |
|  |  | line 12 | Omit: to | to write |
|  |  | line 14 | Omit: to | to make |
|  |  | line 20 | Omit: to | to design |
| 285 | ST 69 | line 1 | Omit: to | to play |
|  |  | line 3 | Omit: to | to decorate |
|  |  | line 6 | Omit: to | to knowledge |
|  |  | line 7 | Omit: to | to read |
|  |  | line 11 | Omit: to | to read |

| **GRADE 2: UNIT 3: LESSON 18** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 287 | TE Word Work: Dolch Word Recognition |  | Omit: by, com, into, to | by(fc)  come  into(fc)  to(fc) |
|  | TE Word Work: Spelling |  | Omit: ation (4)  Use: tion (4) | invitation  location  nation  station |
| 288 | TE Reading: New Reading Words |  | Omit: ation (3)  Use: tion (3) | decorations  information  invitations |
|  | TE Braille Knowledge |  | Replace ation with tion. |  |
| 292 | ST 63 | line 3 | Omit: by | by Izetta |
|  |  | line 6 | Spacing rule | of the |
|  |  | line 7 | Omit: to, ation  Use: tion | to the  station |
|  |  | line 8 | Omit: ation  Use: tion | information |
|  |  | line 18 | Omit: to | to store |
|  |  | line 19 | Omit: to | to clean |
| 293 | ST 64 | line 5 | Omit: to | to help |
|  |  | line 6 | Symbol: italic word indicator  Omit: ally  Use: ea | *really* |
| 294 | WS18-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1a | Omit: to | to tell |
|  |  | #2 | Omit: to | to do |
|  |  | #4 | Spacing rule | for the |
|  |  | #4b | Omit: to | to do |
|  |  | #5 | Symbol: italic word indicator  Omit: ally  Use: ea | *really* |
| 297 | ST 65 | line 2 | Omit: to | to be |
|  |  | line 3 | Omit: to | to get |
|  |  | line 4 | Omit: to | to get |
|  |  | line 5 | The word “favorite” has been replaced with the word “best” to keep the text to one page. | Material changed |
| 297  (cont.) | ST 65  (cont.) | line 9 | Omit: to | to play |
| line 16 | Omit: to (2), ally | to rebuild  Finally  to play |
|  |  | line 22 | Omit: to | to fall |
| 298 | aWS18-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1 | Omit: to | to go |
|  |  | #1a | Omit: to | to get |
|  |  | #4 | Omit: to | to be |
|  |  | #4c | Omit: to | to be |
|  |  | #5 | Spacing rule | for the |
| 300 | WS18-2 | #17 | Omit: by | by(fc) |
|  |  | #20 | Omit: into | into(fc) |
|  |  | #23 | Omit: com | come |
| 301 | aWS18-2 | #24 | Omit: to  The word “can” has been moved to the end of #27. | to(fc)  Material moved |
|  |  | #27 | The word “can” has been moved to end of this line | Material moved |
| 302 | TE ar and are | #1 | Omit: to | to take |
| 303 | WS18-3 | #1 | Omit: to | to take |
|  |  | #12 | Omit: to | to the |
| 304 | TE air, ear, eer, ere | #12 | Omit: to | to the |
|  | TE Prefixes re, pre, un, con, dis | #19 | Omit: to | to the |
|  |  | #20 | Omit: to (2) | to keep |
|  |  | #21 | Omit: to | to heat |
| 305 | aWS18-3 | #19 | Omit: to | to the |
|  |  | #20 | Omit: to (2) | to keep |
|  |  | #21 | Omit: to | to heat |
| 306 | TE Spelling | #7 | Omit: ation  Use: tion  Replace “(st)(dot 6)n” with “(st)a(dots 5-6)n”. | station |
| 308 | WS18-4 | #1 | “(fc)ation” has been replaced with “(fc)tion” | Material changed |
|  |  | #6 | Omit: ation  Use: tion | station |
|  |  | #9 | Omit: ation  Use: tion | decorations |
|  |  | #12 | Omit: to | to choose |
|  |  | #13 | Omit: to, com | to connect  computer |
| 309 | aWS18-4 | #14 | Omit: to | to behave |
|  | TE Contractions in isolation | #1 | Replace “(fc)ation” with “(fc)tion” |  |
|  | TE Contractions in context | #6 | Omit: ation  Use: tion | station |
|  |  | #9 | Omit: ation  Use: tion | decorations |
|  |  | #12 | Omit: to | to choose |
|  |  | #13 | Omit: to, com | to connect  computer |
| 311 | TE | #17 | Omit: ation  Use: tion  Replace “n(dot 6)n” with “na(dots 5-6)n”. | nation |
| 312 | WS18-5 | #5 | Spacing rule | for a |
|  |  | #6 | Spacing rule | with the |
|  |  | #10 | Omit: to (2) | to Dave |
|  |  | #11 | Omit: to | to Dave |
| 313 | TE Complete, incomplete, and run-on sentences | #5 | Spacing rule | for a |
|  |  | #6 | Spacing rule | with the |
|  | TE Pronouns | #10 | Omit: to (2) | to Dave |
|  |  | #11 | Omit: to | to Dave |
| 314 | aWS18-5 | #22 | Spacing rule | of the |
|  | TE Months of year | #22 | Spacing rule | of the |
| 316 | WS18-6 | #2 | Omit: ation  Use: tion  The word “decorations” on this line and the word “accent” on line #4 have been interchanged. | decorations  Material moved |
| 316 (cont.) | WS18-6  (cont.) | #3 | Omit: ation  Use: tion | invitations |
|  |  | #4 | The word “accent” on this line and the word “decorations” on line #2 have been interchanged. | Material moved |
|  |  | #7 | Symbol: tilde over following letter  Omit: ation  Use: tion | piñata  information |

| **GRADE 2: UNIT 3: LESSON 13 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Spelling | Omit: ation (4)  Use: tion (4) | nation  station  location  invitation |
|  | New Reading Words | Omit: ation (3)  Use: tion (3)  Symbol: tilde over following letter | invitations  information  decorations  piñata |
| 2 | Braille Knowledge | Replace ation with tion |  |

***THERE ARE NO CHANGES FOR THE BOP SECOND GRADE UNIT 3 LESSON 14 LESSON MONITORING SHEETS.***

| **GRADE 2: UNIT 3: LESSON 15 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 2 | Braille Knowledge | Replace ation with tion |  |

***THERE ARE NO CHANGES FOR THE BOP SECOND GRADE UNIT 3 LESSON 16 OR 17 LESSON MONITORING SHEETS.***

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 3: ASSESSMENT ADMINISTRATION RECORD** | | | | |
| --- | --- | --- | --- | --- |
| **Page** | **Location** | **Location**  **Detail** | **Change** | **Modification** |
| 2 | ST 63 | line 3 | Omit: by | by Izetta |
|  |  | line 6 | Spacing rule | of the |
|  |  | line 7 | Omit: to, ation  Use: tion | to the  station |
|  |  | line 8 | Omit: ation  Use: tion | information |
|  |  | line 18 | Omit: to | to store |
|  |  | line 19 | Omit: to | to clean |
| 3 | ST 64 | line 5 | Omit: to | to help |
|  |  | line 6 | Symbol: italic word indicator  Omit: ally  Use: ea | *really* |
|  | WS18-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1a | Omit: to | to tell |
|  |  | #2 | Omit: to | to do |
| 3 (cont.) | WS18-1 (cont.) | #4 | Spacing rule | for the |
|  | #4b | Omit: to | to do |
|  |  | #5 | Symbol: italic word indicator  Omit: ally  Use: ea | *really* |
| 5-6 | ST 65 | line 2 | Omit: to | to be |
|  |  | line 3 | Omit: to | to get |
|  |  | line 4 | Omit: to | to get |
|  |  | line 5 | The word “favorite” has been replaced with the word “best” to keep the text to one page. | Material changed |
|  |  | line 9 | Omit: to | to play |
| line 16 | Omit: to (2), ally | to rebuild  Finally  to play |
|  |  | line 22 | Omit: to | to fall |
| 7 | aWS18-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1 | Omit: to | to go |
| 7  (cont.) | aWS18-1  (cont.) | #1a | Omit: to | to get |
| #4 | Omit: to | to be |
|  |  | #4c | Omit: to | to be |
|  |  | #5 | Spacing rule | for the |
| 10-11 | WS18-2 | #17 | Omit: by | by(fc) |
|  |  | #20 | Omit: into | into(fc) |
|  |  | #23 | Omit: com | come |
| 11 | aWS18-2 | #24 | Omit: to  The word “can” has been moved to the end of #27. | to(fc)  Material moved |
|  |  | #27 | The word “can” has been moved to end of this line | Material moved |
| 14 | ar and are | #1 | Omit: to | to take |
|  | WS18-3 | #1 | Omit: to | to take |
|  |  | #12 | Omit: to | to the |
| 15 | air, ear, eer, ere | #12 | Omit: to | to the |
|  | aWS18-3 | #19 | Omit: to | to the |
|  |  | #20 | Omit: to (2) | to keep |
|  |  | #21 | Omit: to | to heat |
| 16 | Prefixes re, pre, un, con, dis | #19 | Omit: to | to the |
|  |  | #20 | Omit: to (2) | to keep |
|  |  | #21 | Omit: to | to heat |
| 17 | F. WORD WORK | #7 | Omit: ation  Use: tion  Replace “(st)(dot 6)n” with “(st)a(dots 5-6)n”. | station |
| 18 | WS18-4 | #1 | “(fc)ation” has been replaced with “(fc)tion” | Material changed |
|  |  | #6 | Omit: ation  Use: tion | station |
|  |  | #9 | Omit: ation  Use: tion | decorations |
|  |  | #12 | Omit: to | to choose |
|  |  | #13 | Omit: to, com | to connect  computer |
|  | aWS18-4 | #14 | Omit: to | to behave |
| 19 | TE Contractions in isolation | #1 | Replace “(fc)ation” with “(fc)tion” |  |
|  | TE Contractions in context | #6 | Omit: ation  Use: tion | station |
|  |  | #9 | Omit: ation  Use: tion | decorations |
|  |  | #12 | Omit: to | to choose |
|  |  | #13 | Omit: to, com | to connect  computer |
| 20 | Writing Contractions | #17 | Omit: ation  Use: tion  Replace “n(dot 6)n” with “na(dots 5-6)n”. | nation |
| 21 | WS18-5 | #5 | Spacing rule | for a |
|  |  | #6 | Spacing rule | with the |
|  |  | #10 | Omit: to (2) | to Dave |
|  |  | #11 | Omit: to | to Dave |
| 22 | Complete, incomplete, and run-on sentences | #5 | Spacing rule | for a |
|  |  | #6 | Spacing rule | with the |
|  | Pronouns | #10 | Omit: to (2) | to Dave |
|  |  | #11 | Omit: to | to Dave |
| 23 | aWS18-5 | #22 | Spacing rule | of the |
|  | Months of year | #22 | Spacing rule | of the |
| 25 | WS18-6 | #2 | Omit: ation  Use: tion  The word “decorations” on this line and the word “accent” on line #4 have been interchanged. | decorations  Material moved |
|  |  | #3 | Omit: ation  Use: tion | invitations |
|  |  | #4 | The word “accent” on this line and the word “decorations” on line #2 have been interchanged. | Material moved |
|  |  | #7 | Symbol: tilde over following letter  Omit: ation  Use: tion | piñata  information |