**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) Second Grade Unit 6 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-U6 BOP Second Grade Unit 6 Student Textbook, UEB

6-78574-U6 BOP Second Grade Unit 6 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 6 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.

**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 – 212 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – aWS34-1 |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – line 5 |
| 1. Use column 4 to determine what is changed in the Student Textbook or Worksheet, the type of change, or what needs to be changed or noted in the Teacher’s Edition. A number in parentheses indicates multiple instances of the same change. | Change –  Omit: ble (2), to  Use: bb in wobble  (There are two instances of the contraction for “ble” no longer being used and one instance of the contraction for “to” no longer being used. The contraction for “bb” is used in the word “wobble.”) |
| 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 –  table  to wobble |

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| **GRADE 2: UNIT 6: FRONT MATTER** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| ii | TE Phonics | row 2 | Delete: “; part-word contraction: ble”  UEB does not have a contraction for “ble,” therefore it is omitted in this unit.  Notes: In UEB, final-letter contractions are called “final-letter groupsigns.” Teachers should use their best judgment to decide what terms to use with a student. |  |
|  |  | row 3 | Delete: “ation,”  UEB does not have a contraction for “ation” therefore it is omitted in this Unit. |  |
|  |  | row 4 | Delete: “Part-word contraction: com;”  UEB does not have a contraction for “com,” therefore it is omitted in this unit.  Note: In UEB, the dots 5-6 symbol before the single letter “N” is called the grade 1 symbol indicator. Rule 5.0 |  |
|  | TE New Reading Words | row 1 | Omit: ble  Use the contraction for “bb.” | pebbles |
|  |  | row 3 | Omit: ble | incredible  miserable |
|  |  | row 4 | Omit: ation  Use: tion | pollination |
| iii | TE Spelling Words | row 2 | Omit: ble (4)  Use: bb in bubble  UEB does not have a contraction for “dd,” therefore it is omitted in this unit. | bubble  table  trouble  double  middle |
|  |  | row 3 | Omit: ation (6)  Use the contraction for “tion.” Rule 10.8 (6) | nation multiplication invitation location vacation foundation |
|  |  |  | Omit: dd | addition |
|  |  | row 4 | Omit: com | comma  comment  come  comb |
|  | TE Braille Knowledge | row 2 | Delete: “; part-word contraction: ble”  Symbol: In UEB, the ellipsis is made up of cells of the same dots as the period (dots 2-5-6). Follow print for the number of cells. Rule 7.3 | ble  ellipsis |
| iii (cont.) | TE Braille Knowledge (cont.) | row 3 | Delete: “ation, ” |  |
| row 4 | Delete: “Part-word contraction: com;” |  |
| iv | TE Phonics | row 1 | Delete: “ble,” and “, ation” |  |
|  |  | row 2 | Delete: “ation,” and “Part-word contraction: ble;” |  |
|  | TE New Reading Words | row 1 | Omit: ation | echolocation |
|  |  | row 2 | Omit: ation, Use: tion  Omit: ble  Omit: ble  Omit: ble, Use: bb  Omit: ation, Use: tion | echolocation  incredible  miserable  pebbles  pollination |
| v | TE Spelling Words | row 2 | Omit: dd (2), ble (4), com (4), ation (6)  Use: tion (6), bb in bubble | addition  bubble  comb  come  comma  comment  double  foundation  invitation  location  middle  multiplication  nation  table  trouble  vacation |
|  | TE Braille Knowledge | row 1 | Delete: “, ation and part-word contraction: ble” |  |

| **GRADE 2: UNIT 6: LESSON 30** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 1 | TE Reading | New Reading Words | Omit: ble  Use: bb | pebbles |
|  |  | Fluency | Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 | of the |
| 2 | TE Day 1: Reading | New Reading Words | Omit: ble  Use: bb | pebbles |
| 3 | TE Day 5: Reading |  | Spacing rule | of the |
| 5 | TE Day 5: Homework |  | Omit: ation  Use: tion | Vacation |
| 6 | TE left side bar: Reading | New Reading Words | Omit: ble  Use: bb | pebbles |
| 7 | WS30-1 | line 10 | UEB does not have a contraction for “to” therefore it is omitted in this unit.  Omit: com | to complete |
| 8 | aWS30-1 | #5 | 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 | i |
|  |  | #6 | Omit: com | comes |
| 8 (cont.) | aWS30-1 (cont.) | line 13 | Omit: to, com | to complete |
|  | #10 | Omit: to | to your |
| 11 | WS30-2 | line 1 | Grade 1 symbol indicator not needed | i |
|  |  | line 2 | Omit: to | to mark |
|  |  | line 4 | Grade 1 symbol indicator not needed | i |
| 16 | ST 3 | line 5 | Symbol: In UEB, the italic word indicator (dots 4-6, 2) is used for one or two words. Rule: Section 9 (2)  UEB does not have a contraction for “by” therefore it is omitted in this unit. | *Animal Deceivers*  by Kate |
|  |  | line 9 | Symbols: In UEB, the italic passage indicator (dots 4-6, 2-3-5-6) and italic terminator (dots 4-6, 3) are used when three or more words are italicized. Rule: Section 9 | *Benjamin’s Island Adventure* |
|  |  | line 10 | Omit: by | by Kristen |
|  |  | line 14 | Symbols: italic passage indicator, italic terminator | *Libby Washington vs. the Pests* |
|  |  | line 15 | Omit: by | by Kate |
| 16 (cont.) | ST 3 (cont.) | line 19 | Symbols: italic passage indicator, italic terminator  Omit: by | *The Bee’s Knees*  by Kate |
| 17 | ST 4 | line 1 | Symbol: italic word indicator (2)  Omit: by | *Zoo Clues*  by Kristen |
|  |  | line 5 | Symbol: italic word indicator (2)  Omit: com, by | *Chameleon Commotion*  by Kristen |
| 18 | ST 5 | #5 | Omit: to | to(fc) |
|  |  | #11 | UEB does not have a contraction for “into” therefore it is omitted in this Unit. | into(fc) |
|  |  | #18 | Omit: by | by(fc) |
|  |  | #19 | Omit: com | come |
| 20 | ST 7 | line 5 | Omit: to | to hide |
|  |  | line 6 | Omit: ble (2)  Use: bb (2) | pebbles |
| 27 | WS30-3 | line 6 | Omit: com | completes |
|  |  | #4 | Omit: to | to this |
| 27 (cont.) | WS30-3 (cont.) | #5 answers | Omit: com (3) | coming  comes  come |
| 29 | ST 9 | line 2 | Omit: by | by Kate |
|  |  | line 4 | Omit: to | to a |
|  |  | line 11 | Omit: to | to protect |
|  |  | line 14 | Omit: to | to eat |
|  |  | line 22 | Omit: to | to one |
| 30 | ST 10 | line 5 | Omit: by | by using |
|  |  | line 7 | Omit: to  Spacing rule | to see  of the |
|  |  | line 11 | Omit: to | to eat |
| 31 | ST 13 | line 2 | Omit: ally | usually |
|  |  | line 3 | Omit: to | to 15 |
|  |  | line 5 | Spacing rule | of the |
|  |  | line 6 | Spacing rule | and the |
|  |  | line 12 | Omit: ble  Use: bb | pebbles |
| 31 (cont.) | ST 13 (cont.) | line 15 | Omit: ble  Use: bb | pebbles |
| 33 | ST 17 | line 13 | Spacing rule | and the |
| 35 | ST 21 | line 6 | Omit: to | to 4 |
|  |  | line 8 | Omit: to | to larger |
|  |  | line 9 | Omit: com  Spacing rule | comes  of a |
|  |  | line 17 | Omit: to | to help  to tell |
| 37 | ST 25 | line 2 | Omit: to | to stay |
| 38 | WS30-4 | line 3 | Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3 | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | #1 | Omit: com | common |
|  |  | #1d | Omit: to | to 4 |
|  |  | #3 | This item has been moved to aWS30-4. | Material moved |
| 39 | aWS30-4 |  | Item #3 from WS30-4 has been moved to the top of this page. | Material moved |
| 47 | ST 9 | line 2 | Omit: by | by Kate |
| 47  (cont.) | ST 9 (cont.) | line 4 | Omit: to | to a |
|  | line 11 | Omit: to | to protect |
|  |  | line 14 | Omit: to | to eat |
|  |  | line 22 | Omit: to | to one |
| 50 | WS30-6 | line 13 | Spacing rule | with a |
| 53 | WS30-8 | #1 | Omit: com | complete |
|  |  | #4 | Omit: ation  Use: tion | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 55 | WS30-9 | line 1 | Spacing rule | of the |
|  |  | line 5 | Spacing rule | of the |
|  |  | line 7 | Spacing rule | of the |
|  |  | line 9 | Omit: to | to live |
|  |  | line 15 | Omit: to | to see |
|  |  | line 19 | Spacing rule | and the |
|  |  | line 20 | Spacing rule  Omit: to | of the  to brown |

| **GRADE 2: UNIT 6: LESSON 31** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 63 | TE Word Work | Phonemic Awareness | Add “Review” before “Final-letter”  Delete: “part-word contraction: ble” |  |
|  |  | Spelling | Omit: ble (4), dd  Use: bb in bubble | bubble  table  trouble  double  middle |
|  | TE Braille Knowledge | Braille Contractions | Add “Review” before “Final-letter”  Delete: “part-word contraction: ble (See Word Work)” |  |
|  | TE Specialized Skills |  | Omit: dd | Saddleback |
| 64 | TE Day 1: Word Work | Phonemic Awareness | Add “Review” before “Final-letter”  Delete: “part-word contraction: ble (WS31-2)” |  |
|  |  | Spelling | Omit: ble (4), dd  Use: bb in bubble | bubble  table  trouble  double  middle |
| 66 | TE Day 1: Braille Knowledge |  | Add “Review” before “Final-letter”  Delete: “part-word contraction: ble (See Word Work)” |  |
| 66 (cont.) | TE Day 2: Specialized Skills |  | Omit: dd | Saddleback |
| 67 | Day 5: Homework |  | Omit: ation  Use: tion | Vacation |
| 68 | TE left side bar: Word Work | Phonemic Awareness/Phonics | Add “Review” before “Final-letter”  Delete: “part-word contraction: ble” |  |
|  |  | Spelling | Omit: ble (4), dd  Use: bb in bubble | bubble  table  trouble  double  middle |
|  | TE main text: Word Work |  | Replace this activity with the “Word Work: Phonemic Awareness/Phonics” activity on page **27** of this supplement. |  |
| 69 | TE right side bar: Braille Knowledge |  | Add “Review” before “Final-letter”  Delete: “part-word contraction: ble (See Word Work)” |  |
|  | TE main text | paragraphs 1 and 2 | Replace this activity with the “Word Work: Phonemic Awareness/Phonics” activity on page **27** of this supplement. |  |
| 69 (cont.) | WS31-1 | line 5 | Spacing rule  Grade 1 word indicator added: In UEB, the hyphenated strings of letters are preceded by the grade 1 word indicator (dots 5-6, 5-6) because the letters are standing alone. Rules 2.6 and 5.3 (2) | with the  t-i-o-n |
|  |  | line 9 | Omit: to | to the |
|  |  | line 10 | Omit: to | to walk  to the |
|  |  | line 13 | Omit: to | to the |
| 70 | TE Part-word contraction: ble | all instructions | The worksheet assigned to these instructions has been removed. SKIP these instructions. |  |
|  | WS31-2 | entire worksheet | This worksheet is removed in the new UEB Student Materials. Worksheets are NOT renumbered. | Worksheet removed |
| 73 | ST 39 | #6 | Omit: ble  Use: bb | bubble (contr.) |
|  |  | #11 | Omit: ble  table (contr.) has been removed | table  Material removed |
| 73 (cont.) | ST 39 (cont.) | #12 | Omit: ble | trouble (contr.) |
|  | #13 | Omit: ble | double (contr.) |
|  |  | #15 | Omit: dd  middle (contr.) has been removed | middle  Material removed |
| 76 | TE left side bar: Specialized Skills |  | Omit: dd | Saddleback |
|  | TE main text: Language | sentence 2 | Replace this sentence with: “Inform the student that in braille an ellipsis is a 3-cell symbol that is made up of three dots or periods: dots 2-5-6, 2-5-6, 2-5-6.” |  |
|  |  | sentence 3 | Replace “This resembles” with “This is the same as” |  |
| 77 | WS31-3 | line 2 | Symbol: ellipsis | (fc) … |
|  |  | line 3 | Note: In UEB, the double capital sign (dot 6, dot 6) is called the capitalized word indicator. Rule 8.4  Grade 1 symbol indicator not needed | ABC  A |
|  |  | line 4 | Symbol: ellipsis | g … Next |
| 77 (cont.) | WS31-3 (cont.) | #1 | Symbol: ellipsis (2) | Ready … set ... |
|  |  | #2 | Symbol: ellipsis  Spacing rule | gentlemen …  of the |
|  |  | #3 | Omit: by  Symbol: ellipsis | by 5s  … 90 |
|  |  | #4 | Symbol: ellipsis | thought … |
|  |  | #5 | Symbol: ellipsis | wondering … |
| 79 | ST 31 | line 2 | Omit: by | by Kristen |
|  |  | line 3 | Omit: to | to drown |
|  |  | line 9 | Omit: to | to get |
|  |  | line 18 | Omit: com | combed |
| 80 | TE | Page Word Count | Change “156” to “140” |  |
|  | ST 32 | line 1 | UEB does not have a contraction for “ally,” therefore it is omitted in this unit.  Use: ea | really |
|  |  | line 2 | Omit: into | into school |
|  |  | line 3 | Omit: by | by their |
| 80 (cont.) | ST 32 (cont.) | line 4 | Omit: com, ble (2) | comes  double  trouble |
|  |  | line 9 | Omit: to | to his |
|  |  | line 12 | Omit: to | to say |
|  |  | line 14 | Spacing rule | and a |
|  |  | line 15 | Omit: to | to write |
|  |  | line 17 | Omit: to | to hear |
|  |  | line 18 | Omit: to | to tell |
|  |  | lines 20-23 | These lines have been moved to the top of ST 33 | Material moved |
|  |  | line 20 | Note: Box lines for this purpose have not changed. |  |
|  |  | line 21 | Omit: ation  Use: tion | Vacation |
|  |  | line 22 | Omit: by, ble  Use: bb | by Benjamin  Rubble |
|  |  | line 23 | Omit: to | to go  to the |
| 82 | TE | Page Word Count | Change “207” to “172” |  |
| 82 (cont.) | ST 33 |  | Lines 20-23 of ST 32 have been moved to the top of this page. |  |
|  |  | line 1 | Omit: to (2) | to go  to basketball |
|  |  | line 2 | Omit: to | to a |
|  |  | line 3 | Symbol: ellipsis | place … Ecuador |
|  |  | line 4 | Spacing rule | for a |
|  |  | line 5 | Omit: to | to take |
|  |  | line 7 | Omit: to | to help |
|  |  | line 12 | Spacing rule | of the |
|  |  | lines 20-25 | These lines have been moved to the top of ST 34 | Material moved |
| 83 | TE | Page Word Count | Change “71” to “122” |  |
|  | ST 34 |  | Lines 20-25 from ST 33 have been moved to the top of this page. |  |
|  |  | line 3 | Omit: dd (2) | saddle |
|  |  | line 4 | Spacing rule  Omit: dd | of a  saddle |
| 83 (cont.) | ST 34 (cont.) | line 5 | Omit: dd | middle |
|  | line 8 | Omit: dd | saddle |
|  | ST 35 | line 1 | Omit: dd | Saddleback |
| 84 | TE | Page Word Count | Change “185” to “182” |  |
|  | ST 37 | line 5 | Numeric mode rule | 20-40 |
|  |  | line 8 | Omit: to | to a |
|  |  | line 9 | Omit: to | to ride |
|  |  | line 10 | Omit: dd, ally  Use: ea | kidding  really |
|  |  | line 14 | Omit: to | to cover |
|  |  | line 20 | Omit: to (2) | to turn  to Mr. |
|  |  | line 21 | Omit: to | to think |
|  |  | line 25 | This line has been moved to the top of ST 38. | Material moved |
| 85 | TE | Page Word Count | Change “123” to “126” |  |
|  | ST 38 |  | Line 25 of ST 37 has been moved to the top of this page. | Material moved |
| 85 (cont.) | ST 38 (cont.) | line 3 | Omit: ble  Spacing rule (2) | table  for a  with a |
| 86 | WS31-4 | line 3 | Numeric mode rule | 1-5 |
|  | aWS31-4 | #4c | Spacing rule | of the |
| 87 | WS31-5 | line 3 | Omit: to, com | to compare |
| 88 | WS31-6 |  | Note: Except for the title, all the words on this worksheet are in uncontracted braille. |  |
| 93 | WS31-7 | #2 | Omit: ble | double |
|  |  | #3 | Omit: ble, ally  Use: ea | trouble  really |
|  |  | #9 | Omit: to | to stay |
|  |  | #10 | Omit: ble  Use: bb | bubble |
|  |  | #11 | Spacing rule | of the |
|  |  | #12 | Omit: ble | table |
|  |  | #13 | Omit: dd | middle |
| 95 | WS31-8 | #1 | Omit: com | complete |
| 95 (cont.) | WS31-8 (cont.) | #3 | Omit: ation  Use: tion | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 98 | ST 38 |  | Line 25 of ST 37 has been moved to the top of this page. | Material moved |
|  |  | line 3 | Omit: ble  Spacing rule (2) | table  for a  with a |
| 101 | WS31-9 | line 1 | Spacing rule | of the |
|  |  | line 2 | Spacing rule | of the |
|  |  | line 3 | Omit: to | to write |
|  |  | #1 | Omit: com | comes |
|  |  | #2 | Spacing rule | of the |
|  |  | #3 | Spacing rule  Omit: com | of the  comes |
|  |  | line 10 | Omit: by | by a |
|  |  | line 11 | Omit: to | to write |
| 101 (cont.) | WS31-9 (cont.) | line 12 | Omit: ation (2)  Use: tion (2)  Symbol: italic word indicator | abbreviations  *abbreviations* |
|  |  | line 14 | Omit: ation  Use: tion | abbreviations |
| 102 | aWS31-9 | #1 | Spacing rule | of the |
|  |  | #2 | Spacing rule (2) | of the |
|  |  | line 17 | Spacing rule | of the |
|  |  | line 19 | This line has been moved to the back of this worksheet: bWS31-9 | Material moved |
| 105 | WS31-10 | line 2 | Omit: to | to tell |
|  |  | line 3 | Symbol: ellipsis | were … |
|  |  | line 7 | Spacing rule | of the |
|  |  | line 9 | Spacing rule | of the |
|  |  | line 11 | Omit: to (2) | to see  to a |
|  |  | line 17 | Omit: to | to have |
|  |  | line 18 | Omit: to | to eat |

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**Word Work: Phonemic Awareness/Phonics**

**Page 68**

**Review Final-letter contraction: tion** Give the student WS31-1 and tell him that this is a review of a contraction he already knows. Ask him to read the first line and tell you the letters for which the contraction stands.

Ask the student to find the next line. Have the student compare the two forms of the word direction, read the word, and spell the word aloud.

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Ask how the letters t-i-o-n are pronounced. (/shun/) Note that this letter combination is pronounced with a /sh/ sound even though it starts with the letter t.

Then have the student read the directions for the worksheet and complete the activity. Help as necessary. Discuss the word option, which means choice, and any other words that are unfamiliar to the student.

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| **GRADE 2: UNIT 6: LESSON 32** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 111 | TE Word Work | Phonemic Awareness/Phonics | Delete: “ation,” |  |
|  |  | Spelling | Omit: ation (6), dd  Use: tion (6) | nation  addition  multiplication  invitation  location  vacation  foundation |
|  | TE Reading | New Reading Words | Omit: ble (2) | incredible  miserable |
|  | TE Braille Knowledge |  | Delete: “ation,” |  |
| 112 | TE Day 1: Word Work | Spelling | Omit: ation (6), dd  Use: tion (6) | nation  addition  multiplication  invitation  location  vacation  foundation |
|  | TE Day 1: Reading |  | Omit: ble (2) | incredible  miserable |
| 112 (cont.) | TE Day 2: Word Work | Phonemic Awareness/Phonics | Delete: “ation,” |  |
| 114 | TE Day 2: Braille Knowledge |  | Delete: “ation,” |  |
| 116 | TE left side bar: Word Work | Spelling | Omit: ation (6), dd  Use: tion (6) | nation  addition  multiplication  invitation  location  vacation  foundation |
|  | TE left side bar: Reading |  | Omit: ble (2) | incredible miserable |
| 117 | WS32-1 | line 5 | Spacing rule  Grade 1 word indicator added | with the  s-i-o-n |
|  |  | line 8 | Omit: to | to live |
|  |  | line 11 | Omit: to | to lots |
| 118 | WS32-2 | line 3 | Omit: com | completes |
|  |  | #1 | Omit: to | to go  to the  to the |
| 118 (cont.) | WS32-2 (cont.) | #2 | Omit: dd, ally  Use: ea | Addison  really |
|  |  | #3 | Omit: to | To get  to school |
| 119 | ST 41 | line 4 | Omit: to | to my |
|  |  | line 7 | Omit: to | to thunderstorms |
|  |  | line 8 | Omit: ble (2) | incredible |
|  |  | line 10 | Omit: to | to see |
|  |  | line 12 | Omit: ble (2) | miserable |
| 120-121 | TE Word Work |  | Note: The word “addition” no longer contains a contraction for “dd” and the words with “ation” use the contraction for “tion.” |  |
| 122 | ST 49 | #3 | Omit: ation  Use: tion | nation (contr.) |
|  |  | #6 | Omit: dd | addition (contr.) |
|  |  | #8 | Omit: ation  Use: tion | multiplication (contr.) |
| 122 (cont.) | ST 49 (cont.) | #12 | Omit: ation  Use: tion | invitation (contr.) |
|  |  | #13 | Omit: ation  Use: tion | location (contr.) |
|  |  | #14 | Omit: ation  Use: tion | vacation (contr.) |
|  |  | #15 | Omit: ation  Use: tion | foundation (contr.) |
| 124 | TE left side bar: Word Work | Phonemic Awareness/Phonics | Delete: “ation,” |  |
|  | TE left side bar: Braille Knowledge |  | Delete: “ation,” |  |
|  | TE main text: Word Work | paragraph heading | Delete: “ation,” |  |
|  | TE main text: Word Work: Phonemic Awareness | sentence 1 | Change: “…. words numbered 1 and 2.” |  |
| 125 | WS32-3 | #1 | This item has been removed and the following items have been renumbered. | Material removed |
| 125 (cont.) | WS32-3 (cont.) | #4 (now #3) answer | Omit: ation  Use: tion | manation |
|  |  | #5 (now #4) answer | Omit: ation  Use: tion | direcations |
|  |  | #6 (now #5) answer | Omit: ation  Use: tion | fracations |
|  |  | #7 (now #6) and answer | Spacing rule  Omit: ation  Use: tion | of the  verations |
|  |  | #8 (now #7) answer | Omit: ation  Use: tion | nation |
|  |  | line 8 | Omit: com | completes |
| 126 | aWS32-3 | #9 (now #8) answer | Omit: ation  Use: tion | vacation |
|  |  | line 5 | Spacing rule | for the |
|  |  | #10 | This item has been removed and the following items have been renumbered. | Material removed |
|  |  | #11 (now #9) | Grade 1 word indicator added | s-i-o-n |
|  |  | #12 (now #10) | Grade 1 word indicator added | t-i-o-n |
| 127 | ST 43 | line 2 | Omit: by | by Kate |
| 127 (cont.) | ST 43 (cont.) | line 13 | Omit: to | to do |
|  | line 21 | Omit: ation  Use: tion | vacation |
|  |  | line 22 | Omit: to  Spacing rule | to take  of the |
| 128 | TE | Page Word Count | Change “185” to “174” |  |
|  | ST 44 | line 5 | Omit: to | to worms |
|  |  | line 6 | Omit: to | to stay |
|  |  | line 8 | Omit: to | to die |
|  |  | line 9 | Omit: ble | incredible |
|  |  | line 12 | Omit: to | to make |
|  |  | line 14 | Omit: to | to tell |
|  |  | line 15 | Omit: to | to do |
|  |  | line 16 | Omit: to | to her |
|  |  | lines 23-24 | These lines have been moved to the top of ST 45 | Material moved |
| 129 | TE | Page Word Count | Change “207” to “198” |  |
| 129 (cont.) | ST 45 |  | The last two lines of ST 44 have been moved to the top of this page. | Material moved |
|  |  | line 3 | Omit: ble | horrible |
|  |  | line 5 | Omit: to | to do |
|  |  | line 7 | Omit: to | to be |
|  |  | line 8 | Spacing rule | with the |
|  |  | line 9 | Omit: com | computer |
|  |  | line 13 | Spacing rule | with the |
|  |  | line 17 | Omit: by | by eating |
|  |  | line 18 | Omit: to, by | to pick  by hand |
|  |  | line 19 | Spacing rule  Omit: to | for the  to eat |
|  |  | line 20 | Omit: to (2) | to regular  to the |
|  |  | line 21 | Omit: to | to touch |
|  |  | line 23 | Spacing rule | with a |
|  |  | line 24 | Spacing rule | of the |
| 129 (cont.) | ST 45 (cont.) | lines 24-25 | These lines have been moved to the top of ST 46 | Material moved |
| 130 | TE | Page Word Count | Change “220” to “201” |  |
|  | ST 46 |  | The last two lines of ST 45 have been moved to the top of this page. | Material moved |
|  |  | line 3 | Omit: dd | muddy |
|  |  | line 7 | Omit: ble | miserable |
|  |  | line 10 | Spacing rule | with a |
|  |  | line 12 | Omit: ble, to | flexible  to the |
|  |  | line 13 | Omit: to | to each |
|  |  | line 14 | Spacing rule  Omit: to | and the  to the |
|  |  | line 17 | Omit: to | to pull |
|  |  | line 18 | Spacing rule | and the |
|  |  | line 19 | Omit: dd | muddy |
|  |  | lines 21-24 | These lines have been moved to the top of ST 47 | Material moved |
|  |  | line 24 | Spacing rule | of the |
| 132 | TE | Page Word Count | Change “172” to “176” |  |
|  | ST 47 |  | The last four lines of ST 46 have been moved to the top of this page. | Material moved |
|  |  | line 4 | Omit: to | To her |
|  |  | line 15 | Omit: to | to the |
|  |  | line 19 | Omit: to | to water |
|  |  | lines 21-24 | These lines have been moved to the top of ST 48. | Material moved |
|  |  | line 21 | Spacing rule  Omit: com | for the  come |
|  |  | line 22 | Omit: to | to catch |
|  |  | line 24 | Omit: to | to see |
| 133 | TE | Page Word Count | Change “145” to “180” |  |
|  | ST 48 |  | The last four lines of ST 47 have been moved to the top of this page. | Material moved |
|  |  | line 13 | Omit: to | to see |
|  |  | line 16 | Omit: ation  Use: tion | vacation |
|  |  | line 17 | Spacing rule | with the |
| 133 (cont.) | ST 48 (cont.) | line 19 | Spacing rule | and the |
| 134 | WS32-4 | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | #3 | Omit: to | to worms |
|  | aWS32-4 | #5 | Omit: to  Spacing rule | to do  with a |
| 135 | TE Word Work | sentence 2 | Replace “three” with “two” and delete “(fc)ation,” |  |
|  |  | sentence 4 | delete “(fc)ation,”  Note: The student will sort the words into two categories. Words with “ation” will go into the “(fc)tion” category. |  |
| 137 | TE Word Work |  | Note: The word “addition” no longer contains a contraction for “dd” and the words with “ation” use the contraction for “tion.” |  |
| 139 | WS32-5 | line 7 | Omit: to | to the |
|  |  | lines 8-10 | The lines for “wobble” have been removed from the worksheet. | Material removed |
| 139 (cont.) | WS32-5 (cont.) | lines 14-16 | The lines for “meddle” have been removed from the worksheet. | Material removed |
|  |  | line 18 | Omit: to | to fill |
| 140 | aWS32-5 | #3-#4 | These items have been removed from the worksheet and the following items have been numbered. | Material removed |
|  |  | #9-#10 | These items have been removed from the worksheet. | Material removed |
| 141 | WS32-6 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation  Use: tion | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 143 | ST 45 |  | The last two lines of ST 44 have been moved to the top of this page. | Material moved |
|  |  | line 3 | Omit: ble | horrible |
|  |  | line 5 | Omit: to | to do |
|  |  | line 7 | Omit: to | to be |
|  |  | line 8 | Spacing rule | with the |
| 143 (cont.) | ST 45 (cont.) | line 9 | Omit: com | computer |
|  | line 13 | Spacing rule | with the |
|  |  | line 17 | Omit: by | by eating |
|  |  | line 18 | Omit: to, by | to pick  by hand |
|  |  | line 19 | Spacing rule  Omit: to | for the  to eat |
|  |  | line 20 | Omit: to (2) | to regular  to the |
|  |  | line 21 | Omit: to | to touch |
|  |  | line 23 | Spacing rule | with a |
|  |  | line 24 | Spacing rule | of the |
|  |  | lines 24-25 | These lines have been moved to the top of ST 46 | Material moved |
| 147 | WS32-7 | #2 | Omit: to, dd  Spacing rule | to hang  middle  of the |
|  |  | #3 | Spacing rule | with the |
|  |  | #5 | Omit: to | to spread |
| 148 | aWS32-7 | #6 | Omit: to  Spacing rule | to the  of the |
|  |  | #10 | Omit: to | to clean |
|  |  | #11 | Omit: com, to | comes  to eat |
| 150 | TE Word Work |  | Note: The word “addition” no longer contains a contraction for “dd” and the words with “ation” use the contraction for “tion.” |  |

| **GRADE 2: UNIT 6: LESSON 33** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 155 | TE Word Work | Phonemic Awareness/Phonics | Delete: “Part-word contraction: com;” |  |
|  |  | Spelling | Omit: com | comma  comment  come  comb |
|  | TE Reading | New Reading Words | Omit: ation  Use: tion | pollination |
|  | TE Braille Knowledge |  | Delete: “Part-word contraction: com (See Word Work);” |  |
| 156 | TE Day 1: Word Work | Phonemic Awareness/Phonics | Delete: “Part-word contraction: com (WS33-1);” |  |
|  |  | Spelling | Omit: com | comma  comment  come  comb |  |
|  | TE Day 1: Braille Knowledge |  | Delete: “Braille Contractions—Part-word contraction: com (See Word Work)” |  |
| 160 | TE left side bar: Word Work | Phonemic Awareness/Phonics | Delete: “Part-word contraction: com;” |  |
| 160 (cont.) | TE left side bar: Word Work (cont.) | Spelling | Omit: com | comma  comment  come  comb |
|  | TE left side bar: Reading |  | Omit: ation  Use: tion | pollination |
|  | TE main text: Word Work | Part-word contraction: com | The worksheet assigned to these instructions has been removed. SKIP these instructions. |  |
| 161 | TE |  | The worksheet assigned to these instructions has been removed. SKIP these instructions. |  |
|  | WS33-1 | entire worksheet | This worksheet is removed in the new UEB Student Materials. Worksheets are NOT renumbered. | Worksheet removed |
| 162 | WS33-2 | line 7 | Omit: to | to make |
|  |  | line 11 | Spacing rule | with a |
| 164 | ST 51 | line 6 | Omit: ation  Use: tion | pollination |
|  |  | line 7 | Omit: to | to grow |
|  |  | line 12 | Omit: to, ble | to rumble |
| 164 (cont.) | ST 51 (cont.) | line 13 | Omit: to | to fish |
| 165 | TE Word Work |  | Note: The words with “com” in them no longer have a contraction for those letters. |  |
| 166 | ST 57 | #2 | Omit: com  comma (contr.) has been removed | comma  Material removed |
|  |  | #3 | Omit: com | comment |
|  |  | #10 | Omit: com  come (contr.) has been removed | come  Material removed |
|  |  | #15 | Omit: com  comb (contr.) has been removed | comb  Material removed |
| 171 | WS33-4 | line 3 | Spacing rule | with the |
|  |  | line 12 | Omit: com | completes |
| 172 | aWS33-4 | #8 | Omit: to | to think |
| 173 | TE | Page Word Count | Change “173” to “172” |  |
|  | ST 53 | line 2 | Omit: by | by Kate |
| 173 (cont.) | ST 53 (cont.) | line 4 | Omit: ally  Use: ea | really |
|  |  | line 18 | Omit: to | to the |
|  |  | line 19 | Omit: com | combs |
|  |  | line 20 | Omit: com, to | combs  to collect |
|  |  | line 22 | Omit: to | to its |
|  |  | line 23 | The last word on this line, “Pollen,” has been moved to the beginning of ST 54. | Material moved |
| 174 | TE | Page Word Count | Change “212” to “213” |  |
|  | ST 54 | line 2 | Omit: to | to the |
|  |  | line 5 | Omit: to | to feed |
|  |  | line 6 | Omit: com | comes |
|  |  | line 11 | Omit: to (2) | to grow  to go |
|  |  | line 12 | Omit: to | to another |
|  |  | line 15 | Spacing rule | of the |
|  |  | line 17 | Omit: to  Spacing rule | to another  of the |
| 174 (cont.) | ST 54 (cont.) | line 20 | Omit: ation  Use: tion | pollination |
|  |  | line 21 | Omit: to | to get |
| 176 | TE | Page Word Count | Change “227” to “214” |  |
|  | ST 55 | line 4 | Omit: to | to turn |
|  |  | line 5 | Omit: into | into honey |
|  |  | line 6 | Spacing rule | for a |
|  |  | line 9 | Omit: com | comb |
|  |  | line 10 | Omit: com | comes |
|  |  | line 13 | Omit: com, to | combine  to make |
|  |  | line 14 | Omit: to | to store |
|  |  | line 21 | Omit: to | to keep |
|  |  | line 24 | Omit: to (2) | to pollen  to bee |
|  |  | lines 24-25 | The word “You” and the last line on this page have been moved to the top of ST 56. | Material moved |
| 177 | TE | Page Word Count | Change “148” to “161” |  |
| 177 (cont.) | ST 56 |  | The word “You” from line 24 and line 25 of ST 55 have been moved to the top of this page. | Material moved |
|  |  | line 2 | Omit: ation  Use: tion | carnations |
|  |  | line 3 | Omit: into | into your |
|  |  | line 6 | Omit: to | to grow |
|  |  | line 7 | Spacing rule | of the |
|  |  | line 8 | Omit: by | By now |
|  |  | line 9 | Omit: com | combs |
|  |  | line 13 | Omit: into | into honey |
|  |  | line 16 | Omit: to | to grow |
|  |  | line 18 | Omit: to | to people |
| 178 | WS33-5 | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | #2a | Omit: to | to make |
|  |  | #2b | Omit: to | to help |
|  |  | #2c | Omit: to | to make |
| 178 (cont.) | WS33-5 (cont.) | #2d | Omit: to | to spread |
| 182 | aWS33-6 | line 2 | Omit: to, com | to complete |
|  |  | #11 | Spacing rule | of the |
|  |  | #14 | Omit: to | to go |
|  |  | line 14 | Spacing rule | for the |
| 185 | WS33-7 | #2 | Omit: to, by | to test  by writing |
|  |  | #2 answer | Omit: com | comb |
|  |  | #3 answer | Omit: com | comment |
|  |  | #4 | Omit: to (2), com | to only  complete  to always |
|  |  | #4 answer | Omit: com | comma |
|  |  | #5 | Omit: dd | middle |
|  |  | #5 answer | Omit: com | comb |
| 186 | aWS33-7 | #6 answer | Omit: com | come |
|  |  | #7 | Spacing rule | of a |
| 186 (cont.) | aWS33-7 (cont.) | #8 answers | Omit: com (2) | come  comma |
|  |  | #9 | Omit: com, ble | comfortable |
|  |  | #9 answer | Omit: com | comb |
|  |  | #10 | Omit: to | to cut  to eat |
|  | bWS33-7 | #11 answer | Omit: com | comment |
|  |  | #12 | Omit: to  Spacing rule | to take  of a |
| 187 | WS33-8 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation  Use: tion | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 189 | ST 56 |  | The word “You” from line 24 and line 25 of ST 55 have been moved to the top of this page. | Material moved |
|  |  | line 2 | Omit: ation  Use: tion | carnations |
|  |  | line 3 | Omit: into | into your |
| 189  (cont.) | ST 56 (cont.) | line 6 | Omit: to | to grow |
|  | line 7 | Spacing rule | of the |
|  |  | line 8 | Omit: by | By now |
|  |  | line 9 | Omit: com | combs |
|  |  | line 13 | Omit: into | into honey |
|  |  | line 16 | Omit: to | to grow |
|  |  | line 18 | Omit: to | to people |
| 193 | TE Word Work |  | Note: The words with “com” in them no longer have a contraction for those letters. |  |
|  |  | Page Number | #2: Replace “10” with “11” |  |
|  |  |  | #7: Replace “60” with “61” |  |
|  |  |  | #10: Replace “45” with “46” |  |
| 197 | WS33-10 | line 4 | Omit: to | to make |
|  |  | line 5 | Spacing rule | for a |
|  |  | #4 | Omit: to  Spacing rule | to touch  with a |
| 197 (cont.) | WS33-10 (cont.) | #5 | Omit: ble | tablespoon |
|  | #1 (second) | Omit: ble | tablespoons |
| 198 | aWS33-10 | #4 | Spacing rule (2)  Omit: to | of the  with the  to make |
|  |  | line 8 | Spacing rule | with the |
| 200 | TE Word Work |  | Note: The words with “com” in them no longer have a contraction for those letters. |  |

| **GRADE 2: UNIT 6: LESSON 34** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 205 | TE Word Work | Phonemic Awareness/Phonics | Delete: “ble,” and “, ation” |  |
|  | TE Reading | New Reading Words | Omit: ation  Use: tion | echolocation |
|  | TE Braille Knowledge |  | Delete: “, ation; and part-word contraction ble” |  |
| 206 | TE Day 1: Word Work | Phonemic Awareness/Phonics | Delete: “ble,” and “, ation” |  |
|  | TE Day 1: Reading |  | Omit: ation  Use: tion | echolocation |
| 208 | TE Day 1: Braille Knowledge |  | Delete: “, ation; and part-word contraction ble” |  |
| 210 | TE left side bar: Word Work | Phonemic Awareness/Phonics | Delete: “ble,” and “, ation” |  |
|  | TE left side bar: Reading |  | Omit: ation  Use: tion | echolocation |
|  | TE main text: Word Work | paragraph heading | Delete: “ble,” and “, ation” |  |
| 211 | WS34-1 | line 1 | Omit: ble | Table |
|  |  | line 2 | Omit: by | by Kate |
| 211 (cont.) | WS34-1 (cont.) | line 8 | Omit: ation  Use: tion | revelation |
|  |  | line 9 | Omit: ble, to, ation  Use: tion | able  to cook  vacation |
|  |  | line 15 | Omit: ally  Use: ea | really |
|  |  | line 18 | Omit: ble | table |
|  | TE right side bar: Braille Knowledge |  | Delete: “, ation; and part-word contraction: ble” |  |
| 212 | aWS34-1 | line 1 | Omit: ble, to | able  to predict |
|  |  | line 4 | Omit: to, ble  Use: bb | to gobble |
|  |  | line 5 | Omit: ble (2), to  Use: bb in wobble | table  to wobble |
|  |  | line 8 | Omit: ble (2)  Spacing rule | unstable  and a  table |
|  |  | line 10 | Omit: ble | able |
|  |  | line 12 | Omit: ble | table |
| 212 (cont.) | aWS34-1 (cont.) | line 14 | Omit: to, com | to complete |
|  | #1 | This item has been removed and the following items have been renumbered. | Material removed |
|  |  | #2 (now #1) | Grade 1 word indicator added  The text “, but not b-l-e” has been removed. | l-e  Material removed |
|  |  | #3 (now #2) | Spacing rule  Grade 1 word indicator added | with the  s-i-o-n |
|  |  | #4 (now #3) | The word “four” has been changed to “six.”  Spacing rule  Grade 1 word indicator added | Material changed  with the  t-i-o-n |
|  |  | #5 | This item has been removed.  Note: The answers for the item (TE only) now apply to #4 (now #3). | Material removed |
| 214 | ST 59 | line 20 | Omit: ation, to  Use: tion | echolocation  to help |
|  |  | line 22 | Spacing rule | of the |
| 220 | TE main text: Language | paragraph 1 | After this paragraph, add: “Note that contractions are not used following a numeral in ordinal numbers.”  Numeric indicator sets grade 1 mode: While grade 1 mode is in effect, contractions may not follow a number. Rule 6.5.3 |  |
| 221 | WS34-2 | Lines 2-5 | Numeric indicator sets grade 1 mode (19) | 1st  4th-15th  20th  95th  17th  21st  113th  99th |
|  |  | line 6 | Numeric mode rule | 1-4 |
|  |  | #2 | Omit: to | to 2nd |
|  |  | #3 | Omit: ation  Use: tion | Investigations |
| 222 | aWS34-2 | #4 | Numeric indicator sets grade 1 mode  Spacing rule | 4th  of the |
| 223 | ST 61 | line 2 | Omit: by | by Kristen |
| 223 (cont.) | ST 61 (cont.) | line 4 | Symbol: In UEB, the dash is dot 6, dots 3-6. Rule 7.2 | Joliff— |
|  |  | line 5 | Symbol: dash | Andrews— |
|  |  | line 6 | Symbol: dash | Bryan— |
|  |  | line 7 | Symbol: dash | Heather— |
|  |  | line 8 | Symbol: dash | Jonathan— |
|  |  | line 9 | Symbol: dash | Mariko— |
|  |  | line 11 | Omit: to | to learn |
|  |  | line 14 | Omit: to | to the |
|  |  | line 17 | Omit: to | to the |
| 224 | TE | Page Word Count | Change “180” to “167”  Note: The original word count should have been 183. |  |
|  | ST 62 | lines 1 and 3 | Symbols: 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 | (Ms  worksheets.) |
|  |  | line 4 | Omit: to | to see |
|  |  | line 5 | Omit: to | to see |
| 224 (cont.) | ST 62 (cont.) | line 10 | Omit: to | to look |
|  |  | line 13 | Spacing rule  Omit: to | of the  to the |
|  |  | line 17 | Omit: to | to win |
|  |  | line 18 | Omit: to, into | to split  into the |
|  |  | lines 24-25 | These lines have been moved to the top of ST 63. | Material moved |
|  |  | line 25 | Omit: to  Symbol: italic word indicator (2) | to your  *stay together* |
| 225 | TE | Page Word Count | Change “148” to “140” |  |
|  | ST 63 | lines 1 and 2 | Symbols: parentheses | (Mr  remain) |
|  |  | lines 8 | Symbols: parentheses | (All  left.) |
|  |  | lines 12 and 13 | Symbols: parentheses | (Bryan  lion.) |
|  |  | line 13 | Omit: to | to the |
|  |  | line 15 | Omit: to | to 5 |
| 225  (cont.) | ST 63 (cont.) | line 18 | Omit: to | to what's |
|  | lines 18-19 | Symbols: parentheses | (reads  slowly) |
|  |  | line 19 | Omit: ally | usually |
|  |  | lines 20-23 | The words “a pride” and lines 21-23 have been moved to the top of ST 64. | Material moved |
|  |  | line 22 | Spacing rule | of the |
| 226 | TE | Page Word Count | Change “136” to “149” |  |
|  | ST 64 |  | The words “a pride” and lines 21-23 from ST 63 have been moved to the top of this page. | Material moved |
|  |  | line 7 | Symbol: italic word indicator | *so* |
|  |  | line 11 | Grade 1 word indicator added | m-a-n-e |
|  |  | line 12 | Grade 1 word indicator added | m-a-i-n |
|  |  | line 17 | Omit: to | to go |
|  |  | line 19 | Omit: to | to spell |
|  |  | line 20 | Symbols: parentheses | (All … right.) |
|  |  | lines 22-23 | These lines have been moved to the top of ST 65. | Material moved |
| 228 | TE | Page Word Count | Change “165” to “158” |  |
|  | ST 65 |  | The last two lines of ST 64 have been moved to the top of this page. | Material moved |
|  |  | line 1 | Symbol: italic word indicator | *knew* |
|  |  | line 7 | Omit: into | into the |
|  |  | line 14 | Symbols: parentheses | (reads aloud) |
|  |  | line 15 | Spacing rule | for the |
|  |  | lines 23-25 | These lines have been moved to the top of ST 66. | Material moved |
| 229 | TE | Page Word Count | Change “146” to “141” |  |
|  | ST 66 |  | The last three lines of ST 65 have been moved to the top of this page. | Material moved |
|  |  | line 9 | Omit: to | to meet |
|  |  | line 11 | Symbols: parentheses | (looks at the list) |
|  |  | line 12 | Spacing rule  Omit: ation  Use: tion | for the  echolocation |
|  |  | line 13 | Omit: to | To the |
| 229 (cont.) | ST 66 (cont.) | line 14 | Symbols: parentheses | (All exit stage left.) |
|  |  | lines 20-24 | These lines have been moved to the top of ST 67. | Material moved |
| 230 | TE | Page Word Count | Change “174” to “166” |  |
|  | ST 67 |  | The last four lines of ST 66 have been moved to the top of this page. | Material moved |
|  |  | line 1 | Symbol: italic word indicator | *Eww* |
|  |  | line 2 | Symbols: parentheses | (reads slowly) |
|  |  | line 3 | Omit: to | to the |
|  |  | line 4 | Omit: to | to the |
|  |  | line 6 | Omit: to | to locate |
|  |  | line 7 | Omit: ation (2), to  Use: tion (2) | Echolocation navigation  to find |
|  |  | line 11 | Omit: ally  Use: ea | really |
|  |  | line 13 | Spacing rule | for a |
|  |  | line 14 | Omit: ally  Use: ea | really |
| 230  (cont.) | ST 67  (cont.) | line 15 | Omit: ation  Use: tion | echolocation |
|  |  | line 16 | Omit: to | to see |
|  |  | lines 22-25 | These lines have been moved to the top of ST 68. | Material moved |
|  |  | line 25 | Omit: to | to find |
| 231 | TE | Page Word Count | Change “111” to “129” |  |
|  | ST 68 |  | The last four lines of ST 67 have been moved to the top of this page. | Material moved |
|  |  | line 4 | Symbols: parentheses | (All  right.) |
|  |  | lines 10 and 11 | Symbols: parentheses | (Mariko’s  hands.) |
|  |  | lines 13 and 14 | Symbols: parentheses | (Mariko’s  hands.) |
|  |  | lines 16 and 17 | Symbols: parentheses | (Mariko’s  hands.) |
|  |  | lines 20-23 | These lines have been moved to the top of ST 69. | Material moved |
| 232 | TE | Page Word Count | Change “42” to “55” |  |
|  | ST 69 |  | The last four lines of ST 68 have been moved to the top of this page. | Material moved |
|  |  | line 1 | Omit: ation  Use: tion | Congratulations |
|  |  | line 3 | Symbol: ellipsis | prize … |
|  |  | line 5 | Symbol: italic word indicator | *Eww* |
|  |  | line 6 | Symbol: italic word indicator | *real* |
| 233 | WS34-3 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #3 | Omit: to | to help |
|  |  | #3a | Omit: ation  Use: tion | extralocation |
|  |  | #3c | Omit: ation  Use: tion | echolocation |
|  |  | #3d | Omit: ation  Use: tion | exolocation |
| 238 | TE Word Work | Page Number | #12: Replace “22” with “20” |  |
|  |  |  | #14: Replace “55” with “56” |  |
| 239 | WS34-4 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation  Use: tion | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 241 | ST 54 | line 2 | Omit: to | to the |
|  |  | line 5 | Omit: to | to feed |
|  |  | line 6 | Omit: com | comes |
|  |  | line 11 | Omit: to (2) | to grow  to go |
|  |  | line 12 | Omit: to | to another |
|  |  | line 15 | Spacing rule | of the |
|  |  | line 17 | Omit: to  Spacing rule | to another  of the |
|  |  | line 20 | Omit: ation  Use: tion | pollination |
|  |  | line 21 | Omit: to | to get |
| 247 | TE | Page Word Count | Change “137” to “136” |  |
|  | WS34-5 | line 3 | Grade 1 symbol indicator added | S. |
| 247 (cont.) | WS34-5 (cont.) | #1 | Symbol: italic word indicator | *territory* |
|  | #2 | Symbol: italic word indicator (2)  Spacing rule | *pride*  of the |
|  |  | #3 | Symbol: italic word indicator | *mane* |
|  |  | #4 | Symbol: italic word indicator | *habitat* |
|  |  | #5 | Symbol: italic word indicator | *Antarctica* |
|  |  | #6 | Symbol: italic word indicator  Omit: ation, to  Use: tion | *echolocation*  to find |
|  |  | #7 | Symbol: italic word indicator  Omit: to  The last word of this line, “at,” has been moved to aWS34-5. | *nocturnal*  to stay  Material moved |
| 248 | TE | Page Word Count | Change “104” to “105” |  |
|  | aWS34-5 |  | The last word of WS34-5, “at,” has been moved to the beginning of this page. | Material moved |
|  |  | #8 | Omit: to, ation  Use: tion  Symbol: italic word indicator | to go  vacation  *environment* |
| 248 (cont.) | aWS34-5 (cont.) | #9 | Symbol: italic word indicator (2) | *predator*  *predators* |
|  |  | #10 | Symbol: italic word indicator (2) | *prey* |
|  |  | #11 | Symbol: italic word indicator  Omit: to | *guano*  to write |
|  |  | line 11 | Spacing rule | of the |
|  |  | line 12 | Omit: to | to the |
|  |  | line 15 | Symbol: dash | tasty— |

| **GRADE 2: UNIT 6: MEET SOME SPECIAL WRITERS** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 255 | ST 79 | line 4 | Spacing rule | of the |
|  |  | line 7 | Spacing rule | of the |
|  |  | line 9 | Omit: to | to tell |
|  |  | line 14 | Omit: ation  Use: tion | generations |
|  |  | line 16 | Omit: to | to be |
|  |  | line 18 | Omit: into  Spacing rule | into the  of the |
|  |  | line 20 | Omit: to | to tell |
|  |  | line 21 | Omit: to | to write |
|  |  | line 23 | Omit: to | to be |
| 256 | ST 80 | line 1 | Omit: to | to the |
|  |  | line 2 | Omit: to | to the |
|  |  | line 3 | Spacing rule | with the |
|  |  | line 5 | Omit: to | to become |
|  |  | line 19 | Omit: to | to do |
|  |  | line 20 | Omit: ally  Omit: to | especially  to young |
|  |  | line 24 | Spacing rule | for the |
| 257 | ST 81 | line 1 | Omit: to | to read |
|  |  | line 4 | Omit: to (2) | to textbooks  to read |
|  |  | line 5 | Omit: ally  Use: ea | really |
|  |  | line 6 | Spacing rule | for the |
|  |  | line 8 | Omit: by | by my |
|  |  | line 9 | Omit: to | to my |
|  |  | line 14 | Omit: to | to help |
|  |  | line 20 | Spacing rule | of the |
|  |  | line 21 | Spacing rule  Omit: com | and a  computer |
|  |  | line 23 | Symbol: dash | hobbies— |
|  |  | line 24 | Omit: to | to all |
| 258 | ST 82 | line 5 | Omit: to | to teach |
|  |  | line 6 | Omit: to (2) | to read |
|  |  | line 11 | Spacing rule | of the |
|  |  | line 13 | Omit: to | to work |
| 258 (cont.) | ST 82 (cont.) | line 16 | Omit: to | to read |
|  | line 18 | Omit: to | to high |
|  | ST 83 | line 1 | Spacing rule | and a |

| **GRADE 2: UNIT 6: LESSON 35** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 259 | TE Word Work: Dolch Words |  | Omit: by, com, into, to | by(fc)  come  into(fc)  to(fc) |
|  | TE Word Work: Phonics |  | Delete: “ation,” and “part-word contraction: ble;” |  |
|  | TE Word Work: Spelling |  | Omit: dd (2), ble (4), com (4), ation (6)  Use: bb in bubble, tion in words with “ation” (6) | addition  bubble  comb  come  comma  comment  double  foundation  invitation  location  middle  multiplication  nation  table  trouble  vacation |
| 260 | TE Reading: New Reading Words |  | Omit: ation (2), ble (3)  Use: tion (2), bb in pebbles | echolocation  incredible  miserable  pebbles  pollination |
|  | TE Braille Knowledge |  | Delete: “ation (R),” and “part-word contractions: ble, com;”  Add: “(R)” after tion  Symbol: ellipsis |  |
| 264 | ST 73 | line 2 | Omit: com | Commotion |
|  |  | line 3 | Omit: by | by Kristen |
|  |  | line 4 | Omit: dd | Addison |
|  |  | line 6 | Omit: dd | Addison |
|  |  | line 7 | Omit: to (2) | to get  to school |
|  |  | line 10 | Omit: dd | Addison |
|  |  | line 11 | Symbol: ellipsis | a … |
|  |  | line 14 | Omit: dd, to | Addison  to school |
| 264 (cont.) | ST 73 (cont.) | line 16 | Omit: into | into Ms. |
|  | line 17 | Omit: dd | Addison |
|  |  | line 18 | Omit: to | to spill |
|  |  | line 20 | Omit: dd | Addison |
|  |  | line 22 | Omit: to | to take |
| 265 | ST 74 | line 1 | Spacing rule  Omit: dd | for the  Addison |
|  |  | line 4 | Omit: to | to give |
|  |  | line 5 | Omit: dd | Addison |
|  |  | line 7 | Omit: to | to pass |
|  |  | line 12 | Spacing rule | of the |
|  |  | line 13 | Omit: dd | Addison |
|  |  | line 14 | Omit: to (2) | to do  to the |
|  |  | line 17 | Omit: dd | Addison |
|  |  | line 20 | Spacing rule | and a |
|  |  | line 21 | Omit: to | to catch |
| 265 (cont.) | ST 74 (cont.) | line 22 | Omit: dd (2) | added  Addison |
| 266 | ST 75 | line 1 | Omit: to, into | to blend  into his |
|  |  | line 5 | Omit: dd | Addison |
|  |  | line 8 | Omit: to | to always |
| 267 | WS35-1 | line 1 | Omit: com  “Part 1” has been moved to line 2 | Commotion Material moved |
|  |  | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #3 | Omit: dd | Addison |
|  |  | #3b | Omit: to | to school |
|  |  | #3c | Omit: ally | especially |
|  | aWS35-1 | #4b | Spacing rule | and a |
| 269 | ST 76 | line 1 | Omit: dd | Addison |
|  |  | line 3 | Omit: dd | Addison |
|  |  | line 6 | Omit: ally  Use: ea | really |
| 269 (cont.) | ST 76 (cont.) | line 8 | Omit: dd | Addison |
|  | line 10 | Omit: dd  Spacing rule | Addison  with a |
|  |  | line 11 | Omit: to | to give |
|  |  | line 14 | Omit: dd | Addison |
|  |  | lines 14-15 | Symbols: In UEB, the capitalized passage indicator (dot 3, dot 3, dot 3) and capitals terminator (dot 6, dot 3) are used when three or more words are capitalized. Rules 8.5 and 8.6 | WHERE IS  CHARLES |
|  |  | line 21 | Omit: to | to find |
|  |  | line 22 | Omit: dd | Addison |
| 270 | ST 77 | line 2 | Omit: dd | Addison's |
|  |  | line 3 | Omit: dd | Addison |
|  |  | line 4 | Omit: to | to James |
|  |  | line 5 | Omit: to | to pass |
| 271 | bWS35-1 | line 1 | Omit: com  “Part 2” has been moved to line 2 | Commotion  Material moved |
|  |  | line 2 | Numeric mode rule | 1-5 |
| 271 (cont.) | bWS35-1 (cont.) | line 3 | Omit: to | to number |
|  | #1 | Omit: dd | Addison |
|  |  | #2 | Omit: dd, to | Addison  to bed |
|  |  | #3a | Omit: to | to hold |
|  |  | #4 | This item and its answers have been moved to the top of cWS35-1 | Material moved |
|  |  | #4a | Omit: to | to the |
|  |  | #4b | Omit: to | to a |
|  |  | #4c | Omit: to | to the |
|  | cWS35-1 |  | Item #4 and its answers from bWS35-1 have been moved to the top of this page. | Material moved |
|  |  | line 1 | Omit: dd | Addison |
|  |  | line 2 | Omit: to | to take |
| 273 | WS35-2 | #7 | Omit: by | by (fc) |
|  |  | #14 | Omit: com  The word “red” has been moved to a new #30 on aWS35-2. | come  Material moved |
| 273 (cont.) | WS35-2 (cont.) | #18 | Omit: to | to(fc) |
|  | aWS35-2 | #24 | The word “about” has been moved to a new #30 on this page. | Material moved |
|  |  | #28 | Omit: into | into(fc) |
|  |  | #30 | The words “red” and “about” have been moved to a new #30 on this page. | Material moved |
| 275 | WS35-3 | #2 | Omit: dd, to | ladder  to reach |
|  |  | #5 | Omit: ation, ble  Use: tion | relations  table |
|  |  | #6 | Omit: ble, ation  Use: bb, tion | bubble  explanation |
| 276 | TE | #2 | Omit: dd, to | ladder  to reach |
|  |  | Final-letter contractions | Delete: “ation,” and “; part-word contraction ble” |  |
|  |  | #5 | Omit: ation, ble  Use: tion | relations  table |
|  |  | #6 | Omit: ble, ation  Use: bb, tion | bubble  explanation |
| 277 | TE: Word Work | Target | Change 33/47 to 31/45 |  |
|  |  | #1 | Replace “tr(ou)(ble)” with “tr(ou)ble” |  |
|  |  | #6 | Delete “(com)b” |  |
|  |  | #8 | Replace “bub(ble)” with “bu(bb)le” |  |
|  |  | #11 | Replace “vac(ation)” with “vaca(tion)” |  |
| 278 | TE | #16 | Delete “ta(ble)” |  |
|  |  | #21 | Replace “a(dd)i(tion)” with “addi(tion)” |  |
|  |  | correct and target | Change \_\_\_/47 to \_\_\_/45  and 33/47 to 31/45 |  |
| 279 | Target |  | Change 25/33 to 21/30 |  |
|  | WS35-4 | #2 | “(fc)ble” has been removed | Material removed |
|  |  | #3 | “(fc)ation” and “com(fc)” have been removed | Material removed |
|  |  | #5 | Omit: to | to themselves |
|  |  | #6 | Omit: ble | trouble |
|  |  | #7 | Omit: ation  Use: tion | invitation |
|  |  | #8 | This item has been removed and the following items have been renumbered. | Material removed |
| 279 (cont.) | WS35-4 (cont.) | #9 (now #8) | Spacing rule | of the |
|  |  | #13 (now #12) | Spacing rule  Omit: to | of a  to spend |
|  |  | #14 (now #13) | Symbol: ellipsis  Spacing rule | thought …  of the |
| 280 | TE Contractions in isolation | total possible score | Change \_\_\_/16 to \_\_\_/13 |  |
|  |  | #2 | Delete “(fc)ble” |  |
|  |  | #3 | Delete “(fc)ation” and “com(fc)” |  |
|  | TE Contractions in context | total possible score | Change \_\_\_/16 to \_\_\_/14  Note: Although “trouble” (in #6) still has a contracted form, the contraction for “ou” is not a focus in this unit, so this word is no longer counted. |  |
|  |  | #5 | Omit: to | to themselves |
|  |  | #6 | Omit: ble | trouble |
|  |  | #7 | Omit: ation  Use: tion | invitation |
| 280 (cont.) | TE Contractions in context (cont.) | #8 | Remove this item and renumber the following items. |  |
|  |  | #9 (now #8) | Spacing rule | of the |
|  |  | #13 (now #12) | Spacing rule  Omit: to | of a  to spend |
|  | TE Punctuation | #14 (now #13) | Symbol: ellipsis  Spacing rule | thought …  of the |
|  | TE Braille Knowledge reading subtotal | total possible score  and target | Change \_\_\_/35 to \_\_\_/30 and 25/35 to 21/30 |  |
| 281 | TE Writing Contractions and Punctuation | Target | Change 4/6 to 2/4 |  |
|  |  | #2 | Delete this item |  |
|  |  | #4 | Omit: ation  Use: tion | location |
|  |  | #5 | Delete this item |  |
|  |  | #6 | Symbol: Ellipsis  Replace “(dot 3, dot 3, dot 3)” with “(dots 2-5-6, dots 2-5-6, dots 2-5-6)” | 40, … |
| 281 (cont.) | TE Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/6 to \_\_\_/4 and 4/6 to 2/4 |  |
|  | TE Braille Knowledge reading subtotal | total possible score | Change \_\_\_/35 to \_\_\_/30 |  |
|  | TE Braille Knowledge total | total possible score  and target | Change \_\_\_/41 to \_\_\_/34 and 29/41 to 23/34 |  |
| 282 | TE H. Language | #2 | Omit: dd | nodded |
|  |  | #10 | Change “pm.” to “p.m.” |  |
| 283 | WS35-5 | #2 | Omit: dd | nodded |
|  |  | #10 | “pm.” has been changed to “p.m.”  Note: The periods are not a UEB change; this was changed to show correct punctuation. | Material changed |
|  |  | #11 | Omit: to | to go  to the  to the |
| 284 | aWS35-5 | #20 | Omit: to | to the |
|  | TE Conjunctions: and, but, or | #11 | Omit: to | to go  to the  to the |
| 285 | TE Ordinal numbers with numerals | #19 and #20 | Note: Numeric indicator sets grade 1 mode for 60th and 27th |  |
|  |  | #20 | Omit: to | to the |
| 286 | WS35-6 | #1 | Omit: ble (2)  Use: bb | incredible  pebbles |
|  |  | #2 | Omit: ble | miserable |

| **GRADE 2: UNIT 6: LESSON 30 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | New Reading Words | Omit: ble  Use: bb | pebbles |

| **GRADE 2: UNIT 6: LESSON 31 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Phonemic Awareness/Phonics | Add “Review” before “Final-letter”  Delete: “part-word contraction: ble, WS31-2” |  |
|  | Spelling | Omit: ble (4), dd  Use: bb in bubble | bubble  table  trouble  double  middle |
|  | Grammar | Symbol: ellipsis |  |
| 2 | Braille Knowledge | Add “Review” before “Final-letter”  Delete: “Part-word contraction: ble (in Phonemic Awareness/Phonics)” |  |
|  | Tactile Graphics | Omit: dd | Saddleback |

| **GRADE 2: UNIT 6: LESSON 32 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Phonemic Awareness/Phonics | Delete: “ation, ” |  |
|  | Spelling | Omit: ation (6), dd  Use: tion (6) | nation  addition  multiplication  invitation  location  vacation  foundation |
|  | New Reading Words | Omit: ble (2) | incredible  miserable |
| 2 | Braille Knowledge | Delete: “ation,” |  |

| **GRADE 2: UNIT 6: LESSON 33 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Phonemic Awareness/Phonics | Delete: “Part-word contraction: com;” |  |
|  | Spelling | Omit: com | comma  comment  come  comb |
| 1 (cont.) | New Reading Words | Omit: ation  Use: tion | pollination |
| 2 | Braille Knowledge | Delete: “Part-word contraction: com (in Phonemic Awareness/Phonics)” |  |

| **GRADE 2: UNIT 6: LESSON 34 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Phonemic Awareness/Phonics | Delete: “ble,” and “, ation” |  |
|  | Grammar | Note: Numeric indicator sets grade 1 mode. |  |
|  | New Reading Words | Omit: ation  Use: tion | echolocation |
| 2 | Braille Knowledge | Delete: “, ation; and part-word contraction ble” |  |

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 6: ASSESSMENT ADMINISTRATION RECORD** | | | | |
| --- | --- | --- | --- | --- |
| **Page** | **Location** | **Location**  **Detail** | **Change** | **Modification** |
| 2 | ST 73 | line 2 | Omit: com | Commotion |
|  |  | line 3 | Omit: by | by Kristen |
|  |  | line 4 | Omit: dd | Addison |
|  |  | line 6 | Omit: dd | Addison |
|  |  | line 7 | Omit: to (2) | to get  to school |
|  |  | line 10 | Omit: dd | Addison |
|  |  | line 11 | Symbol: ellipsis | a … |
|  |  | line 14 | Omit: dd, to | Addison  to school |
|  |  | line 16 | Omit: into | into Ms. |
|  |  | line 17 | Omit: dd | Addison |
|  |  | line 18 | Omit: to | to spill |
|  |  | line 20 | Omit: dd | Addison |
|  |  | line 22 | Omit: to | to take |
| 3-4 | ST 74 | line 1 | Spacing rule  Omit: dd | for the  Addison |
|  |  | line 4 | Omit: to | to give |
|  |  | line 5 | Omit: dd | Addison |
|  |  | line 7 | Omit: to | to pass |
|  |  | line 12 | Spacing rule | of the |
|  |  | line 13 | Omit: dd | Addison |
|  |  | line 14 | Omit: to (2) | to do  to the |
|  |  | line 17 | Omit: dd | Addison |
|  |  | line 20 | Spacing rule | and a |
|  |  | line 21 | Omit: to | to catch |
|  |  | line 22 | Omit: dd (2) | added  Addison |
| 4 | ST 75 | line 1 | Omit: to, into | to blend  into his |
|  |  | line 5 | Omit: dd | Addison |
|  |  | line 8 | Omit: to | to always |
| 5 | WS35-1 | line 1 | Omit: com  “Part 1” has been moved to line 2 | Commotion Material moved |
|  |  | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #3 | Omit: dd | Addison |
|  |  | #3b | Omit: to | to school |
|  |  | #3c | Omit: ally | especially |
|  | aWS35-1 | #4b | Spacing rule | and a |
| 7-8 | ST 76 | line 1 | Omit: dd | Addison |
|  |  | line 3 | Omit: dd | Addison |
|  |  | line 6 | Omit: ally  Use: ea | really |
|  |  | line 8 | Omit: dd | Addison |
|  |  | line 10 | Omit: dd  Spacing rule | Addison  with a |
|  |  | line 11 | Omit: to | to give |
|  |  | line 14 | Omit: dd | Addison |
| 7-8 (cont.) | ST 76 (cont.) | lines 14-15 | Symbols: In UEB, the capitalized passage indicator (dot 3, dot 3, dot 3) and capitals terminator (dot 6, dot 3) are used when three or more words are capitalized. Rules 8.5 and 8.6 | WHERE IS  CHARLES |
|  |  | line 21 | Omit: to | to find |
|  |  | line 22 | Omit: dd | Addison |
| 8 | ST 77 | line 2 | Omit: dd | Addison's |
|  |  | line 3 | Omit: dd | Addison |
|  |  | line 4 | Omit: to | to James |
|  |  | line 5 | Omit: to | to pass |
| 9 | bWS35-1 | line 1 | Omit: com  “Part 2” has been moved to line 2 | Commotion  Material moved |
|  |  | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #1 | Omit: dd | Addison |
|  |  | #2 | Omit: dd, to | Addison  to bed |
|  |  | #3a | Omit: to | to hold |
| 9 (cont.) | bWS35-1 (cont.) | #4 | This item and its answers have been moved to the top of cWS35-1 | Material moved |
|  |  | #4a | Omit: to | to the |
|  |  | #4b | Omit: to | to a |
|  |  | #4c | Omit: to | to the |
|  | cWS35-1 |  | Item #4 and its answers from bWS35-1 have been moved to the top of this page. | Material moved |
|  |  | line 1 | Omit: dd | Addison |
|  |  | line 2 | Omit: to | to take |
| 12-13 | WS35-2 | #7 | Omit: by | by (fc) |
|  |  | #14 | Omit: com  The word “red” has been moved to a new #30 on aWS35-2. | come  Material moved |
|  |  | #18 | Omit: to | to(fc) |
| 13 | aWS35-2 | #24 | The word “about” has been moved to a new #30 on this page. | Material moved |
|  |  | #28 | Omit: into | into(fc) |
|  |  | #30 | The words “red” and “about” have been moved to a new #30 on this page. | Material moved |
| 15 | WS35-3 | #2 | Omit: dd, to | ladder  to reach |
|  |  | #5 | Omit: ation, ble  Use: tion | relations  table |
|  |  | #6 | Omit: ble, ation  Use: bb, tion | bubble  explanation |
|  | i before e except after c | #2 | Omit: dd, to | ladder  to reach |
| 16 | Final-letter contractions |  | Delete: “ation,” and “; part-word contraction ble” |  |
|  |  | #5 | Omit: ation, ble  Use: tion | relations  table |
|  |  | #6 | Omit: ble, ation  Use: bb, tion | bubble  explanation |
| 17 | Word Work | Target | Change 33/47 to 31/45 |  |
|  |  | #1 | Replace “tr(ou)(ble)” with “tr(ou)ble” |  |
|  |  | #6 | Delete “(com)b” |  |
|  |  | #8 | Replace “bub(ble)” with “bu(bb)le” |  |
|  |  | #11 | Replace “vac(ation)” with “vaca(tion)” |  |
|  |  | #16 | Delete “ta(ble)” |  |
| 17 (cont.) | Word Work (cont.) | #21 | Replace “a(dd)i(tion)” with “addi(tion)” |  |
|  | correct and target | Change \_\_\_/47 to \_\_\_/45  and 33/47 to 31/45 |  |
| 18 | Target |  | Change 25/33 to 21/30 |  |
|  | WS35-4 | #2 | “(fc)ble” has been removed | Material removed |
|  |  | #3 | “(fc)ation” and “com(fc)” have been removed | Material removed |
|  |  | #5 | Omit: to | to themselves |
|  |  | #6 | Omit: ble | trouble |
|  |  | #7 | Omit: ation  Use: tion | invitation |
|  |  | #8 | This item has been removed and the following items have been renumbered. | Material removed |
|  |  | #9 (now #8) | Spacing rule | of the |
|  |  | #13 (now #12) | Spacing rule  Omit: to | of a  to spend |
|  |  | #14 (now #13) | Symbol: ellipsis  Spacing rule | thought …  of the |
| 19 | Contractions in isolation | total possible score | Change \_\_\_/16 to \_\_\_/13 |  |
|  |  | #2 | Delete “(fc)ble” |  |
|  |  | #3 | Delete “(fc)ation” and “com(fc)” |  |
|  | Contractions in context | total possible score | Change \_\_\_/16 to \_\_\_/14  Note: Although “trouble” (in #6) still has a contracted form, the contraction for “ou” is not a focus in this unit, so this word is no longer counted. |  |
|  |  | #5 | Omit: to | to themselves |
|  |  | #6 | Omit: ble | trouble |
|  |  | #7 | Omit: ation  Use: tion | invitation |
|  |  | #8 | Remove this item and renumber the following items. |  |
|  |  | #9 (now #8) | Spacing rule | of the |
|  |  | #13 (now #12) | Spacing rule  Omit: to | of a  to spend |
|  | Punctuation | #14 (now #13) | Symbol: ellipsis  Spacing rule | thought …  of the |
| 19 (cont.) | Braille Knowledge reading subtotal | total possible score  and target | Change \_\_\_/35 to \_\_\_/30 and 25/35 to 21/30 |  |
| 20 | Writing Contractions and Punctuation | Target | Change 4/6 to 2/4 |  |
|  |  | #2 | Delete this item |  |
|  |  | #4 | Omit: ation  Use: tion | location |
|  |  | #5 | Delete this item |  |
|  |  | #6 | Symbol: Ellipsis  Replace “(dot 3, dot 3, dot 3)” with “(dots 2-5-6, dots 2-5-6, dots 2-5-6)” | 40, … |
|  | Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/6 to \_\_\_/4 and 4/6 to 2/4 |  |
|  | Braille Knowledge reading subtotal | total possible score | Change \_\_\_/35 to \_\_\_/30 |  |
|  | Braille Knowledge total | total possible score  and target | Change \_\_\_/41 to \_\_\_/34 and 29/41 to 23/34 |  |
| 21 | H. Language | #2 | Omit: dd | nodded |
|  |  | #10 | Change “pm.” to “p.m.” |  |
| 22 | WS35-5 | #2 | Omit: dd | nodded |
|  |  | #10 | “pm.” has been changed to “p.m.”  Note: The periods are not a UEB change; this was changed to show correct punctuation. | Material changed |
|  |  | #11 | Omit: to | to go  to the  to the |
|  | aWS35-5 | #20 | Omit: to | to the |
| 23 | Conjunctions: and, but, or | #11 | Omit: to | to go  to the  to the |
|  | Ordinal numbers with numerals | #19 and #20 | Note: Numeric indicator sets grade 1 mode for 60th and 27th |  |
|  |  | #20 | Omit: to | to the |
| 24 | WS35-6 | #1 | Omit: ble (2)  Use: bb | incredible  pebbles |
|  |  | #2 | Omit: ble | miserable |