

SHURLEY

Language Arts Materials

Print Materials

Digital Materials

Print + Digital Materials

The road to
ELA Success
starts here!



Shurley
Instructional
Materials, Inc.

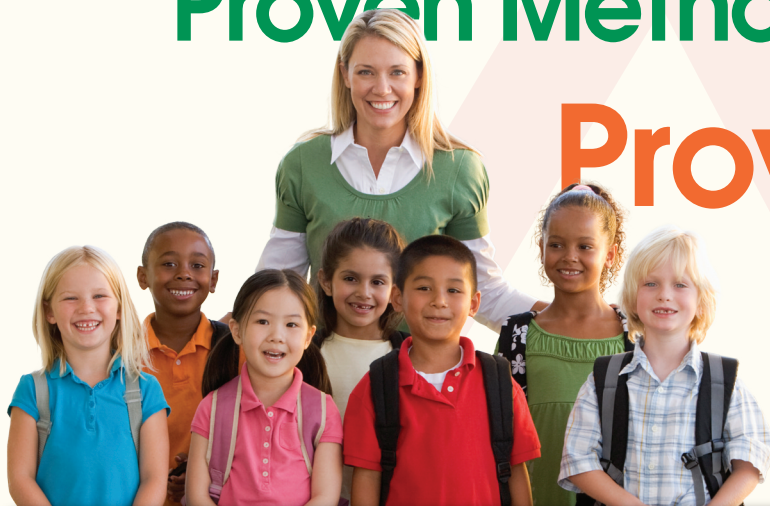
Innovation in Edu

At Shurley Instructional Materials, we not only provide you with quality educational materials, but we also wish to partner with you to give all students the opportunity to exceed expectations.

Proven Methods of Learning

Proven Methods of Teaching

Proven Success

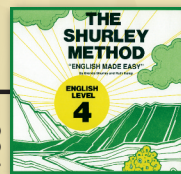


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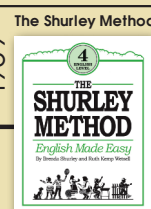
Proudly serving educators
and their students for
over 30 years!

1988

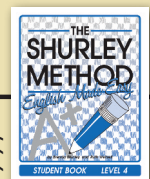


The Shurley Method
Beginnings

1989



1997



The Shurley Method

2001



2009

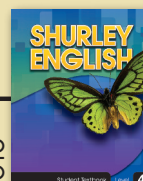


Shurley Grammar

2012

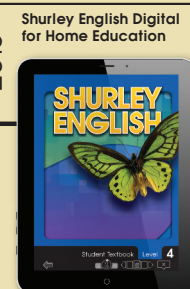


2013



Shurley English
Print + Digital

2016



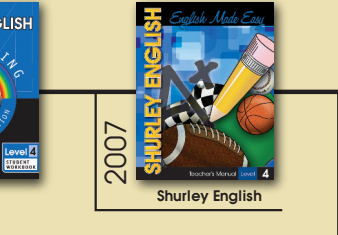
Education

We make abstract language arts concepts clear and logical to support all types of learners, using concrete, multi-sensory strategies:

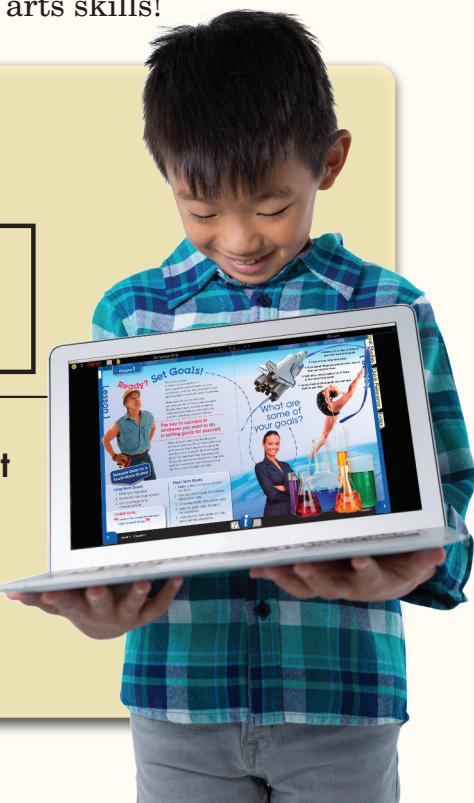
- Direct Instruction
- The Memory Model
- Multiple Intelligences
- Brain-Compatible Instruction
- Bloom's Taxonomy
- Cooperative Learning
- Flexible Learning Groups
- Multi-Sensory Learning

This powerful combination of teaching models and research-proven teaching methods allows for flexibility. In addition, our step-by-step process moves from simple concepts to increasingly complex skills, allowing students to grasp and retain even the most challenging language arts skills!

schooling



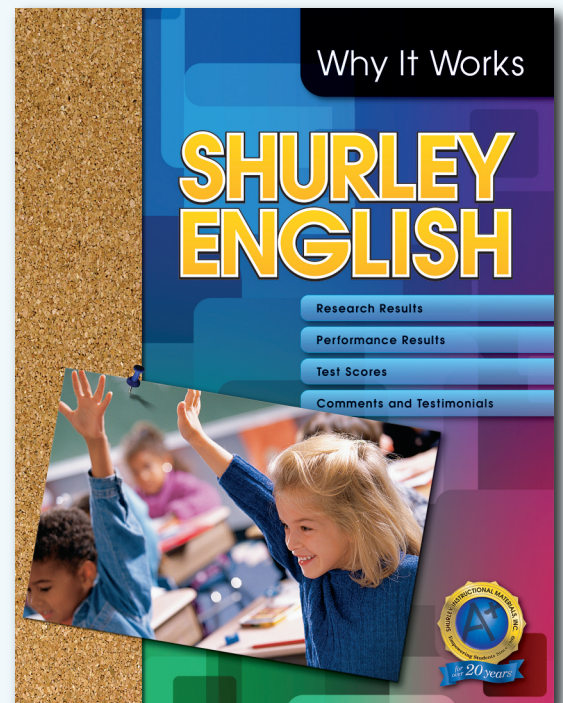
Shurley English
Digital Assistant



We continually research, analyze, and assess what best helps students reach their full potential. During this process, we continue to stay true to the hallmarks that have made Shurley English successful in the classroom for over 30 years.

Shurley English:

- ✓ never teaches isolated concepts.
- ✓ uses repetition to attain mastery.
- ✓ includes differentiated instruction.
- ✓ incorporates high-level student/teacher interaction.
- ✓ provides a logical connection between grammar, skills, writing, effective listening and speaking, and comprehension.



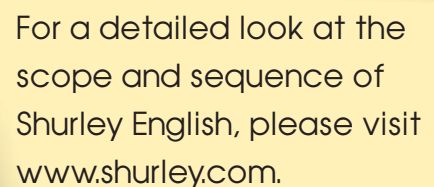
For documented research that supports Shurley English as a curriculum that helps students succeed, please view the "Why It Works" booklet at www.shurley.com.

We always strive to provide educators with
the best tools to prepare their students
for college and 21st century careers.

Building *a solid* foundation *for success*



- provides scaffolding so that students can tackle the text complexity and rigor in reading, writing, speaking/ listening, and language.
- incorporates creative and purposeful instruction and expression of language.
- utilizes all learning styles.
- reaches ELL and academically challenged students.
- challenges accelerated students.
- promotes higher-order thinking skills.
- leads to success and improved self-esteem.



All Together Now...



Shurley English has assembled a unique combination of features to help students build a solid literacy foundation. Our experts organized the series logically, sequentially, and systematically for success.

Abstract language arts concepts become clear and logical, using concrete, multi-sensory strategies that support all types of learners.

Jingles

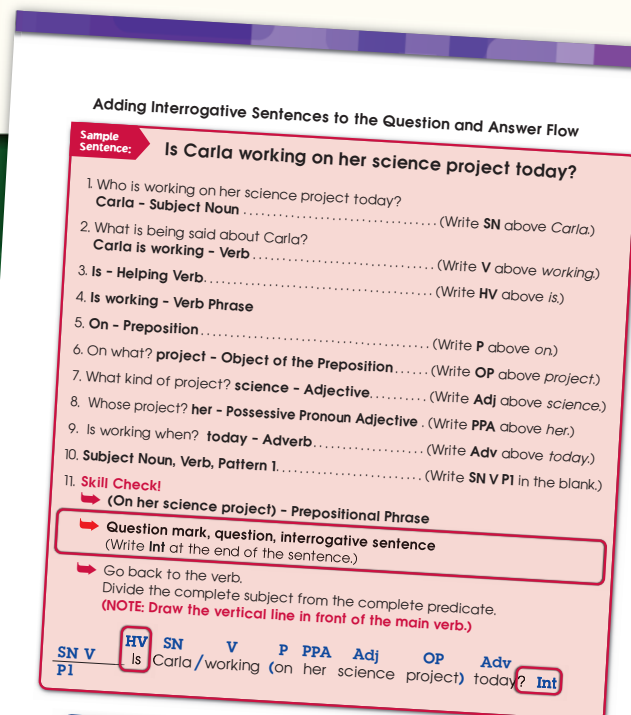
Grammar definitions that

- incorporate rhythm, rhyme, and movement.
- provide domain-specific language.
- allow for critical reading during sentence analysis.

Q&A Flow

Oral Sentence Classification that

- includes brain-compatible strategies.
- makes English grammar logical and systematic.
- serves as a formative assessment.



Sentence Blueprints

Basic Sentence composition that

- rehearses the most common conventions of English.
- facilitates the transfer of word skills to sentence skills.
- integrates grammar knowledge into the writing process.

Skills

Skill instruction and practice that

- provides specific processes to follow for understanding and application.
- spirals throughout the curriculum to ensure mastery.
- allows comprehensive input and review.



Chapter 5

Word Time

Vocabulary and Analogy

Word 9 **vague** (vāg)

Definition: unclear in meaning; confusing

Synonym: unclear Antonym: understandable

Sentence: My memory of Spanish is **vague** because I only had it one year in high school.

Analogy **kidney : organ :: clarinet : instrument**

Relationship: Type or Kind

Thinking Process: Just as **kidney** is a kind of **organ**, **clarinet** is a kind of **instrument**. Therefore, this is a **type or kind** analogy.

ACTIVITY

picture or write a poem or story in your Vocabulary Notebook to help remember the word **vague**.

Idea: Put question marks and the word in a thought bubble to demonstrate it is unclear.



Chapter 9

Classroom Practice 36

Date: _____

Write your own blueprint labels. Use the labels to write an original sentence. Then, revise your sentence, writing the abbreviation of the revision strategy under each word.

A	Adj	SN	V
The	little	calves	ran
The	rambunctious	calves	frolicked
nc	wc	nc	syn
Adv	P	A	OP
quickly	across	the	field.
playfully	in	the	pasture.
wc	wc	nc	wc

Exercise 2: Rewrite your revised sentence on the lines below. Use the checklist to check your sentence.

The rambunctious calves frolicked playfully in the pasture.

Sentence Checklist:

<input checked="" type="checkbox"/> Capital letter	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Verb	<input checked="" type="checkbox"/> Complete sense	<input checked="" type="checkbox"/> End mark
--	---	--	--	--

Writing

Writing instruction that

- uses student-friendly writing scaffolds that pave the way for exceptional writing.
- develops and enhances effective writing traits.
- provides detailed graphic organizers for logical organization of ideas.
- includes comprehensive development of revision and editing skills.
- allows students to use their imagination to explore ideas and respond to the texts they read.
- engages students in interactive listening, speaking, thinking, and writing activities.
- integrates and develops powerful “deep and wide” vocabulary, including etymology.
- connects the most important grammar skills into writing.
- allows numerous opportunities for writing across the curriculum.
- provides purposeful technology applications to support key skill development.

Prewriting Map

Name: Quigley Shurley

Date: Oct. 1

WA: 1

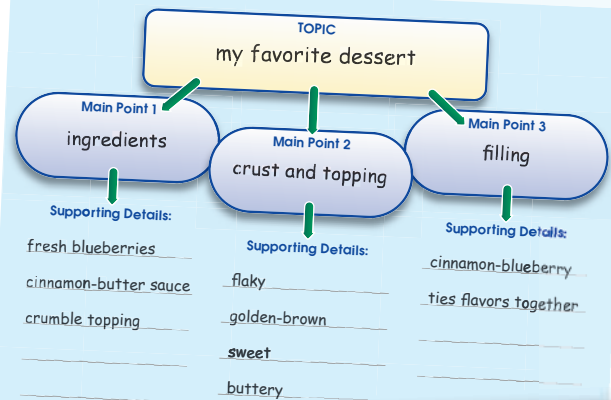
Genre: descriptive

Purpose: to describe

Audience: my classmates

Topic: my favorite dessert

Topic Sentence: My favorite dessert of all time is Aunt Lindsey's blueberry pie.



Name: Quigley Shurley

Date: October 1

WA 1

Purpose: to describe

Genre: descriptive

Audience: classmates

Topic: favorite dessert

My favorite dessert of all time is Aunt Lindsey's blueberry pie. This is no ordinary pie. In fact, each piece is a slice of heaven on a plate. Its warm, sweet aroma fills the house as it bakes in the oven. The flavors of fresh blueberries, cinnamon-butter sauce, and Aunt Lindsey's secret crumble topping don't just mingle, they throw a party! The crust is always flaky and golden-brown, and the topping tastes so sweet and buttery that the pie almost doesn't need a filling. However, the cinnamon-blueberry filling ties everything together in a beautiful symphony of flavors. Nothing on earth could ever improve the perfection of Aunt Lindsey's blueberry pie—except, perhaps, a scoop of vanilla ice cream on top!

Best. Dessert. Ever. by Quigley Shurley

My favorite dessert of all time is Aunt Lindsey's blueberry pie. Make no mistake, this is no ordinary pie. In fact, each piece is a slice of heaven on a plate. Its warm, sweet aroma fills the house as it bakes in the oven. The flavors of fresh blueberries, cinnamon-butter sauce, and Aunt Lindsey's secret crumble topping don't just mingle, they throw a party! The crust is always flaky and golden-brown, and the topping tastes so sweet and buttery that the pie almost doesn't need a filling. However, the cinnamon-blueberry filling ties everything together in a beautiful symphony of flavors. Nothing on earth could ever improve the perfection of Aunt Lindsey's blueberry pie—except, perhaps, a scoop of vanilla ice cream on top!

Speaking & Listening

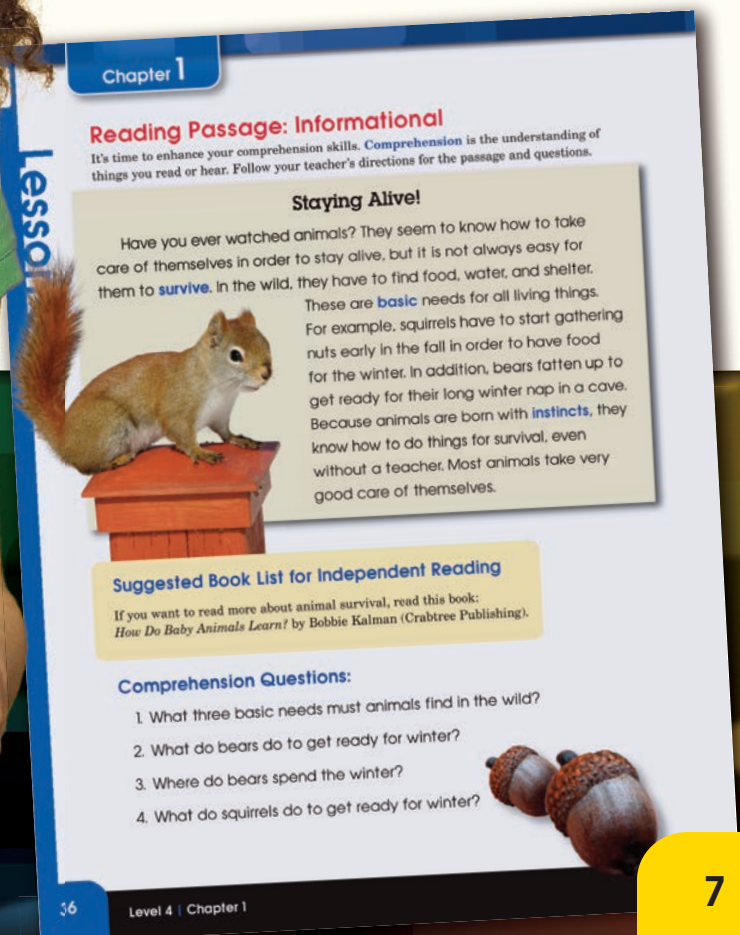
Speaking and listening opportunities that

- allow students to discuss topics formally and informally.
- encourage active listening in flexible student groups.
- prepare students for formal and informal oral presentations.
- rehearse routine discussion strategies that build knowledge.

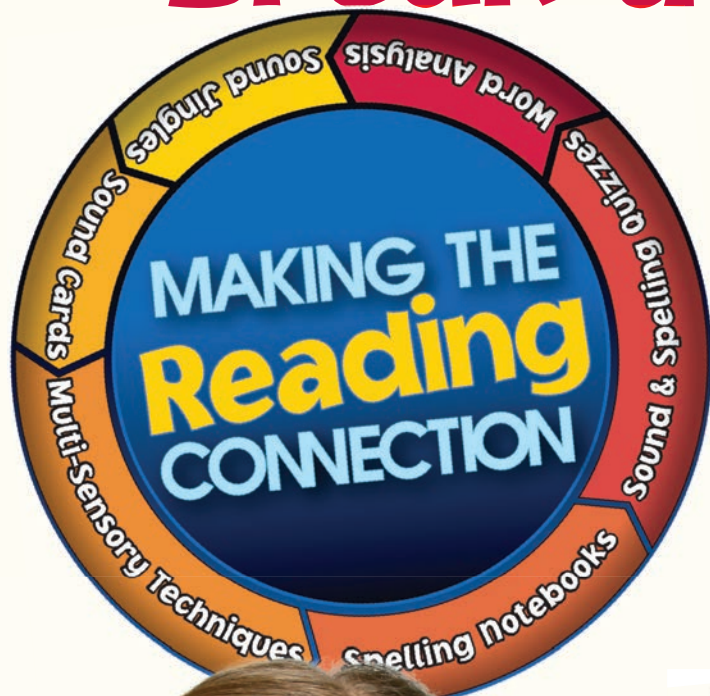
Reading

Reinforcing reading instruction by

- allowing students to build their own literacy from sound-symbols to words to sentences to writing fluency.
- developing decoding, phonemic awareness, spelling, and fluency skills.
- integrating high-frequency words.
- allowing textual analysis in bite-size chunks.
- encouraging students to think deeper and more critically.
- providing comprehension support.
- featuring original pieces in various domains of literature, including narratives, informative pieces, opinion/argumentative writing, and other culturally-relevant text, which stimulate discussion and boost comprehension.
- drawing on literature models that enhance and inform their own writing.



Break the Code.



In Levels 1 and 2, *Shurley English* has assembled a powerful combination of features to help early readers break the reading code.

Through a logical, systematic approach, we provide students with the concrete steps necessary to make the connection between letters, their sounds, and the words they make. Our multi-sensory approach ensures a solid foundation for lifetime literacy.

Sound Jingles

- incorporate rhythm, rhyme, and movement.
- provide information about sounds and how they work together.
- provide definitions to help students decode and analyze words.



Chapter 1

Reading

Recite the Vowel Jingle.

Jingle 65 The Vowel Jingle

A, U, (I and Y), O, E

Six simple vowels to learn, wait and see!
Every English syllable
Has to have at least one vowel—I'm tellin' you now!
Listen up my children as I sing this song.
When you know your six vowels, sing along!

A-a says ä, ā, ă
U-u says ŭ, ū, oō
I-i and Y-y say ĭ, ĭ
O-o says Ȯ, Ȫ, ȫ—we're almost through!
E-e says Ē, ē—it has potential!

Sound Cards

- help students hear and see the building blocks of words.
- provide a coding system for letters and sounds.
- incorporate daily repetition of important phonemic rules.
- feature detailed instructional information for the teacher.

Say:

ă, ā, ä

Multi-Sensory Techniques

- strengthen the neural connections by fusing together visual, auditory, and kinesthetic learning.
- use repetition and a combination of learning styles.
- provide ways to master the sounds and symbols of reading.

Reading Time



Spelling Notebooks

- 

Sound & Spelling Quizzes

-
- A young girl with brown hair in pigtails, wearing a blue sweater, holding a green folder and looking up with a smile.

[illegible]

Pam
Sam
mat
sat

Set 1 Sentence
Sam and Pam sat on the mat.

Word Analysis

- incorporates a coding system that turns invisible decoding strategies into visible, hands-on learning.
- allows students to build their own literacy from sound-symbols to words.
- helps students visually recognize spelling patterns.
- aids reading and writing development.



A **syllable** is a **chunk** of sound;
A **vowel** in every **syllable** **MUST** be found!

4 Rules to Divide Multi-Syllable Words

When a word has a doubled middle consonant, divide between the doubled middle consonant.

1

bun•ny

Consonant blends and digraphs are never divided.

3

wash•er
ma•chine
go•pher
high•est

If two consonants come between two vowels, divide between the consonants.

2

sis•ter

If there are two consonants in front of -le, divide between the two consonants.

4

bun•dle
puz•le

Digital is Dynamic.



During the development phase of our latest edition of Shurley English, our own in-house team of technology experts worked in tandem with our authors. Together, they designed digital enhancements, tailor-made for our unique approach to language arts instruction.

It was important to us to develop purposeful digital enhancements to the curriculum. Time in the classroom is valuable, and therefore a digital product must provide true, measurable value to the student and the learning process.

To this end, we developed our digital curriculum to...

- enhance the lessons with stimulating multi-sensory input.
- incorporate strategies to engage the brain and enhance understanding.
- activate and maintain student engagement within each lesson.
- provide parental support for at-home review opportunities.
- meet the growing need for technology instruction and learning in the Digital Age.



Interactive Menu Items



Plays audio for the chosen Jingle along with a follow-along animation



Plays helpful audio for the skills being taught on the page, such as Q&A Flows, Introductory and Practice Sentences, Vocabulary Words, and much more



Plays an animation or a video that visually reinforces the material being taught on the page



Launches a variety of activities that can be displayed and utilized as classroom practice through an interactive whiteboard



Displays a printable PDF of various resources such as assessments and practice forms



Checklist

- Write your revisions in the blank spaces of your rough draft.
1. Are there any important or interesting ideas or details that could be added?
 2. Do you need to make any improvements?
 3. Does each paragraph have a topic sentence?
 4. Are there sentences that should be deleted because they do not support your topic?
 5. Are the sentences and paragraphs in a logical order? Should they be rearranged?
 6. Does your writing reflect its purpose, genre, and audience?
 7. Can you add or replace any weak words with stronger word choices?
 8. Are there any repeated or unclear words that should be deleted?
 9. Do your word choices make your writing sound unique?
 10. Can you add figurative language (similes, metaphors, personification)?
 11. Are the sentences varied in length and type?
 12. Do you need to combine or shorten any sentences?
 13. Do you need to add or change transition words?
2. Write your revisions in the blank spaces of your rough draft.
3. Draw a line through words or sentences that you want to delete or replace.



The Sentence Jingle

A sentence, sentence, sentence

Is complete, complete, complete

When five simple rules

It meets, meets, meets.



SN V A Adj Adj SN V P OP P OP P A
PI A busy little bee buzzed (from flower) (to flower) (in the garden). D



Prewriting Map: Descriptive

Name: Quigley Shurley Year: 1 Date: Oct. 1





Shurley Portal

Access to your digital products is simple and easy with the Shurley Online Services Portal.

- Manage access to each of your Digital Student Textbooks.
- View numerous, printable enrichment worksheets.
- Review self-help resources and easy-to-follow videos for teaching strategies.



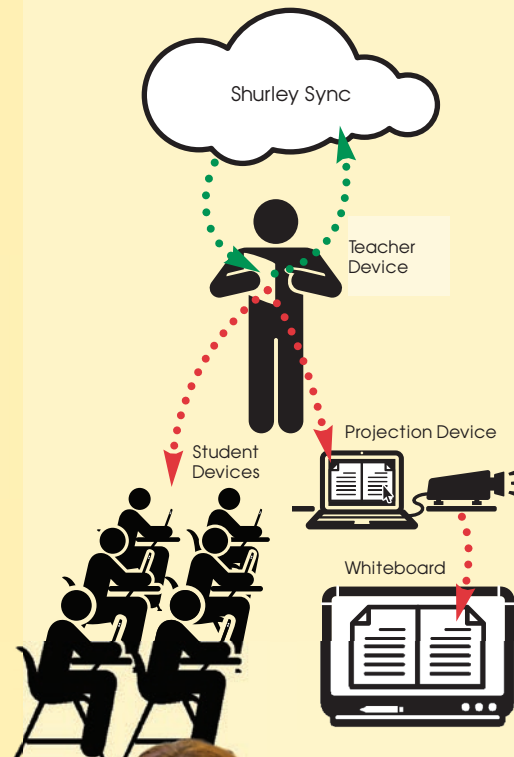
Shurley English Digital Products are protected by U.S. Patent No. 8,898,243

For a complete list of technical requirements, visit www.shurley.com



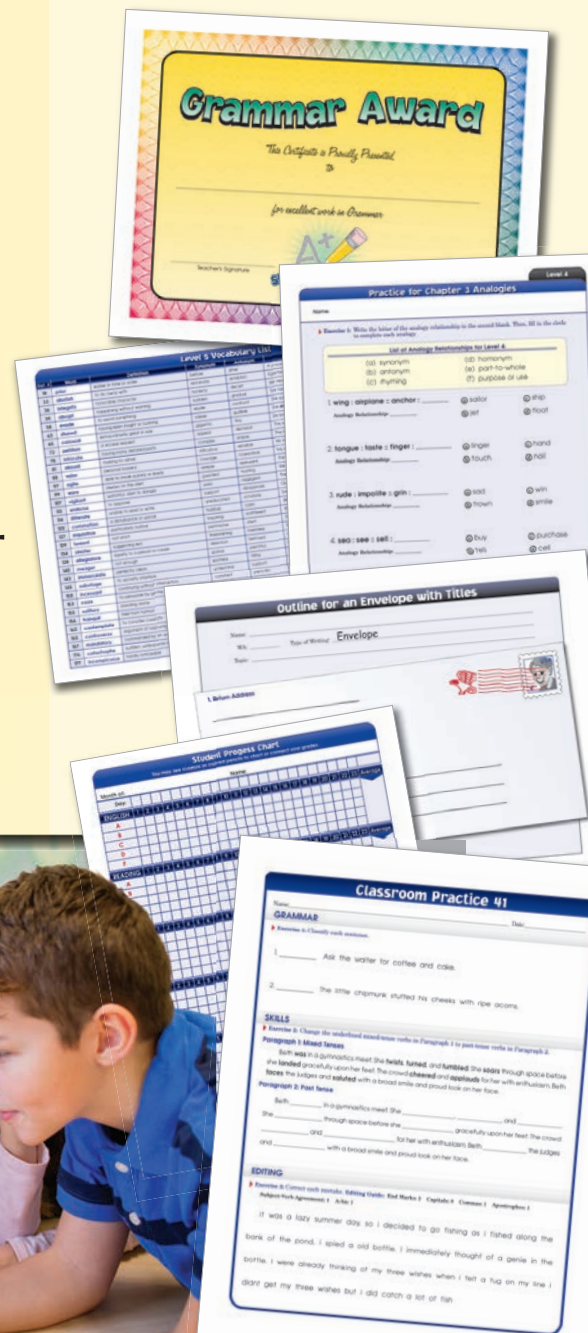
Shurley Sync: Patented Technology

Ensure that your students are on task with our patented Shurley Sync technology. Behind the scenes, we sync the Teacher's Manual, Student Textbook, and Interactive Content so you and your students are always on the same page, making certain that focus and attention are right where you want them.



Teacher Resources

Our digital curriculum affords access to a variety of modified worksheets, blank templates, and other helpful teaching aids. These printable resources are available for all grade levels.





Shurley English Digital Assistant



View a lesson with seda
at www.shurley.com

The **Shurley English Digital Assistant (SEDA)** is here to help you become a Language Arts expert. Utilizing highly-trained, certified teachers, we model every lesson for you—just press play! This valuable resource is available for your digital classroom, creating endless ways to promote knowledge acquisition and reinforce retention.

seda is for Everyone

Students

- Provides engaging pre-teaching resources for knowledge acquisition
- Delivers consistent post-teaching opportunities for reinforcement
- Ensures continued learning in the event of absence

Teachers

- Delivers detailed teacher training for every lesson
- Offers complete lesson preparation
- Allows for co-teaching opportunities
- Supports small group instruction
- Provides comprehensive resources for flexible classroom facilitation

Parents

- Provides complete awareness of their child's learning
- Ensures accurate reinforcement is taking place at home



Teacher, student, or parent...Before, during, or after class...

*seda is here to help **you** grow!*

Shurley: Dynamic Materials for the 21st Century

Versatile

LEARNING

Over the last several years, Shurley English has invested tremendous energy and resources to develop its own combination of print and digital curriculum—a custom-fit approach to match your students’ growing literacy needs—using Brenda Shurley’s unique and trusted methodology for language arts instruction.

As your classroom changes, your Shurley English materials are fully adaptable!

You may purchase Print, Digital, or a combination of Print + Digital. The choice is yours. The flexibility is yours.

As your school’s resources change and grow, so can your Shurley English materials.



PRINT MATERIALS

We have the mater

Lesson 4

Adding Adjectives to the Question and Answer Flow

These two risky dogs barked loudly outside today.

1. What looked loudly outside today?
 dogs - Subject Noun (Write BN above dogs)

2. What is being said about dogs?
 dogs barked - Verb (Write V above barked)

3. Barked how? loudly - Adverb (Write Adv above loudly)

4. Barked where? outside - Adverb (Write Adv above outside)

5. Barked when? today - Adverb (Write Adv above today)

6. What kind of dogs? risky - Adjective (Write Adj above risky)

7. How many dogs? two - Adjective (Write Adj above two)

8. Which dogs? these - Adjective (Write Adj above these)

9. Subject Noun, Verb, Pattern 1 (Write BN V P1 in the blank)

BN V P1
 These two risky dogs barked loudly outside today

Classifying Sentences

Classify the Introductory Sentences with your teacher to help you learn adjectives. Remember to read each sentence orally, repeat both the questions and answers in the Q&A Flow, and keep an upbeat rhythm.

Introductory Sentences

1. This puppy runs fast.

2. This little brown puppy runs away fast.

3. Several phones rang very loudly.

Lesson 4

Oral Discussion Questions for Adjectives:

1. What do adjectives and adverbs have in common?

2. Where do you go to find an adjective?

3. Where do you go to find an adverb?

4. What is the subject noun in the sample sentence?

5. After you go to the noun dogs, you ask one of the adjective questions. Name the adjective questions.

6. The words in front of the subject noun will help you know which adjective questions to ask. Name the words in front of the subject noun.

7. How would you ask the adjective questions to find the adjectives in this sentence?

sim SHURLEY

DIGITAL MATERIALS

PRINT + DIGITAL

Materials to fit the way **you** teach.

Would you like an online preview? Visit www.shurley.com

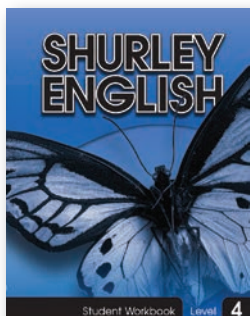
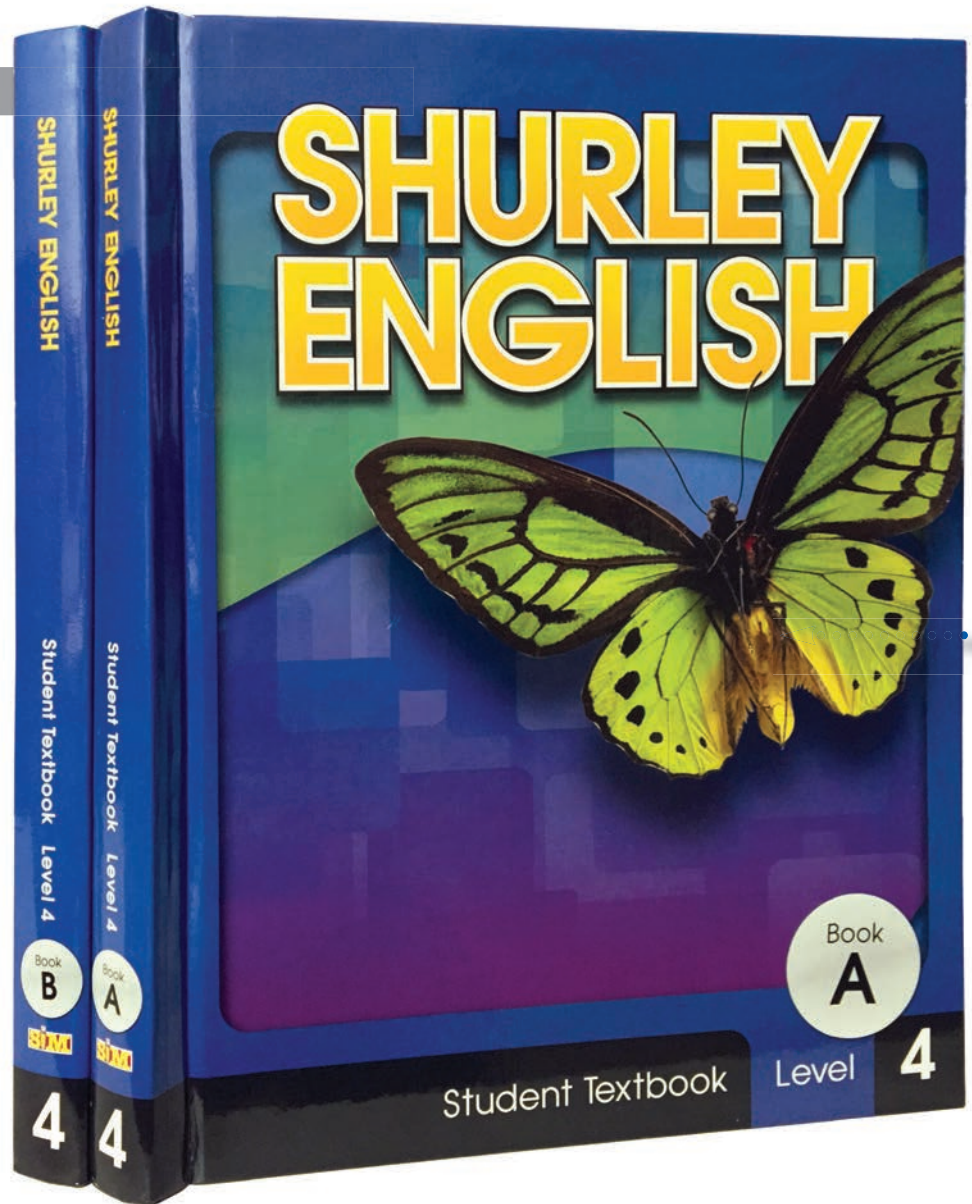
On the Desk:

The Student Textbook

TRADITIONAL MATERIAL

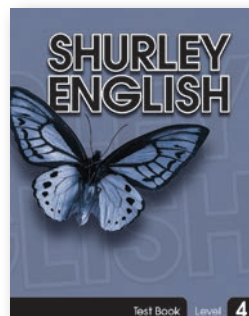
The **Student Textbook** is a required item for each student.

This set of two hardcover books contains references, jingles, practices, checkups, homework assignments, and multiple forms of assessments, including daily practice and end-of-lesson reviews.



Student Workbook

The Student Workbook is a recommended item for each student. The consumable worksheets are used in conjunction with the Student Textbook. Students write on workbook pages instead of notebook paper. A workbook may be purchased for each student or the teacher may duplicate workbook pages.



Student Test Book

The Test Book is a required item. The consumable book contains the pretest, chapter tests, and the posttest. Tests are presented in multiple formats. A Test Book may be purchased for each student or the teacher may duplicate test pages.

Chapter 17

Reference 190

Article for Reading Strategies

First, skim headings and key words in bold print. Second, form questions from the headings and key words. Third, read the text, reading closely to understand information about headings and key words. Fourth, scan headings and key words again to find answers to questions.


Frogs and Toads

SECTION 1 How Frogs and Toads Are Alike

Frogs and toads have many things in common. One way they are alike is that they are both classified in the group of **cold-blooded** animals called **amphibians**. Cold-blooded means that an animal's body temperature changes to match its surroundings. Amphibians are animals that can live on land and in water. For this reason, both frogs and toads have **long back legs for jumping** and webbed feet for swimming. Another way frogs and toads are alike is that they both catch insects with their long, sticky tongues. Finally, both frogs and toads start life as tadpoles hatched from eggs laid in water. A tadpole is the **larva**, or baby stage, of frogs and toads. During the tadpole stage, frogs and toads have **gills** so they can breathe under water. Later, they develop **lungs** for breathing air as they **mature** into adult frogs and toads.

SECTION 2 How Frogs and Toads Are Different

Even though frogs and toads are very similar, there are a few ways in which they are different. One difference in frogs and toads is their skin. Toads have dry, bumpy skin that is darker in color than frog's skin. A frog's skin is moist, smooth, and lighter in color than a toad's. Another difference is their body shape. Toads have wide, flat bodies, and frogs have narrow, slender bodies. Finally, toads and frogs require different living **habitats**, which is the place where a plant or animal normally lives and grows. Frogs must always live near water in order to keep their skin moist. Toads need less water and can live in dry places.



684 Level 4 | Chapter 17

Comprehension Questions provide a scaffold for class discussions.

References are clear and concise.

Examples show how to apply what is being learned.

Students Extend the Lesson to promote a deeper understanding of concepts, skills, and subjects.

Assessments are provided in multiple formats.

Rubrics ensure writing traits are being incorporated.

Use Reference 190 to answer the questions below

Strategy 1 Using the Skimming Strategy

The purpose of skimming is to get a general idea of the article before you actually read it. Use titles, headings, subheadings, and key words to help you.

1. What is the title of the article?
2. Name the headings.
3. What are the bold-type words in each section?
4. What is the main idea of the article?

Strategy 2 Using the Questioning Strategy

The purpose of questioning is to get your mind ready for information. It gives you a reason for reading and makes it easier to remember main ideas and understand key words. Turn headings and key words in the article into questions.

1. How are frogs and toads alike?
2. What does cold-blooded mean?
3. What are amphibians?
4. What is a larva?
5. When are gills and lungs used?
6. How are frogs and toads different?
7. What is a habitat?

Strategy 3 Using the Reading Strategy


The purpose of reading is to understand the information under headings and to get definitions for key words. Now, read the article.

Strategy 4 Using the Scanning Strategy

The purpose of scanning is to help you use headings and key words to find answers to questions. Scan headings, key words in bold print, underlined words, and topic sentences to help you find the answers to the questions below.

1. How are frogs and toads alike?
2. Which section contains these bold-type words: cold-blooded, amphibians, larva, gills, and lungs?
3. What does cold-blooded mean?
4. What are amphibians?
5. What is a larva?
6. What are frogs and toads called in the larva stage?
7. When do frogs and toads breathe with gills?
8. When do frogs and toads breathe with lungs?
9. How are frogs and toads different?
10. Which section contains the word habitat in bold-type?
11. Which section tells you where frogs and toads live?
12. What is the main idea of the article?

Based on what you've learned, can you tell whether this is a picture of a frog or a toad?



685 Level 4 | Chapter 17


Chapter 1

Extending the Lesson: Blogging

A blog is like an online journal where you can express your opinions and make comments about what is going on in your class, family, school, and community. Since others can read what you have written, you must be careful not to write anything private, rude, or unkind. You must always accept the responsibility for how you express yourself in a place that other people can read.

The following activities can be used to blog:

1. **Wall blog at home** (parent supervision)
Use poster board, butcher paper, white shower curtain, or white board to set up a home blog in a central location in your house. All family members can read and write blog entries.
2. **Wall blog at school** (teacher supervision)
You can read and write blog entries on butcher paper, poster board, or a white board.
3. **Class blog on the computer** (teacher supervision)
Post entries on the class blog. Use your scheduled time for the blog to write, read, respond, and reflect.



8 Level 4 | Chapter 1

Classroom Practice 8

Name: _____ Date: _____

GRAMMAR:

Exercise 1 Classify each sentence.

1. _____ The tired little kitten slept soundly today.
2. _____ An old teapot whistled very loudly.

Exercise 2 What are the article adjectives?

1. _____ 2. _____ 3. _____

Exercise 3 List the adverb questions. **Exercise 4** List the adjective questions.

1. _____ 1. _____
2. _____ 2. _____
3. _____ 3. _____

SKILLS:

Exercise 5 Write a or an in the blanks.

1. Would you like _____ orange?
2. Would you like _____ fresh orange?
3. We saw _____ very large fire.
4. We saw _____ extremely large fire.

Exercise 6 Fill in the circle beside each correct answer.

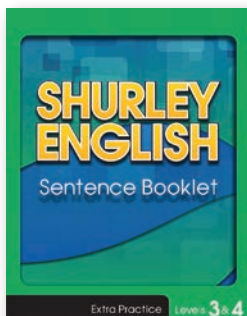
1. minute : hour = pages : _____ ☐ time ☐ book ☐ paper
2. late : wait = _____ : night ☐ day ☐ morning ☐ right

EDITING:

Exercise 7 Write the capitalization and punctuation rule numbers for each correction in bold. Use References 7 and 9 on pages 24 and 29-30.

Rose, you go to Parker Elementary on Miller Street, don't you?

67 Level 4 | Chapter 2



Sentence Booklet

The Sentence Booklet is a consumable workbook intended to support your study of Shurley English and our unique approach to Language Arts. As grammar skills are introduced or as you review previously taught skills, you may utilize this book of sentences for additional classification or skill practice. Sentences are in large print and grouped by skill in this full-size, softcover booklet.

This booklet covers multiple grade levels and is cross compatible with all editions of Shurley English.

At Your Fingertips: The Teacher's Manual

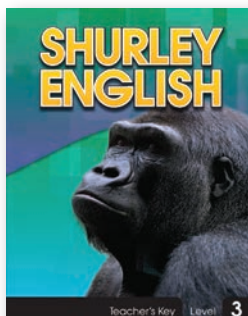
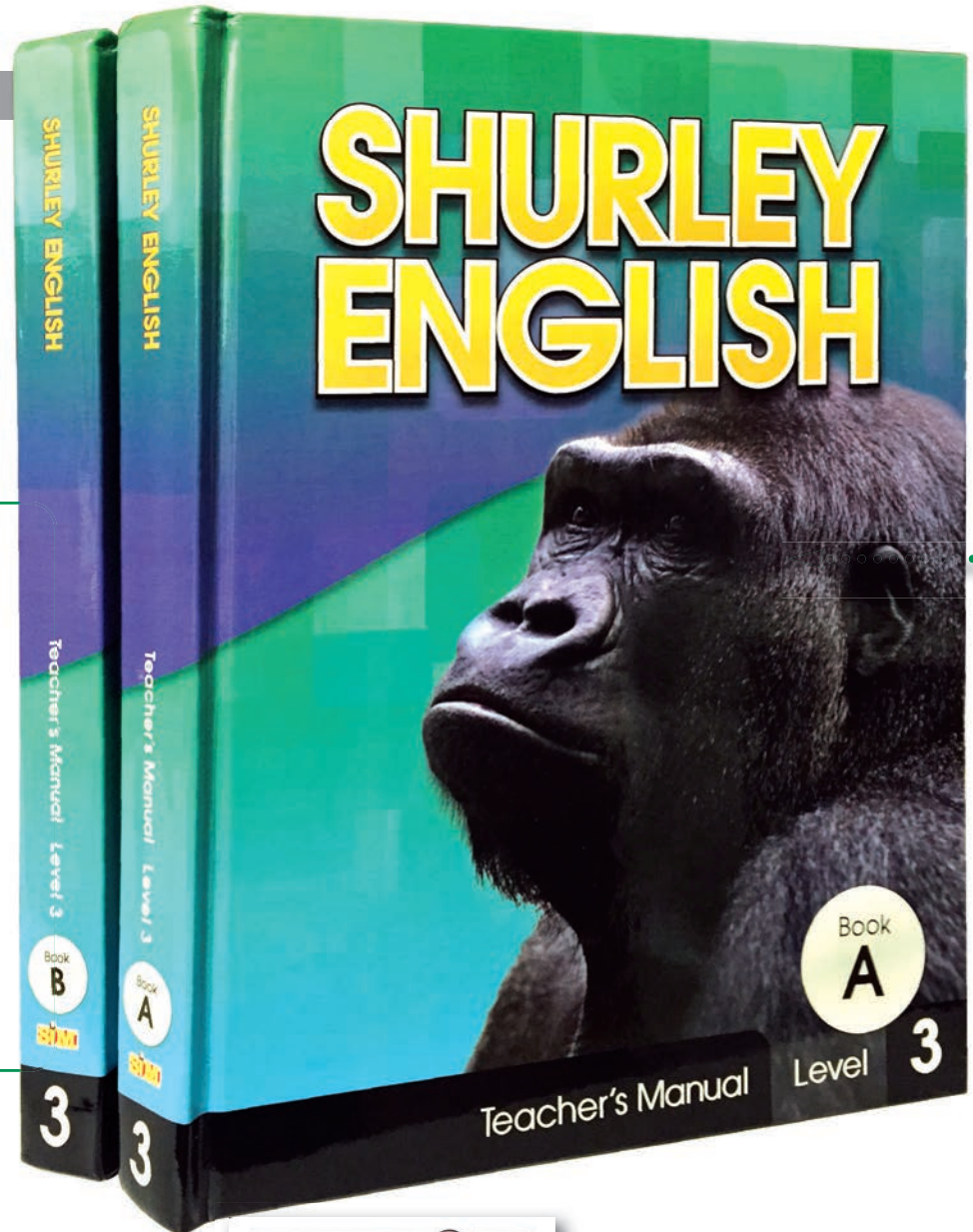
TRADITIONAL MATERIAL

The **Teacher's Manual** is essential for teaching the Shurley English curriculum and continues to be the heart of the program at every level.

This two-book set includes:

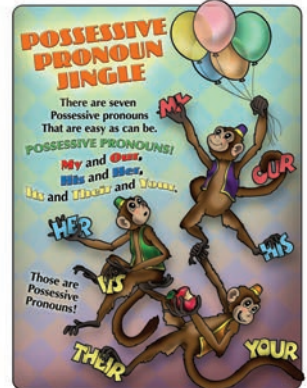
- Lesson Plans
- Student Objectives
- Teaching Scripts
- Questioning Strategies
- Modification Strategies
- Classroom Activities
- Enrichment Activities
- Teaching Tips
- Student Tips
- Answer Keys

...and much more!



Teacher's Key

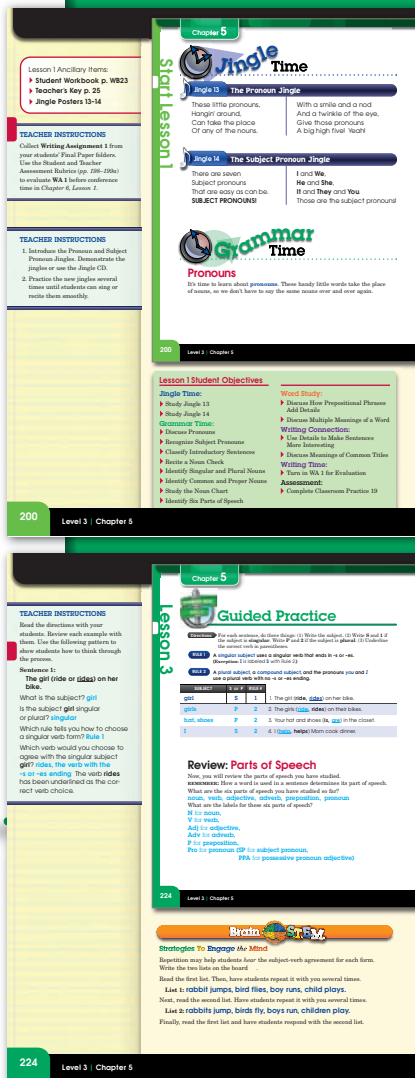
The answer keys from the Teacher's Manual have been conveniently placed together in a full-size, softcover book, making it easy to check student pages.



Jingle Posters

The Jingle Posters are 17" x 22" and provide a colorful visual aid for the jingles.

These poster sets are great tools for reinforcing grammar concepts.

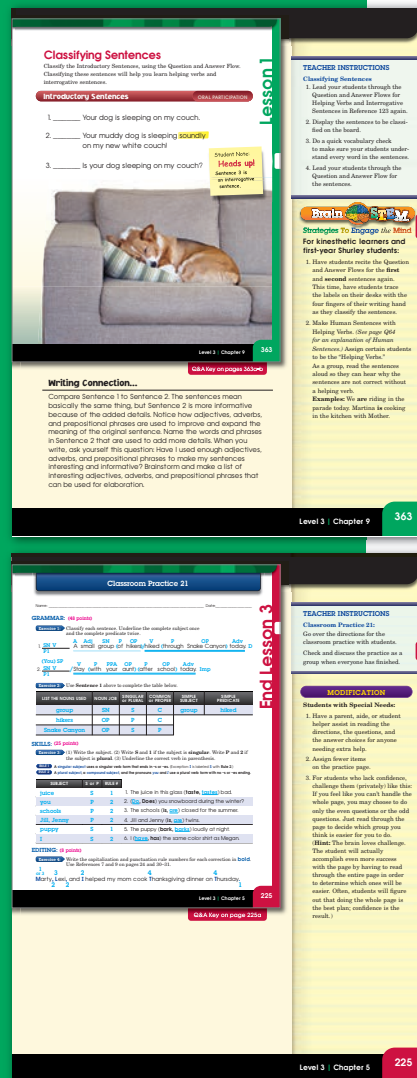


Teacher instructions prompt the direction and flow of the lessons being taught.

Student objectives are listed for every lesson to facilitate lesson planning.

Modification ideas help meet individual student needs.

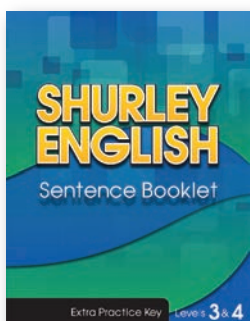
Strategies to Engage the Mind suggest ways of incorporating different learning styles and form stronger connections in students' minds.



Sentence Booklet: Extra Practice Key

The Sentence Booklet Key is a companion product to the Shurley English Sentence Booklet. The answer keys from the Sentence Booklet have been conveniently placed together in a full-size, softcover book, making it easy to check student pages.

This booklet covers multiple grade levels and is cross compatible with all editions of Shurley English.

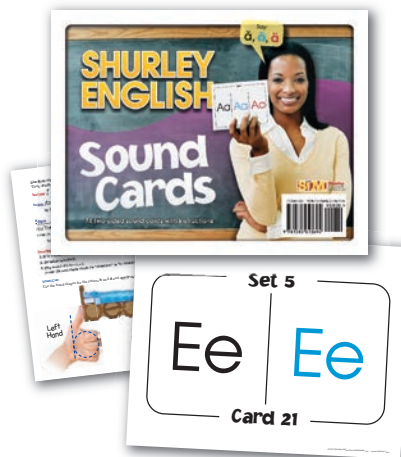


Jingle Time CD

This audio CD may be used to demonstrate the jingles for the students, or it may be used as a resource for the teacher.



Available on iTunes



Sound Cards

Become an expert phonemic awareness instructor. Each card features the phoneme on the front side and teaching instructions and hints on the back. These 8.5 x 11 visual aids are printed on card stock, just the right size for your whole class to see from anywhere in the room.

The Digital Classroom

Desktop • Laptop • Tablet

DIGITAL MATERIAL

The Digital Classroom contains everything one classroom needs to complete the school year using Shurley English.


The Digital Classroom includes:

- Digital Teaching Materials with SEDA
- 20 FREE Digital Student Textbooks

For a complete list of technical requirements, visit www.shurley.com



Digital Student Textbook


Each lesson in the **Digital Student Textbook** has been carefully developed to include numerous digital enhancements. Simply click the *interactive*  at the bottom of the screen to view the special content.

The Digital Student Textbook can be displayed on students' computers, tablets, or compatible smartphones. It contains all the digital enhancements that make the lesson interactive and engaging. The student may access the textbook from school or home, dependent upon teacher settings.

Digital Teaching Materials with our patented Shurley Sync technology

In order for the teacher to take full advantage of our numerous digital enhancements, we provide a Digital Teacher's Manual and a Projectable Student Textbook.

The **Teacher's Manual** is essential for teaching the Shurley English curriculum. The digital manual contains everything that is in the traditional print edition, with additional features like bookmarks, notes, search, and access to powerful teaching aids. Teachers need only click the mouse to have access to modified worksheets, blank templates, and other helpful teaching aids available for duplication.

The **Projectable Student Textbook** includes numerous digital enhancements that are intended for interactive use during the lesson. Simply click the *interactive*  at the bottom of the screen to view the special content.

Within the Digital Teaching Materials, teachers are given access to the **Shurley English Digital Assistant (SEDA)**. This valuable resource creates endless ways to promote knowledge acquisition and reinforce retention.



The Projectable Student Textbook is intended for use on an interactive whiteboard. However, it can also be projected onto a standard whiteboard, a pull-down screen, or even onto a wall.

seda Shurley English Digital Assistant

The Shurley English Digital Assistant is included with the Digital Teaching Materials and is offered as an add-on extension to the Digital Student Textbook. With SEDA, you will change the way you deliver Language Arts instruction to your teachers, students, and parents by providing your team with a video of the lesson. Teachers can use SEDA for detailed training, lesson preparation, co-teaching, blended learning, and more. Students can use SEDA for pre-teaching resources, post-teaching reinforcement, and continued learning during absences. Parents can use SEDA to remain in-tune with what is happening in the classroom and provide accurate reinforcement at home. SEDA is for everyone!

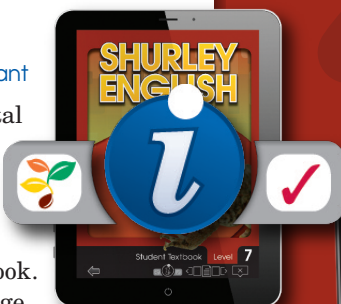


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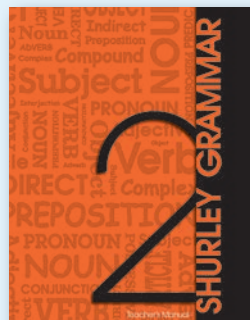
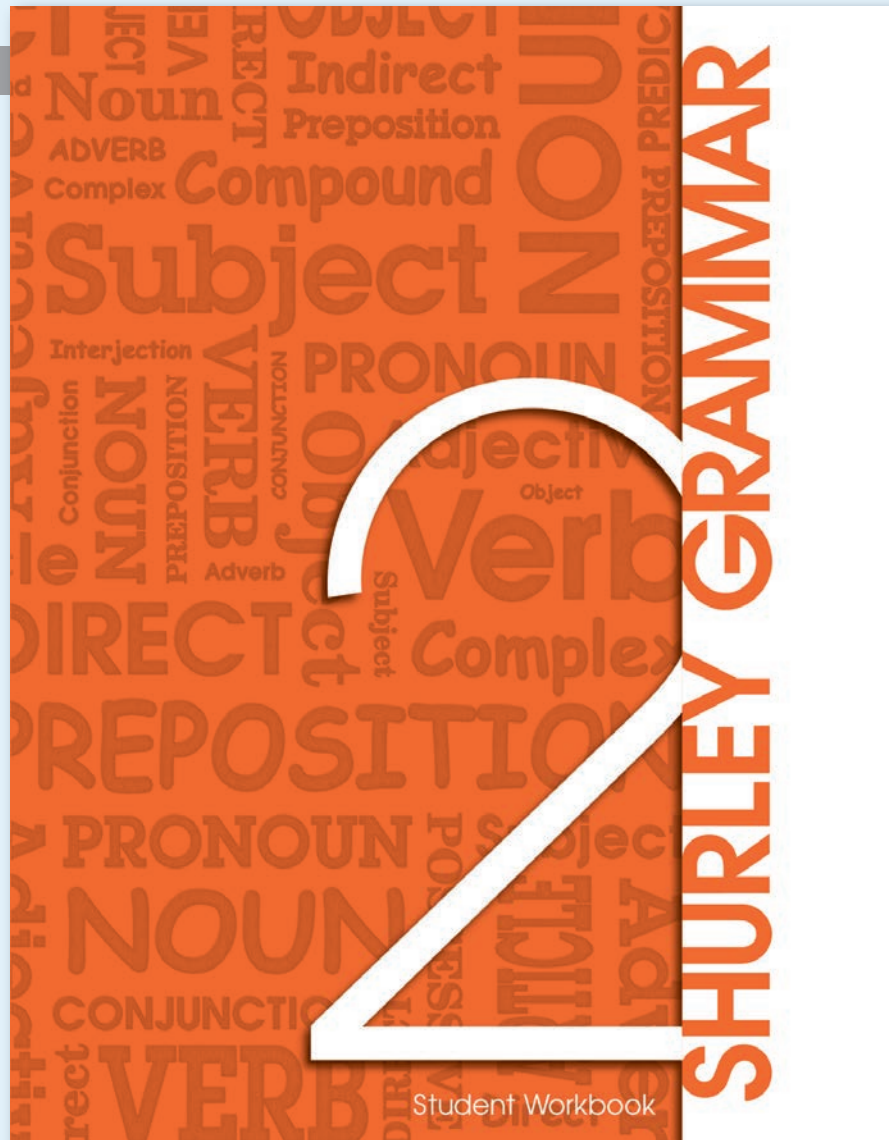
15-Week Grammar Program: Shurley Grammar

SUPPLEMENTAL MATERIAL

Shurley Grammar is a supplemental solution for students who have not yet mastered the fundamentals of grammar and its use in basic sentence composition.

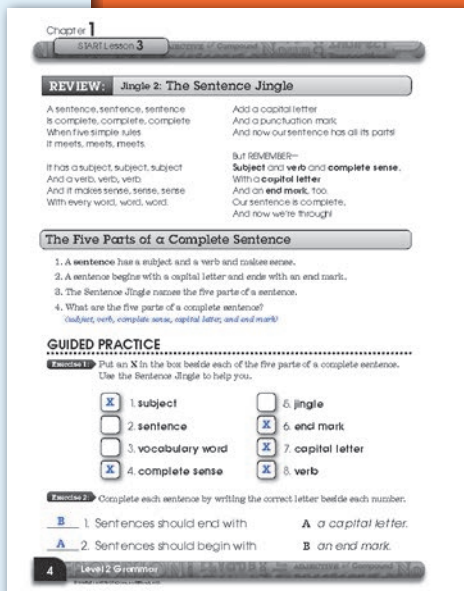
It integrates proven methods of instruction and can be used as an alternative core curriculum or as supplemental. It allows educators to tailor to the specific instructional needs of their students, helping them achieve their overall goals.

Shurley Grammar is powerful and flexible enough to meet the needs of students, providing a clear understanding of grammar and sentence composition.



Teacher's Manual

This comprehensive Teacher's Manual includes everything teachers need to plan, manage, and implement the 15-week program. The Teacher's Manual includes instructional routines and scripted lessons for intensive grammar instruction. Each softcover Teacher's Manual comes with an audio CD that demonstrates the jingles in song, chant, and instrumental versions.



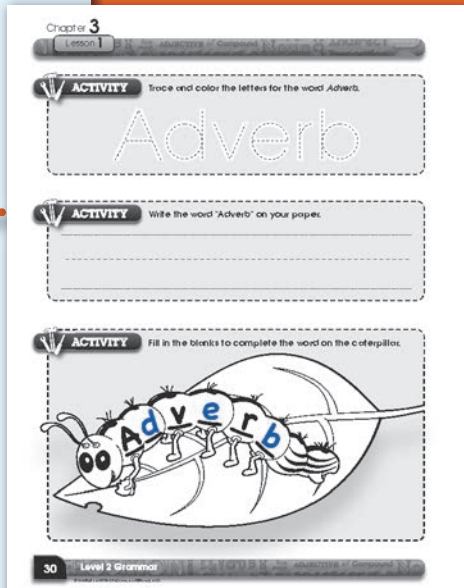
Utilizes proven methods of learning and teaching

Clarifies learning goals and expectations for students

Presents concepts logically and systematically

Gives immediate feedback

Supplies a systematic review of concepts

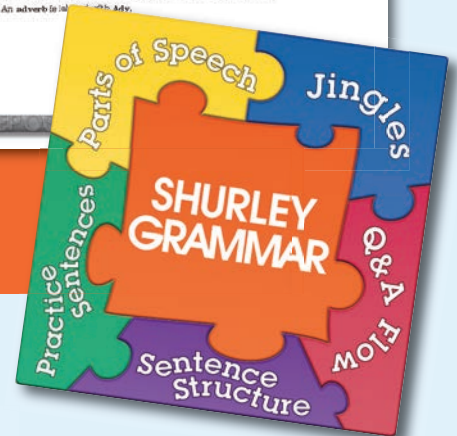
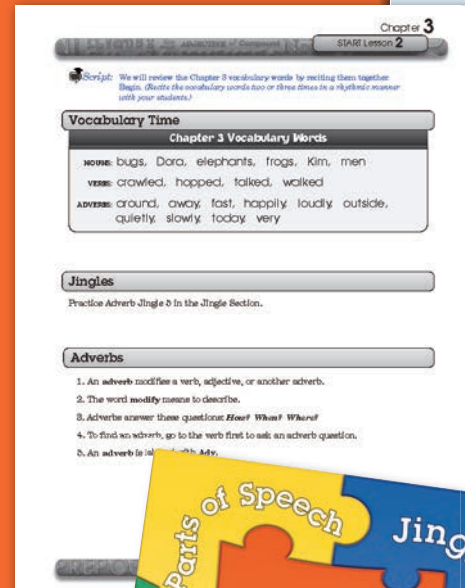
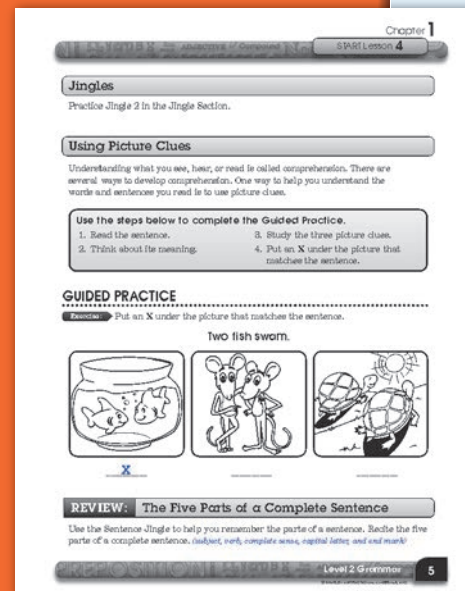


Offers targeted daily practice

Promotes interaction between the students and the teacher

Benefits different ability levels

Goes beyond traditional curriculums



Student Workbook

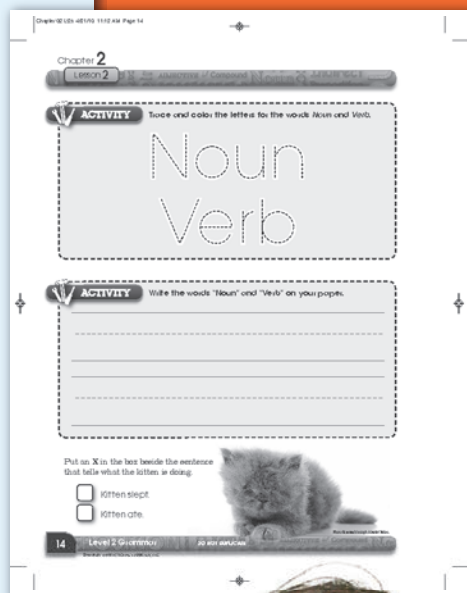
In order to complete the 15-week grammar course, each student will require a consumable workbook. Each workbook contains definitions, practices, and checkups.

Student Workbooks are not copy masters and may not be duplicated.



Jingle Time CD

This audio CD may be used to demonstrate the jingles for the students, or it may be used as a resource for the teacher.



Supplies teachers with ongoing formative assessments for quick and easy monitoring

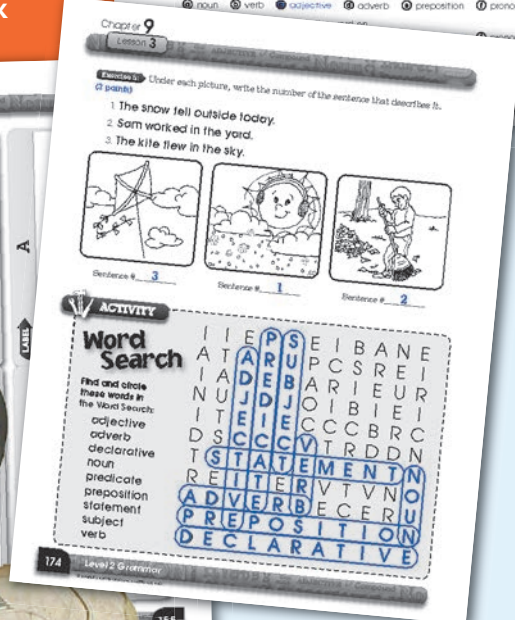
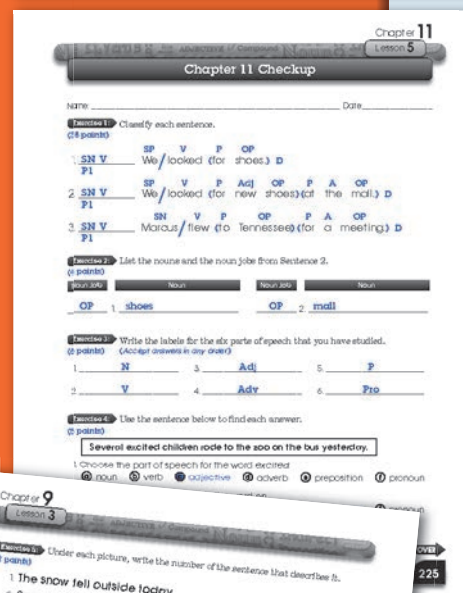
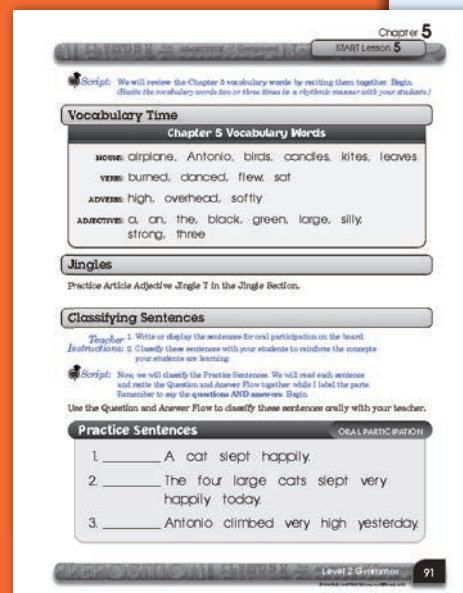
Provides fully scripted lessons for the teacher to insure the instructional integrity of all aspects of the program

Employs a unique Question and Answer Flow process to analyze parts of speech

Helpful teacher tips provided throughout the book

Offers targeted daily practice

Engages student interest with fun activities throughout the book



SHURLEY GRAMMAR

Grammar Made Easy for All Your Students

This supplemental program features focused practice in grammar and functional English, making it ideal for students who struggle with the traditional approach to learning language.

- ◆ Functional grammar skills
- ◆ Appropriate vocabulary
- ◆ Dynamic lesson delivery
- ◆ Consistent practice, repetition, and application of grammar
- ◆ Useful strategies for expanding sentences
- ◆ Multi-sensory approach
- ◆ High levels of student engagement and interaction
- ◆ Self-confidence and enthusiasm for English
- ◆ Increased ability to assimilate new information more rapidly
- ◆ Measurable academic success

15 Weeks of Targeted Grammar

Shurley Grammar shows students how to build and expand sentences throughout the program. This helps all learners understand the structure of sentences.

Additionally, unique comprehension activities support functional language development.

Would you like
an online preview?

Visit www.shurley.com



Spanish-to-English: The ELL Solution

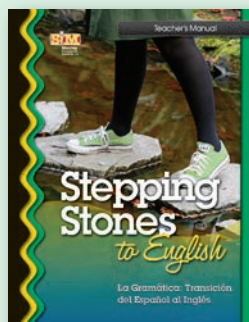
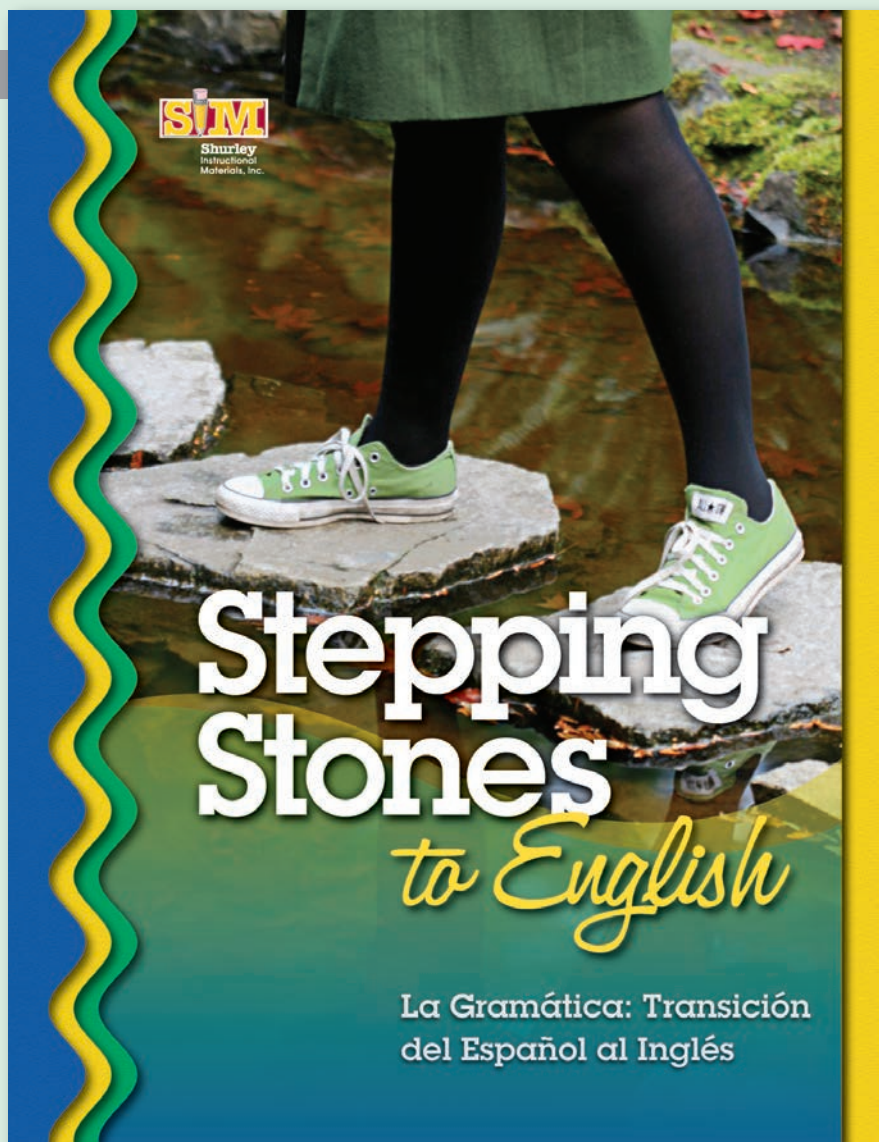
ELL MATERIAL

Our specialized curriculum, *Stepping Stones to English*, provides sound, direct instruction of the Shurley method in Spanish first and then with an Integrated Language Phase.

Instruction begins in Spanish so that students fully comprehend the Shurley method. Then, English is gradually introduced to help students gain confidence for the transition phase of the program.

When students have completed all the learning and transition phases, they will have acquired the essential English skills they need for success in the regular classroom.

ELLs will gain confidence with both their first language and English in a systematic, logical approach that prepares them for the rigors of an academic English class.



Teacher's Manual

This comprehensive manual includes everything the teacher needs to plan, manage, and implement the program. It includes instructional strategies and scripted lessons so that the teacher can easily facilitate students' transition into English. Students' English literacy gets a jumpstart in this program so that they can be integrated seamlessly into any classroom setting.

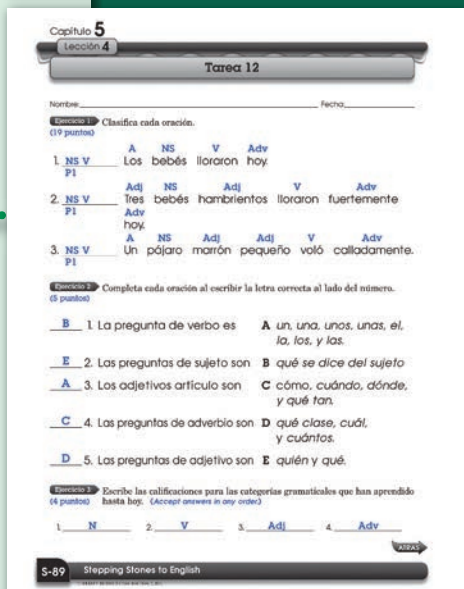
Includes the Jingle Time audio CD.



Employs a unique Question and Answer Flow process to analyze the parts of speech

Indicates teacher-only information in blue print

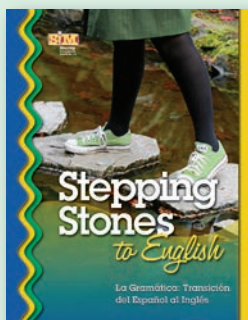
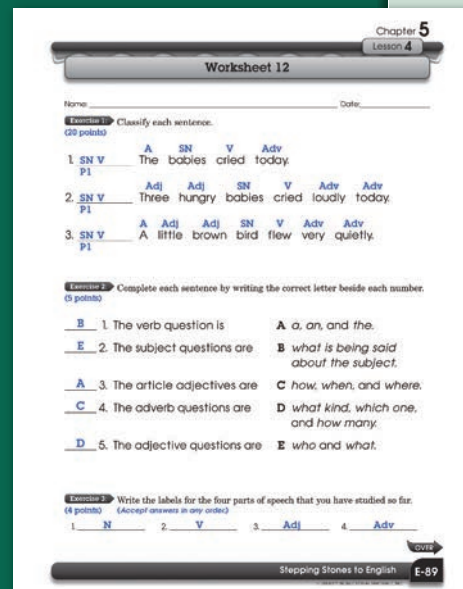
Displays the same page-by-page content in the Teacher's Manual and the Student Workbook



Provides realia in appropriate locations

Utilizes spiraled instruction to allow for consistent reinforcement of key grammatical features

Features side-by-side translations during the Integrated Language Phase



Student Workbook

In order to complete the course, each student will need a consumable workbook. Each workbook contains definitions, practices, and checkups.

Student Workbooks are not copy masters and may not be duplicated.



Jingle Time CD

This audio CD may be used to demonstrate the jingles for the students, or it may be used as a resource for the teacher.

Capítulo 7

COMENZAR Lección 4

Script: Repasemos las palabras de vocabulario del Capítulo 7 al recitarlas juntas.
Continues: (Recite the vocabulary words two or three times in a rhythmic manner with your students. Take time to recite both English and Spanish lists.)

Práctica de Vocabulario

Palabras de Vocabulario del Capítulo 7

SUSTANTIVOS: bus, Carla, flores, pasto, selva, camino, piscina, vibora, tienda, calle, sol, pista, árbol, subieron
VERBOS: rode
ADVERBOS: cuidadosamente
ADJETIVOS: pequeño, cansado
PREPOSICIONES: por, alrededor de, en, encima de, a, debajo de

Canciones

Practice Sentence Jingle/Canción 2 in the Jingle Section. Continue learning English jingles.

Clasificar las Oraciones

Teacher: 1. Write or display the sentences for oral participation on the board.

Instructions: 2. Classify these sentences with your students to reinforce the concepts your students are learning.

Script: Ahora, clasifiquemos las Oraciones de Práctica. Leeremos cada oración y nosotros mismos el Paso de Preguntas y Respuestas justo mientras que yo califique las partes. No se dividen de aquí hasta las preguntas (OBS) las respuestas. Comencemos.

Usa el Flujo de Preguntas y Respuestas para clasificar estas oraciones de forma oral con tu maestro/a.

Oraciones de Práctica

PARTICIPACIÓN ORAL

1. Las abejas volaron alrededor de las flores.
2. Las tres abejas volaron lentamente alrededor de las flores.
3. Children ate.

5-131 Stepping Stones to English

Includes helpful teacher tips throughout the book

Provides fully scripted lessons for the teacher to insure the instructional integrity of all aspects of the program

Offers targeted daily practice

Challenges ELLs to participate in spoken English with gradually increasing degrees of complexity and reduced cognitive load

Engages student interest with fun activities throughout the book

Supplies teachers with ongoing formative assessments for quick and easy monitoring

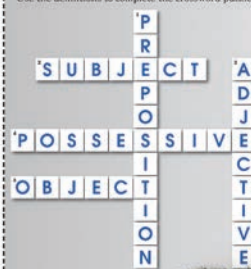
Chapter 13

Lesson 4

ACTIVITY

Crossword

Use the definitions to complete the crossword puzzle.



- Across:**
1. tells what the sentence is about
 4. noun or pronoun that shows ownership
 5. noun or pronoun after a preposition
- Down:**
1. shows how words in a sentence are related
 3. modifies a noun or pronoun

Word List:
 adjective
 possessive
 preposition
 object
 subject

Teacher Note: Work part of the crossword puzzle.

Chapter 7

START Lesson 4

Script: We will review the Chapter 7 vocabulary words by reciting them together. Begin. (Recite the vocabulary words two or three times in a rhythmic manner with your students.)

Vocabulary Time

Chapter 7 Vocabulary Words

NOUNS: bus, Carla, flowers, grass, jungle, path, pool, snake, store, street, sun, track, tree
VERBS: rode
ADVERBS: carefully
ADJECTIVES: small, tired
PREPOSITIONS: across, around, at, down, in, on, to, under

Jingles

Practice Sentence Jingle 2 in the Jingle Section.

Classifying Sentences

Teacher: 1. Write or display the sentences for oral participation on the board.

Instructions: 2. Classify these sentences with your students to reinforce the concepts your students are learning.

Script: Now, we will classify the Practice Sentences. We will read each sentence and write the Question and Answer Flow together while I label the parts. Remember to say the questions AND answers. Begin.

Use the Question and Answer Flow to classify these sentences orally with your teacher.

Practice Sentences

ORAL PARTICIPATION

1. The bees flew around the flowers.
2. The three bees flew slowly around the flowers.
3. Children ate.

Stepping Stones to English E-131

Chapter 13

START Lesson 5

Script: We will review the Chapter 13 vocabulary words by reciting them together. Begin. (Recite the vocabulary words two or three times in a rhythmic manner with your students.)

Vocabulary Time

Chapter 13 Vocabulary Words

POSSESSIVE WORDS: dad's, Emma's, grandfather's, grandmother's, John's, mom's
NOUNS: animals, book, bunny, carrots, class, furniture, garden, library, movie
HELPING VERBS: WAS
VERBS: dancing, eating, going, reading
ADVERBS: noisily, sadly, well
ADJECTIVES: city, pink

Jingles

Practice Possessive Noun Jingle 14 in the Jingle Section.

Classifying Sentences

Teacher: 1. Write or display the sentences for oral participation on the board.

Instructions: 2. Classify these sentences with your students to reinforce the concepts your students are learning.

Script: Now, we will classify the Practice Sentences. We will read each sentence and write the Question and Answer Flow together while I label the parts. Remember to say the questions AND answers. Begin.

Use the Question and Answer Flow to classify these sentences orally with your teacher.

Practice Sentences

ORAL PARTICIPATION

1. The bees flew around the flowers.
2. The three bees flew slowly around the flowers.
3. Children ate.

Stepping Stones to English E-131

The Stepping Stones to English curriculum consists of four main phases of instruction:

- **PHASE 1**
 Chapters 1-4: A Spanish language introduction
- **PHASE 2**
 Chapters 5-6: A bilingual approach
- **PHASE 3**
 Chapters 7-12: An intensive transition from Spanish to English
- **PHASE 4**
 Chapters 13-15: An English language primer

Stepping Stones *to English*

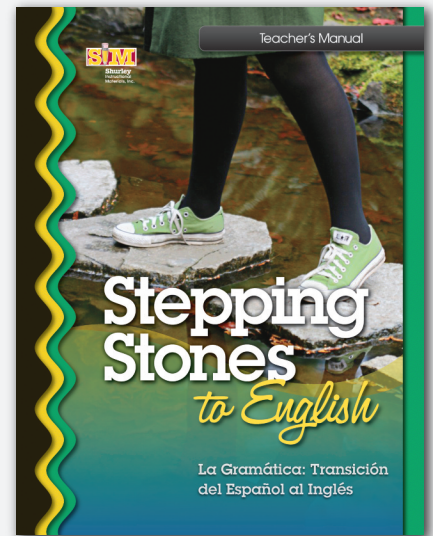
- ◆ utilizes proven methods of learning and teaching.
- ◆ clarifies learning goals and expectations for students.
- ◆ presents concepts logically and systematically.
- ◆ employs a unique Q&A Flow process to analyze parts of speech.
- ◆ gives immediate feedback.
- ◆ supplies a systematic review of concepts.
- ◆ offers targeted daily practice.
- ◆ promotes student/teacher interaction.
- ◆ benefits different ability levels.

We go beyond traditional ELL curriculums as *Stepping Stones to English*...

Provides a Gradual Release of Responsibility, which allows students to achieve both competence and independence as they make the cognitive leap from Spanish instruction to English instruction.

Utilizes Spiraled Instruction as a key feature to allow for consistent reinforcement of key grammatical skills.

Paves a pathway to English Literacy and equips ELLs to thrive in any academic setting.



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- School Address
- Your Contact Information

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- Quantity of Students per Level
- Quantity of Teachers per Level

PRODUCT INFORMATION:

- List the desired product titles or ISBN for each item.

We will review your information and create a customized quote for you to attach to your Purchase Order.

For a complete list of pricing, policies, and terms, visit www.shurley.com.



Professional Development:

Our commitment to our customers does not end with the sale and delivery of our materials.

For successful implementation of our curriculum, we offer several professional development options to meet your needs.

Free Teacher Support

We provide a toll-free telephone support service to help you better implement Shurley English. If you have a question at any time during the year, please call the representative for your state or the corporate office.

Free Initial Training

After a schoolwide purchase of textbooks, your Shurley English representative will provide a fundamental overview of the curriculum at no charge. This presentation will introduce and demonstrate the unique teaching techniques used to implement all levels of Shurley English!

(This service is not available in all states.)

Training via Webinar

The Initial Training and Comprehensive Training are available via webinar. This plan ensures that your teachers receive the proper training to successfully implement the curriculum, but at a significant cost savings to the school. High speed Internet access is required. *(A fee applies.)*



On-site Classroom Evaluations

Shurley English now offers on-site classroom evaluations to school districts using the Shurley English curriculum in grades 1-8. On-site evaluations are customized to meet individual district needs.

Prior to the scheduled date, administrators and teachers will provide answers to a Shurley English questionnaire. The Shurley English Professional Development Team will review the information

gathered and will work with school personnel to determine appropriate coaching strategies and techniques that will produce maximum results in each teaching situation.

(A fee applies.)

Comprehensive Full-Day Training

This option is available to school districts seeking **in-depth** subject matter training. The full-day training is customized to meet specific topics of discussion and various levels

of experience using Shurley English. A certified member of the Shurley English Professional Development Team will conduct the presentation. *(A fee applies.)*

www.shurley.com

The Shurley English website is a great resource for teachers who wish to learn more about Shurley English. Please check our website often for additional resources and product information updates.

For more information about any of the services listed, please call 800-566-2966.



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See It For Yourself

Making the Connection with Shurley English

We can tell you how other educators are succeeding with Shurley English, but it is important that you see the advantages for yourself.

Visit our YouTube channel where you can view actual classroom demonstrations, experience the excitement of Shurley English, and observe administrators, teachers, and students giving honest, unscripted testimonials.

Don't take any chances with your textbook dollars. See how Shurley English can make a positive impact in your school!



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