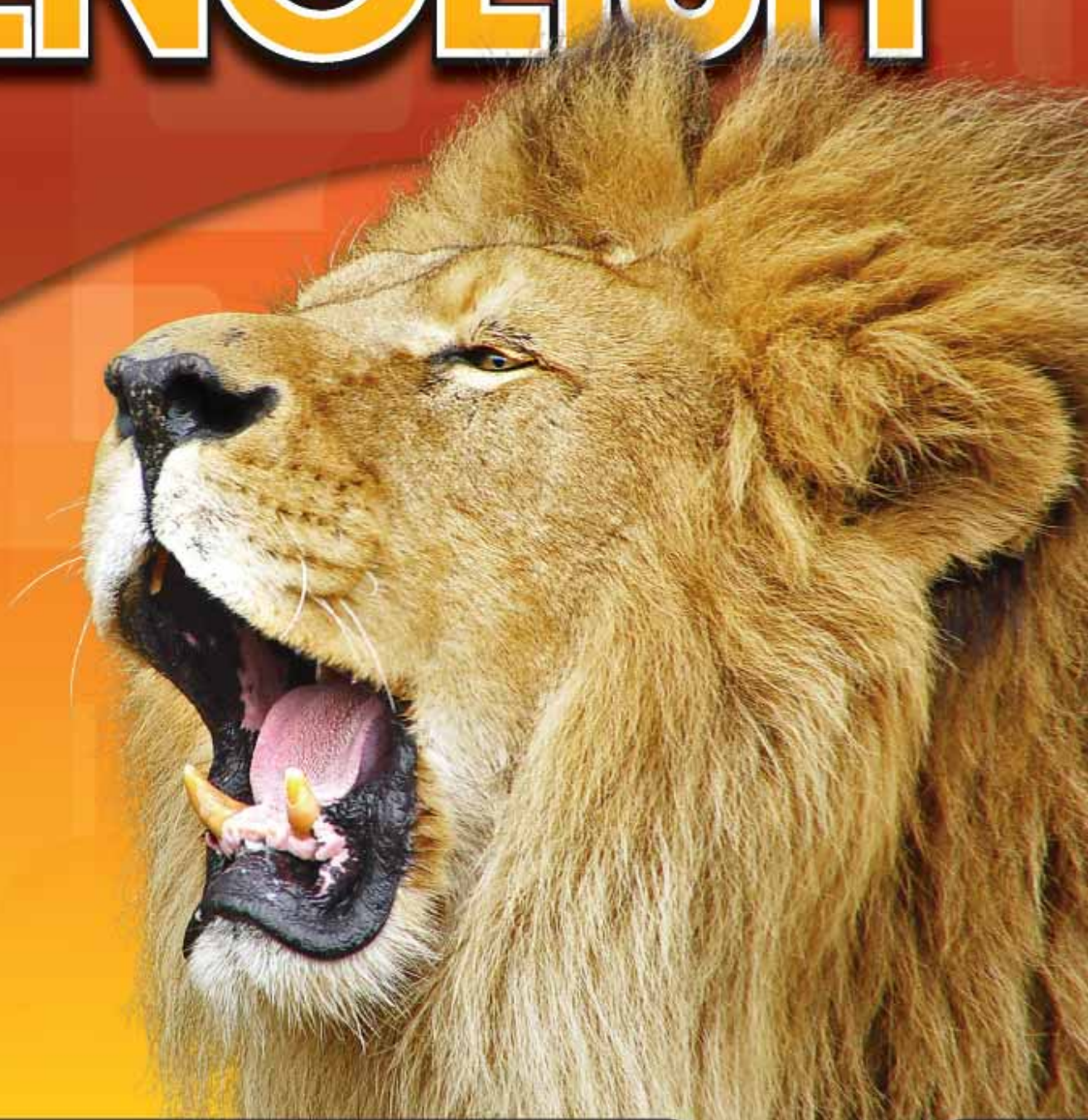


# SHURLEY ENGLISH



Teacher's Manual

Level

2



# Parent Help Booklet

*Welcome to Shurley English —  
English truly made easy!*

It is with much excitement that we share some of the unique features that make Shurley English so successful. Your involvement in your child's education is very important. We hope this booklet makes your job easier as you help and encourage your child at home.

2



## Benefits of Shurley English

All the features of Shurley English work together to give students the concrete steps necessary to relate a definition to a concept, a concept to a skill practice, and a skill practice to writing and editing. Teachers at every level use the same proven techniques to introduce and reinforce concepts. This consistency helps students gain a solid foundation as additional skills are added at each subsequent level. Several unique benefits of Shurley English are listed below.



- **Never Teaches Isolated Concepts**

A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students have a clear picture of how to write complete sentences.

- **Uses All Learning Styles**

Students are constantly exposed to “see it, hear it, say it, do it” activities that meet the visual, auditory, and kinesthetic learning styles of students.

- **Interactively Teaches During the Class Period**

Shurley English uses repetition, fun, and student/teacher interaction to help students learn difficult English skills. The teacher models each new step in Shurley English for the students. Then, the students actively participate with the teacher as the steps are practiced.

- **Uses Repetition to Attain Mastery**

Shurley English provides enough repetition for students to master each concept taught. Lessons include daily practice of old skills while new skills are being added.

- **Provides Tools for Writing Excellence**

The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time laying foundational skills and can spend more time on advanced skills and writing concepts.

- **Promotes Higher Order Thinking Skills**

Students use their grammar and writing skills automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.

- **Leads to Success and Improved Self-Esteem**

The most important effect of Shurley English may not be students’ improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

## Special Features

### Jingles

Students begin learning the parts of speech by using definitions in jingle form. Jingles are presented in a simple, easy-to-use format that can be sung or chanted by the students to help them remember important grammar concepts. Research indicates that movement and rhythm enhance memory by accessing both hemispheres of the brain. Rhythm, rhyme, and movement are effective elements of learning and retaining both new and old information. Students are taught how to use the jingles to help analyze the structure of sentences. To view the jingles, go to the Jingle Section on pages Q1–Q14 in the Student Book.

### Question and Answer Flow

The Question and Answer Flow is a series of questions and answers that students use to analyze the role each word plays in a sentence. This oral activity is done in a rhythmic, enthusiastic manner, enabling students to participate actively in their learning. Learning the Question and Answer Flow enables students to analyze and use difficult sentence patterns without constant assistance. The Question and Answer Flow is a stepping stone to higher level thinking skills because students are taught to use their own thought processes to answer questions about words and sentences. The Question and Answer Flow gives students a definite, concrete procedure for determining each part of speech. The effectiveness of the Question and Answer Flow is demonstrated in several key areas.

- Each part of speech is analyzed within the context of the whole sentence. Parts of speech are never studied in isolated units.
- Once a concept is introduced, it is never left behind. As each concept is learned, it is applied in daily exercises throughout the year.
- Much of the students' work is done in a group environment. This approach provides immediate feedback to the students in a non-threatening way. When students see, hear, and say their answers, retention increases.



### Example

**A little boy walked beside the large dog.**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>Who walked beside the large dog?<br/><b>boy - Subject Noun</b>.....(Write <b>SN</b> above <i>boy</i>.)</li> <li>What is being said about boy?<br/><b>boy walked - Verb</b> .....(Write <b>V</b> above <i>walked</i>.)</li> <li><b>Beside - Preposition</b> .....(Write <b>P</b> above <i>beside</i>.)</li> </ol> <p><b>Note:</b> To see if the word is a preposition, say the word and ask "what" or "whom." If your answer is a noun or pronoun, the word is a preposition.</p> <ol style="list-style-type: none"> <li>Beside what? <b>dog - Object of the Preposition</b><br/>(Write <b>OP</b> above <i>dog</i>.)</li> </ol> | <ol style="list-style-type: none"> <li>What kind of dog? <b>large - Adjective</b><br/>(Write <b>Adj</b> above <i>large</i>.)</li> <li><b>The - Article Adjective</b> .....(Write <b>A</b> above <i>the</i>.)</li> <li>What kind of boy? <b>little - Adjective</b><br/>(Write <b>Adj</b> above <i>little</i>.)</li> <li><b>A - Article Adjective</b>.....(Write <b>A</b> above <i>A</i>.)</li> <li><b>Subject Noun, Verb, Pattern 1</b><br/>(Write <b>SN V P1</b> in the blank.)</li> <li><b>Skill Check!</b><br/>➡ <b>Period, statement, declarative sentence</b><br/>Go back to the verb. Divide the complete subject from the complete predicate.</li> </ol> |
|---|--|

A Adj SN V P A Adj OP

SN V A little boy / walked beside the large dog. P1 D

To learn the questions for the new grammar concepts, look in the student textbook on pages 72–75, 99–100, 111–113, 130–132, 180–181, 192–194, 208–209, 220–222, 247, 294–296, 454–456, 467, 477–478, 588–590, 598, 607–608, 693–695, 701–702, 796–798, 804–805, and 889–891.

## Special Features

### Q & A Guide to Classify a Pattern 1 Sentence

The Q&A Guide below will help you follow the general flow of questions and answers to classify parts of speech in a Pattern 1 Sentence.

#### Q & A Guide for Pattern 1

##### TO FIND THE SUBJECT:

1. Read the sentence: **The big dog barked loudly at the cat.**
2. To find the subject, ask the subject question "*who*" or "*what*" and read the rest of the sentence. Label the subject with an "**SN**" abbreviation.

*What barked loudly at the cat?* **dog - subject noun (SN)**

##### TO FIND THE VERB:

1. To find the verb, ask the verb question "*what is being said about*" and then say the subject.
2. Say the subject and verb together to make sure they make sense together. Label the verb with a "**V**" abbreviation.

*What is being said about dog?* **dog barked - verb (V)**

##### TO FIND AN ADVERB:

1. An adverb modifies a verb, adjective, or another adverb.
2. To find an adverb, say the verb and ask one of the adverb questions "*how*, *when*, or *where*." Label the adverb with an "**Adv**" abbreviation.

*Barked how?* **loudly - adverb (Adv)**

##### TO FIND THE PREPOSITION AND THE OBJECT OF THE PREPOSITION:

1. A preposition joins a noun or pronoun to the rest of the sentence and shows how words are related. A preposition must have a noun or pronoun after it.
2. A noun or pronoun after a preposition is called an object of the preposition.
3. To verify that a word is a preposition, say the word and ask the question "*what*" or "*whom*." If the answer is a noun or a pronoun, then the word is a preposition. Label the preposition with a "**P**" abbreviation. Label the object of the preposition with an "**OP**" abbreviation.

**At - preposition (P)**

*At what?* **cat - object of the preposition (OP)**

##### TO FIND THE ARTICLE ADJECTIVE:

1. There are three article adjectives: **a**, **an**, **the**. Article adjectives are also called noun markers because they tell that a noun is close by. Article adjectives are memorized.
2. To identify an article adjective, say "*article adjective*" each time you see "**a**", **an**, or **the**" in a sentence. Label the article adjective with an "**A**" abbreviation.

**The - article adjective (A)**

...Q & A Guide continued on next page

### ...Q & A Guide continued from previous page.

#### TO FIND THE ADJECTIVE:

1. An adjective modifies a noun or a pronoun.
2. To find an adjective, go to a noun and ask one of the adjective questions “*what kind, which one, or how many.*” Label the adjective with an “**Adj**” abbreviation.

*What kind of dog?* **big - adjective (Adj)**

#### THE REST OF THE Q & A FLOW FOR THE SAMPLE SENTENCE:

1. **The - article adjective (A)**
2. **Subject noun, verb, Pattern 1 (SN V P1)**
3. Skill Check
4. **(At the cat) - Prepositional phrase**
5. **Period, statement, declarative sentence** (Write a “**D**” at the end of the sentence.)
6. Go back to the verb. Divide the complete subject from the complete predicate.

$\frac{SN}{P1} \quad V \quad A \quad Adj \quad SN \quad V \quad Adv \quad P \quad A \quad OP$   
 The big dog / barked loudly (at the cat). D

### Grammar Patterns and Concepts

The pattern of a sentence is the order of its main parts. The patterns and grammar concepts taught at this level are listed below.

The subject noun and verb are the main parts of a Pattern 1 sentence. Pattern 1 is identified with these labels: **SN V P1**.

Grammar Concepts	Level 2 Student Textbook
1. subject noun	p. 72
2. verb	p. 72
3. adverb	p. 99
4. adjective	p. 112
5. article adjective	p. 131
6. finding one part of speech	p. 375
7. preposition	p. 294
8. object of the preposition	p. 295
9. subject pronoun	p. 454
10. possessive pronoun	p. 477
11. conjunction	pp. 588-590
12. helping verbs	pp. 693-695, 701-702
13. interjection	pp. 796-797
14. possessive noun	pp. 889-890

## Special Features

### Grammar Connection: Builder Sentences

Writing Builder Sentences helps students make the connection between parts of speech and sentence structure. Students learn to design and write good sentences by selecting and organizing grammar labels to create an Original Sentence. Then, in order to expand and improve their Original Sentences, students are taught to write Revised Sentences by using synonyms and antonyms, by adding or deleting words, by making word changes, and/or by making no change at all. Writing Revised Sentences enables students to look at sentences more critically and to make better word choices.

Labels:	<i>A</i>	<i>Adj</i>	<i>Adj</i>	<i>SN</i>	<i>V</i>	<i>Adv</i>	<i>Adv</i>
Builder Sentence:	The	four	large	airplanes	flew	slowly	away.
Revised Sentence:		Two	enormous	jets	flew	quickly	away.
Revision Strategy:	<i>(delete)</i>	<i>(word change)</i>	<i>(synonym)</i>	<i>(synonym)</i>	<i>(no change)</i>	<i>(antonym)</i>	<i>(no change)</i>

The Builder Sentences taught at this level are listed below.

Grammar and Writing Connection	Level 2 Student Textbook
Builder Sentence Pages	pp. 85, 101, 114, 133, 233-236, 334-337, 504-507, 622-625, 726-729



## Special Features

### Skills

Most skills are taught and practiced in ways that are unique to Shurley English. The techniques for teaching English skills have been carefully developed to ensure that students understand the entire thought process necessary to learn a new skill. Students are given ample practice to master the new concepts. The skills taught at this level are listed below.

Skills	Level 2 Student Textbook
1. capitalization, punctuation, and editing guide	pp. 31-33, 41-44
2. synonyms, antonyms, vocabulary	pp. 15, 40, 52
3. four kinds of sentences	p. 804
4. complete subject/complete predicate	pp. 192-193
5. singular/plural nouns	p. 208
6. common/proper nouns	p. 221
7. noun job chart	pp. 209, 321, 468
8. subject-verb agreement	pp. 487-489, 497
9. a/an	p. 131
10. coordinate conjunctions and compound parts	pp. 588-590
11. simple sentences and fragments	p. 598
12. compound sentences	pp. 607-608
13. homophone	pp. 277-278, 315, 750, 755
14. homographs	pp. 200, 341
15. contractions	pp. 811-812
16. verb tenses	pp. 898-899, 905
17. regular/irregular verbs	pp. 898-899, 905
18. verb tenses in paragraphs	p. 912
19. spelling rules for making nouns plural	p. 208
20. noun jobs	pp. 247, 297, 321, 467-468
21. making nouns possessive	pp. 889-890
22. fact and opinion	pp. 756-758
23. prefixes and suffixes	pp. 95, 187, 266
24. features in nonfiction text	p. 521
25. glossaries, indexes, menus	p. 522
26. parts of a dictionary	p. 988
27. table of contents	p. 998

## Special Features

### Writing

Learning to write begins with an understanding of correct sentence structure and expands to paragraphs, essays, and reports. In the writing process, students are taught to write for different purposes. After they know the purpose of their writing, students are taught to organize their writing according to its purpose, to keep focused on the topic, to revise and edit their rough drafts, and to write a final paper. Students are given checklists for prewriting, writing rough drafts, revising, editing, writing final papers, and publishing. These checklists help students apply concepts effectively during the writing process. A student rubric is provided for each type of writing to help students ensure they include good writing traits in their writing. As students progress in Shurley English year after year, they become better able to apply their knowledge of skills to editing and writing. The writing concepts taught at this level are listed below.

Writing	Level 2 Student Textbook
1. creative writing with Word Bank	pp. 167-168, 270-271, 364-365
2. topics and paragraphs	pp. 387-388
3. supporting and nonsupporting sentences	p. 399
4. two-point explanatory paragraph	pp. 409-411
5. prewriting	pp. 412-413
6. rough draft	pp. 421-425
7. revising	pp. 428-431
8. editing	pp. 434-437
9. final paper	pp. 441-444
10. student rubric	p. 444
11. steps in the writing process	p. 535
12. publishing	pp. 541-543
13. share time guidelines	pp. 543, Q23
14. point of view	p. 494
15. three-point explanatory paragraph	pp. 550-552, 557-558, 565-567, 572-574, 580-581, 641, 647
16. persuasive paragraph	pp. 756-758, 764-768, 786, 788
17. narrative	pp. 946-948, 956, 963-964, 970-971, 974-976
18. persuasive essay	pp. 848-854, 861, 867, 872-873, 878-880
19. five paragraph explanatory essay	pp. 651-658, 663-664, 669-670, 675-676, 681-682
20. analyzing books	pp. 475, 484, 494, 502
21. titles	p. 425
22. friendly letter	pp. 1055-1067
23. thank-you note	p. 1068
24. poetry	pp. 1069-1082
25. research report	pp. 1042-1054

In Levels 1 and 2 for our core curriculum and our digital homeschool, 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.

Multi-sensory Techniques are used to internalize skills. In the primary grades, we teach five coding systems: Vowel Color Codes, Line Codes, Circle Codes for Silent Final E, Highlight Code for Multi-letter Phonemes, and Box Codes for letters that sound like another letter and for silent letters other than E. By learning these multi-sensory coding systems, neural connections are strengthened to provide mastery of the sounds and symbols of reading.



## Special Features

### Sound Jingles

Sound Jingles teach phonemic awareness and phonics at the same time. Students begin by learning the Alphabet Jingle, which is not the same as the ABC song. The Alphabet Jingle teaches the phonetic part of the alphabet. The tiny seeds of learning to decode words are in the phonics of the ABCs---in their sounds! As additional Sound Jingles are taught, students begin to internalize the letters of the alphabet and their sounds. These concepts are taught systematically every day until all the sounds have been addressed.

To view the jingles, go to the Jingle Section on pages Q9–Q14 of the Student Book.



## The Alphabet Jingle

**A** says /ă/, /ā/, /ä/

**I** says /ĭ/, /ī/

**S** says /s/, /z/

**B** says /b/

**J** says /j/

**T** says /t/

**C** says /k/, /s/

**K** says /k/

**U** says /ŭ/, /ū/, /ō/

**D** says /d/

**L** says /l/

**V** says /v/

**E** says /ĕ/, /ē/

**M** says /m/

**W** says /w/

**F** says /f/

**N** says /n/

**X** says /ks/, /z/

**G** says /g/, /j/

**O** says /ŏ/, /ō/, /oo/

**Y** says /y/, /ĭ/, /ī/, /ē/

**H** says /h/

**P** says /p/

**Z** says /z/

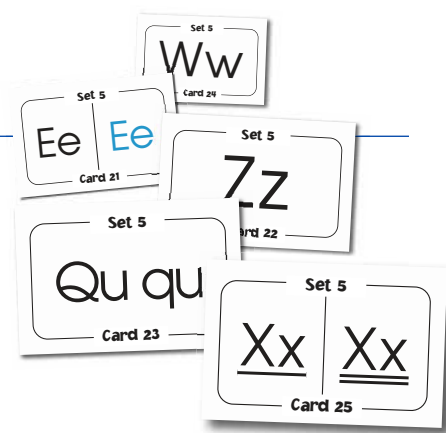
**Qu** says /kw/

**R** says /r/

## Special Features

### Sound Cards

Shurley English students learn phonemic awareness skills with Sound Cards. Sounds are taught systematically and practiced daily utilizing the Sound Cards. The teacher simply uses the teacher's manual and the Sound Card to deliver instruction. When students know their letters and sounds, they learn how to blend sounds into words, which is the basis for decoding. Students learn letter patterns and letter positions easily through practice and repetition.



### Quick Guide of Sounds for Level 2

Sound Introduction	Chapter	Lesson	Sound Card Number
Set 1: <b>a, s, m, t, p</b>	1	3	a: Card 1   s: Card 2   m: Card 3   t: Card 4   p: Card 5
Set 2: <b>u, b, f, c, g</b>	1	6	u: Card 6   b: Card 7   f: Card 8   c: Card 9   g: Card 10
Set 3: <b>i, h, l, n, r</b>	1	7	i: Card 11   h: Card 12   l: Card 13   n: Card 14   r: Card 15
Set 4: <b>o, d, j, k, v</b>	1	8	o: Card 16   d: Card 17   j: Card 18   k: Card 19   v: Card 20
Set 5: <b>e, z, qu, w, x, y</b>	2	1	e: Card 21   z: Card 22   qu: Card 23   w: Card 24   x: Card 25   y: Card 26
Set 6: <b>th</b>	2	2	th: Card 27
Set 7: <b>sh</b>	2	3	sh: Card 28
Set 8: <b>ch</b>	2	4	ch: Card 29
Set 9: <b>wh</b>	2	5	wh: Card 30
Set 10: <b>ph, gh</b>	2	6	ph: Card 31   gh: Card 32
Set 11: <b>ar, or</b>	2	7	ar: Card 33   or: Card 34
Set 12: <b>ur, ir, er, ear, wor</b>	3	1	ur: Card 35   ir: Card 36   er: Card 37   ear: Card 38   wor: Card 39
Set 13: <b>ee, oo</b>	3	2	ee: Card 40   oo: Card 41
Set 14: <b>ow</b>	3	3	ow: Card 42
Set 15: <b>ou</b>	3	4	ou: Card 43
Set 16: <b>aw, au</b>	3	5	aw: Card 44   au: Card 45
Set 17: <b>ay, ai</b>	3	6	ay: Card 46   ai: Card 47
Set 18: <b>ew, ui</b>	3	7	ew: Card 48   ui: Card 49
Set 19: <b>oy, oi</b>	3	8	oy: Card 50   oi: Card 51
Set 20: <b>ey, ei</b>	4	1	ey: Card 52   ei: Card 53
Set 21: <b>gn, kn, wr</b>	4	2	gn: Card 54   kn: Card 55   wr: Card 56
Set 22: <b>ck, tch, dge</b>	4	3	ck: Card 57   tch: Card 58   dge: Card 59
Set 23: <b>ed, ng</b>	4	4	ed: Card 60   ng: Card 61
Set 24: <b>ie</b>	4	5	ie: Card 62
Set 25: <b>ea</b>	4	6	ea: Card 63
Set 26: <b>oe, oa</b>	4	7	oe: Card 64   oa: Card 65
Set 27: <b>eigh, igh</b>	4	8	eigh: Card 66   igh: Card 67
Set 28: <b>ough</b>	5	1	ough: Card 68
Set 29: <b>ci, ti, si</b>	5	2	ci: Card 69   ti: Card 70   si: Card 71
Set 30: <b>French i, qu, et</b>	5	3	French i: Card 72   French qu: Card 73   French et: Card 74



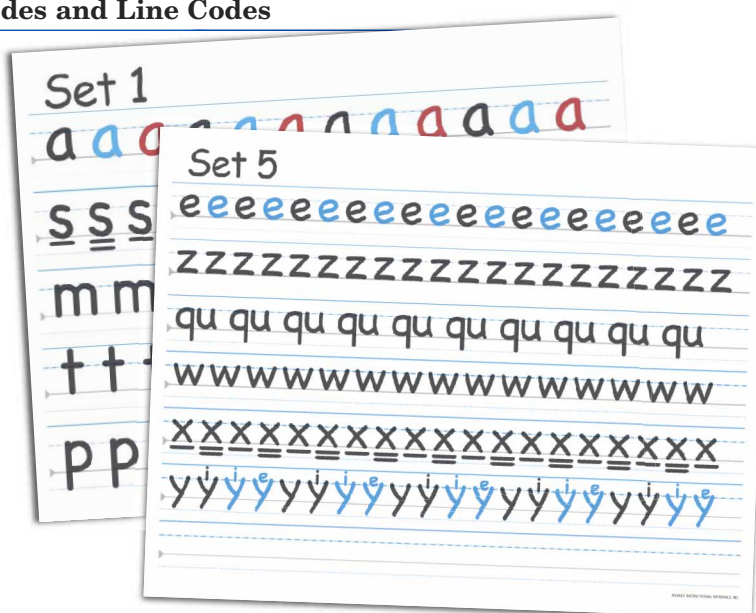
## Quick Look at the Sound Cards

Set 1 Aa Aa Aa Card 1	Set 1 Ss Ss Card 2	Set 1 Mm Card 3	Set 1 Tt Card 4	Set 1 Pp Card 5	Set 2 Uu Uu Uu Card 6
Set 2 Bb Card 7	Set 2 Ff Card 8	Set 2 Cc Cc Card 9	Set 2 Gg Gg Card 10	Set 3 Ii Ii Card 11	Set 3 Hh Card 12
Set 3 Ll Card 13	Set 3 Nn Card 14	Set 3 Rr Card 15	Set 4 Oo Oo Oo Card 16	Set 4 Dd Card 17	Set 4 Jj Card 18
Set 4 Kk Card 19	Set 4 Vv Card 20	Set 5 Ee Ee Card 21	Set 5 Zz Card 22	Set 5 Qu qu Card 23	Set 5 Ww Card 24
Set 5 Xx Xx Card 25	Set 5 Yy Yy Yy Card 26	Set 6 th th Card 27	Set 7 sh Card 28	Set 8 ch ch ch Card 29	Set 9 wh Card 30
Set 10 ph Card 31	Set 10 gh Card 32	Set 11 ar Card 33	Set 11 or Card 34	Set 12 ur Card 35	Set 12 ir Card 36
Set 12 er Card 37	Set 12 ear Card 38	Set 12 wor Card 39	Set 13 ee Card 40	Set 13 oo oo Card 41	Set 14 ow ow Card 42
Set 15 ou ou ou Card 43	Set 16 aw Card 44	Set 16 au Card 45	Set 17 ay Card 46	Set 17 ai Card 47	Set 18 ew ew Card 48
Set 18 ui ui Card 49	Set 19 oy Card 50	Set 19 oi Card 51	Set 20 ey ey Card 52	Set 20 ei ei Card 53	Set 21 gn Card 54
Set 21 kn- Card 55	Set 21 wr- Card 56	Set 22 -ck Card 57	Set 22 -tch Card 58	Set 22 -dge Card 59	Set 23 -ed -ed -ed Card 60
Set 23 -ng Card 61	Set 24 ie ie ie Card 62	Set 25 ea ea ea Card 63	Set 26 oe oe Card 64	Set 26 oa Card 65	Set 27 eigh Card 66
Set 27 -igh Card 67	Set 28 ough ough ough Card 68	Set 29 ci Card 69	Set 29 ti Card 70	Set 29 si si Card 71	Set 30 French i Card 72
Set 30 French qu Card 73	Set 30 French et Card 74				

## Special Features

### Sound & Spelling Practice: Color Codes and Line Codes

Students participate in a Daily Sound Quiz as soon as new sounds are taught. This routine practice is continued throughout the entire school year. First, the sounds and their symbols are taught and practiced in a multi-sensory way. Then, students demonstrate their mastery of the sounds and symbols (letters) on a daily quiz that is dictated aloud by the teacher. Students quickly learn to stream sounds together as they internalize all of the sounds letters can make. Word attack skills become second-nature to students who recognize the various attributes of letters, their sounds, and how they fit together. The sound and spelling quizzes later evolve into not only a spelling formative assessment, but also into a vocabulary and sentence-sense builder.



Spelling Notebooks are created by the student throughout the school year and incorporate the numerous multi-sensory decoding strategies that have been taught. This type of experiential learning helps students remember important spelling patterns in words. With daily sound quizzes, spelling instruction, and sentence dictation, students learn key literacy skills.

Since vowels carry more than one sound, you will teach a color-coding system. Students will use their regular pencil (black) to write the first sound, the short vowel. They will need to exchange their regular pencil for the blue colored pencil in order to write the second sound, the long vowel. Finally, they will exchange their blue pencil for the red pencil when writing the third uncommon sound, if there is one. If the vowel has a third uncommon sound, they should use their red colored pencil to write it each time they say it. The physical exchange of the colored pencils is a powerful memory marker for students. Students should practice writing only the lowercase form of letters during practice time.

You will teach students a line code system to underline consonants with more than one sound. If a consonant has only one sound, it is not underlined. There are three single consonants with more than one sound: **s**, **c**, and **g**.

1. Determine if the consonant has more than one sound.
2. If the consonant is using its first sound, draw one line under it.
3. If the consonant is using its second sound, draw two lines under it.
4. If the consonant is using its third sound, draw three lines under it.

## Special Features

### Reviews

To practice Sound & Spelling color codes and line codes, we suggest reviewing the Sound Cards. Then, recite and dictate the sounds, words, and sentences found in Review Time: Study Buddy Teams. These review opportunities are found throughout the book, but we have provided a sampling of pages below.

Review Time: Study Buddy Teams	Level 2 Student Textbook
Set 1: Sounds, Words, and Sentences	p. 35
Set 2: Sounds, Words, and Sentences	p. 46
Set 3: Sounds, Words, and Sentences	p. 56
Set 4: Sounds, Words, and Sentences	p. 64
Set 5: Sounds, Words, and Sentences	p. 76
Set 6: Sounds, Words, and Sentences	p. 87
Set 7: Sounds, Words, and Sentences	p. 103
Set 8: Sounds, Words, and Sentences	p. 116
Set 9: Sounds, Words, and Sentences	p. 135
Set 10: Sounds, Words, and Sentences	p. 147
Set 11: Sounds, Words, and Sentences	p. 170
Set 12: Sounds, Words, and Sentences	p. 183
Set 13: Sounds, Words, and Sentences	p. 196
Set 14: Sounds, Words, and Sentences	p. 211
Set 15: Sounds, Words, and Sentences	p. 224
Set 16: Sounds, Words, and Sentences	p. 237
Set 17: Sounds, Words, and Sentences	p. 249
Set 18: Sounds, Words, and Sentences	p. 261
Set 19: Sounds, Words, and Sentences	p. 273
Set 20: Sounds, Words, and Sentences	p. 285
Set 21: Sounds, Words, and Sentences	p. 298
Set 22: Sounds, Words, and Sentences	p. 311
Set 23: Sounds, Words, and Sentences	p. 324
Set 24: Sounds, Words, and Sentences	p. 338
Set 25: Sounds, Words, and Sentences	p. 348
Set 26: Sounds, Words, and Sentences	p. 357
Set 27: Sounds, Words, and Sentences	p. 367
Set 28: Sounds, Words, and Sentences	p. 377
Set 29: Sounds, Words, and Sentences	p. 390
Set 30: Sounds, Words, and Sentences	p. 401

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