

LESSON 71

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

oa (which makes the long “o” sound, as in boat)

Words to read and write:

boat float soak soap oak toast boast roast coast coat moan groan throat oak bemoan cockroach railroad goalpost oatmeal loading oath uploading
--

Discuss the meanings of the homonyms below:

loan/lone road/rode yolk/yoke load/lode no/know knows/nose

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

other, mother, brother, another¹

Have the student read:

When Ralph is in our group, he always boasts that he knows all the right answers and that others are always wrong.

Let us go through the oak trees to find a camping spot on the other side of the lake.

¹ **other**: o making the “uh” sound is irregular; **th** is decodable; **er** will be decodable in Lesson 75
mother, brother, another: **m, br, and an**, are decodable; **other** same as above

My brother roasts chicken for our big feast on Sunday.

My mother groans and says, “Someone is on the other line. Can I call you back?”

Gram did not know how to upload music onto a phone. When I told her that it was no big deal to do that, and that I would do it for her, she was delighted.

Have the student write from your dictation:

A long soak in the tub feels so good.

Mother reminds us to take our coats when it is cold.

The class moans when Mr. James gives homework for the weekend. His students tell him that they have other plans.

I dislike oatmeal, but right now oatmeal is the only thing I see to make.

Can we pick another film to rent? I have already seen that film and did not like it very much.

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

boat float soak soap oak toast boast roast coast coat
moan groan throat oak bemoan cockroach railroad
goalpost oatmeal loading oath uploading

loan/lone road/rode yolk/yoke load/lode no/know
knows/nose hi/high

other mother brother another

When Ralph is in our group, he always boasts that he knows all the right answers and that others are always wrong.

Let us go through the oak trees to find a camping spot on the other side of the lake.

My brother roasts chicken for our big feast on Sunday.

My mother groans and says, "Someone is on the other line. Can I call you back?"

Gram did not know how to upload music onto a phone. When I told her that it was no big deal to do that, and that I would do it for her, she was delighted.

LESSON 72

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

oe (which makes the long “o” sound, as in “toe”)

Words to read and write:

toe hoe woe Joe foe goes oboe aloe

Point out the common words “shoe” and “canoe” that have the “oo” sound.

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

shoe, canoe²

Have the student read:

It is most sad when people who were friends become foes.

Every day at school, Joe makes his friends laugh.

² **shoe**: **sh** is decodable; **oe** making the “oo” sound is irregular

canoe: **c** is decodable; **a** makes the schwa sound “uh”; **n** is decodable; **oe** making the “oo” sound is irregular

One way dogs are like us is that they have toes and toenails. Some dogs get their nails clipped at the pet shop, but we have not taken our dog, Franklin, for that, and he seems just fine.

Bill likes school, but sometimes when he goes to math class, he becomes glum. He dislikes the fact that Mr. Smith likes to give his classes pop quizzes.

My dog picks up my tennis shoe with his teeth to tell me that he wants me to take him on a walk.

Have the student write from your dictation:

Jill's dog, Sniff, picks up her leash and brings it to Jill to tell her that she needs a walk.

Meg said, "Is aloe a kind of plant?" Jan answered, "Yes, that is right, and people use aloe on their skin."

A new hoe and rake made the work fun.

Joe said that we should get new life jackets for the canoe trip.

Bob stubbed his toe on the rock path.

"Oh, yuck," said Joe, "I think I just got gum on my shoe."

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a "triple read."

Student View

toe hoe woe Joe foe goes oboe aloe

shoe

canoe

It is most sad when people who were friends become foes.

Every day at school, Joe makes his friends laugh.

One way dogs are like us is that they have toes and toenails. Some dogs get their nails clipped at the shop, but we have not taken our dog, Franklin, for that, and he seems just fine.

Bill likes school, but sometimes when he goes to math class, he becomes glum. He dislikes the fact that Mr. Smith likes to give his classes pop quizzes.

My dog picks up my tennis shoe with his teeth to tell me that he wants me to take him on a walk.

LESSON 73

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sounds with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sounds. Create a flashcard for the sound-letter deck:

ue (which makes the “oo” sound as in “blue” or the long “u” sound as in “continue”)

Words to read and write:

blue due glue rescue value Tuesday sue continue blueprint fondue unglued

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

pour, four,³

Have the student read:

Ms. Ko waited for the class to be quiet and then continued with the lesson.

The kind fireman rescued the kitten that had gotten stuck in the tree.

³ **pour** and **four**: **p** and **f** are decodable; **our** making the “or” sound is irregular
eight: **eigh** making the long “a” sound will be decodable in Lesson 119; **t** is decodable

For the next four Tuesdays our painting class will focus on hue.

The envelope of the phone bill has a red “past due” stamp on it. We must be late in paying it.

Mr. Smith poured a lot of white paint onto our trays so that we could begin priming our canvases.

Have the student write from your dictation:

Beth and Jill had to stop work on the project when they ran out of glue.

The project is due in just four days. It has a big value for our grade, so we should focus on it now.

Lake of the Pines is deep, cold, and blue.

If you are going downstairs to get some coffee, will you please pour me some too?

Choose any of the stories in [Group 4 \(First Vowel Teams Stories\)](#), [Group 3 \(Open-and-Closed-Syllable Stories\)](#), and [Group 2 \(Silent-E Stories\)](#) for a “triple read.”

Student View

blue due glue rescue value Tuesday sue
continue blueprint fondue unglued

pour

four

Ms. Ko waited for the class to be quiet and then continued with the lesson.

The kind fireman rescued the kitten that had gotten stuck in the tree.

For the next four Tuesdays our painting class will focus on hue.

The envelope of the phone bill has a red “past due” stamp on it. We must be late in paying it.

Mr. Smith poured a lot of white paint onto our trays so that we could begin priming our canvases.

LESSON 74

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Two- and three-syllable words with vowel teams

Two-syllable words with vowel teams to read and write:

**payment nightmare freedom training woeful daylight
coastline nighttime contain painting cockroach sailboat
playdate oatmeal drainpipe subdue sleepless speedboat
coffee painless pigtail highway peanut cleanup
seamless toenail exclaim beneath tiptoe mislead fondue
breathing**

Three-syllable words with vowel teams to read and write:

**chimpanzees potatoes multigrain valueless continue
revenue tomatoes holiday devalue meaningless
reasoning**

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

won, wonder, wonderful⁴

Your student now knows four of the six types of syllables.

Closed (bit, cash, in)

Silent e (fate, time, cute)

Open (betray, demand, go, me, and I)

Vowel team (pay, tail, team)

⁴ **won**: **w** is decodable; **o** making the “uh” sound is irregular; **n** is decodable
wonder : same as above with **er** becoming decodable in Lesson 75

Practice dividing syllables and identifying syllable types.

pay/ment (vowel team, closed)
ex/claim (closed, vowel team)
pea/nut (vowel team, closed)
to/ma/toes (open, open, vowel team)
de/lay (open/vowel team)
hol/i/day (closed, open, vowel team)
stair/case (vowel team/**silent e**)

Have the student read:

Before leaving for her trip, Mrs. Greenleaf dropped off her absentee ballot.

The student saw that the class had a substitute and wondered if Ms. Lopez was sick or absent for another reason.

The dish calls for two large tomatoes, so I chopped up four small ones.

Frank broke a toenail and took a week off from the tennis team to help it heal.

Have the student write from your dictation:

We had almost finished mashing the potatoes.

The reason Bill could not answer his phone was that he was giving his dog a bath.

A painting holiday combines a trip with time spent painting.

Meg leaves her backpack on the staircase when she comes in.

Choose any of the stories in [Group 4 \(First Vowel Teams Stories\)](#), [Group 3 \(Open-and-Closed-Syllable Stories\)](#), and [Group 2 \(Silent-E Stories\)](#) for a “triple read.”

Student View

payment nightmare freedom training woeful daylight
coastline nighttime contain painting cockroach sailboat
playdate oatmeal drainpipe subdue sleepless
speedboat coffee painless pigtail highway peanut
cleanup seamless toenail exclaim beneath tiptoe
mislead fondue breathing

chimpanzees potatoes multigrain valueless continue
revenue tomatoes holiday devalue meaningless
reasoning

won

wonder

wonderful

Before leaving for her trip, Mrs. Greenleaf dropped off her absentee ballot.

The student saw that the class had a substitute and wondered if Ms. Lopez was sick or absent for another reason.

The dish calls for two large tomatoes, so I chopped up four small ones.

Student View

Frank broke a toenail and took a week off from the tennis team to help it heal.

Big, Safe Words with Vowel Teams

**Encroachment, acquainted, unseasoned, freewheeling,
subcommittees, nightmarish, gruesomeness, bequeathing,
nearsightedness, absentee, highwaymen, sweetening,
disagreements, unenlightened, pamphleteering,
freethinking, domineering, tightfistedness, eavesdropped,
lackadaisical, unconstrained, spotlighted, nightingales,
squeamishness, unacquainted, loathsomeness,
unseemliness, misleading, disdainfulness, fearfulness,
displeasing, cluelessness, benightedness, airbrushing,
unreasoning, impeachment, buffaloes, straitjacket,
coastlines, prepayment, misconstrued**

LESSON 75

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:

er, ir, ur

Explain that **er**, **ir**, and **ur** all make one sound, the “er” sound (as in “term,” “bird,” and “burn”). This means that students will pick among spellings based on memory rather than sound. When students make spelling mistakes such as “burd” for “bird,” remind them that misspellings are not uncommon when different letter combinations make the same sound.

Words to read and write:

term	bird	burn
fern	dirt	fur
clerk	girl	turn
perch	firm	curl
jerk	irk	churn
bumper	twirl	surf
sister	first	church
teacher	third	curb
her	stir	blur
were	squirm	blurt
ever	virtual	furnished
never		Thursday
September		
checkered		
number		

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

eight⁵

Have the student read:

Meg knew that it was time to turn off the TV and get her work done for school.

The fire burns until the log is gone.

That girl has a cute, new shirt.

A few birds were perched on the branch of the tree by the stream.

Have the student write from your dictation:

A few birds are chirping.

My new skirt makes me feel like whirling and twirling.

Let us not fight about it! We can take turns for who goes first.

The fast runner stole third base.

Use a bike helmet when you ride or you could get hurt.

More sentences for practice:

Meg puts curlers in her hair for school.

⁵ **eight**: **eigh** making the long “a” sound will be decodable in Lesson 119; **t** is decodable

The preacher asked us not to distract others by squirming in our seats in the big church.

Mr. Bert was our long-term substitute, and we missed him after he was gone because he was entertaining and kind.

The teacher told us to hold up our hands to speak and not to blurt out our answers.

In winter, birds are quiet, but in spring they chirp and sing, sometimes even at night.

“Like a hot knife through butter” means something done well and with ease.

Choose any of the stories in [Group 4 \(First Vowel Teams Stories\)](#), [Group 3 \(Open-and-Closed-Syllable Stories\)](#), and [Group 2 \(Silent-E Stories\)](#) for a “triple read.”

Student View

term	bird	burn
fern	dirt	fur
clerk	girl	turn
perch	firm	curl
jerk	irk	churn
bumper	twirl	surf
sister	first	church
teacher	third	curb
her	stir	blur
were	squirm	blurt
ever	virtual	furnished
never		Thursday
September		
checkered		
number		

eight

Meg knew that it was time to turn off the TV and get her work done for school.

The fire burns until the log is gone.

That girl has a cute, new shirt.

Student View

A few birds were perched on the branch of the tree by the stream.

Meg puts curlers in her hair for school.

The preacher asked us not to distract others by squirming in our seats in the big church.

Mr. Bert was our long-term substitute, and we missed him after he was gone because he was entertaining and kind.

The teacher told us to hold up our hands to speak and not to blurt out our answers.

In winter, birds are quiet, but in spring they chirp and sing, sometimes even at night.

“Like a hot knife through butter” means something done well and with ease.

LESSON 76

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

*New material: Using **er** as a suffix*

Explain that **er** often occurs in words that describe an occupation (as in “banker”) and at the end of adjectives to describe intensity (as in “faster”).

In a word with a short vowel and a single consonant, the consonant is doubled before adding **er** to keep the vowel sound short:

batter runner flatter matter hatter bitter fitter thinner dinner litter hitter

In other cases, **er** is simply added to the word:

twirler sister camper maker hiker boater teacher bluster blister subscriber thicker
--

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

person, **son**⁶

Have the student read:

My sister invited a new person to our Sunday dinner.

After the teacher explained the math problems again, the students did much better.

⁶ **son** and **person**: **s** is decodable; **o** making the “uh” sound is irregular; **n** is decodable; **per** is decodable

A bitter fight will sometimes start with a misunderstanding and end with a laugh.

The backpackers invited us to share their campfire.

Have the student write from your dictation:

Her son is a runner on the school's track team.

The person you should talk to about the missing quiz is your teacher.

She was flattered to be invited to the picnic.

Can you trust what that person will do when it matters?

Choose any of the stories in [Group 4 \(First Vowel Teams Stories\)](#), [Group 3 \(Open-and-Closed-Syllable Stories\)](#), and [Group 2 \(Silent-E Stories\)](#) for a "triple read."

Student View

batter runner flatter matter hatter bitter fitter thinner
dinner litter hitter

twirler sister camper maker hiker boater teacher
bluster blister subscriber thicker

person

son

My sister invited a new person to our Sunday dinner.

After the teacher explained the math problems again, the students did much better.

A bitter fight will sometimes start with a misunderstanding and end with a laugh.

The backpackers invited us to share their campfire.

LESSON 77

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

ar (as in “barn”)

Words to read and write:

park farm arm harm dark hard charm shard shark card car tar star start garden harden charcoal are
--

Note: At this point, we are excluding words like “war” and “warm,” which will come later because the vowel makes a different sound.

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

once, pretty⁷

Have the student read:

Jason loves card games and will play with pretty much anyone who does not cheat.

⁷ **once**: **on** making the “wun” sound is irregular; **ce** making the “s” sound will be decodable in Lesson 96

pretty: **pr** is decodable; **e** making the “ih” sound is irregular; **t** is decodable; **y** making the long “e” sound will be decodable in Lesson 88

Once you pass through the grove of birch trees, you will see the part of the park that is set up for kids with slides, swings, and sandboxes.

“Use a yardstick to make each side of the card six inches,”
said Carl.

Have the student write from your dictation:

Once you know that a person is a card shark, never play with that person for cash!

Oscar, the clerk at the car park, told us that rain was expected later tonight, so we took our umbrellas.

On a dark night, the old man puts on his coat and steps out of his cabin and skips on the dirt path, while singing an odd but pretty tune.

Choose any of the stories in [Group 4 \(First Vowel Teams Stories\)](#), [Group 3 \(Open-and-Closed-Syllable Stories\)](#), and [Group 2 \(Silent-E Stories\)](#) for a “triple read.”

Student View

park farm arm harm dark hard charm shard shark
card car tar star start garden harden charcoal are

once

pretty

Jason loves card games and will play with pretty much anyone who does not cheat.

Once you pass through the grove of birch trees, you will see the part of the park that is set up for kids with slides, swings, and sandboxes.

“Use a yardstick to make each side of the card six inches,” said Carl.

LESSON 78

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

or (as in “corn”)

Words to read and write:

form torn corn worn born storm fork cork pork fort scorn short sort worn core score more shore before acorns store

Note: We are excluding words like “worm” and “worth” because the vowel makes the “er” sound rather than the “or” sound. Also, point out that most words that do not have a consonant after the “or” have a **silent e**, like “core.”

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

beautiful⁸

Have the student read:

In the beautiful farmyard, chickens peck for corn.

⁸ **beautiful**: **b** is decodable; **eau** making the “yoo” sound is irregular; **tiful** is decodable

JoAnn was born in late November, so her mom has lots of ideas for inside birthday games.

The phrase “any port in a storm” refers to the time when sailors would be willing to dock at any safe spot in order to get to shore and survive.

Old people say “any port in a storm” to express the idea of needing to find a safe plan or spot even if the spot or plan is not perfect.

Have the student write from your dictation:

I like jeans that are soft and worn, not new and stiff.

Jane wanted to get an idea of what the format of the test would be.

She hoped to get a close-to-perfect score in order to improve her grade.

When Carl is bored he sorts through his beautiful rocks and shells.

More sentences for practice:

Our music teacher told us not to laugh into our recorders when we make a mistake.

The waitress explained that a “short stack” is three big pancakes. An order of six pancakes costs three dollars more.

The diver did a beautiful dive and got an almost perfect score.

Jan looked through the store hoping to find a dress for the prom.

To her delight, she saw a beautiful blue dress, and it was a perfect fit.

Franco sorted through all his junk and made his basement beautiful.

I put on new sneakers to go out with friends, but I like old sneakers for pattering in the house.

Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”

Student View

form torn corn worn born storm fork cork pork fort
scorn short sort worn core score more shore before
acorns store

beautiful

In the beautiful farmyard, chickens peck for corn.

JoAnn was born in late November, so her mom has lots of ideas for inside birthday games.

The phrase “any port in a storm” refers to the time when sailors would be willing to dock at any safe spot in order to get to shore and survive.

Old people say “any port in a storm” to express the idea of needing to find a safe plan or spot even if the spot or plan is not perfect.

Our music teacher told us not to laugh into our recorders when we make a mistake.

The waitress explained that a “short stack” is three big pancakes. An order of six pancakes costs three dollars more.

The diver did a beautiful dive and got an almost perfect score.

Jan looked through the store hoping to find a dress for the prom.

To her delight, she saw a beautiful blue dress, and it was a perfect fit.

Franco sorted through all his junk and made his basement beautiful.

I put on new sneakers to go out with friends, but I like old sneakers for pattering in the house.

LESSON 79

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Common r-controlled prefixes and suffixes

When **or** is a suffix at the end of a word, it is pronounced “er” as in “doctor.” The suffix **or** is added to a word to mean person who does something, such as “actor.” It can also be found in words that do not refer to people, such as “factor.”

Words to read and write:

**actor tailor traitor realtor sculptor investor sailor
collector impostor alligator flavor savor equator harbor
major tutor tutorial**

Similarly, when **ar** is the last unaccented syllable of a word, it is also pronounced “er,” such as in “burglar” or “dollar.” It often ends a word that is an adjective, such as “similar.”

Words to read and write:

**collar beggar caterpillar
vulgar similar particular solar regular**

Common r-controlled prefixes

fore or **for** (meaning before or in front) foretell, foretold, forgo, foresee, foresight, forecast, forgive, forgave, foremost, forgot

over (meaning too much) overpay, overpaid, overworked, overdo, oversee, overeat, overtired, overdressed

under (meaning under or not enough) underpay, underpaid, underdog, undermine, underline, undershirt, underhanded

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

rough, tough, enough⁹

Have the student read:

The janitor did a tough job and was underpaid. He demanded a major pay increase to stay on the job.

The children had had enough fun at the birthday bash. They were overtired and had overeaten.

During their visit to the riverside park, the children saw many caterpillars.

The harbor was full of sailors, visitors, and beautiful boats.

Beth forgot to bring enough napkins for the picnic.

Have the student write from your dictation:

The student forgot to bring a fresh shirt for the dinner and felt underdressed.

Meg underlined the parts of the novel that foretold the ending.

Sal had a rough day. He felt overburdened with tough school work.

⁹ rough, tough, enough: r, t, and en are decodable; ough making the “uff” sound is irregular

Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”

Student View

actor tailor traitor realtor sculptor investor sailor
collector impostor alligator flavor savor equator
harbor major tutor tutorial

collar beggar caterpillar
vulgar similar particular solar regular

collar beggar caterpillar
vulgar similar particular solar regular

Common r-controlled prefixes

fore or for (meaning before or in front) foretell, foretold,
forgo, foresee, foresight, forecast, forgive, forgave,
foremost, forgot

over (meaning too much) overpay, overpaid,
overworked, overdo, oversee, overeat, overtired,
overdressed

under (meaning under or not enough) underpay,
underpaid, underdog, undermine, underline, undershirt,
underhanded

rough tough enough

Student View

The janitor did a tough job and was underpaid. He demanded a major pay increase to stay on the job.

The children had had enough fun at the birthday bash. They were overtired and had overeaten.

During their visit to the riverside park, the children saw many caterpillars.

The harbor was full of sailors, visitors, and beautiful boats.

Beth forgot to bring enough napkins for the picnic.

LESSON 80

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Multisyllable words with r-controlled syllables

Words to read and write:

forever surpassing furnishings suburban regardless tornado forgiveness forgotten embarking misunderstanding misinformed determined gardening

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

heard, buy, guy¹⁰

Have the student read:

The bandits formulated their wicked plan while riding next to each other on horseback.

My brother gave me ten dollars to buy horseradish and cornstarch at the supermarket.

I heard that the doctor is looking for a translator to help at her clinic.

¹⁰**heard:** **h** is decodable; **ear** making the “er” sound is irregular; **d** is decodable
Buy and **guy:** **b** and **g** are decodable; **uy** making the long “i” is irregular

Have the student write from your dictation:

Jumping into a cold lake feels invigorating.

Someday I would like to stand right on the equator. But how would I know that I was right on it?

The gathering was reserved for the stockholders. The stockholders felt that the stock had been underperforming.

Gwen can reorganize and redecorate like a pro.

Jan heard that you can buy meatless burgers at Burger King.

Choose any of the stories in [Group 5 \(R-Controlled Stories\)](#), [Group 4 \(First Vowel Teams Stories\)](#), or [Group 3 \(Open-and-Closed-Syllable Stories\)](#) for a “triple read.”

Student View

forever surpassing furnishings suburban regardless
tornado forgiveness forgotten embarking
misunderstanding misinformed determined gardening

heard

buy

guy

The bandits formulated their wicked plan while riding next to each other on horseback.

My brother gave me ten dollars to buy horseradish and cornstarch at the supermarket.

I heard that the doctor is looking for a translator to help at her clinic.

Big Safe Words with R-Controlled Syllables

withered, dithered, cardigan, argument, regardless,

**harmless, bargain, kindergartner, partnership,
particular,**

marketing, entertainment, bipartisan, disembarked,

unarticulated, churchyard, archbishop, adornment,

categorize, transforming, reorganized, thunderstorm,

forgiveness, formulated, exploring, securing,

**unsupported, cheeseburgers, survivorship,
churlishness,**

directedness, unconfirmed, semirural,

shirtsleeves, conspirator, unforgotten, undershirt,

**incorporated, untransformed, shortsightedness,
underscore,**

**undermined, prioritized, fortitude, fortresses,
forthright,**

undetermined, effortless, enduringness, personalized,

**insecure, burnishing, inarticulate, uncharted,
chartered,**

garnishing, unforgiven, observant, unimportant,

speakerphone, underperforming