Recipe for Reading
PROGRAM OVERVIEW
Intervention Appropriate K–6

Intervention Strategies
for Struggling Readers

Fits RTI Tiers AA

Recipe for Reading
Connie Russo and Ruth Enier

Recipe for Reading
F. M. Bloom and Nina Traub

Recipe for Reading
Fun in the Sun

Kim and Her Hat
Written and illustrated by Mary Gauger
What is Recipe for Reading?

Recipe for Reading is a research-based, comprehensive, multisensory, phonics-based reading program that is designed for beginning readers in grades K–3 or at-risk and struggling readers in grades 1–6. Recipe for Reading incorporates visual, auditory, and kinesthetic techniques to teach and reinforce phonetic concepts. The Recipe for Reading curriculum is ideal for differentiated instruction in a variety of settings—inclusion, one-on-one, or whole class. Recipe for Reading comprises:

### Features for You

- Provides direct, multisensory instruction integrating visual, auditory, and kinesthetic modalities.
- Research-based instruction supports all five essential pillars of Reading First (phonological awareness, phonics, comprehension, vocabulary, and fluency).
- Accompanying storybooks contain controlled vocabulary and follow the Recipe for Reading sequence, allowing students to apply phonics skills in context.
- Teacher’s manual provides detailed lessons for every phonetic skill in a carefully structured scope and sequence.

### Benefits for Your Students

- Struggling learners are better able to retain and learn new concepts through multisensory instruction.
- Students gain essential reading skills with an emphasis on phonological awareness, phonics, and fluency.
- Students build decoding and fluency skills in context as they read engaging stories at their own skill level.
- Research shows that students learn best when instruction is systematic and continually reinforced.

### How Can I Fit Recipe for Reading into My Curriculum?

Recipe for Reading is a comprehensive, multisensory phonics-based reading program. It can be used as a core phonics program or as focused, supplemental phonics instruction for struggling readers. The carefully structured scope and sequence allows you to differentiate instruction to meet the needs of all students.

Go to epsbooks.com/RFR to find:
- Research paper
- Sample lessons
Program Components

TEACHER MANUAL

The Recipe for Reading Manual contains a series of structured lessons beginning with initial consonants and progressing on to consonant and vowel digraphs, diphthongs, spelling generalizations, and syllable patterns. The material is presented in a flexible format, allowing you to differentiate instruction depending on the specific needs of your students. Kinesesthetic instructions are provided for handwriting instruction. Mnemonic sentences are also included for phonological awareness as well as words, phrases, and sentences for reading and dictation.

WORKBOOKS

The Recipe for Reading workbooks follow the same sequence as the manual and provide extended practice in phonics concepts. Handwriting modeling and practice exercises as well as sentence completion activities are also included.

ALPHABET SERIES READERS

Alphabet Series Readers contain decodable, controlled text that will enable emergent and struggling readers to practice decoding and comprehension skills while reading motivating selections. All readers feature:

• Phonic elements and high-frequency sight words on the inside cover
• Phrases and sentences for fluency practice listed on the inside back cover
• Engaging illustrations, contemporary themes, and diverse characters
• Controlled vocabulary that follows the Recipe for Reading sequence
• Discussion questions to promote literal and inferential comprehension

SEQUENCE CHARTS

Sequence charts are designed to track and report individual students’ progress as they move through the Recipe for Reading curriculum.

WRITING PAPER

This specially designed writing paper comes in four different sizes and allows students to work at their own level of fine motor development. The paper uses red and blue guidelines to help insure proper letter formation.

For detailed product information, visit epsbooks.com/RFR.
**RECIPE FOR READING WORKBOOK K**

*Workbook K* introduces initial consonants and short vowels through auditory, visual, kinesthetic activities. Engaging mnemonics are used to help students understand and remember letter-sound relationships. This is the perfect tool for students who need additional phonemic awareness practice before starting *Recipe for Reading* Workbook 1.

**SKILLS Addressed**
- Consonants *k, d, g, m, l, h, t, j, k, p, b, r, f, n, s, w, y, v, z, qu*
- Short vowels *o, a, i, u, e*

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<th>Workbooks</th>
<th><strong>Teacher Manual Sequence</strong></th>
<th><strong>Alphabet Series</strong></th>
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<tr>
<td>Workbook 1</td>
<td>• Consonant sounds <em>c, d, g, m, l, h, t, j, k, p, b</em>&lt;br&gt;• Short vowels <em>o, a, u, i</em>&lt;br&gt;• Consonant digraph <em>ch</em></td>
<td>Alphabet Series Volume 1</td>
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<tr>
<td>Workbook 2</td>
<td>• Consonant sounds <em>r, f, n, s, w, y, v, z, qu</em>&lt;br&gt;• Short vowel <em>e</em>&lt;br&gt;• Consonant digraphs <em>sh, th, wh</em></td>
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<td>Workbook 3</td>
<td>• Compound words&lt;br&gt;• Double <em>ff, ll, ss</em> rule&lt;br&gt;• <em>VC.CV</em> syllable division&lt;br&gt;• Initial and final consonant blends&lt;br&gt;• Multisyllabic words&lt;br&gt;• Ending sounds <em>-ing, -ang, -ong, -ung, -ank, -tank, -unk, -ink</em></td>
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<td>Workbook 4</td>
<td>• Magic <em>e</em>&lt;br&gt;• Consonant digraph <em>ph</em>&lt;br&gt;• <em>ea, oa, ai, ee, ay, oe</em>&lt;br&gt;• Three sounds of <em>-ed</em>&lt;br&gt;• Spellings for <em>/kl</em>/&lt;br&gt;• <em>ck</em>&lt;br&gt;• Syllable division</td>
<td>Alphabet Series Volume 2</td>
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<td>Workbook 5</td>
<td>• R-controlled vowels <em>er, ir, ur, ar, or</em>&lt;br&gt;• <em>ow, ou, oo</em>&lt;br&gt;• <em>igh</em>&lt;br&gt;• Consonant <em>-le</em>&lt;br&gt;• Ending consonant <em>-y</em></td>
<td>Alphabet Series Volume 2</td>
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<td>Workbook 6</td>
<td>• Hard and soft <em>c and g</em>&lt;br&gt;• Spelling rule for <em>ge/dge</em>&lt;br&gt;• Spelling rule for <em>ch/tch</em>&lt;br&gt;• <em>aw, au, oi, oy</em>&lt;br&gt;• <em>y</em> as vowel&lt;br&gt;• Dividing syllables between vowels</td>
<td>Alphabet Series Volume 2</td>
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<td>Workbook 7</td>
<td>• Spelling rules for adding suffixes&lt;br&gt;• Doubling rule&lt;br&gt;• Inflectional ending <em>-ing</em>&lt;br&gt;• <em>ew, eu, ue</em>&lt;br&gt;• <em>eigh, ei</em>&lt;br&gt;• <em>ei, ie</em></td>
<td>Alphabet Series Volume 2</td>
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<tr>
<td>Workbook 8</td>
<td>• <em>tion, sion</em>&lt;br&gt;• Multiple sounds of <em>ow, ea, oo, ou, ch, s</em>&lt;br&gt;• Endings on words with final <em>y</em>&lt;br&gt;• Root words and suffixes</td>
<td>Alphabet Series Volume 2</td>
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### RECIPE FOR READING LESSON FORMAT

The *Recipe for Reading* lesson follows a consistent format that integrates visual, auditory, and tactile/kinesthetic methods. Each lesson reinforces previously learned concepts as well as introducing new material. The lesson sequence is as follows:

<table>
<thead>
<tr>
<th>1. Sound card drills</th>
<th>Visual</th>
<th>The teacher flashes index cards with all of the sounds previously learned. Students respond to each card with the proper sound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sound-symbol practice</td>
<td>Auditory-Kinesthetic</td>
<td>The teacher gives the sound of each letter or letter combination aloud. The students respond by naming the letter(s) aloud and then writing them.</td>
</tr>
<tr>
<td>3. Blending drills</td>
<td>Auditory-Visual</td>
<td>Sound cards are placed together to form CVC words. Students sound each letter separately and then blend the sounds to form the word or syllable.</td>
</tr>
<tr>
<td>4. New concept introduced</td>
<td>Visual-Kinesthetic</td>
<td>Students are shown the new phonetic element and practice saying and writing the sound through tracing and copying.</td>
</tr>
<tr>
<td>5. Word dictation</td>
<td>Auditory-Kinesthetic</td>
<td>Teacher dictates words using the new phonetic element. Students repeat the word, spell it orally, and then write the word. Students then read the words they have written aloud.</td>
</tr>
<tr>
<td>6. Sentence dictation</td>
<td>Auditory-Kinesthetic</td>
<td>Teacher dictates a sentence and students repeat the sentence and write it while saying each word aloud. Students then read the sentences aloud.</td>
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<tr>
<td>7. Reading</td>
<td>Visual</td>
<td>Students read vocabulary-controlled text containing only those sounds and high-frequency sight words previously taught.</td>
</tr>
<tr>
<td>8. Reinforcement</td>
<td></td>
<td>Students engage in word games or other reinforcement activities to practice and review phonic elements.</td>
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</tbody>
</table>

For detailed product information, visit epsbooks.com/RFR.
Phonemic Awareness

Listen to this sentence. What sound do you hear at the beginning of each word?

Chad chases chickens.
Cheerful children chew chocolate chips.

Consonant Digraphs

Ch is the first consonant digraph students learn in Recipe for Reading. A consonant digraph is two successive letters whose phonetic value is a single sound. It is introduced to children by saying: “When these two letters are partners, they make a single new sound. When two letters are partners and make a special sound, they are called digraphs.” If the child has difficulty in grasping the concept of digraphs, underline the digraphs on the word cards with a black marker.

Auditory – Visual

Say, “Choo-choo train” while moving both arms like the wheels of a locomotive. Have children repeat the sound and motion.

Decodable Words for Spelling and Reading

Chad
shop
chat
chap
chip

Decodable Phrases and Sentences for Dictation and Reading

(Sight words are underlined.)

had a chat
chap a log
The chap had a cap.

Did the chap chop a log?
Chad and Tom had a chat.

Dot got the chin.

Workbook 1
Lesson 14, pages 67–73
The Alphabet Series, Vol. 1
Book 7: Chip Had a Hut

Teacher’s manual includes detailed lesson plans with alliterative sentences to build phonological awareness.
Stories for Step 7 are cited at point-of-use and provide students with controlled text to strengthen new reading skills.

Student workbooks provide an array of reinforcement opportunities for each new skill.
Recipe for Reading Manual

Every lesson includes phonic word lists and sentences for spelling and dictation.

ay
(as in play)

Phonemic Awareness

Listen to this sentence. What sound do you hear that is the same in each word?
Jay's playmate may stay today.

Say to students, “The letter y seems to have a tail. The tail is always at the end of a dog, and ay is usually at the end of a word.”

Decodable Words for Spelling and Reading

gay may gray
jay hay play
bay say stay
day lay tray
way fray bray
ray sway pray
pay clay stray

Decodable Sentences for Spelling and Reading
(Sight words are underlined.)
You may stay and play.
Pay the man for the clay.
The hay will sway in the wind.
The day will be gray if we have no rays of sun.

For Fun and Practice—Magic Squares

\[
\begin{array}{ccc}
p & r & t \\
l & a & y \\
c & d & m \\
\end{array}
\]

\[
\begin{array}{ccc}
r & t & s \\
i & a & y \\
m & p & l \\
\end{array}
\]

Workbook 4
Lesson 52, pages 53–58

129
Phonemic Awareness

Listen to this sentence. What sound do you hear at the beginning of each word?
Betty bats balls.
Billy baked better brownies.

Auditory – Visual

When the phonetic card is shown for the letter b, you may want to introduce it as a final consonant, as in bat, to avoid the common error of saying /buh/.

Kinesthetic

\[ \begin{array}{c}
\text{b} \\
\end{array} \]

b starts in the attic, goes into the red house, and the big, round, fat tummy goes to the b-bat and the b-ball.

Decodable Words for Spelling and Reading

<table>
<thead>
<tr>
<th>bag</th>
<th>bad</th>
<th>bit</th>
<th>job</th>
</tr>
</thead>
<tbody>
<tr>
<td>cob</td>
<td>bog</td>
<td>bat</td>
<td>bud</td>
</tr>
<tr>
<td>bid</td>
<td>jab</td>
<td>big</td>
<td>but</td>
</tr>
<tr>
<td>tab</td>
<td>dub*</td>
<td>tub</td>
<td>hub*</td>
</tr>
<tr>
<td>bug</td>
<td>pub</td>
<td>Lib</td>
<td>dab*</td>
</tr>
<tr>
<td>Bob</td>
<td>lob</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decodable Phrases and Sentences for Dictation and Reading

(Sight words are underlined.)
a big bag
jab Bob
Lib got a job.
Bob lit the log.
The bag is big.
Tab got the cab.

bit a bug
a bad job
Pam got a big tip.
Tom got a big top.
Bob and Kim chat a lot.

For Fun and Practice

Rub-a-dub-dub, Mud in the tub, Rub-a-dub-dub-a-dub-dub-a-dub-dub
The Alphabet Series Volume 1

Back-inside covers provide a quick reference that includes new sight words, review sight words, and story phrases for fluency practice.

Comprehension questions following every storybook promote literal and inferential thinking.

Gus and I dug a big pit.
He put his legs in it.

The Alphabet Series controlled readers include only those sounds students have been explicitly taught as well as common sight words.
Storybooks cover a wide range of topics and introduce students to elements of nonfiction.

At night on the ice, Wally slept close to Walleck to keep warm.

A Baby Walrus
- A walrus baby is about 160 pounds and 3 to 4 feet long when it is born.
- It nurses for 2 years and then will try more foods.
- It gains 1 to 2 pounds a day. At about 12 weeks, tusks sprout from its jaw.

On Saturday, all the kids and Paige’s dad got into his jeep, and off they went to see bridges.

The first one they came to was a drawbridge, and they had plenty of time to look at it. It was up when they got to it, and they had to wait for it to come down before they could drive on.
Chapterbooks

The 3 chapterbooks in Volume 3 center on a small group of friends, their families and neighbors and the adventures they share.

Chapterbooks correspond to the final third of the lessons in the manual, enabling students to apply their phonics and structural analyses skills to engaging stories.

Chapter 6

Thanks to Mom, I know pewter when I see it. I had seen it made into teapots, trays, vases, or even statues, but I'd never seen it made into a coin.

“One of these coins is made of pewter,” I said to Ellie. “Maybe I should show them to my Dad. He collects coins.”

Chapter 6

Annie, the leader of the Caving Club, was talking to Quincy, Ellie, and a man when we arrived at the cave. Annie was wearing muddy overalls and carrying a backpack.

“Heather,” said Annie, pointing at the man, “this is Mr. Woodrow, the owner of the cave.”
Students master letter-sound relationships through auditory, visual, and kinesthetic activities.

Visual and picture cues ensure proper letter formation.

Students are provided multiple practice opportunities for each Recipe for Reading lesson.

Workbook K

Workbook 1

Workbook 2
Workbooks provide extended practice on specific phonics concepts; students practice reading words, phrases, and sentences.

Add a magic e to each word to create new words. Then read each sentence.

Add a magic e to pin and you get ________.

Add a magic e to ________.

Add a magic e to ________.

Add a magic e to ________.

Add a magic e to ________.

Fill in each blank with a word from the box, then read the sentence.

sled  class  fluff  flag  glass  cliff

Put the ____________ in the shed.

Will you fill my ____________?

The ____________ did flap on top of the hill.

The house is on a ____________ at the sea.

Read the poem. Underline all the words with consonant-le in the second syllable.

Sounds We Like

These are some simple sounds we like.
We like the song of a fiddle, the shake of a rattle, and the crunch of an apple.
We like the tee hee hee of a giggle and the little pop of a bubble.
We like the sizzle of a kettle and the splash of a pebble in the middle of a puddle.

Draw a picture of something from the poem. Write words with consonant le to label things in your picture.

Activities progress in difficulty and provide students with opportunities to practice newly acquired skills in open ended activities.
Advanced word study activities provide students the practice needed for reading multisyllabic words.

Lesson 77
Dividing Syllables between Two Vowels
Two vowels together do not always say one sound. In some words, the first vowel says its name and comes at the end of an open syllable. The second vowel begins another syllable.

Put the two syllables together to say the whole word. Listen for the vowel sound at the end of the first syllable and at the beginning of the second syllable. Then write the whole word to complete the sentence.

Workbook 6

Workbook 7

Workbook 8

Lesson 96
Root Words and Suffixes
Suffixes are word parts added to the end of a word. Suffixes that begin with a consonant include -ly, -less, and -ful.

In root words that end with consonant-y, the y changes to i before a suffix that begins with a consonant.

Read each sentence. Circle the root word that is in the word with the suffix.

Try to be careful with that vase. care

Darla passed the test easily. easy

We wish you health and happiness. happen

Eddie made the bed neatly. neat

Are those tears of joy or sadness? sad

Ty played a tuneful song on the fiddle. tune

A wireless phone can be carried in a pocket. wire

The visit to the dentist was painless. pain
A Comprehensive Literacy Intervention

MCI Comprehension
MCI Comprehension contains high-interest fiction and nonfiction texts designed for struggling readers. The program provides direct, systematic, research-based instruction of comprehension skills in the context of a strategic approach to reading.

MCI Online
MCI Online’s adaptive software provides students with individualized interactive comprehension instruction and practice, with scaffolded support.

MCI Word Study
MCI Word Study is designed to give added support to students who struggle with decoding or have vocabulary deficits that affect their reading progress.

MCI Writing
MCI Writing incorporates the Six Traits as it uses modeling and the writing process to help students create a story or essay with appropriate structure.

MCI Student Library
These interesting paperbacks provide an independently-read capstone experience, giving students the opportunity to apply the newly learned focus skill and use multiple strategies.

12 books per level including fiction, nonfiction, and graphic novels.

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