



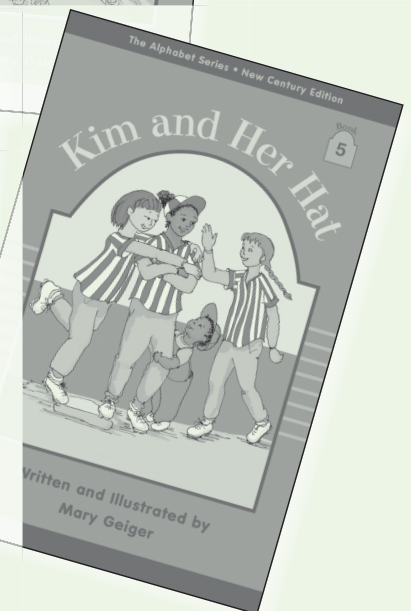
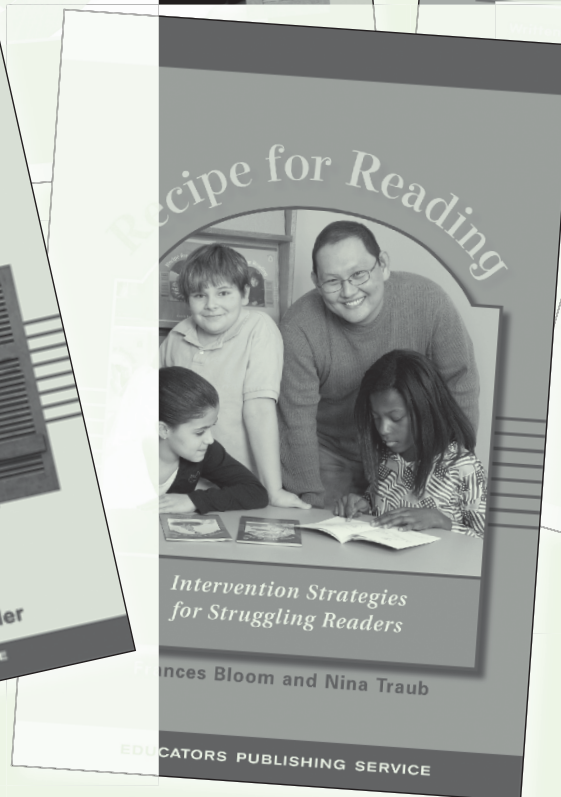
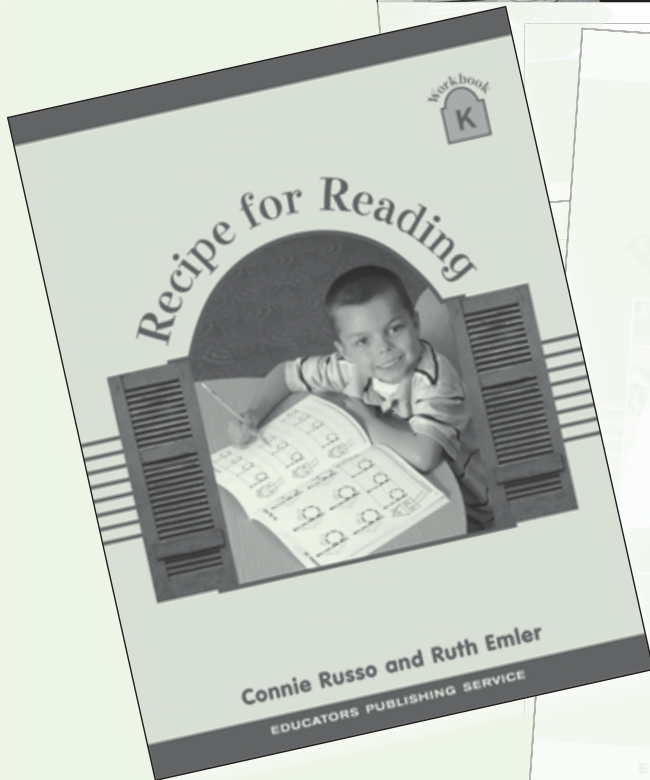
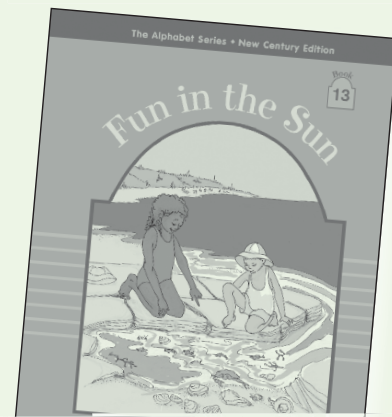
Recipe for Reading

PROGRAM OVERVIEW

Intervention Appropriate K-6

Fits RTI Tiers 2 & 3

Intervention Strategies for Struggling Readers



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. Kinesthetic 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:

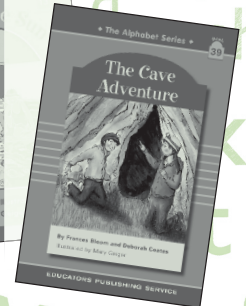
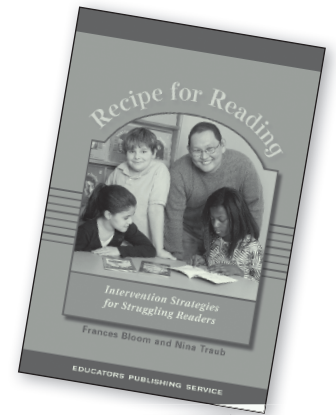
- Phonic elements and high-frequency sight words on the inside cover
- Phrases and sentences for fluency practice listed on the inside back cover
- Engaging illustrations, contemporary themes, and diverse characters
- Controlled vocabulary that follows the *Recipe for Reading* sequence
- Discussion questions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



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 I.

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*

RECIPE FOR READING SCOPE AND SEQUENCE

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

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:

1. Sound card drills	Visual	The teacher flashes index cards with all of the sounds previously learned. Students respond to each card with the proper sound.
2. Sound-symbol practice	Auditory-Kinesthetic	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.
3. Blending drills	Auditory-Visual	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.
4. New concept introduced	Visual-Kinesthetic	Students are shown the new phonetic element and practice saying and writing the sound through tracing and copying.
5. Word dictation	Auditory-Kinesthetic	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.
6. Sentence dictation	Auditory-Kinesthetic	Teacher dictates a sentence and students repeat the sentence and write it while saying each word aloud. Students then read the sentences aloud.
7. Reading	Visual	Students read vocabulary-controlled text containing only those sounds and high-frequency sight words previously taught.
8. Reinforcement		Students engage in word games or other reinforcement activities to practice and review phonic elements.

ch (as in chair)

Teacher's manual includes detailed lesson plans with alliterative sentences to build phonological awareness.

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
chop

chat
chap*

chip
chit*

Decodable Phrases and Sentences for Dictation and Reading

(Sight words are underlined.)

had a chat

chop a log

The chap had a cap.

Did the chap chop a log?

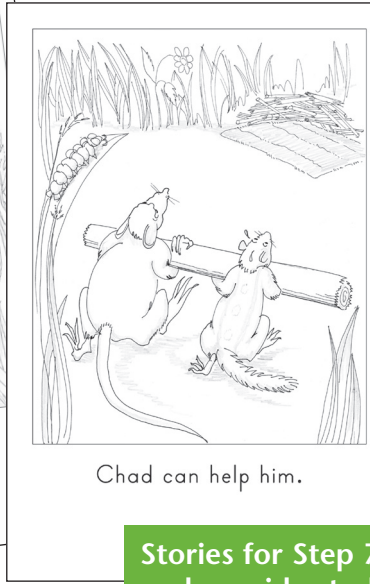
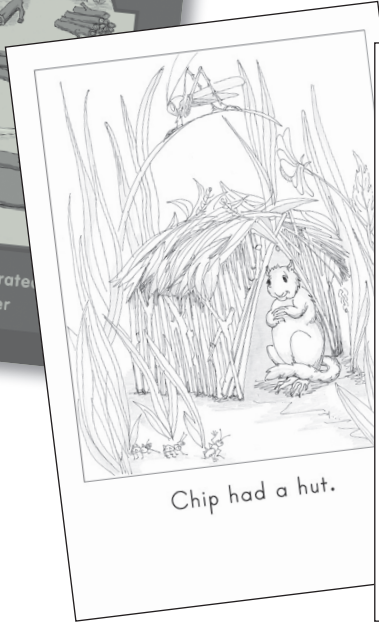
Chad and Tom had a chat.

Dot got the chit.

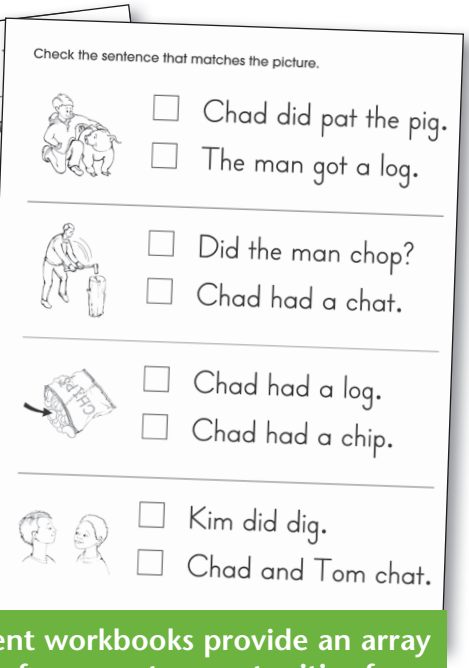
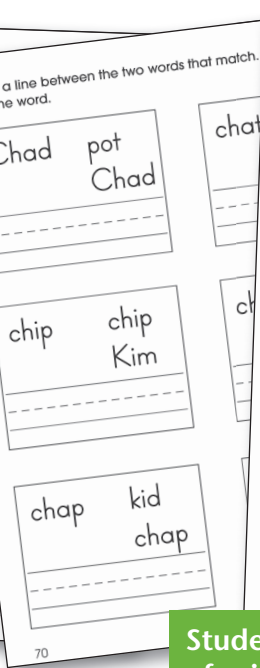
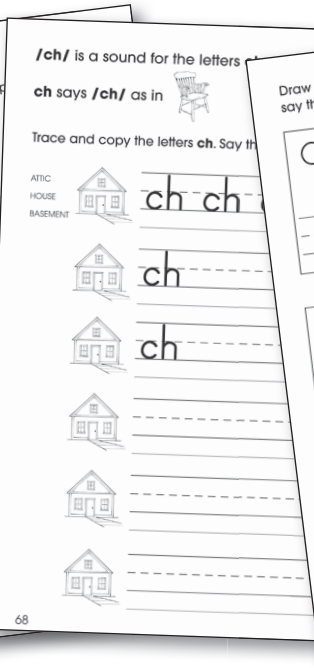
Clear cross-referencing facilitates classroom usage.

Workbook I
Lesson 14, pages 67–73

The Alphabet Series, Vol. I
Book 7: *Chip Had a Hut*



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.

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

p	r	t
l	ay	s
c	d	m

r	t	s
i	ay	e
m	p	l

Workbook 4
Lesson 52, pages 53–58

Instructions are included for manuscript letter formation with verbal cues.

b (as in bat)

Phonemic Awareness

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

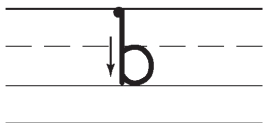
Betty bats balls.

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 tab, to avoid the common error of saying /buh/.

Kinesthetic



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

bag	bad	bit	job
cob	bog	bat	bud
bid	jab	big	but
tab	dub*	tub	hub*
bug	pub	Lib	dab*
Bob	lob		

Decodable Phrases and Sentences for Dictation and Reading

(Sight words are underlined.)

<u>a</u> big bag	bit <u>a</u> bug
jab Bob	<u>a</u> bad job
Lib got <u>a</u> job.	Pam got <u>a</u> big tip.
Bob lit <u>the</u> log.	Tom got <u>a</u> big top.
<u>The</u> bag <u>is</u> big.	Bob <u>and</u> Kim chat <u>a</u> lot.
Tab got <u>the</u> cab.	

For Fun and Practice

Rub-a-dub-dub, Mud in the tub, Rub-a-dub-dub-a-dub-dub-a-dub-dub

Workbook 1
Lesson 16, pages 81–87

The Alphabet Series, Vol. 1
Book 9: A Big Job

The Alphabet Series Volume 1



Book 3 introduces
i as in it

Learn ▼

go
in

Review ▼

a
the
and
is
on

Read ▼

Tim and Tad
is a hog
on the lid
at the lot
go in

◀ *Tim the Hog*

▼ *Tim the Hog*

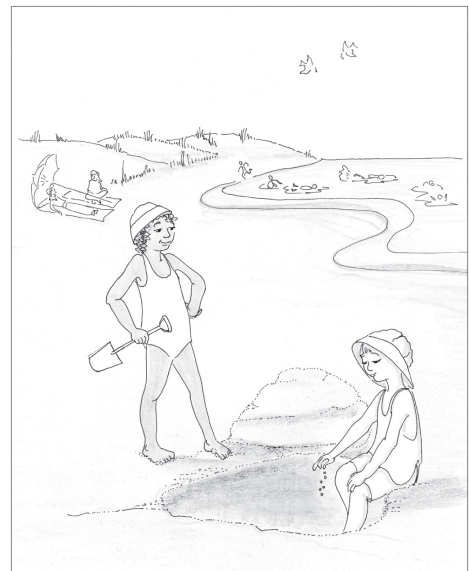
Comprehension questions following every storybook promote literal and inferential thinking.

▼ *Fun in the Sun*

What do you think made the dog so angry?

What if Tad's dad wasn't home?

What might have happened?



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

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

The Alphabet Series controlled readers include only those sounds students have been explicitly taught as well as common sight words.

The Alphabet Series Volume 2



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.

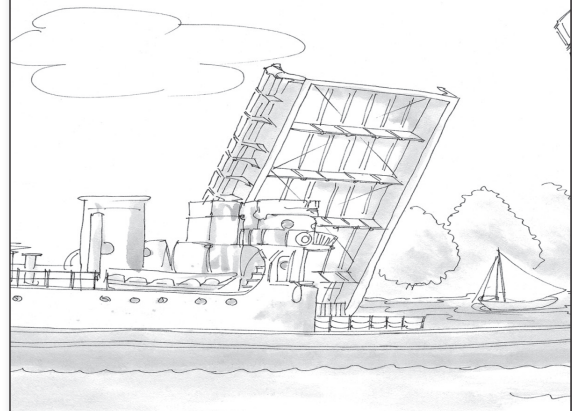
A Baby Walrus

- A walrus baby is about 150 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.

3

▲ *Wally Walrus*

The Alphabet Series Storybooks progress in difficulty and review previous phonics elements for added reinforcement.



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

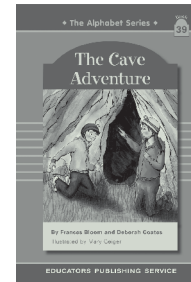
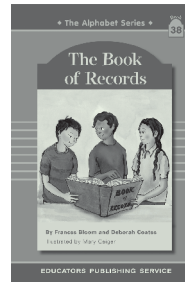
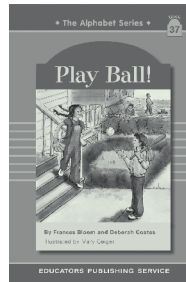
The first one they came to was a drawbridge, and they had plenty of time to look at it. It was up when they got to it, and they had to wait for it to come down before they could drive on.

4

▲ *So Many Bridges*

The Alphabet Series Volume 3

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."

25

▲ *Playball!*

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."

20

▲ *The Cave Adventure*

d /d/ dog 


			
			
			
			
			

18 Identify the pictures with children. Have them in dog.

Students master letter-sound relationships through auditory, visual, and kinesthetic activities.


Visual and picture cues ensure proper letter formation.


/p/ is the sound for the letter **p**.


p says **/p/** as in 


Trace and copy the letter **p**. Say the sound **/p/** each time.


ATTIC
HOUSE
BASEMENT


 p p p p p p p p


 p

 p
























61

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

Lesson 27

Write the names of the pictures. Then circle two pictures whose names begin with the same sound.

Say the names of the pictures you circled. What sound do you hear at the beginning?

57

▲ Workbook K

▲ Workbook 1

Workbook 2 ►

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

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.

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 _____.



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

Sounds We Like

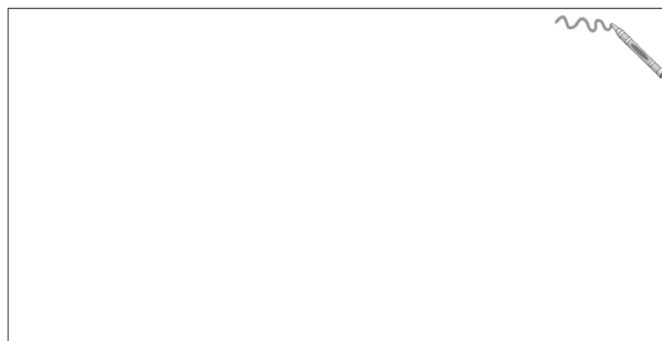
These are some simple sounds we like.

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.

Underline the word that completes the sentence. Then read the whole sentence.

Birds perched on the _____ at the park.
statue subdue

The house is on the corner
_____ .
Avenue Tuesday

If you feel a sneeze coming
_____ .

Turn the page to _____
rescue

My nephew is _____
fondue

Sue and Rue are true-blue
_____ .
value argue

on	fu el
ate	po et
et	gi ant

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, -ness, -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. car care

Darla passed the test easily. easy easel

We wish you health and happiness. happen happy

Eddie made the bed neatly. neat eat

Are those tears of joy or sadness? sad sand

Ty played a tuneful song on the fiddle. tun tune

A wireless phone can be carried in a pocket. wire well

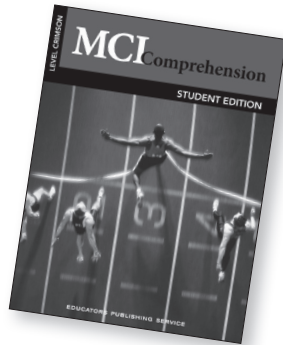
The visit to the dentist was painless. pan pain



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.



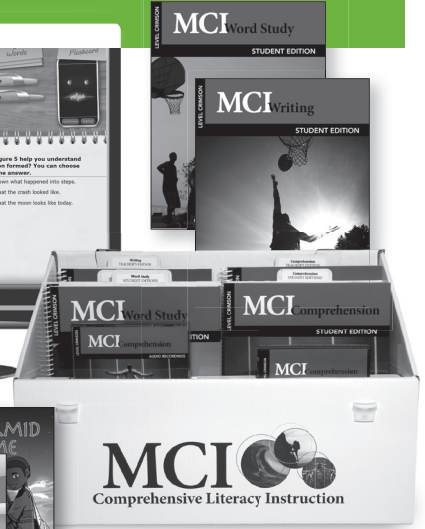
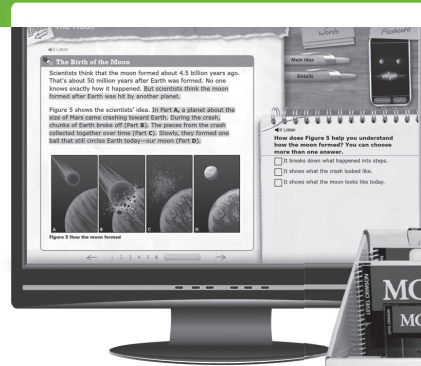
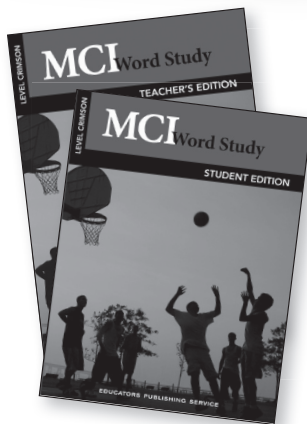
MCI Online

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



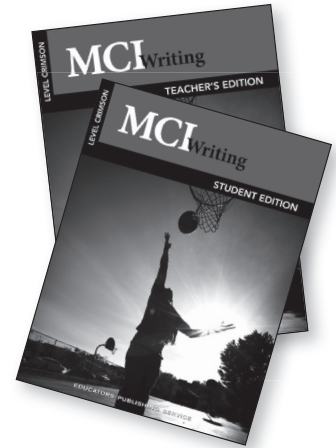
MCI Word Study

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



To learn more, visit epsbooks.com/MCI



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