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Read, Blend, Make Sense - Foundation

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BLEND AND TRACK

1

Point to each grapheme.

2

Say the sounds.

3

Blend the whole word.

4

Track to the next word.

s a t sat

Sam sat.



m a t mat

Sam taps a mat.



CAREFUL CONTRAST

Check every grapheme.
Do not guess from a picture.



Teacher Preparation Guide

Unit purpose

Build independent early reading through complete-word blending, one-to-one tracking across lines and rereading for meaning. Learners use the printed graphemes—not pictures, first-letter guesses or skipped words—to identify each word.

What learners already know

Learners have met the letter-sound correspondences used in the controlled texts. Before reading, explicitly pre-teach the high-frequency words and, when needed, the initial c in cat. Say that these are taught words—not clues for guessing.

Diagnostic assessment

Ask: “Show where reading starts.” Then ask the learner to blend s-a-t. Record whether the learner checks all graphemes, blends the complete word, tracks to the next word and can tell one event after rereading.

Controlled corpus

Core model: Sam sat. Pat sat. Sam and Pat sit.

Pre-taught words used transparently across the unit: and, the, spill, put.

Lessons 1-3

Lesson 1 – Blend every word

Model pointing under each grapheme, saying the sounds and blending the whole word. Use the Blend and Track display, then read Sam and the Mat. Prompt: “Which printed part proves that word?”

Lesson 2 – Track across lines

Read Nan and the Tin and the tracking practice page. Model a line return without skipping or repeating a word. Partners reread each complete sentence and tell what happened.

Lesson 3 – Notice and repair

Use Four Complete Blends and Read and Repair pages 1–2. A partner reads; the listener says “same” or “repair”, points to the grapheme that proves the choice, and rereads the exact sentence.

Feedback language

“Check every grapheme.” “Blend the whole word.” “Return to the print.” “Now reread so the event makes sense.”

Lessons 4-5 and Evidence

Lesson 4 – Apply with a partner

Complete Read and Repair page 3, then play Sam's Print Path. Partners follow the rules, blend the printed words and justify any repair with a specific grapheme. Use the Rehearsal Read Record before independent evidence.

Lesson 5 – Transfer independently

Use Repair and Explain, then the unseen story assessment. Do not rehearse the assessment text. Record the learner's actual attempts, any self-correction or justified help, and the oral explanation of one event.

Differentiation

Support: shorten the coherent text and add teacher pointing. Core: read the matched story independently. Extension: read a fresh matched text and explain which print detail confirmed a word. Do not lower the target to picture matching.

Preparation and equipment

Print the display, story strips and practice pages as needed. Provide counters for the game, pencils and the teacher record. Keep answer pages with the teacher. Use the five-level rubric after the unseen read.

SAM AND THE MAT

Sam sat.



Pat sat.



Sam and Pat sit.



Sam taps a mat.



Pat taps it.



Sam pats the mat.



Pat sits.



Sam and Pat sit.



Pre-taught words: and, the

Track each word. Reread to tell what happened.





NAN AND THE TIN



Nan sits.



Sam sits.



A tin tips.



Pins spill.



Sam and Nan pat the mat.



Sam tips the tin.



Pins sit in the tin.



Nan did it.



Pre-taught words: and, the, spill

Track each word. Reread to tell what happened.



TRACK ACROSS THE LINES

Start here.

Sam sat. Pat sat.

Sam and Pat sit.



Move one word at a time.



Reread from the start.



What happened?



Sam and Pat sat, then they sit.

FOUR COMPLETE BLENDS

s a t

sat

Sam sat.

m a t

mat

Sam tips a mat.

p i n

pin

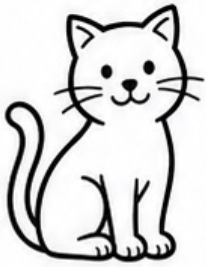
Pins sit.

t i n

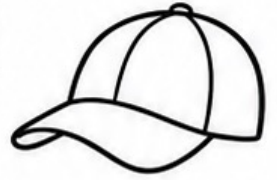
tin

Pins sit in the tin.

Say every sound. Blend the whole word.



READ AND REPAIR 1



Name: _____ Date: _____

Read the print. Listen to the teacher. Tick SAME or REPAIR.
Box the grapheme that proves your choice.

1 Print: The cat sat.

Teacher says: The cap sat.

☐

SAME

☐

REPAIR

Printed word: _____

2 Print: Sam pats the cap.

Teacher says: Sam pats the cat.

☐

SAME

☐

REPAIR

Printed word: _____

3 Print: Pat sat.

Teacher says: Pat sit.

☐

SAME

☐

REPAIR

Printed word: _____

4 Print: Sam and Pat sit.

Teacher reads it exactly.

☐

SAME

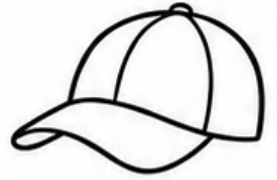
☐

REPAIR

Printed word: _____



READ AND REPAIR 1



Name: **ANSWERS**

Date: _____

Read the print. Listen to the teacher. Tick SAME or REPAIR.
Box the grapheme that proves your choice.

1 Print: The cat sat.

Teacher says: The cap sat.

☐

SAME

☒

REPAIR

Printed word: ca**t**

2 Print: Sam pats the cap.

Teacher says: Sam pats the cat.

☐

SAME

☒

REPAIR

Printed word: cap**p**

3 Print: Pat sat.

Teacher says: Pat sit.

☐

SAME

☒

REPAIR

Printed word: s**a**t

4 Print: Sam and Pat sit.

Teacher reads it exactly.

☒

SAME

☐

REPAIR

Printed word: s**it**

READ AND REPAIR 2

Name: _____ Date: _____

Check every grapheme. Tick **SAME** or **REPAIR**. Write the exact printed word.

1

Print: Nan sits.

Teacher says: Nan sat.

SAME

☐

REPAIR

☐

Printed word: _____

2

Print: Sam taps a mat.

Teacher says: Sam taps a map.

SAME

☐

REPAIR

☐

Printed word: _____

3

Print: Pat sits.

Teacher reads it exactly.

SAME

☐

REPAIR

☐

Printed word: _____

4

Print: Pins sit in the tin.

Teacher says: Pins sit in the tip.

SAME

☐

REPAIR

☐

Printed word: _____



5

Print: Sam pats the cat.

Teacher says: Sam pats the cap.

SAME

☐

REPAIR

☐

Printed word: _____

6

Print: Nan did it.

Teacher reads it exactly.

SAME

☐

REPAIR

☐

Printed word: _____

READ AND REPAIR 2

Name: ANSWERS Date: _____

Check every grapheme. Tick **SAME** or **REPAIR**. Write the exact printed word.

1

Print: Nan sits.

Teacher says: Nan sat.

SAME

☐

REPAIR

☒

Printed word: sits

2

Print: Sam taps a mat.

Teacher says: Sam taps a map.

SAME

☐

REPAIR

☒

Printed word: mat

3

Print: Pat sits.

Teacher reads it exactly.

SAME

☒

REPAIR

☐

Printed word: sits

4

Print: Pins sit in the tin.

Teacher says: Pins sit in the tip.

SAME

☐

REPAIR

☒

Printed word: tin



5

Print: Sam pats the cat.

Teacher says: Sam pats the cap.

SAME

☐

REPAIR

☒

Printed word: cat

6

Print: Nan did it.

Teacher reads it exactly.

SAME

☒

REPAIR

☐

Printed word: did

READ AND REPAIR 3

Name: _____ Date: _____

Read the print. Decide. Then show the grapheme evidence.

- 1** Print: Sam and Pat sit.
Teacher says: Sam and Pat sat.

My decision:

The grapheme that proves it:

- 2** Print: A tin tips.
Teacher says: A pin tips.

My decision:

The grapheme that proves it:

- 3** Print: The cat sat.
Teacher says: The cap sat.

Write the exact printed word:

I know because the last grapheme is:

READ AND REPAIR 3

Name: **ANSWERS** Date: _____

Read the print. Decide. Then show the grapheme evidence.

- 1** Print: Sam and Pat sit.
Teacher says: Sam and Pat sat.

My decision:

REPAIR – sit has i

The grapheme that proves it:

- 2** Print: A tin tips.
Teacher says: A tin tips.

My decision:

REPAIR – tin starts with t

The grapheme that proves it:

t

- 3** Print: The cat sat.
Teacher says: The cap sat.

Write the exact printed word:

cat

I know because the last grapheme is:

t

SAM'S PRINT-PATH

SET UP

Place the challenge cards beside the path. Two partners start at START.

The cat sat.



TAKE A TURN

- 1 Read the printed sentence.
- 2 Listen to the partner reading.
- 3 Say SAME or REPAIR.
- 4 Point to the grapheme that proves it.
- 5 Reread the whole sentence.

SAME
or
REPAIR?



WORKED TURN

Print: The cat sat.

Partner says: The cap sat.

REPAIR — the final grapheme is t.



FINISH

Complete every challenge.
Explain each choice. Check
against the printed word
before moving.



Teacher key for cards 1–6: REPAIR, REPAIR, SAME, REPAIR, REPAIR, SAME.



SAM'S PRINT-PATH CHALLENGE CARDS

1



Print: Pat sat.

Partner says: Pat sit.

SAME or REPAIR?
Show the grapheme. Reread.

2



Print: A tin tips.

Partner says: A pin tips.

SAME or REPAIR?
Show the grapheme. Reread.

3



Print: Sam taps a mat.

Partner reads it exactly.

SAME or REPAIR?
Show the grapheme. Reread.

4



Print: Nan sits.

Partner says: Nan sat.

SAME or REPAIR?
Show the grapheme. Reread.

5



Print: Pins sit in the tin.

Partner says: Pins sit in the tip.

SAME or REPAIR?
Show the grapheme. Reread.

6

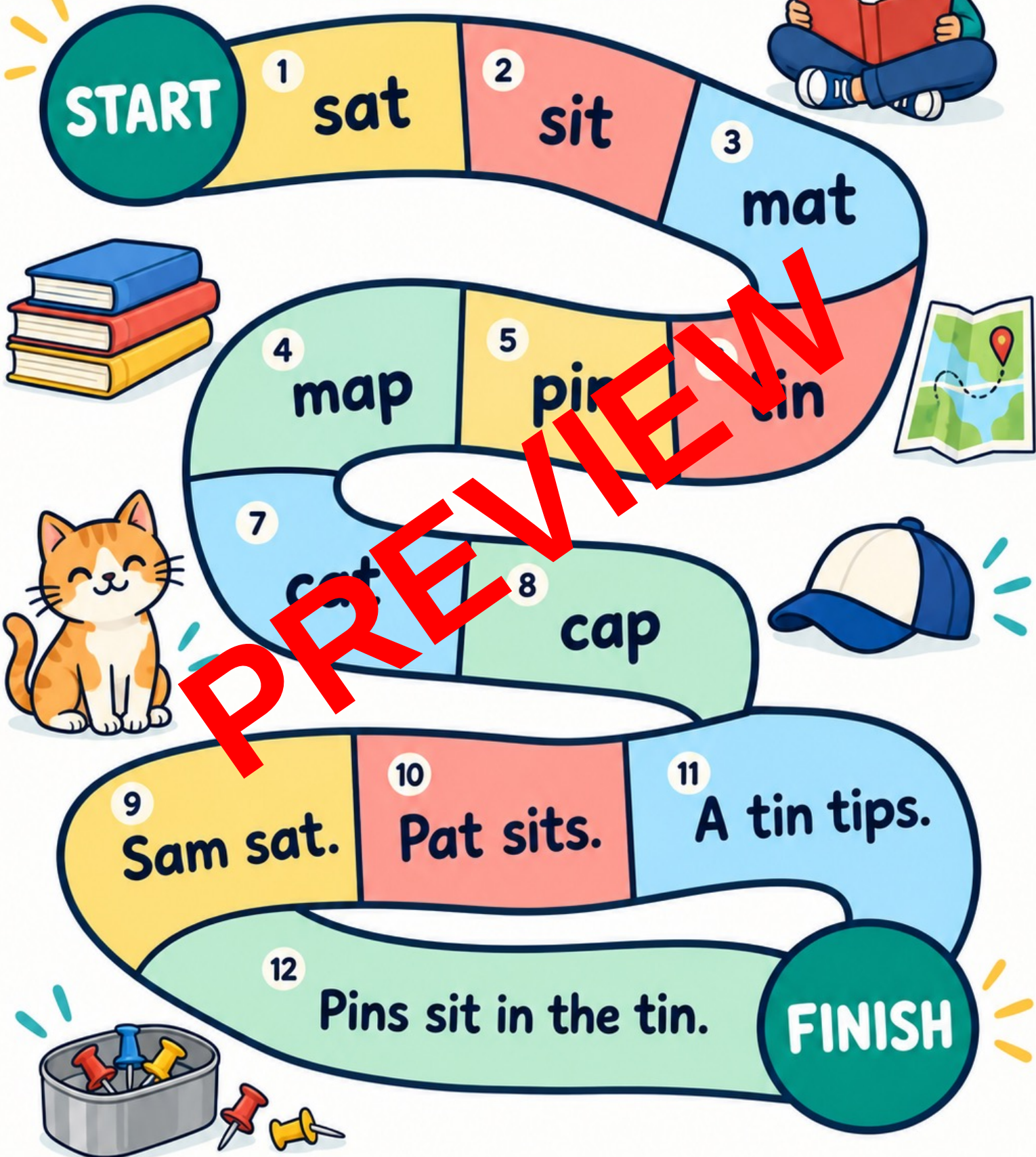


Print: Nan did it.

Partner reads it exactly.

SAME or REPAIR?
Show the grapheme. Reread.

SAM'S PRINT-PATH BOARD



Read every space. Explain one grapheme before moving.

REHEARSAL READ RECORD

Name: _____ Date: _____

PIP AND THE TIN

Pip sits. A tin tips. Pins spill.

Pip taps the mat.

Sam and Pip put the pins in the tin.

Pip sits. Sam pats the mat.



Pre-taught words: the, spill, put

Teacher record

Words blended accurately:

Actual attempts to record:

Self-correction or help request:

Oral question: What happened when the tin tipped?

Learner response:

REHEARSAL READ RECORD

Name: **ANSWERS** Date: _____

PIP AND THE TIN

Pip sits. A tin tips. Pins spill.

Pip taps the mat.

Sam and Pip put the pins in the tin.

Pip sits. Sam pats the mat.



Pre-taught words: the, spill, put

Teacher record

Words blended accurately:

Use the exact printed words.

Actual attempts to record:

Record the learner's actual attempts.

Self-correction or help request:

Accept an actual repair or a justified help request. Do not require an invented error.

Oral question: What happened when the tin tipped?

Learner response:

Sample: The tin tipped and the pins spilled. Sam and Pip put the pins back in the tin.

REPAIR AND EXPLAIN

Name: _____

Date: _____

Read:

Sam sat. A pin tips. Sam taps the pin.
The pin sits in a tin.

Teacher says: A pin sits.

Does that reading match the printed sentence?

The grapheme evidence is:

Reread the corrected sentence.

Common wrong response: I will look at the picture and guess.

Repair that response. What should the reader do instead?



Explain one event from the text:

REPAIR AND EXPLAIN

Name: ANSWERS Date: _____

Read:

Sam sat. A pin tips. Sam taps the pin.
The pin sits in a tin.

Teacher says: A pin sits.

Does that reading match the printed sentence?

No. The print says tips.

The grapheme evidence is:

The final graphemes are p and s.

Reread the corrected sentence.

A pin tips.

Common wrong response: I will look at the picture and guess.

Repair that response. What should the reader do instead?

Return to the printed word, say every taught sound, blend the whole word, then reread for meaning.



Explain one event from the text:

Sample: A pin tips, Sam taps it and the pin ends in a tin.

UNSEEN SHORT-STORY READ

Name: _____ Date: _____

PAM AND THE TIN

Pam sits. A tin tips. Pins spill.

Sam and Pam pat the mat.

Sam and Pam put the pins in the tin.

Pam and Sam sit.

Pre-taught words: and, the, spill, put

Teacher record of actual decoding attempts:

Self-correction or justified help request, if needed:

Tracking from word to word and across lines:

Oral question: What happened in the story?

Learner explanation:

Do not require a reader to make an error.

UNSEEN SHORT-STORY READ

Name: **ANSWERS** Date: _____

PAM AND THE TIN

Pam sits. A tin tips. Pins spill.

Sam and Pam pat the mat.

Sam and Pam put the pins in the tin.

Pam and Sam sit.

Pre-taught words: and, the, spill, put

Teacher record of actual decoding attempts:

Accurate reading follows the print. Record the learner's actual attempts.

Self-correction or justified help request, if needed:

Record an actual repair or justified help request only when it occurs.

Tracking from word to word and across lines:

Starts at the first word and keeps place across every line.

Oral question: What happened in the story?

Learner explanation:

Sample: The tin tipped and the pins spilled. Sam and Pam put the pins back in the tin.
Accept another coherent explanation supported by the text.

Do not require a reader to make an error.

READ, BLEND, MAKE SENSE — LEARNING EVIDENCE

Name: _____ Date: _____

CRITERION	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
Print accuracy	Guesses or changes a printed word.	Reads familiar models with a prompt.	Blends and reads the fresh printed words accurately.
Reading task	Cannot yet complete the meaningful read.	Completes the read with a model or step prompts.	Reads the unseen story and keeps place independently.
Reason and evidence	Gives a guess or unsupported answer.	Names a relevant detail with a prompt.	Uses a specific grapheme or text detail to explain.
Transfer and communication	Response is unclear or method does not transfer.	Explains with support; fresh text remains insecure.	Explains an event and applies the method to fresh text.

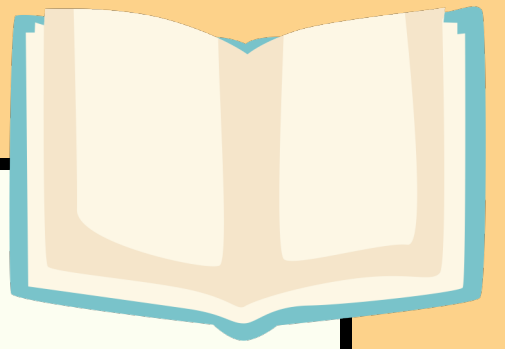
Observed evidence:

Next teaching step:

Accessible response modes and accepted dialects are valued.

Read Aloud Make Sense





Our reading focus

Blend every word.

Track each word from left to right.

Reread to tell what happened.

Success: I read the print word and explain one event.

Try: "How are reading starts." "Blend s-a-t."





Words for reading

grapheme • blend • word • sentence • read • writing

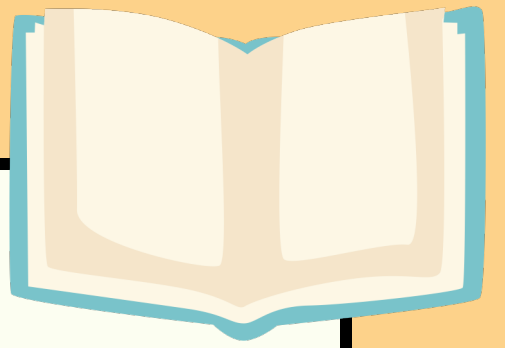
A grapheme is a written letter or letter group.

A sound is what you hear.

A word carries meaning.



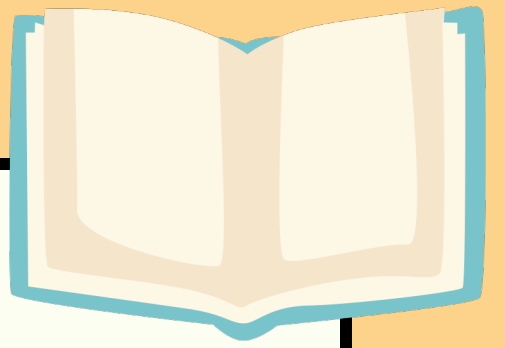
Blend and track



1. Point under each grapheme.
2. Say the sounds.
3. Blend the whole word.
4. Move to the next printed word.

s →





Sam and Pat

Sam sat.

Pat sat.

Sam and Pat sit.

Check the print in each word. Keep one-to-one tracking when the line changes.





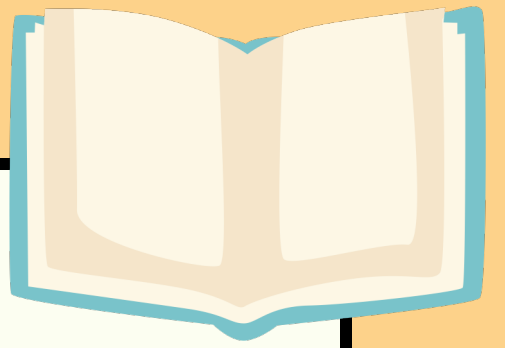
A careful contrast

Printed word: cat

Modelled misread: cap

The final grapheme changes the word. Meaning can confirm a reading, but it cannot replace checking every grapheme.





Pause and check

Print: "The cat sat."

Teacher says: "The cap sat."

Does the spoken meaning match the print?

Name the print evidence that proves your choice.





The print controls the answer

It needs repair.

The printed word ends in so it is co

Reread: "The cat"





A fresh blend

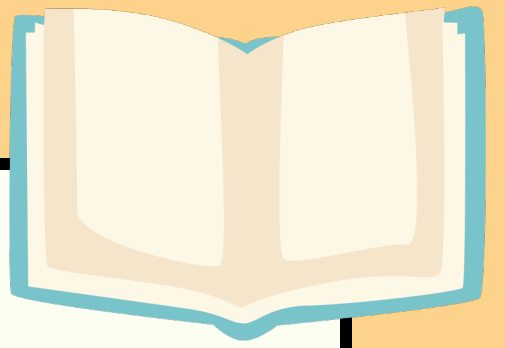
m a t → mat

Track and read: “Sam took a nap.”

What does Sam take a nap on? Listen to the whole sentence before you answer.



One complete partner turn



Read the printed sentence.

Listen to your partner.

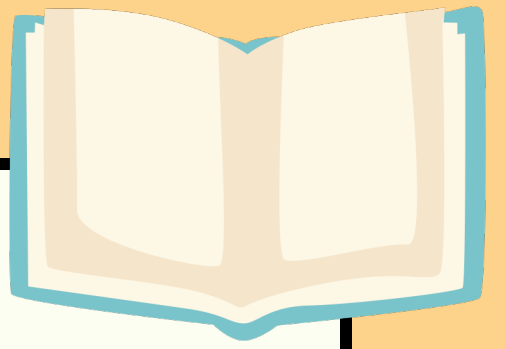
Say “same” or “repair”

Point to the grapheme that proves your choice.

Reread the whole sentence.



Independent challenge



Print: "Pins sit in the tin."

Partner says: "Pins sit in the tin."

Decide "same" or "pair". Show the evidence and reread.





Guessing does not identify the word

Do not guess from a picture.

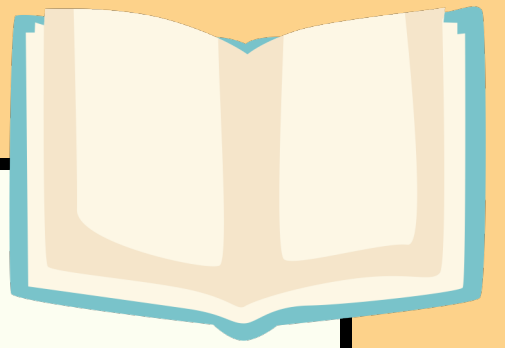
Do not use only the first letter.

Do not skip the word.

Return to the print and hear every taught sound, blend the word, then reread for meaning.



Rehearsal story



Pip sits.

A tin tips.

Pins spill.

Pip taps the mat.

Trace every word. What happened when the tin tipped?





One target, different support

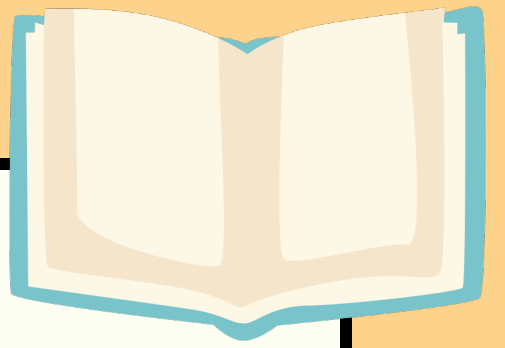
Support: read a shorter coherent line with other printing.

Core: read the matched story independently.

Extension: read a short matched text and explain which print detail confirmed the
we



Independent reading evidence



Read the unseen story aloud.

The teacher records your actual attempt.

Self-correct or ask for justification if needed.

Explain one event from the text.

You do not need to write an answer.



My reading evidence



I tracked every word.

I blended the whole word.

I checked the print when a word did not match.

I explained what happened.

My next step is ...





Reading connects print and meaning

Complete-word blending identifies the word.

Tracking keeps your place across lines.

Rereading connects the words to an event.





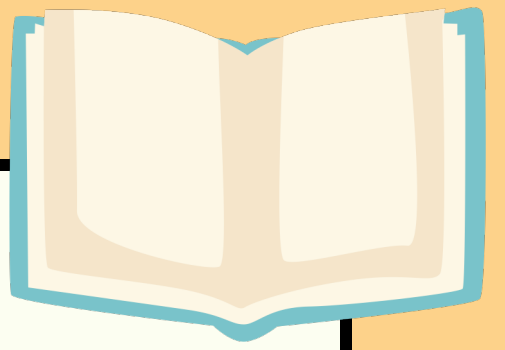
Well done
Check every grapheme
Blend the words and reread for
meaning



PREVIEW

Read, Blend, Make Sense Quiz



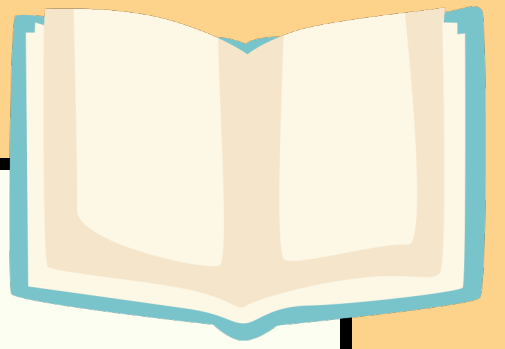


Question 1

Which action shows complete-word blending for sound?

- A. Say s-a-t, then sat.
- B. Look at a picture and guess.
- C. Say only the first sound.





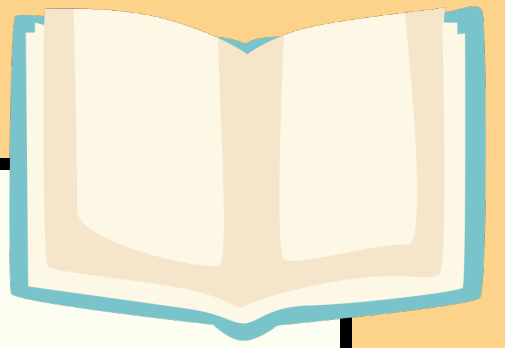
Answer 1

A. Say s-a-t, then sat.

Saying each taught sound and finding one who word uses all three graphemes.



Question 2



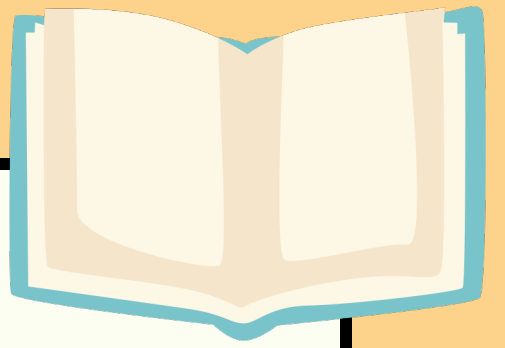
Print: "The cat sat."

A reader says: "The cap sat."

Does the reading match the print? Enter 1 for



Answer 2

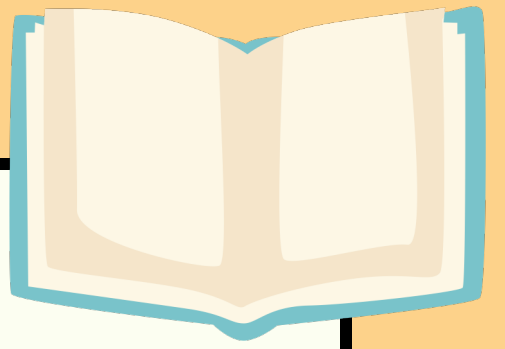


No. The printed word ends in t, so it sounds like

The reader must repair the word and re-read the sentence.



Question 3



Read: "Pam sits. A tin tips."

What should you do after blending each word?



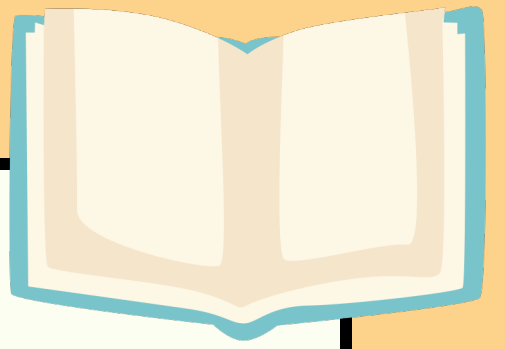
Answer 3



Track to the next printed word, reread the two sentences and explain that the tin tips.



PREVIEW



Question 4

Print: "Sam taps a mat."

Teacher says: "Sam taps a map."

Which grapheme does a repair is needed?



Answer 4



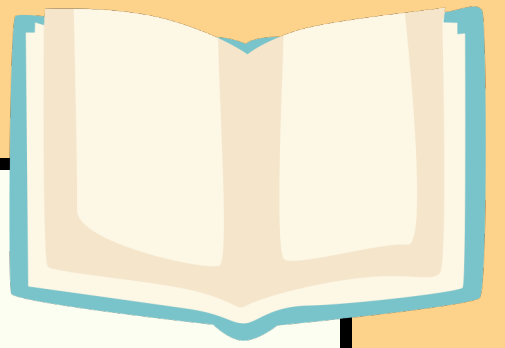
The final grapheme t in mat.

The printed word is mat not m



PREVIEW

Question 5

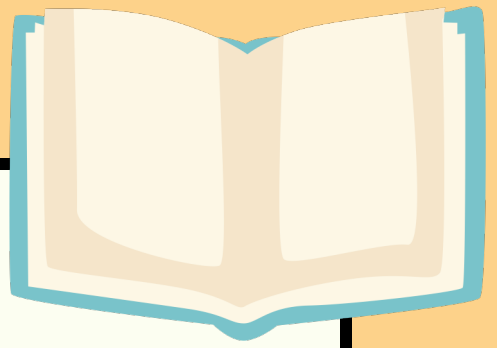


Compare sat and sit.

Which grapheme change and how do the words change?



Answer 5

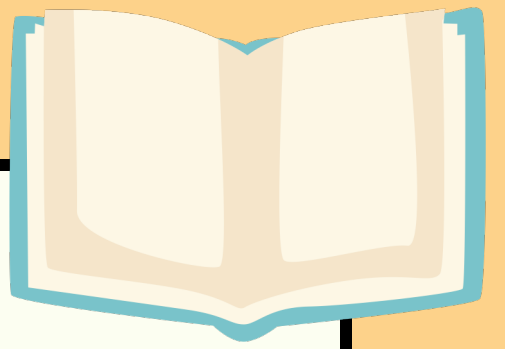


The middle grapheme changes from *oi* to *oy*.

Blend all three graphemes together to read 'soy' accurately.



Question 6

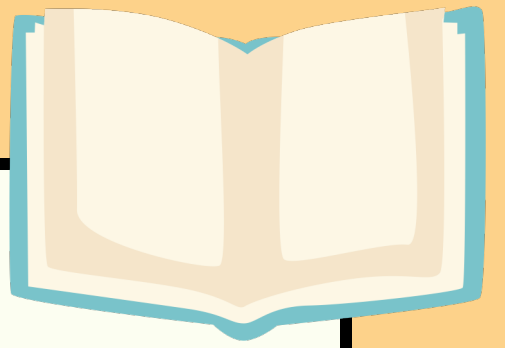


A reader sees tin, looks at a picture and says box.

What is the error, and what should happen next?



Answer 6

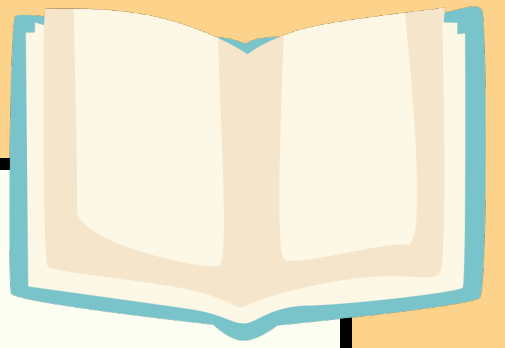


The reader guessed instead of using the origin

Return to t-i-n, blend tin, then read for meaning



Question 7



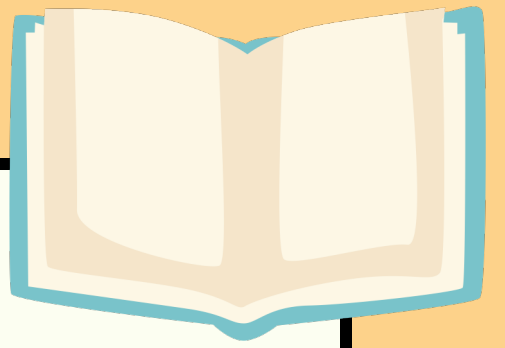
Print: "Pins sit in the tin."

Partner says: "Pins sit in the tip."

Decide "same" or "pair" and point to the evidence.



Answer 7

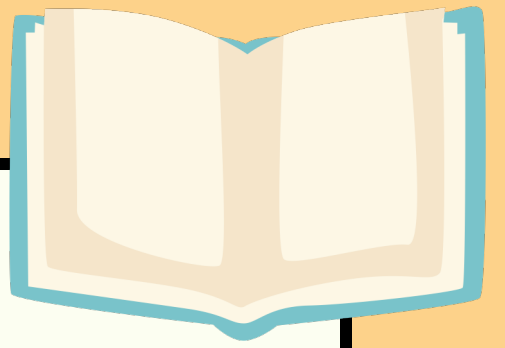


Repair.

The final grapheme in the printed word is n, so the word is tin.



Question 8



Compare:

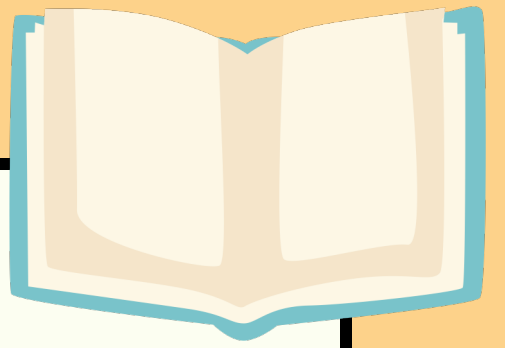
“Sam sat.”

“Sam sits.”

Name one similarity and one difference in the print.



Answer 8

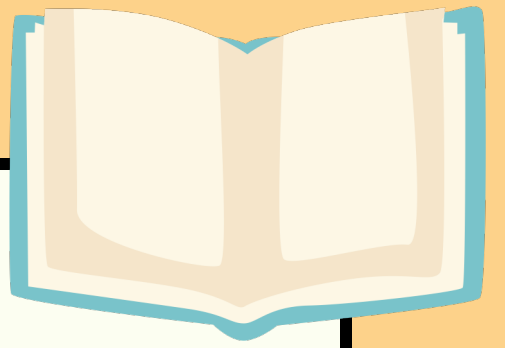


Both begin with Sam.

The action word change sat c in at ts con s i and ends in ts.



Question 9



Read: “Nan sits. A tin tips.”

The lines appear in a new order.

What stays the same about the reading method?





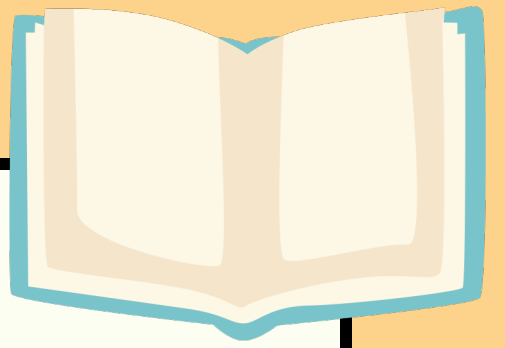
Answer 9

Start at the first printed word, blend the whole word, and track each word in order.

The method stays the same when the word changes.



Question 10



What print evidence shows that pin is not the



PREVIEW

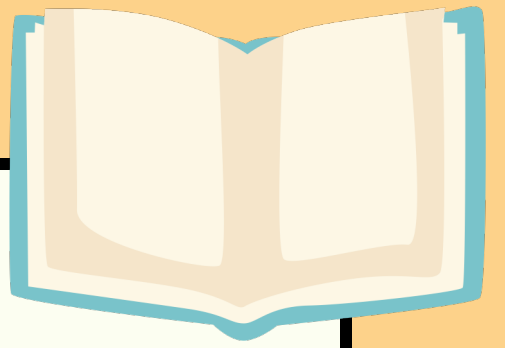
Answer 10



The first grapheme is p, not t.

Use that detail with the other graphemes to blend in.





Question II

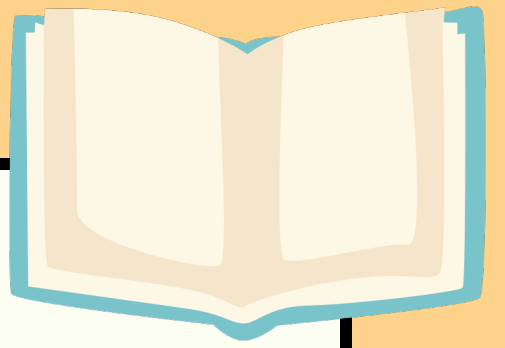
Claim: "If a sentence makes sense, every word must have been read correctly."

Is the claim safe? Explain.



PREVIEW

Answer II

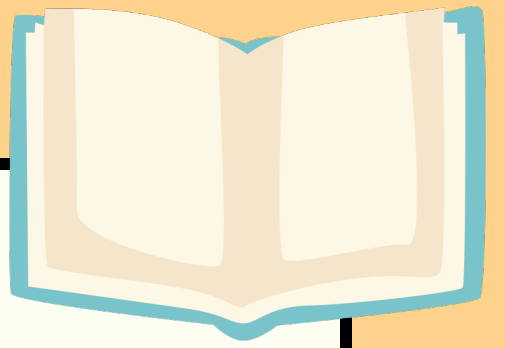


No. A substituted word can still make sense.

Check every grapheme and read the correct printed sentence.



Question 12

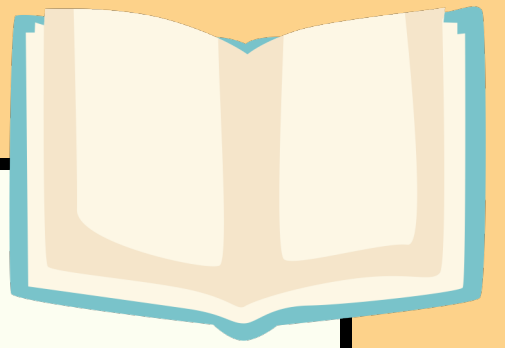


After reading an unseen story, what evidence shows independent success?



PREVIEW

Answer 12



Accurate word reading and tracking, correct report of justified help request when needed, and a clear explanation of an error.

A correct reader does not need to indicate an error.





Well done
Use the principal to blend the word.
Make sense of the story.



PREVIEW