

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Sage's Library

Answer and Assessment Guide

Reading

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

Brandon Mysliwiec

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READ-K-01 | printable section

Includes READ-K-01. These introductory sections do not constitute a complete kindergarten course or a finished K-12 curriculum.

The four companion books

The Student Book explains concepts through reading, examples, and diagrams. The Adult Teaching Guide provides modeling and supported practice. The Student Workbook holds activities and checks. The Answer and Assessment Guide supplies keys, criteria, and retry guidance.

The K-12 learning roadmap is the plan for future content, not a lesson book. These four growing books contain only the sections listed below.

Using this edition

A beginning reader needs an adult to read the explanatory passages aloud. Independent word reading is expected only for explicitly taught patterns in Reading. An adult supplies safe materials and supports access; oral responses, pointing, or drawings can demonstrate the same skill.

Lesson and activity IDs stay together across the four books. For example, a lesson ending L01 links to the activity ending W01 in the same unit. Each unit finishes with its A01 section check. Matching edition 0.3 components should be used together.

Contents

READ-K-01 | Books, print, and spoken words

READ-K-01-L01 - Print carries a message

READ-K-01-L02 - Following a line of English print

READ-K-01-L03 - Listening for what a text says

Learning at an individual pace

The learner revisits the relevant explanation after feedback, then tries a fresh example. Successful demonstration of each target is a suggested local progression rule, not a validated placement score. Personal beliefs and agreement with the author are never graded.

Books, print, and spoken words

Before this section

No independent reading or letter recognition is assumed. Pointing and oral responses are sufficient.

Materials

The printed practice text below, paper, and a pencil. The adult reads all instructions and any text the learner cannot yet decode.

Recording evidence

The guide checks the demonstrated skill, not handwriting neatness, speed, or agreement with a personal view. Record the response, support provided, and what needs another example. Do not infer a diagnosis or a grade-level placement from these short checks.

Print carries a message

Recognize that printed words represent spoken language.

Reading and teaching reference: READ-K-01-L01

1. Correctly distinguishes the picture from print; decoding is not required.
2. An exact adult transcription of the learner's message.
3. Confirmation or a meaningful correction. Do not score the learner's opinion.

Following a line of English print

Track a line of English print and notice spaces between words.

Reading and teaching reference: READ-K-01-L02

1. At A, on the left of the line.
2. The two inter-word spaces.
3. Three marks, one for each word; no decoding requirement.

Listening for what a text says

Answer a question using information from a short adult-read passage.

Reading and teaching reference: READ-K-01-L03

1. On a mat.
2. Red.
3. The passage does not say.

Section check

1. Distinguishes the drawing from the printed word without decoding.
2. Starts at A on the left and tracks toward the right; adult reading is permitted.
3. In a box; blue; the passage does not say who owns it. Record any additional prompting separately from an independently selected answer.

After feedback

Use one short line and adult pointing. Reread the practice passage without adding information. Permit pointing to adult-drawn answer choices; include the correct answer and at least one plausible alternative, and allow a gesture meaning that the text does not say. Repeat assessment after supported practice; record the assistance provided.

Progress record

Lesson / check ID: _____

Demonstration and support: _____

Needs another example / demonstrated: _____

Date and next step: _____

Sources and content notes

Instruction, practice tasks, and illustrative examples were authored for this series. Invented scenes and diagrams are not historical evidence or measured research data. Source references support the specific concepts below, not a claim of complete topic coverage.

READ-K-01

Introductory picture/print distinction, English line tracking, word boundaries, and supported listening. This section does not assess independent decoding or establish full kindergarten coverage.

IES-READ | Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Research practice guide used for explicit sound-letter links, decoding, and a continuing combination of word reading and comprehension. Supports selected teaching methods, not this book's full sequence or complete coverage. Child-page prose is adult-read except explicitly taught sound/word displays. Edition 0.3's exact four-letter order and page length are editorial choices.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

IES-COMPREHENSION | Improving Reading Comprehension in Kindergarten Through 3rd Grade

Research guide used for purposeful text selection and supported discussion of meaning. Adult read-aloud understanding is distinct from independent decoding. The original cup passage is a limited listening activity, not a comprehensive comprehension program or verified real-world observation.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

Use and revision

Academy-created pages may be downloaded and printed free for educational use. External sources retain their own rights. A correction should name the edition and lesson or activity ID. Full K-12 coverage, independent subject validation, and final print production remain in development.