

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Sage's Library

Adult Teaching Guide

Reading

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

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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

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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.

READ-K-01-L01

Print carries a message

Recognize that printed words represent spoken language.

Printed words carry language. An adult can say a message aloud and also write it. The written message remains on the page after the speaker stops talking. A picture may also communicate information, but a picture is not the same thing as a printed word.

The adult draws a simple circle and writes the word sun beside it. The drawing can suggest the Sun. The word sun is made of letters in a particular order. The adult points to the drawing and then the word, naming the difference without asking the learner to decode an untaught word.

The learner may point, draw, or dictate a message. The adult writes the dictated message and reads it back exactly. If the adult changes a

word, the learner can ask for a correction. A record should preserve the intended wording rather than silently replace it.

Model an example

Worked example: An adult writes “A cup.” The adult reads the two words aloud while pointing. The printed words and a drawing of a cup refer to a cup in different ways.

Supported practice

The learner dictates a short message about a familiar object. The adult records and reads it back while pointing to the words.

Student and workbook links

The Student Book uses READ-K-01-L01 and its accompanying visual. Then the learner completes READ-K-01-W01, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Adult reads. Show an actual cup and draw its outline; the generic academy scene alone is not the cup example.

Adult reads cup; its letter correspondences have not been taught. Point to the three printed letters.

Adult reads and writes the child’s dictated message, then reads it back.

Following a line of English print

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

In the English print used here, a reader starts at the left of a line and moves toward the right. After a line ends, reading continues at the beginning of the next line below. Other writing systems can use different directions; this lesson concerns these lines of English print.

A space separates one printed word from another. The adult writes “A red cup.” and reads it slowly. The adult points to A, then red, then cup. The period is a punctuation mark at the end; it is not another word.

The learner follows the adult’s pointing and then indicates where the line begins. Following print is a different skill from decoding the words. An adult supplies the spoken words while the learner practices direction and word boundaries.

Model an example

Worked example: “A red cup.” contains three words. There is a space after A and a space after red. Counting letters would answer a different question from counting words.

Supported practice

The adult prints “A big box.” on one line. The learner points to the beginning and tracks the three words while the adult reads.

Student and workbook links

The Student Book uses READ-K-01-L02 and its accompanying visual. Then the learner completes READ-K-01-W02, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Adult reads and points to the start of A red cup.; the child is tracking print, not decoding.

Adult points to each word and then both spaces. The period is not a word.

Adult reads. Identify the period in the displayed example.

READ-K-01-L03

Listening for what a text says

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

A reader or listener can answer some questions by returning to the words of a text. The answer should come from the passage when a question asks what the passage says. A guess about an untold detail is not a stated fact.

Practice passage - invented example: “A cup is on a mat. The cup is red.” The adult reads these sentences twice, pointing to the words. The first sentence tells where the cup is. The second tells its color. The example is an invented scene for practice, not a report of an observed cup.

The passage does not say who put the cup there or whether it contains water. Those details remain unstated. The learner can answer “The text does not say” instead of inventing an answer. Later reading will use inference as well, but an inference will be identified rather than confused with the actual words.

Model an example

Worked example: For “Where is the cup?” the response “on a mat” follows the passage. For “Who owns the cup?” the passage gives no answer.

Supported practice

The adult rereads the passage. The learner answers one question about location and one about color, then identifies an untold detail.

Student and workbook links

The Student Book uses READ-K-01-L03 and its accompanying visual. Then the learner completes READ-K-01-W03, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Adult reads this invented practice passage. The cup outline does not depict the mat or supply color evidence; location and color come from the spoken text.

Adult rereads the passage and asks where the cup is and what color the text names.

Adult asks who owns the cup. Accept that the text does not say; do not infer ownership from an illustration.

READ-K-01-A01

Section check

After the lessons, the learner completes READ-K-01-A01 in the workbook. The assessment guide supplies criteria. An adult reads the directions and records any access support.

Revisit and retry

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.

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

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