

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Sage's Library

Student Workbook

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

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.

Print carries a message

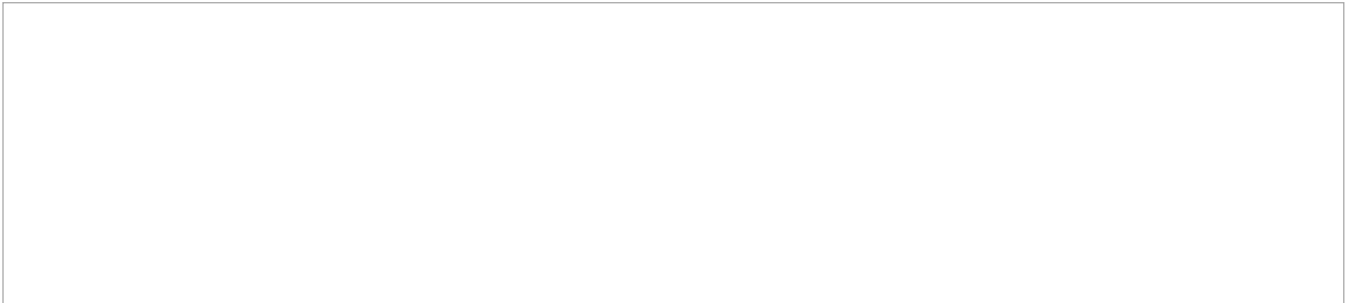
Recognize that printed words represent spoken language.

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

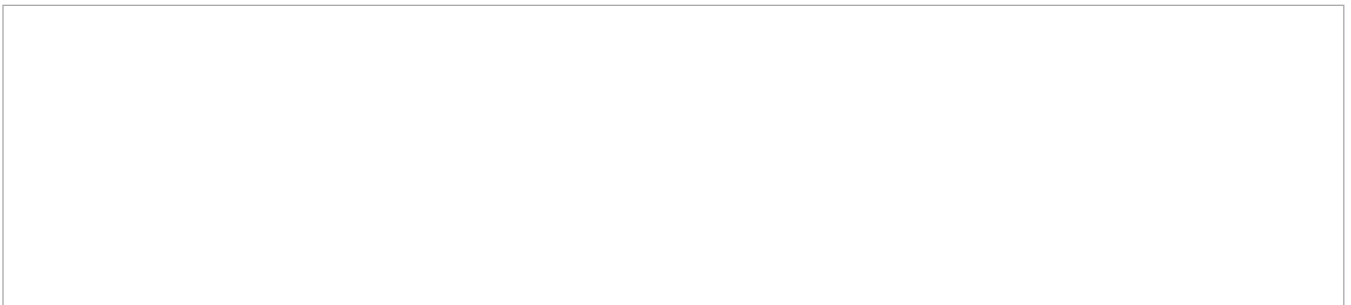
1. The adult draws a cup and writes cup. The learner points to the drawing, then to the printed word.



2. The learner dictates a short message; the adult writes it in the response space.



3. The adult reads the message back. The learner confirms it or asks for a change.



Response method / adult support: _____

Following a line of English print

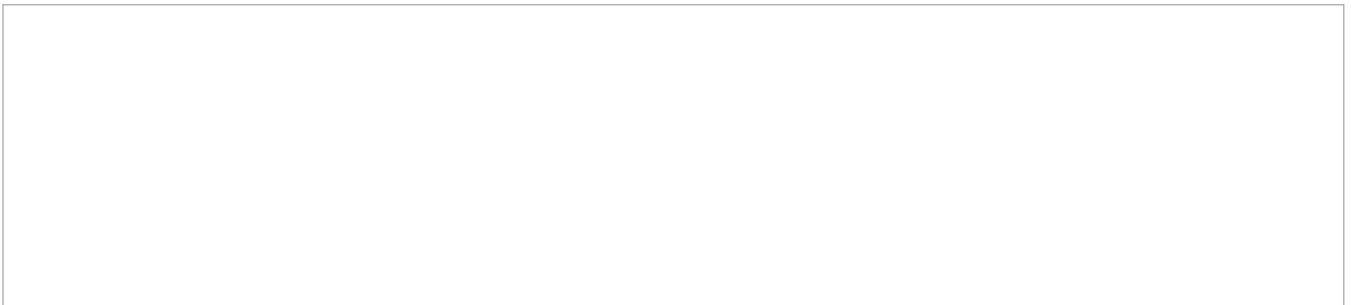
Track a line of English print and notice spaces between words.

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

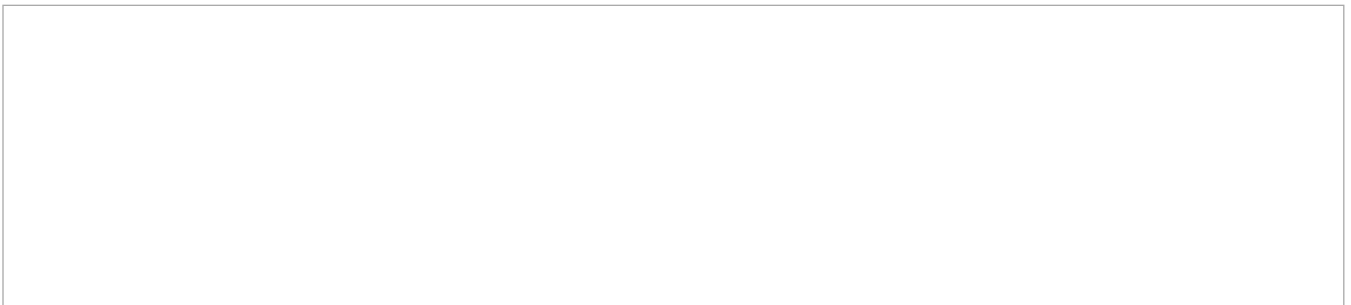
1. The adult writes A red cup. The learner marks where reading begins.



2. The learner points to the spaces between its three words.



3. The adult reads A big box. The learner places one mark for each spoken word while following the print.



Response method / adult support: _____

Listening for what a text says

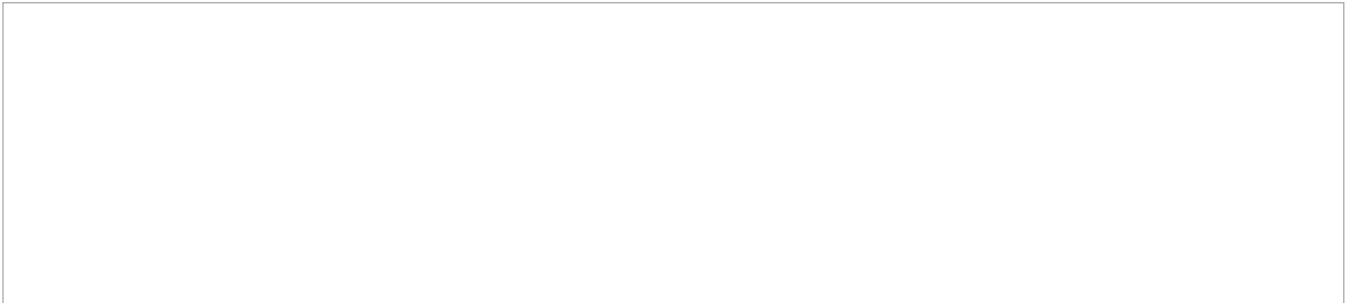
Answer a question using information from a short adult-read passage.

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

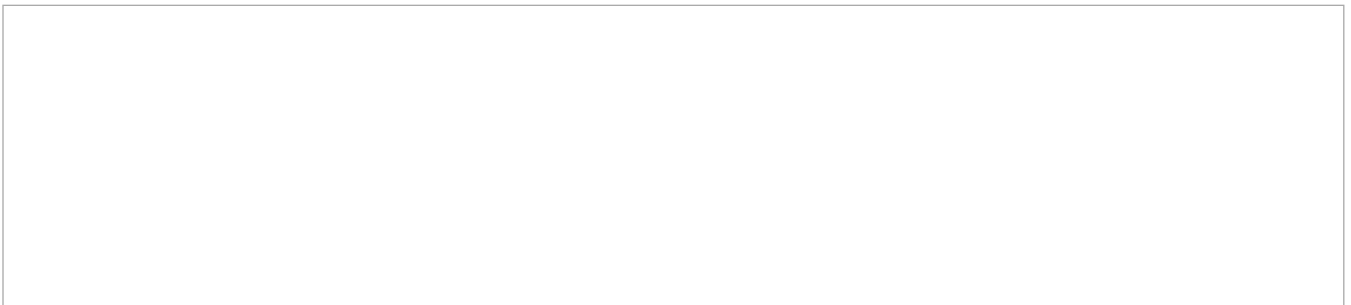
1. After the adult reads the passage, the learner tells or draws where the cup is.



2. The learner states the color described in the passage.



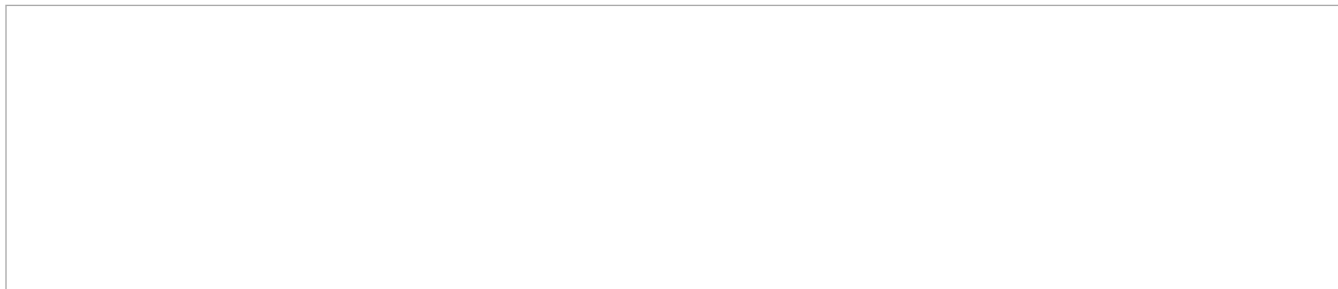
3. The adult asks who owns the cup. The learner states whether the passage provides an answer.



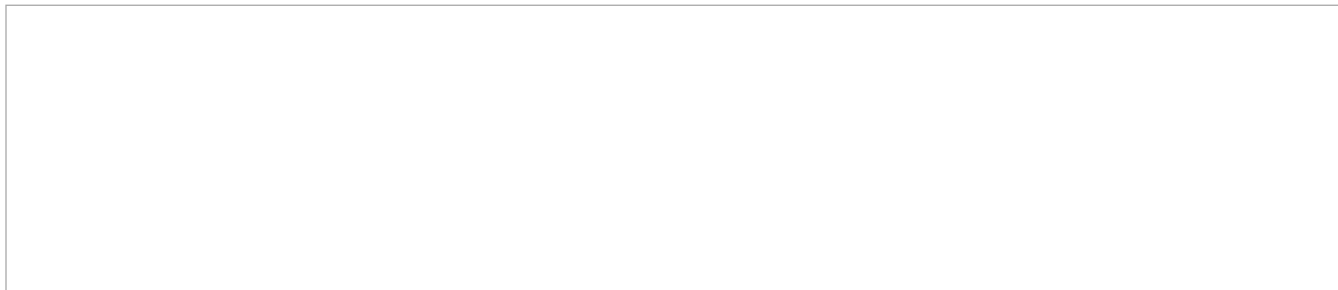
Response method / adult support: _____

Section check

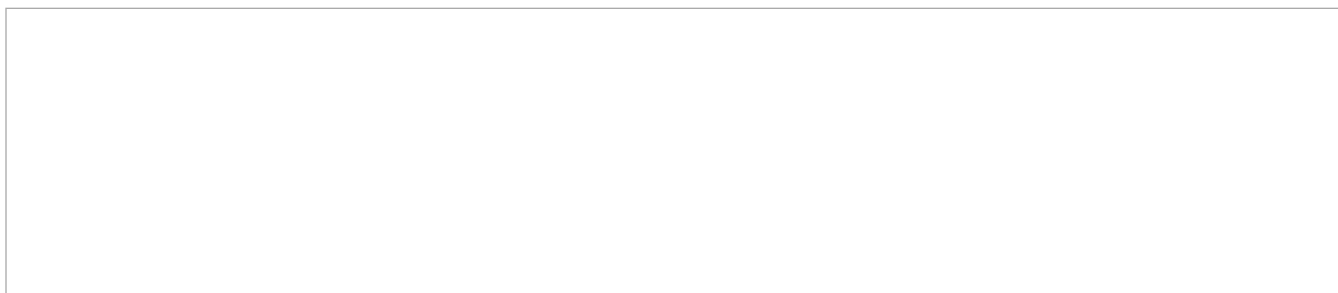
1. The adult draws a ball and writes ball beside it. The learner indicates which is the drawing and which is the printed word; decoding is not required.



2. The adult prints A blue ball. on one line and reads it aloud once. The learner shows where the line begins and tracks from left to right while the adult rereads.



3. New invented assessment passage: A ball is in a box. The ball is blue. The adult reads both sentences twice, then asks where the ball is, what color the passage gives, and who owns the ball. The learner answers orally, through assisted communication, or by selecting from adult-drawn response choices. The adult may reread without supplying answers.



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.

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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