

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Storyteller's Craft

Adult Teaching Guide

Language Arts

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

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ELA-K-01 | printable section

Includes ELA-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

ELA-K-01 | Pictures, words, and spoken messages

ELA-K-01-L01 - A message has a subject

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ELA-K-01-L03 - A description can be revised

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.

Pictures, words, and spoken messages

Before this section

Speech, gesture, drawing, or assisted communication can convey the learner's ideas. Handwriting is not a prerequisite.

Materials

Two safe familiar objects such as a cup and a book, paper, pencil or crayons, and the workbook. An adult may scribe or provide an accessible keyboard.

ELA-K-01-L01

A message has a subject

Communicate one observable idea about a familiar object.

A message communicates an idea. A spoken sentence, a drawing, or written words can help convey that idea. In this section the subject is a familiar object that can be examined, such as a cup or a book.

The adult names the object and describes one visible feature. "The cup has a handle" gives information about the cup. A description is checked against the actual object; not every cup has the same shape or features.

The learner chooses an available object and communicates one detail about it. The adult may write down the learner's exact words. The activity evaluates whether the detail matches the object, not whether the learner has produced polished spelling or handwriting.

Model an example

Worked example: For a book on the table, an adult says, “This book has a blue cover.” The statement is checked by looking at that particular book. It does not say that all books have blue covers.

Supported practice

The learner selects a safe object, draws or points to it, and dictates a detail. The adult asks which part of the object supports the description.

Student and workbook links

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

Picture-reading support

Adult reads. Show a real cup with a handle and another example if available; do not imply all cups have handles.

Adult reads the example only with a handled cup or a matching drawing present.

Adult invites one observed detail and records the child’s exact message.

ELA-K-01-L02

Pictures and labels work together

Connect a label with the object or part it names.

A label names a thing or a part of a thing. A drawing of a cup may have a label for cup and another for handle. A line from a label to the matching part can make the connection clear.

The adult draws an object and says the name while writing its label. The learner follows the connection between spoken word, written word, and drawing. The learner is not expected to spell an untaught word independently.

A label should point to the intended thing. If a handle label points to the bottom of the cup, the line can be moved. Correcting the line changes the message without requiring a new drawing. Revision makes communication more accurate.

Model an example

Worked example: A rectangle represents a book. The label book is placed beside it. A line joins the label to the drawing so the reader can tell what the label names.

Supported practice

The learner adds one dictated label to the drawing from Lesson 1. The adult writes it and reads it back. Together they check what it points to.

Student and workbook links

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

Picture-reading support

Adult reads and draws a simple handled cup.

Adult reads these untaught labels and points to their matching drawing parts.

Adult reads and draws a line from the dictated label handle to the handle on the printed cup outline. Confirm the endpoint together.

A description can be revised

Improve a message after checking it against its subject.

A first message can be reviewed. The learner looks at the object again and checks whether the drawing, label, and description communicate the intended information. Revision means making a change to improve the message.

The adult may ask a specific question: “Which part does this label name?” or “Does the drawing show the handle that was described?” The learner decides how to respond. Feedback is information for improvement, not a judgment about the learner’s worth.

A description may change because the first wording was inaccurate or because a useful detail was missing. The adult records the revised wording and reads it back. If the original message was already accurate and clear, the learner can explain that no correction is needed. An invented mistake is not required.

Model an example

Worked example: The first dictated message says a box has two handles, but the actual box has one. The learner checks and revises the description to one handle. The corrected message matches the object.

Supported practice

An adult reads the learner’s original message. The learner checks it against the object, then makes or explains one revision decision.

Student and workbook links

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

Picture-reading support

Adult rereads the child's description beside the actual object.

Adult models the check sequence using a genuine mismatch or missing useful detail.

Adult accepts a reason for keeping an accurate description; no invented mistake is required.

ELA-K-01-A01

Section check

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

Revisit and retry

Return to one concrete object and one detail. An adult models the label connection; the learner repeats with a different object.

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.

ELA-K-01

Introductory observation, dictation, labeling, and revision with adult support. Peer discussion, independent spelling, and an extended writing program remain to be developed.

IES-WRITING | Teaching Elementary School Students to Be Effective Writers

Research guide used to inform later writing-process and transcription planning. Its listed grade scope is 1-6; kindergarten drawing, dictation, letter models, and short-page design are editorial choices rather than claims of effects demonstrated by this source. Assessment records distinguish spelling from handwriting and access supports.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

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