

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Storyteller's Craft

Student Workbook

Language Arts

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

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Edition 0.3 | September 29, 2026

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

ELA-K-01-L02 - Pictures and labels work together

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.

A message has a subject

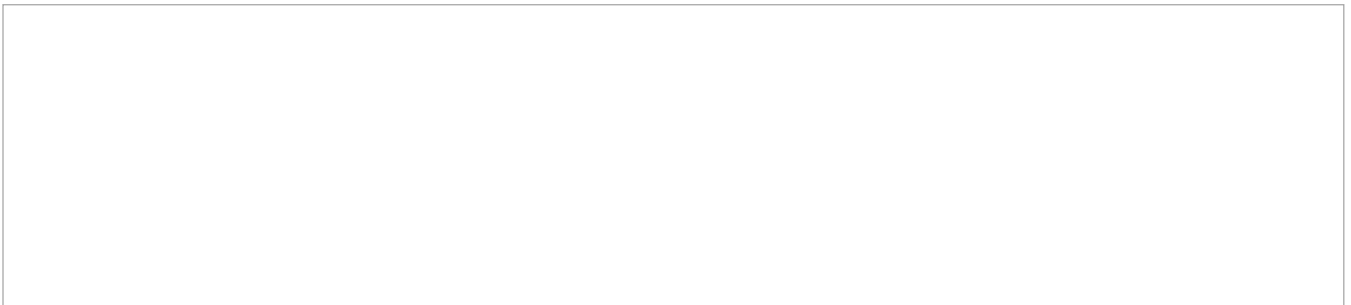
Communicate one observable idea about a familiar object.

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

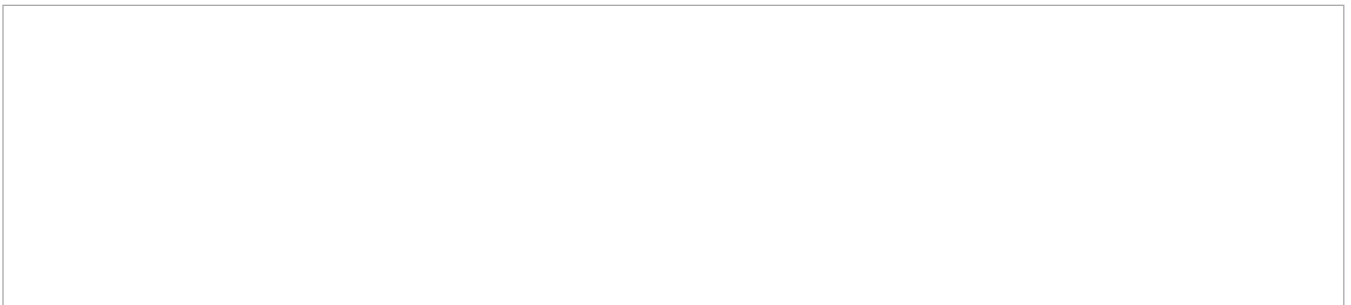
1. The learner draws or identifies the chosen object.



2. The learner gives one observed detail; an adult records the exact words.



3. The learner points to the evidence for that detail.



Response method / adult support: _____

Pictures and labels work together

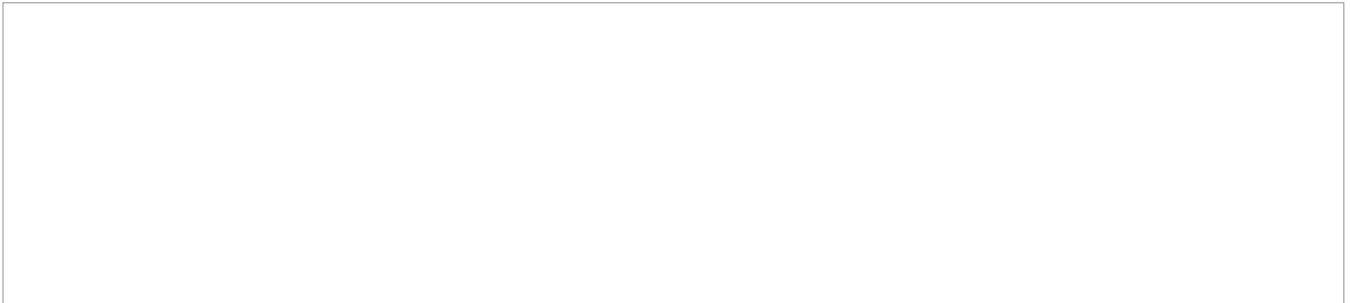
Connect a label with the object or part it names.

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

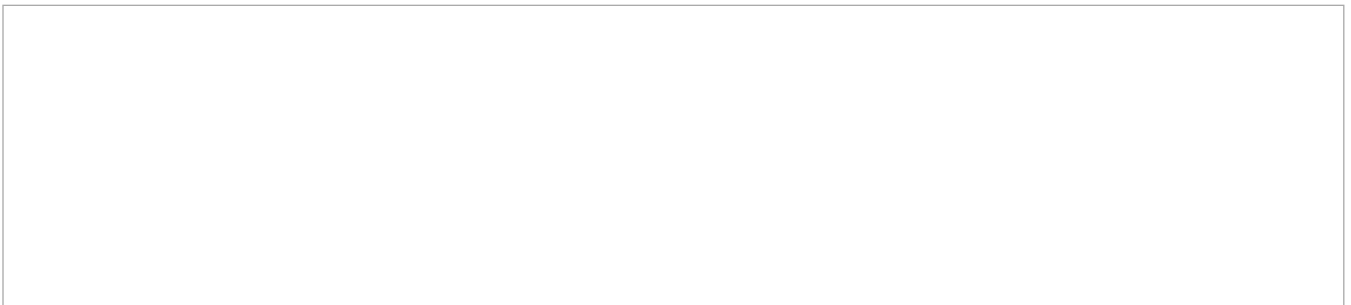
1. The learner adds or dictates a label for the drawn object.



2. The learner uses a line or placement to show what the label names.



3. An adult points to a different part. The learner confirms or corrects the intended connection.



Response method / adult support: _____

A description can be revised

Improve a message after checking it against its subject.

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

1. The adult copies the original description into the first space.

2. The learner checks one detail against the object and records what was found.

3. The learner dictates a revised message or explains why the original can remain.

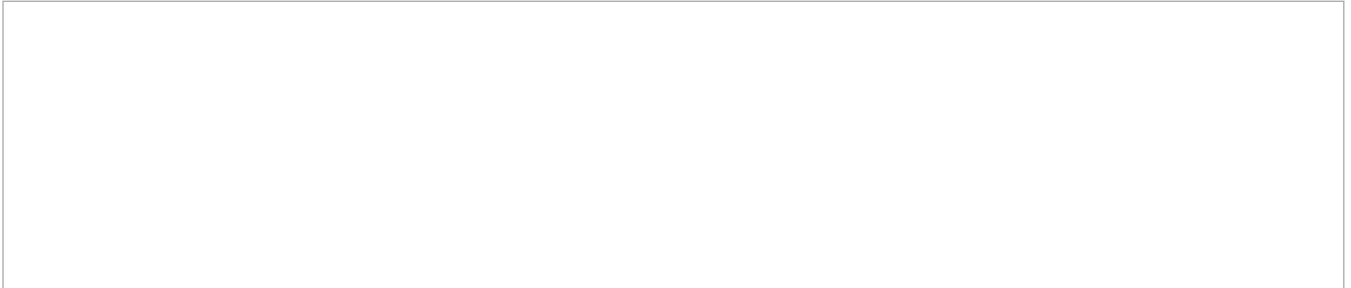
Response method / adult support: _____

Section check

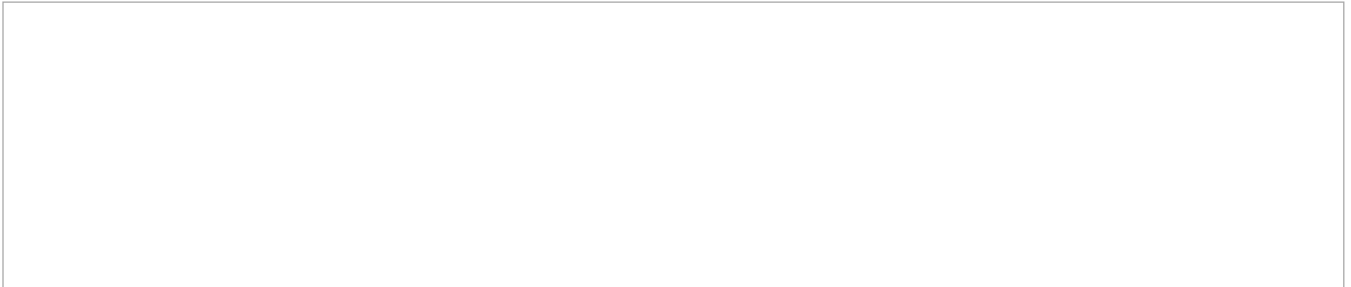
1. The learner selects a safe familiar object different from the practice object and communicates one observable detail. An adult may record the exact words or communication.



2. The learner draws or uses an adult-prepared drawing of that object and dictates a matching label. An adult may write the label; the learner shows which object or part it names.



3. The adult reads the description and label back. The learner checks them against the object, then communicates a revision or a reason that the message already matches. Record any prompts or assistance.



After feedback

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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