

The Storyteller's Craft

K-12 learning roadmap

Planning edition 0.3 | September 29, 2026

This is a plan of topics and their order, not a textbook. It contains 13 levels and 52 proposed unit slots. The two introductory sections currently available provide seven lessons. They do not complete kindergarten. The remaining 50 proposed units need research, detailed instruction, practice, and review.

Four books follow one sequence

The Student Book supplies reading and illustrated explanations. The Adult Teaching Guide supports instruction. The Student Workbook contains matched activities and checks. The Answer and Assessment Guide supplies keys and criteria. Each component uses the same unit and lesson IDs.

Levels and readiness

Grade labels organize increasing complexity, not age deadlines. Beginning readers need adult read-aloud and support. Detailed placement instruments and a comprehensive topic coverage audit remain in development. Proposed demonstrations below are planning targets, not released assessments.

Kindergarten entry

Adult-supported communication using speech, gesture, drawing, or an access system; handwriting is not required.

Reading and page design

One picture and one concrete idea at a time. Short phrases and sentences, usually 2-6 words. Adult introduces unfamiliar labels; independent reading uses explicitly taught sounds and words.

Begin with oral, drawn, gestured, or assisted messages before expecting independent handwriting. Labels and revision grow from describing an observable object. Add four letter forms and encoding only after the corresponding Reading sound links; later entry units add narrative and personal preference explicitly.

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

3 introductory lessons available; full strand coverage remains unfinished.

ELA-K-02 | Letter formation and early spelling

4 introductory lessons available; full strand coverage remains unfinished.

ELA-K-03 | Sentences, labels, and informational writing

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-K-04 | Narrative, opinion, listening, and revision

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Communicate an observed detail through drawing, dictation, gesture, or emerging writing and connect a label to its subject.
- Form or access taught letters and represent selected speech sounds with taught letters, with appropriate motor/access support.
- Produce supported informational, narrative, and opinion messages and explain a revision after listening to feedback.

Research priorities

- Map purposeful early narrative, opinion, informational, and conversation opportunities into the existing four units; specify which skills require independent writing.
- Coordinate letter formation and spelling with the Reading phoneme/grapheme sequence; verify access options preserve the assessed skill.

Level 1

Entry-level purposeful messages and demonstrated taught letter-sound links; adapt motor demands separately.

Reading and page design

Short familiar sentences and brief decodable passages. Picture support, repeated sentence patterns, and one clear direction per activity.

Connect taught spelling patterns with understandable sentences before longer composition. Narrative, explanation, and opinion are practiced with different purposes. Listening and revision recur throughout so sentence production does not become an isolated mechanics task.

ELA-1-01 | Handwriting, keyboarding, and spelling

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-1-02 | Sentences and basic conventions

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-1-03 | Narrative, informative, and opinion writing

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-1-04 | Conversations and short presentations

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Write or compose a sequence of understandable sentences using taught capitalization, punctuation, and spelling patterns.
- Produce short narrative, informational, and opinion pieces that communicate a topic or event and supporting details.
- Participate in a conversation, ask a relevant question, and revise a message after feedback.

Research priorities

- Verify handwriting/keyboarding and spelling progression against learner prerequisites and the companion Reading sequence.
- Specify genre-specific criteria and discussion routines; check that models and scoring examples do not demand untaught conventions.

Level 2

Understandable basic sentences using taught conventions and supported writing for several purposes.

Reading and page design

Short paragraphs with familiar vocabulary. Introduce new words beside concrete pictures and examples; support a gradual move from decoding to fluent meaning.

Build sentence expansion from clear basic messages, then organize short related pieces. Supported research begins with a concrete question and identifiable information. Writing methods may differ while meaning, sequence, and source fidelity remain the assessed goals.

ELA-2-01 | Word patterns and language choices

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-2-02 | Sentence expansion and punctuation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-2-03 | Paragraphs and writing process

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-2-04 | Research questions and oral communication

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Expand a sentence with relevant detail and apply taught punctuation and spelling patterns in a short composition.
- Organize a short text around a topic or event sequence and explain one revision that improves meaning.
- Develop a simple research question, record information from an identified source, and communicate findings orally.

Research priorities

- Check sentence, spelling, and punctuation sequence against earlier instruction and the proposed prerequisite sequence.
- Select rights-cleared source material suitable for supported research and distinguish an exact quotation from a learner paraphrase.

Level 3

Short organized pieces and ability to connect a note to an identified source.

Reading and page design

Connected paragraphs and short sections. Explain subject words in context; use labeled pictures, simple tables, and worked examples.

Extend short organized messages into connected paragraphs and purposeful detail. Reasons support opinions; sequence supports narratives. Research notes and presentations develop together so a learner can explain where information came from before polishing a final text.

ELA-3-01 | Grammar, spelling, and word study

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-3-02 | Narratives with sequence and detail

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-3-03 | Explanations and supported opinions

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-3-04 | Research, revision, and presentations

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Apply taught grammar and spelling patterns while composing connected paragraphs appropriate to the task.
- Write a sequenced narrative, an explanation, and an opinion supported with relevant reasons.
- Collect notes from identified sources, revise for clarity, and present findings with an understandable order.

Research priorities

- Verify language/convention examples and map the required narrative, informative, and opinion features to model texts.
- Check source-reading complexity, original model rights, and the assessment distinction between content knowledge and writing skill.

Level 4

Connected paragraphs, supported reasons, event sequence, and basic note-taking routines.

Reading and page design

Several linked paragraphs with headings. Define new terms, explain diagrams, and connect concrete examples to simple generalizations.

Add dialogue, sentence variety, and richer organization after basic paragraph control. Evidence-based informative writing follows accurate note keeping. Collaborative discussion supplies revision information, with clear boundaries between feedback and the writer's decision.

ELA-4-01 | Conventions and sentence variety

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-4-02 | Narrative structure and dialogue

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-4-03 | Informative texts and evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-4-04 | Research notes and collaborative discussion

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Use sentence variety and taught conventions to clarify a multi-paragraph message.
- Develop narrative scenes with dialogue or an informative text with organized supporting evidence.
- Keep research notes linked to sources and respond constructively during a discussion or revision conference.

Research priorities

- Verify dialogue punctuation, sentence-combining examples, and evidence expectations against prior learning.
- Specify note-taking and source-attribution routines and select suitable original or rights-cleared models.

Level 5

Purposeful paragraph organization and ability to use feedback without losing intended meaning.

Reading and page design

Longer explanations broken into purposeful sections. Introduce comparisons, multi-step examples, and simple source notes with guided practice.

Bring several paragraphs into a sustained composition with an audience and purpose. Compare a draft against its sources before publishing it. Vocabulary, conventions, and style are revised within meaningful writing rather than treated as proof of reasoning quality.

ELA-5-01 | Grammar, vocabulary, and style

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-5-02 | Multi-paragraph composition

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-5-03 | Opinion, explanation, and narrative craft

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-5-04 | Source use, revision, and publication

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Organize a multi-paragraph composition around a clear purpose with relevant development and transitions.
- Craft an opinion, explanation, or narrative using genre-appropriate support and precise language.
- Revise after comparing the draft with its sources and publish a version with clear attribution and corrected taught conventions.

Research priorities

- Check genre and convention coverage, including how vocabulary and style decisions affect meaning.
- Verify source-use examples and permissions for publication activities; develop separate rubrics for reasoning, organization, and conventions.

Level 6

Multi-paragraph composition with source attribution and supported revision choices.

Reading and page design

Clear middle-grade prose. Define technical vocabulary, separate facts from inferences, and scaffold multi-step reasoning with diagrams and examples.

Develop explicit claim-reason-evidence links after supported opinion and explanatory writing. Maintain sentence control, source attribution, and alternative creative purposes. The choice of an argument is separate from evaluating whether its reasons and evidence actually support it.

ELA-6-01 | Sentence control and precise language

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-6-02 | Arguments with reasons and evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-6-03 | Informative and creative composition

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-6-04 | Research citation and speaking

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Control sentence boundaries and use precise language while explaining a consequential revision choice.
- Construct an argument with a clear claim, relevant reasons, and evidence distinguishable from unsupported assertions.
- Compose an informative or creative piece and present researched information with consistent source attribution.

Research priorities

- Verify grammar examples and argument expectations against the learner's demonstrated prerequisites rather than assuming prior formal essay instruction.
- Choose an age-appropriate citation convention and verify each model citation and research source.

Level 7

Claim-reason-evidence organization and control of basic sentence boundaries.

Reading and page design

More sustained explanatory reading. Build arguments from evidence and model how to read charts, excerpts, and multi-step procedures.

Add substantive counterclaims once a learner can construct and support a claim. Vary syntax and media for a defined audience. Revision must preserve source meaning and permissions instead of merely making an argument sound more forceful.

ELA-7-01 | Syntax, conventions, and effective style

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-7-02 | Claims, counterclaims, and evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-7-03 | Narrative techniques and exposition

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-7-04 | Inquiry, revision, and multimedia communication

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Use varied syntax and appropriate conventions to support a stated audience and purpose.
- Develop a claim, address a relevant counterclaim, and explain how evidence supports the reasoning.
- Produce an inquiry-based written or multimedia composition, revise for clarity, and attribute borrowed material.

Research priorities

- Check counterclaim instruction and scoring for evidence quality rather than endorsement of a particular position.
- Verify media permissions, accessibility requirements, and the accuracy of syntax/style examples.

Level 8

Supported counterargument, source-based composition, and documented media attribution.

Reading and page design

Longer texts and increasingly independent analysis. Explain abstract ideas through examples before formal language and applications.

Consolidate independent source evaluation and ethical paraphrase before larger research publication. Register and presentation choices follow a stated audience. Plagiarism prevention is practiced with visible source/draft comparisons, not only a rule to memorize.

ELA-8-01 | Language registers and rhetorical choices

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-8-02 | Argument and source evaluation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-8-03 | Research writing and plagiarism prevention

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-8-04 | Publication and formal presentation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Adapt register and rhetorical choices to an identified audience and explain their effect on the message.
- Evaluate research sources and build a sustained argument with relevant evidence and attribution.
- Revise, edit, and present a research composition while distinguishing quotation, paraphrase, and original analysis.

Research priorities

- Verify plagiarism-prevention models against actual source passages and current citation conventions.
- Review source-evaluation instruction and publication/presentation rubrics for accessibility and task-appropriate complexity.

Level 9

Independent source notes, ethical paraphrase, and organized research writing.

Reading and page design

High-school subject prose with precise definitions, worked methods, source context, and explicitly labeled interpretation.

Extend composition into sustained analysis and deliberate literary craft. Learners explain choices using purpose and evidence while distinguishing imaginative work from factual reporting. Speaking communicates the research or craft process without replacing the written task.

ELA-9-01 | Grammar, rhetoric, and style

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-9-02 | Analytical and explanatory essays

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-9-03 | Narrative, poetry, and dramatic writing

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-9-04 | Research process and speaking

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Analyze and revise rhetorical and stylistic choices using the audience, purpose, and intended meaning.
- Write an analytical or explanatory essay with a defensible focus, organized evidence, and accurate attribution.
- Create a narrative, poem, or drama scene and present a researched explanation of selected craft decisions.

Research priorities

- Check literary and rhetorical terminology against primary models and authoritative reference works.
- Review genre range, source rights, and the research-writing progression; ensure creative work is not graded as factual reporting.

Level 10

Sustained explanatory/analytical writing with traceable source use.

Reading and page design

Extended explanations and evidence comparison. Scaffold unfamiliar specialist terms while increasing independent synthesis and application.

Expand research and counterargument into synthesis across sources. Audience revision precedes debate or multimedia production. A longer text is introduced only when source handling and organization are secure, not simply because the level number is higher.

ELA-10-01 | Argument, counterargument, and synthesis

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-10-02 | Extended research and citation systems

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-10-03 | Revision for audience and purpose

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-10-04 | Debate, listening, and multimedia composition

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Synthesize sources into an argument that addresses a substantive counterargument and qualifies unsupported conclusions.
- Complete an extended research composition using a consistent citation system and a traceable source record.
- Revise for audience and purpose and participate in a structured debate or multimedia presentation with accurate evidence.

Research priorities

- Verify citation guidance against the chosen style authority and check all example references.
- Design evidence-focused debate rubrics and confirm rights/accessibility for the proposed multimedia materials.

Level 11

Synthesis across sources and justified revision for audience and purpose.

Reading and page design

Sustained analysis, complex sources, and multi-step projects. Explain assumptions, limits, and alternative interpretations supported by evidence.

Apply existing research and composition skills to authentic technical, civic, professional, and creative purposes. Documents are judged against explicit audience needs. Publication and oral defense integrate editing, permissions, and justified decisions.

ELA-11-01 | Advanced composition and rhetorical analysis

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-11-02 | Technical, civic, and workplace writing

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-11-03 | Creative writing and editorial practice

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-11-04 | Research publication and oral defense

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Compose an extended analysis whose claims and rhetorical choices are supported by appropriate evidence.
- Produce a technical, civic, or workplace document that meets a defined audience's information needs.
- Edit creative or research writing for publication and defend significant decisions in an oral discussion.

Research priorities

- Verify authentic genre conventions using primary institutional examples, with sensitive information removed from exercises.
- Review publication ethics, permissions, and assessment criteria for source fidelity, clarity, and audience suitability.

Level 12

Extended composition, publication review, and defended decisions across more than one authentic genre.

Reading and page design

Advanced secondary reading and independent inquiry. Use precise subject language, transparent sources, and capstone applications; optional extensions remain labeled.

Use a sustained project and portfolio to integrate research, argument, adaptation, and revision. Compare versions for different audiences without changing supported facts. Independence is demonstrated by traceable decisions and source use, not by unsupported claims of universal readiness.

ELA-12-01 | Independent research and sustained argument

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-12-02 | Professional and academic communication

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-12-03 | Writing portfolio and publication ethics

Planned. Topic research, lessons, exercises, and assessments are not yet released.

ELA-12-04 | Capstone composition and presentation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Complete an independent research project with a sustained argument, qualified conclusions, and a documented source trail.
- Adapt one body of information into academic and professional formats without altering the supported facts.
- Present and defend a writing portfolio, explain revisions, and apply attribution and publication-ethics practices.

Research priorities

- Calibrate capstone rubrics using contrasting successful examples and check that prerequisites were taught across earlier levels.
- Verify current citation/permissions guidance and authentic academic/professional models while distinguishing editorial preferences from required conventions.

Research and production gates

Each future topic requires authoritative evidence, explicit prerequisites, taught-before-tested content, cumulative practice, keyed assessment, illustrations that support the concept, and editorial and educational review. Framework references do not establish full coverage. No complete KDP edition is ready.

Sources for current sections

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>

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>

Phonological Awareness and Phonics Instruction Rubric

Primary implementation guidance for systematic modeling, guided practice, sound-letter linking, and blending. Does not validate the entire proposed K-12 plan or establish a universal child mastery threshold. No source wording or scoring rubric is reproduced.

<https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/PhonolgclAwarePhonRubc-508.pdf>