

CURRICULUM ARCHITECTURE & ASSESSMENT ALIGNMENT

Volume II: Narrative Writing — The Storyteller's Toolbox

IB English A • Alignment Edition

Pedagogical Philosophy & Core Frameworks

The Storyteller's Toolbox bridges literary analysis and creative composition through a Reading-to-Writing (R2W) loop. Grounded in Understanding by Design (UbD) and Universal Design for Learning (UDL), this 25-Tool workbook treats narrative craft as an active engine for voice, atmosphere, structure, and deliberate authorial control rather than isolated techniques.

Understanding by Design (UbD)

Designed with backward mapping from the terminal performance demands of IB English A (Language & Literature or Literature). Every Tool builds cumulative capacity toward controlled narrative production, analytical awareness of authorial choices, and reflective commentary on effect.

Universal Design for Learning (UDL)

Incorporates multiple means of representation (side-by-side mentor-text comparisons, visual models such as Freytag's Pyramid and Outline Matrix, framed Writer's Principles), engagement (authentic narrative contexts, choice-based extension pathways), and action/expression (scaffolding from micro-tasks to controlled drafts and differentiated revision routes).

Core Design Pillars

Rhetorical Intentionality (VARP): Students master Voice, Audience, Register, and Purpose before attempting full narrative arcs.

De-escalated Craft Mechanics: Complex devices are practised in short micro-tasks before students apply them in full-length work.

Authorial Awareness: Every major skill is linked to the analysis of deliberate choices and their effects on the reader — the central demand of IB English A.

Metacognitive Self-Regulation: Checkpoint Reflections, the 3-Pass Editing process, and the final Portfolio Reflection train students to evaluate their own work.

IB English A Assessment Alignment Mapping

Curriculum Drawer	Tools	Core Pedagogical Focus	IB English A Alignment
Drawer 1: Rhetorical Foundations & VARP	1.1–1.2	Voice, Audience, Register, Purpose; introduction of Authorial Choice	Authorial Choice: Control of register, tone, voice & purpose; effect on reader
Drawer 2: Plot Architecture	2.1–2.8	Structure, climax, consequence (core text: “The Necklace”); minor assessment	Organisation & Coherence: Narrative arc, pacing, causal logic Authorial Choice: Structural decisions
Drawer 3: Characterisation, Dialogue & Perspective	3.1–3.3	Indirect characterisation, dramatic irony, limited POV (core text: “The Open Window”)	Authorial Choice: Characterisation through language, dialogue & point of view
Drawer 4: Setting, Atmosphere & Psychological Pressure	4.1–4.2	Atmosphere, psychological pressure (core texts: “The Yellow Wallpaper”, “The Red Room”)	Authorial Choice: Creating atmosphere & psychological effect through setting
Drawer 5: Symbolic & Thematic Craft	5.1–5.4	Symbolism, motif, foreshadowing, irony, theme (core text: “The Gift of the Magi”)	Authorial Choice: Symbolic & ironic devices Thematic coherence & depth
Drawer 6: Authorial Control & Reflective Production	6.1–6.6	Sentence rhythm, intent, planning, controlled drafting, 3-Pass revision, Authorial Commentary, portfolio reflection	Controlled production + analytical reflection on choices & effects Precise expression & metacognition

The 3-Pass Editing Matrix (Drawers 5–6 Standard)

To ensure students develop autonomous revision habits and the reflective stance required by IB English A, all extended writing tasks adhere to a standardized three-pass editorial protocol:

Drafting	Pass 1: Big Picture	Pass 2: Craft	Pass 3: Polish
Initial production	Meaning & Structure Coherence & Logic	Voice, Devices & Register Authorial Choice & Effect	Precision & Control Expression & Accuracy

Key Features for Curriculum Directors

Three-Tiered Assessment Engine

Tier 1 — Formative Daily Checks: Check Your Understanding questions, Mini Writing Tasks (5–12 sentences), Literary Device Extension practice.

Tier 2 — Checkpoint Reflections & Mid-Unit Work: Checkpoint Reflections at major Drawer boundaries; Tool 2.8 Scaffolded Minor Assessment.

Tier 3 — Summative Production & Reflection: Tool 6.3 Outline Matrix → Tool 6.4 Controlled Draft → Tool 6.5 3-Pass revision + Authorial Commentary → Tool 6.6 Final narrative + Portfolio Reflection.

Standardized Instructional Sequence

Mentor Text Analysis → Pedagogical Bridge (Writer's Principles + IB-aligned insight into craft choices and effect) → Micro-Application (Literary Device Extensions + short tasks) → Synthesis & Execution (Outline Matrix → Controlled Draft → 3-Pass Editing → Authorial Commentary & Portfolio Reflection).

Differentiation & Extension Pathways

Scaffolding for Emerging Writers: Clear structural models (Freytag's Pyramid, Outline Matrix), side-by-side Version A / Version B examples, pre-formatted drafting pages with margin checkpoints, and short focused micro-tasks before full-length writing.

Extension for Advanced Students: Literary Device Extension pages introducing advanced techniques, Authorial Commentary tasks that prepare students for higher-level stylistic analysis, and unabridged mentor-text extracts that stretch vocabulary and stylistic awareness.

Primary IB English A Focus

Authorial Choice and its effects on the reader form the central analytical and creative target across all Drawers. Organisational coherence, precise expression, control of register and voice, and reflective commentary on deliberate craft decisions are developed explicitly from Drawer 1 through Drawer 6. The final Portfolio Reflection builds the metacognitive habits that transfer to both creative production and analytical responses in IB English A.

Design Summary

The Storyteller's Toolbox treats reading and writing as reciprocal processes. Students first encounter craft in high-quality mentor texts (Maupassant, Saki, Gilman, Wells, O. Henry), then practise the same techniques in short, controlled tasks, and finally apply them in controlled narratives accompanied by Authorial Commentary. Reflection and structured revision are built into the sequence so that students leave the unit not only with a completed story, but with a clearer understanding of how deliberate choices create effect — the core demand of IB English A.