

Case Study: Curriculum Architect for the *Adventure Story Writing Project*

Client: Teachers Discovery

Role: K–12 Editorial Consultant and Curriculum Architect

Scope: Restructure, rewrite, and package a rough concept from a classroom teacher into a cohesive multi-session creative writing project for classroom use, complete with teacher’s guide, student worksheets, and implementation strategy.

The Challenge

Teachers Discovery presented me with a unique and promising—but deeply raw—educational concept. A talented high school teacher had devised a creative writing project that merged the narrative freedom of *Choose Your Own Adventure* with the unpredictability of tabletop role-playing games. At its core, students would co-author stories and roll 12-sided dice to determine their plot twists. The idea had enormous potential, but the materials were incomplete and chaotic: scanned worksheets, rough drafts, and scattershot notes lacking structure, clarity, or classroom viability.

My job was to turn this pile of chicken scratch into a fully realized classroom experience. That meant not just copyediting—it required deep pedagogical shaping, instructional design, and curriculum storytelling. I needed to retain the magic of the original vision while ensuring it was usable by teachers across a wide range of classrooms and experience levels.

My Approach

1. Reconstructing the Vision

I began by carefully reviewing the teacher's original notes, scribbled diagrams, and emailed comments. It was clear the heart of the project was strong, but buried. I translated the chaotic brainstorm into a modular structure that could be easily followed, implemented, and assessed.

2. Designing for Classroom Reality

Drawing on my background in K–12 educational content, I broke the project into a 10-day instructional arc. Each day had clear objectives, tasks, and scaffolded materials to build from group exploration to independent mastery. I mapped out how students would:

- Form writing teams and build characters
- Create maps and develop setting
- Explore plot structure, dramatic tension, and conflict resolution
- Use dice to guide collaborative storytelling
- Then pivot to complete their own independent creative piece

3. Creating the Teacher's Guide

The original Teacher's Guide was only lightly sketched out. I rewrote it from the ground up, providing an accessible narrative for instructors while embedding scaffolding, classroom management tips, and differentiation strategies. I also included:

- Alignment to creative thinking frameworks (e.g., Sir Ken Robinson on divergent thinking)
- Step-by-step teaching instructions for each day
- Suggested adaptations based on class dynamics
- Supplemental readings and media for literary context

"An analogy that might help clarify the process," I wrote, "is the folktale *Stone Soup*... The project works when every student contributes something surprising to the pot."

4. Expanding and Elevating the Content

For each worksheet or vague concept the teacher had shared (e.g., a "map activity"), I created dynamic, structured lesson content. One of my favorites was turning the "Map Worksheet" into a full presentation and writing module called *Building a New World*, designed to guide teams through visual world-building, map-making, and spatial narrative thinking.

The final deliverables included seven polished classroom lessons, a complete teacher's guide, assessment rubrics, quiz materials, writing prompts, and pacing support for block or traditional schedules.

Results

The final package was adopted by Teachers Discovery and made available as a purchasable classroom product. It preserved the imaginative spirit of the original vision while meeting real-world classroom demands.

I authored the bulk of the project and restructured the entire user experience. The editor's trust in my judgment deepened, and this multi-month project led to a five-year working relationship with Teachers Discovery, across which I wrote, edited, or architected dozens of projects under NDA.

Sample Comparison: From Raw Notes to Published Lesson

- **Original Input:**

"Students should draw a map and talk about setting." (Attached: a low-res hand-drawn map labeled "Map Worksheet")

- **Final Output:**

A fully developed, visually supported lesson called *Building a New World*, featuring guided discussion, visual examples, spatial thinking prompts, and integration into group story development.

Reflection

This project marks a clear example of the kind of editorial consulting that goes far beyond grammar and style. It's where instructional design, creativity, empathy for the end user, and storytelling all come together. It's also a reminder that some of our best work as creators happens behind the curtain—transforming a brilliant spark into something that truly shines in the classroom.