

# Get to Know Your Writers

Student Packet • **Grades 6-8**

Three weeks of writing about you, your ideas, and your world.



## Complete the Challenge!

Meet your writers. Try CoGrader. Win fun prizes!

Participate in the Get to Know Your Writers challenge this August and September for chances to win more than **\$1,000 in prizes!**

### THERE ARE TWO WAYS TO WIN:

1

#### Win Weekly Community Prizes

Join us in the Facebook Community!

Each week, we'll give away a teacher-favorite prize to someone participating in the Facebook Community.

##### Join the community to:

- Attend live CoGrader tutorials
- Get help uploading your assignments
- Ask questions
- Share classroom wins
- Connect with other participating teachers
- Receive weekly challenge reminders

Join the Facebook Community



A new winner will be announced each week inside the Facebook community.

2

#### Earn Grand-Prize Entries

Use CoGrader to earn entries for our monthly grand prizes.

##### Qualifying Actions

- Sign up for CoGrader (Free!)
- Join the Facebook Community
- Participate in the Facebook Community
- Grade an assignment from the Back-to-School Writing Pack

The more weekly writing assignments you complete in CoGrader, the more grand-prize entries you earn!



##### New to CoGrader?

Activate your **free three-month CoGrader trial** and grade your first assignment today.

Activate My Free Trial



Complete qualifying CoGrader actions during the **August** entry period for chances to win

Complete qualifying CoGrader actions during the **September** entry period for chances to win

Name: \_\_\_\_\_

Date: \_\_\_\_\_

GRADES 6-8

## Get to Know the Writer

Over the next three weeks, you'll write about your interests, imagination, and ideas. This is a chance for your teacher to get to know you as a person and as a writer.

### A Quick Introduction

Name: \_\_\_\_\_

What I like to be called: \_\_\_\_\_

Something I know a surprising amount about: \_\_\_\_\_

\_\_\_\_\_

Something I could happily spend hours doing: \_\_\_\_\_

\_\_\_\_\_

Something I want to understand better: \_\_\_\_\_

\_\_\_\_\_

A kind of writing I enjoy (or dislike the least!): \_\_\_\_\_

\_\_\_\_\_

One thing that helps me write: \_\_\_\_\_

One thing I want my teacher to understand about me as a writer:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

WARM-UP

# Build Your Algorithm

If a list of YouTube videos was designed specifically for you, what would it recommend? Create six recommendation cards. Each card needs a title, a quick thumbnail or symbol, and a one-sentence explanation.

CARD 1 • Something I know a lot about

Recommendation title:  
\_\_\_\_\_

Draw a thumbnail or symbol

It belongs on my page because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CARD 2 • Something I could watch or do all day

Recommendation title:  
\_\_\_\_\_

Draw a thumbnail or symbol

It belongs on my page because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# Build Your Algorithm • continued

CARD 3 • Something that reliably makes me laugh

Recommendation title:

\_\_\_\_\_

Draw a thumbnail or symbol

It belongs on my page because: \_\_\_\_\_

CARD 4 • Something I could teach someone

Recommendation title:

\_\_\_\_\_

Draw a thumbnail or symbol

It belongs on my page because: \_\_\_\_\_



Name: \_\_\_\_\_

GRADES 6-8

# Build Your Algorithm • continued

CARD 5 • Something I want to learn

Recommendation title:

\_\_\_\_\_

Draw a thumbnail or symbol

It belongs on my page because: \_\_\_\_\_

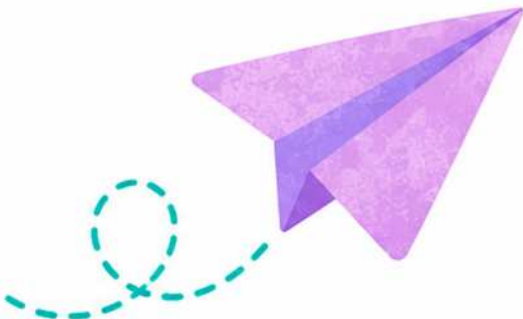
CARD 6 • Something people might not expect about me

Recommendation title:

\_\_\_\_\_

Draw a thumbnail or symbol

It belongs on my page because: \_\_\_\_\_



**GRADES 6-8**

## Introduce Your Page

[illegible]

Name: \_\_\_\_\_

GRADES 6-8

WEEK 1 • PERSONAL EXPLANATORY WRITING

## Start a Channel, Feed, or Mini-Series

Choose something you know, enjoy, collect, play, make, follow, or do. Imagine creating a channel, feed, podcast, playlist, or mini-series around it.

### Create Your Channel, Feed, or Series

Title: \_\_\_\_\_

Topic or focus: \_\_\_\_\_

Intended audience: \_\_\_\_\_

Why this topic matters to me: \_\_\_\_\_

What someone could learn or understand from it: \_\_\_\_\_

### Plan Three Episodes

#### EPISODE 1

Title: \_\_\_\_\_

What happens or what the audience learns: \_\_\_\_\_

\_\_\_\_\_

#### EPISODE 2

Title: \_\_\_\_\_

What happens or what the audience learns: \_\_\_\_\_

\_\_\_\_\_

#### EPISODE 3

Title: \_\_\_\_\_

What happens or what the audience learns: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

GRADES 6-8

WEEK 1 • PERSONAL EXPLANATORY WRITING

## Show What You Know

Develop one video script with specific details. Help your audience understand both the topic and why it matters to you.

### Feature One Video

Featured video title: \_\_\_\_\_

The main idea I want viewers to understand: \_\_\_\_\_

Specific details, examples, or experiences I could include: \_\_\_\_\_

What this video reveals about me: \_\_\_\_\_

### Ideas to get you started

- "Welcome to my channel about \_\_\_\_\_. I created this channel for people who \_\_\_\_\_."
- "In this video, I'm going to explain/show you \_\_\_\_\_."
- "A lot of people think \_\_\_\_\_, but \_\_\_\_\_."
- "One example that helps explain this is \_\_\_\_\_."
- "I became interested in this topic when \_\_\_\_\_."
- "If you remember one thing from this video, it should be \_\_\_\_\_."

#### Organizational guide

1. Introduce your channel and featured video.
2. Explain the topic using specific details or examples.
3. Show why the topic matters to you.
4. Leave your audience with one final thought or preview what comes next.



**GRADES 6-8**

## My Video Script

[illegible]

Name:

**GRADES 6-8**

## My Video Script • continued

[illegible]

Name: \_\_\_\_\_

GRADES 6-8

WEEK 1 • BEFORE FEEDBACK

## Check Your Writing Before You Get Feedback

- ☐ My main idea is clear.
- ☐ I added details or examples.
- ☐ I grouped and connected related ideas.
- ☐ My words, sentences, and tone fit my topic and audience.
- ☐ My writing communicates something about my perspective or personality.
- ☐ I reread my work for spelling, punctuation, and grammar.



Name: \_\_\_\_\_

GRADES 6-8

WEEK 1 • AFTER FEEDBACK

## What I Learned From My Feedback

A strength CoGrader noticed:

\_\_\_\_\_

One next step CoGrader suggested:

\_\_\_\_\_

Do I agree? Why or why not?

\_\_\_\_\_

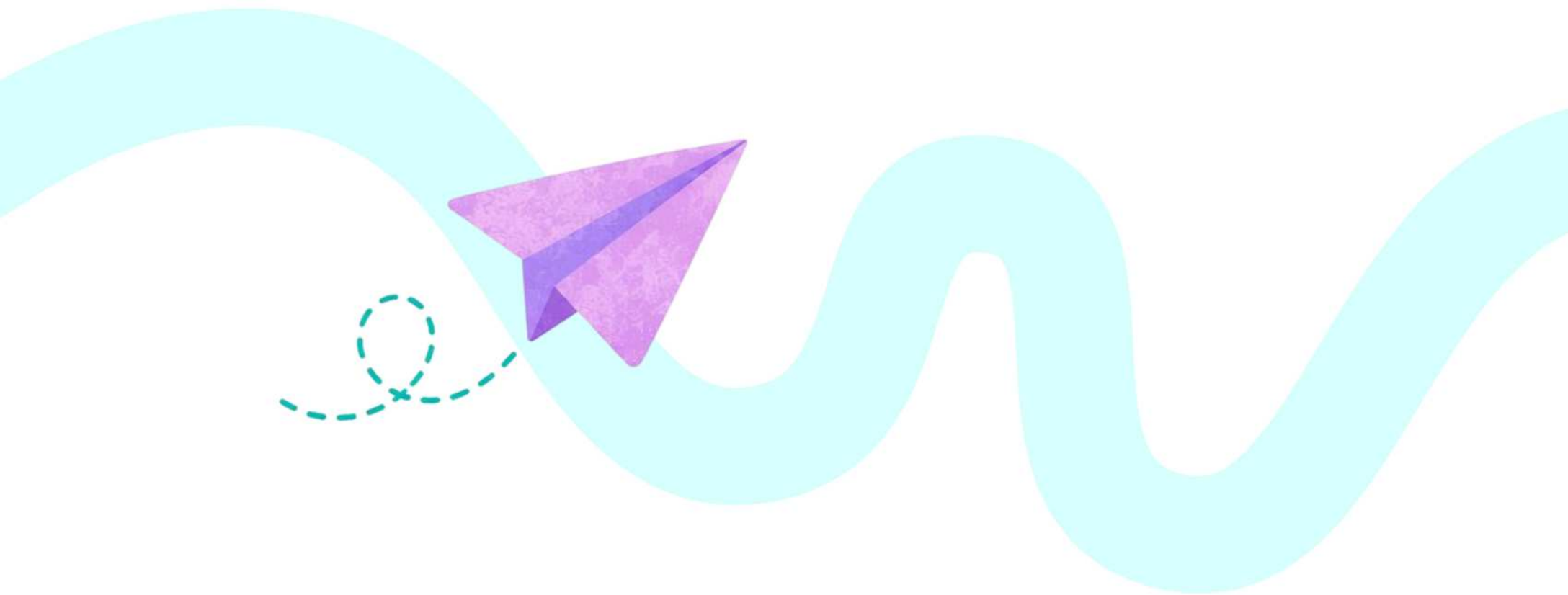
\_\_\_\_\_

One change I would make if I revised this piece:

\_\_\_\_\_

One thing I want my teacher to understand about me from this piece:

\_\_\_\_\_



Name: \_\_\_\_\_

GRADES 6-8

WEEK 2 • NARRATIVE WRITING

## Best Day Ever?

Plan a day that begins exactly as you want it to... until an unexpected turn changes the goal, the setting, or the people involved.

### Choose or invent your plan

- ☐ Visit an amazing place
- ☐ Build something incredible
- ☐ Spend the day with animals
- ☐ Play or enter a favorite game
- ☐ Explore somewhere new
- ☐ Make or create something

My own idea: \_\_\_\_\_

### Who joins you?

- ☐ My best friend
- ☐ Someone in my family
- ☐ A favorite character
- ☐ A talking animal
- ☐ A robot

Someone I invent: \_\_\_\_\_

### How will the character respond?

- ☐ Make a new plan
- ☐ Ask for help
- ☐ Follow a clue
- ☐ Try something brave
- ☐ Use the object in a surprising way

My response: \_\_\_\_\_

### But then...

- ☐ Something important disappears.
- ☐ We end up in the wrong place.
- ☐ The weather becomes very strange.
- ☐ An animal causes complete chaos.
- ☐ Our plan stops working.
- ☐ A mysterious message appears.

My own twist: \_\_\_\_\_

### An object that might help

- ☐ A key
- ☐ A map
- ☐ A phone with 1% battery
- ☐ A strange note
- ☐ A backpack with one surprising item

My object: \_\_\_\_\_

Name: \_\_\_\_\_

WEEK 2 • WRITING

# Build the Story

Write the story. Tell the reader the situation, the unexpected turn, and show how the character responds. Put your ideas in order and add details that help the reader experience the day.

Ideas to start you off: "I had planned the perfect day. I was going to \_\_\_\_\_ with \_\_\_\_\_. Everything was going exactly right until..."

## My Story

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Name:

## GRADES 6-8

## My Story • continued

[illegible]

Name: \_\_\_\_\_

GRADES 6-8

WEEK 2 • BEFORE FEEDBACK

## Check Your Narrative Before You Get Feedback

- ☐ I established a clear situation, setting, and goal.
- ☐ The unexpected turn matters to the story.
- ☐ My events unfold in a purposeful order.
- ☐ I used actions, description, dialogue, thoughts, or reflection.
- ☐ My pacing gives important moments enough attention.
- ☐ My ending shows an outcome, discovery, or change.
- ☐ I reread my work for spelling, punctuation, and grammar.



Name: \_\_\_\_\_

GRADES 6-8

WEEK 2 • AFTER FEEDBACK

## What I Learned From My Feedback

A strength CoGrader noticed:

\_\_\_\_\_

One next step CoGrader suggested:

\_\_\_\_\_

Do I agree? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

One change I would make if I revised this piece:

\_\_\_\_\_

One thing I want my teacher to understand about me from this piece:

\_\_\_\_\_



Name: \_\_\_\_\_

GRADES 6-8

WEEK 3 • ARGUMENT WRITING

# Principal for a Day

The principal is out sick, and the school has asked you to be the principal for one day only! What is one change you would make to improve your school?

The problem I want to improve:

\_\_\_\_\_

Reason why I want to improve this (my claim):

\_\_\_\_\_

Who would be affected:

\_\_\_\_\_

Reason 1 + an example:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason 2 + an example:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How the change could work:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A possible concern or different perspective:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My response to that concern:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The action I want my audience to take:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

GRADES 6-8

WEEK 3 • WRITING

# Make Your Case

Write a short argument for your school community. State a clear claim, support it with logical reasons and relevant examples, explain how the change could work, and address a possible concern or different perspective.

## My Argument

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Name:

**GRADES 6-8**

## My Argument • continued

[illegible]

Name: \_\_\_\_\_

GRADES 6-8

WEEK 3 • BEFORE FEEDBACK

## Check Your Argument Before You Get Feedback

- ☐ My claim is clear and focused.
- ☐ I supported my claim with reasons and examples.
- ☐ I explained how the change could work.
- ☐ My ideas are organized to build my case.
- ☐ I considered a concern or different perspective.
- ☐ I reread my work for spelling, punctuation, and grammar.



Name: \_\_\_\_\_

GRADES 6-8

WEEK 3 • AFTER FEEDBACK

## What I Learned From My Feedback

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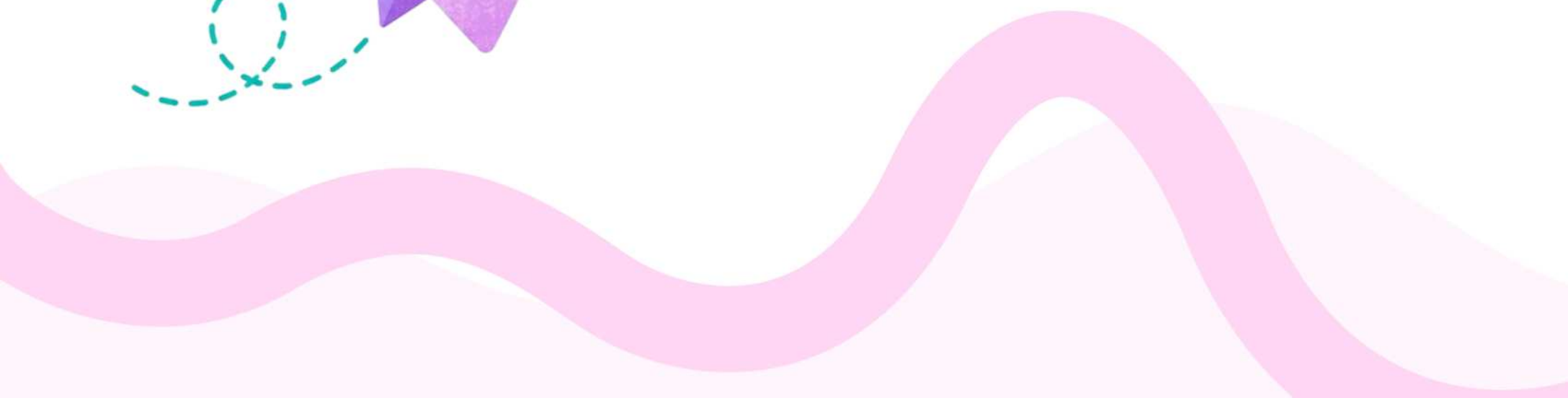
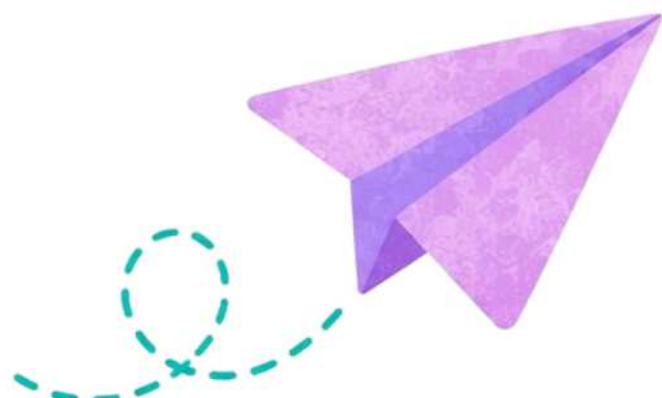
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\_\_\_\_\_

One thing I want my teacher to understand about me from this piece:

\_\_\_\_\_



Name: \_\_\_\_\_

GRADES 6-8

# My Writer Snapshot

Look across all three pieces.

The piece I am most proud of and why:

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The genre that felt strongest for me:

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A writing strength I demonstrated more than once:

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A pattern I noticed in my feedback:

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Feedback I agree with:

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Feedback I question or want to discuss:

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My next writing goal:

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A kind of writing I want to try next:

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