

Get to Know Your Writers

Student Packet • Grades 9–12

Three writing modes. Three weeks. A starting point, not a verdict.



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 9–12

Get to Know the Writer

Over the next three weeks, you'll write in three different modes: personal explanatory, narrative, and argument. These are a starting point so I can get to know you as a writer.

A Quick Introduction

Name: _____

What I like to be called: _____

A subject, skill, community, or interest I know well: _____

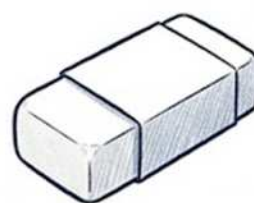
A question or topic I want to explore this year: _____

A kind of writing I value outside school: _____

A writing experience that shaped how I feel about writing:

Something that helps me do my best writing: _____

What I want my teacher to understand before reading my work:



Name: _____

WARM-UP

Curate Your Algorithm

Imagine an algorithm attempting to represent you through six recommended videos, posts, episodes, or topics. Create six recommendation cards.

CARD 1 • Something I know a lot about

Recommendation title:

Visual shorthand
(optional)

One-sentence rationale: _____

CARD 2 • Something that holds your attention

Recommendation title:

Visual shorthand
(optional)

One-sentence rationale: _____

Name: _____

Curate Your Algorithm • continued

CARD 3 • A source of humor or joy

Recommendation title:

Visual shorthand
(optional)

One-sentence rationale: _____

CARD 4 • Something you could teach

Recommendation title:

Visual shorthand
(optional)

One-sentence rationale: _____



Name: _____

Curate Your Algorithm • continued

CARD 5 • Something you want to investigate

Recommendation title:

Visual shorthand
(optional)

One-sentence rationale: _____

CARD 6 • Something unexpected

Recommendation title:

Visual shorthand
(optional)

One-sentence rationale: _____



Name: _____

WARM-UP

My Featured Recommendation

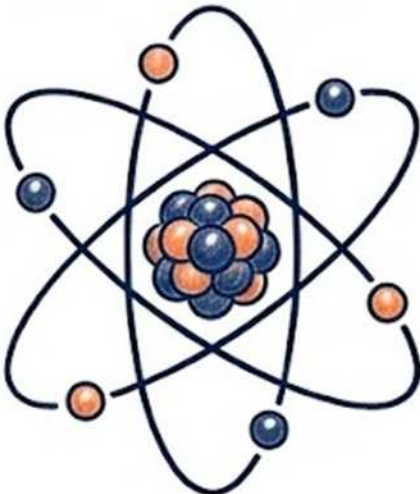
Choose one card to feature at the top of your page.

The recommendation:

Why the algorithm would select it:

What it accurately reveals:

What it oversimplifies, misunderstands, or cannot show:



Name: _____

WEEK 1 • PERSONAL EXPLANATORY WRITING

Build a Channel, Feed, Podcast, or Series

Choose a subject you know, practice, follow, make, study, or care about. Imagine curating a channel, feed, podcast, newsletter, or mini-series that helps a particular audience understand it.

Create Your Channel, Feed, Podcast, or Series

Working title: _____

Topic and angle: _____

Intended audience: _____

What the audience may assume at first:

What you want them to understand instead:



Name: _____

Plan Three Videos

VIDEO 1

Title: _____

What the audience would learn or experience:

Why it belongs in the series:

VIDEO 2

Title: _____

What the audience would learn or experience:

Why it belongs in the series:

VIDEO 3

Title: _____

What the audience would learn or experience:

Why it belongs in the series:



Name: _____

GRADES 9–12

WEEK 1 • PERSONAL EXPLANATORY WRITING

Video One

Featured topic:

Specific knowledge, examples, or experiences to include:

What the audience should understand:

The larger idea connecting the piece:

Explain What You Know, and Why It Matters

Create a short script that introduces the series, establishes its purpose and audience, and teaches about one topic. Use specific information or experience to help the reader understand both the subject and your relationship to it.



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My Video Script

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This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced, horizontal blue lines running across the width of the page. The lines are thin and consistent in color, set against a plain white background. There are no margins, text, or other markings present.

GRADES 9–12

[illegible]

Name: _____

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WEEK 1 • BEFORE FEEDBACK

Check Your Writing Before You Get Feedback

- ☐ I establish a clear controlling idea and purpose.
- ☐ I develop the explanation with specific, relevant information or experience.
- ☐ My structure helps the reader follow relationships among ideas.
- ☐ My language, syntax, tone, and voice suit the subject and audience.
- ☐ The piece reveals a meaningful perspective rather than only listing topics.
- ☐ I edited for control of conventions.

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 9–12

WEEK 2 • NARRATIVE WRITING

The Perfect Day, Interrupted

Build a narrative around a day that begins according to plan and changes because of an unexpected event, discovery, or decision. The experience may be real or imagined.

The situation and central desire:

Setting and relevant context:

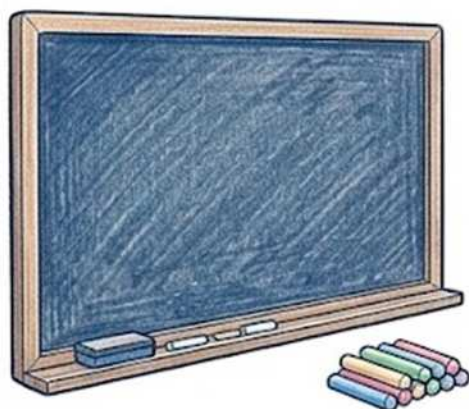
The disruption:

What is at stake:

The decision or response:

The outcome:

What the experience reveals or changes:



Name: _____

GRADES 9–12

WEEK 2 • NARRATIVE WRITING

Craft Choices

Where will the narrative begin?

Which moment deserves the most scene-level detail?

Where might a summary move time forward?

Which details, dialogue, thoughts, or reflections matter most?

What feeling should the ending leave with the reader?

Shape the Narrative

Write a story that establishes the situation, develops the disruption and response, and creates a meaningful ending. Make purposeful choices about pacing, detail, sequence, language, and reflection.



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My Narrative

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal blue lines running across the entire width of the page. The lines are thin and consistent in color, providing a guide for letter height and placement. There are no margins, text, or other markings on the paper.

GRADES 9-12

[illegible]

GRADES 9–12

[illegible]

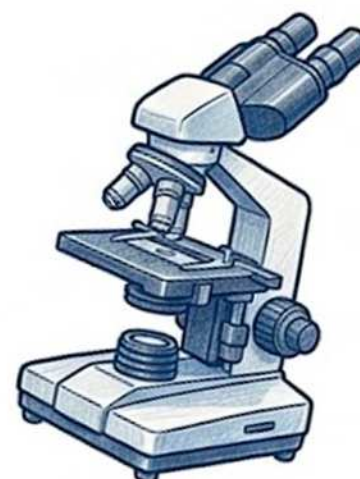
Name: _____

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WEEK 2 • BEFORE FEEDBACK

Check Your Narrative Before You Get Feedback

- ☐ I establish a focused situation, perspective, or central tension.
- ☐ I develop key moments with selected details, actions, dialogue, thoughts, or reflection.
- ☐ My sequence and pacing serve the narrative's purpose.
- ☐ My language and syntax create an intentional voice or effect.
- ☐ My ending offers an outcome, insight, change, or meaningful resonance.
- ☐ I edited for control of conventions.



Name: _____

WEEK 2 • AFTER FEEDBACK

What I Learned From My Feedback

A strength CoGrader noticed:

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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 9–12

WEEK 3 • ARGUMENT WRITING

One Change Worth Making

Propose one realistic change that would improve your school or the student experience.

The problem, need, or opportunity:

My claim:

Audience:

Relevant evidence available from observation, experience, examples, or shared facts:

Reasoning that connects the evidence to the claim:

The strongest counterclaim or concern:

My response:

The action or decision I want from the audience:

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Make the Case

My Argument

[illegible]

GRADES 9–12

[illegible]

GRADES 9–12

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Name: _____

GRADES 9–12

WEEK 3 • BEFORE FEEDBACK

Check Your Argument Before You Get Feedback

- ☐ My claim is precise, defensible, and responsive to a real problem or opportunity.
- ☐ I use relevant evidence and explain how it supports my reasoning.
- ☐ My organization develops the argument rather than listing disconnected points.
- ☐ My language, syntax, and tone suit my purpose and audience.
- ☐ I address a meaningful counterclaim or concern.
- ☐ My conclusion clarifies the significance or next action.
- ☐ I edited for control of conventions.



Name: _____

GRADES 9-12

WEEK 3 • AFTER FEEDBACK

What I Learned From My Feedback

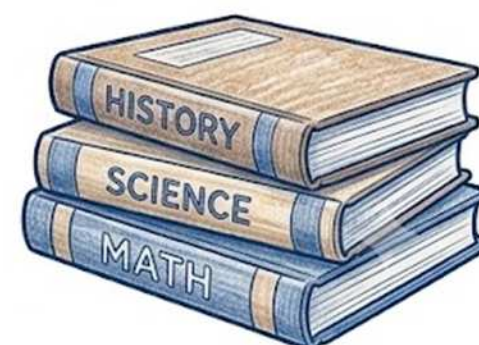
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One thing I want my teacher to understand about me from this piece:



Name: _____

My Writer Snapshot

Review all three pieces and the feedback you received.

The piece that best represents me as a writer and why:

A strength demonstrated across more than one piece:

A recurring challenge or pattern:

Feedback that changed how I see my writing:

Feedback I would question, qualify, or discuss:

One specific writing goal for this course:
