

Get to Know Your Writers

Student Packet · **Grades 6-8**

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



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: _____

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: _____



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Introduce Your Page

[illegible]

Name: _____

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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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

My Video Script • continued

Lined area for writing the video script.

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: _____

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WEEK 1 • AFTER FEEDBACK



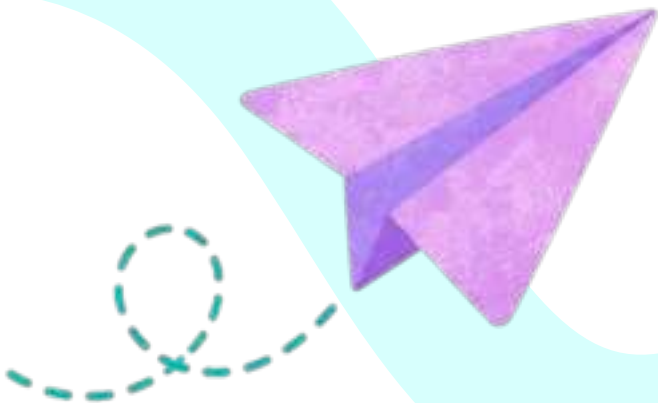
A strength CoGrader noticed:

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: _____

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

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: _____

GRADES 6-8

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



Name: _____

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Lined writing area with 20 horizontal lines.

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: _____

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WEEK 2 • AFTER 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: _____

WEEK 3 • ARGUMENT WRITING



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: _____

WEEK 3 • WRITING

I _____

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



Name: _____

GRADES 6-8



Lined writing area consisting of 20 horizontal lines.

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: _____

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WEEK 3 • 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

My Writer Snapshot

Look across all three pieces.

The piece I am most proud of and why:

The genre that felt strongest for me:

A writing strength I demonstrated more than once:

A pattern I noticed in my feedback:

Feedback I agree with:

Feedback I question or want to discuss:

My next writing goal:

A kind of writing I want to try next:
