The boys recognized the need for more detail in the their writing.

The boys requested more time for targeted feedback and reflection.

The boys expressed a desire for more independent reading and read-alouds.

The boys acknowledged the benefits of a digital tool.

**CONCLUSION**

While every storytelling lesson and digital tool implemented may not have suited the desires of every boy, in the end, all but one student pronounced that not only did he feel that his writing was better now than it used to be, but that he was also more comfortable writing in general. Classroom instruction is far from one size fits all and managing the perfect balance of content instruction and technology can be challenging. Acknowledging learning profiles while remaining flexible in instructional practice and in thought, however, allows student opportunity for academic and emotional growth.