

Name _____ Date _____
 Title of Piece of Writing _____

Writer's Interview Questions

| Question | Response |
|---|----------|
| What did you write about? | |
| Did you try to talk to your readers as you wrote? Give names of readers that you consulted. | |
| How often did you use precise words that were unusual to paint a vivid picture in the reader's mind? Give examples. | |
| How often did you try to catch the reader's attention? Give examples. | |
| How many details did you include to explain things clearly to the reader? Give examples. | |
| Tell/show/identify with a small post-it note: beginning/introduction, the middle/body, and the ending/conclusion of your writing. | |
| Do your sentences make sense and sound right? Give examples. | |
| Did you punctuate appropriately at the end of sentences? Give examples. | |
| Did you use commas in complex sentences and in creating lists of things? Give examples. | |
| Did you capitalize proper nouns and beginnings of sentences? Give examples. | |
| Did you spell words correctly? List methods/materials that you used to check spellings. | |

Writer's Checklist For Planning and Drafting

| While planning and drafting I: | Not at all | Not much | Pretty much | Most of the time |
|--|------------|----------|-------------|------------------|
| Thought about the directions for the assignment | | | | |
| Spent time thinking about how to captivate my audience with a catchy beginning | | | | |
| Spent time thinking about how to leave my readers hanging | | | | |
| Thought about how long my assignment should be | | | | |
| Kept asking myself, "What would the reader want to know next?" | | | | |
| Looked back at my plan while writing | | | | |
| Changed words, phrases, or ideas to empower my reader with sensory images | | | | |
| Reread out loud what I was writing | | | | |
| Checked the time to see how much I could write in the time allowed for this assignment | | | | |
| Looked forward to someone reading my assignment | | | | |
| Believed that I was creating a great writing assignment | | | | |

Writer's Checklist for Revising

| While rewriting I: | Not at all | Not much | Pretty much | Most of the time |
|--|------------|----------|-------------|------------------|
| Continued to think about the directions for the assignment | | | | |
| Spent more time thinking about how to captivate my audience with a catchy beginning | | | | |
| Spent more time thinking about how to leave my readers hanging | | | | |
| Thought again about how long my assignment should be | | | | |
| Kept asking myself, "What would the reader want to know next?" | | | | |
| Looked back at my plan while writing | | | | |
| Changed words, phrases, or ideas to empower my reader with sensory images | | | | |
| Reread out loud what I was writing | | | | |
| Checked the time to see how much I could write in the time allowed for this assignment | | | | |
| Looked forward to someone reading my article | | | | |
| Believed that I was creating a great writing assignment | | | | |