

Part I that MUST be done today

Check or fill in each circle after you have conquered each task:

- Backtrack to fully complete any of Stations 1 – 4 from Day 11 on our class website.
 - 1. Scored rubric is in folder.
 - 2. Fully marked essay is in folder
(Intro, PEEL, CC Ev Ex Reb, Concl)
- Backtrack to fully complete Stations 5 – 9 from the google doc link found on Day 12 on our class website.
 - 5. Correctly formatted Works Cited page is added to my essay.
 - 6. Thoroughly reviewed steps 1 – 4 of Voice. Revised essay in some parts.
 - 7. For fluency, I used the Hemingway app to review RED, PURPLE, and GREEN for wordy constructions, unnecessary words, and for passive voice. Then I reviewed my use of too many being verbs, and I checked my essay for transition words.
 - 8. I followed instructions for the Virtual Conference with Ms Burton. I left the comment with my 3 things done.
 - 9. I revised, edited, or reworked my title based on the advice in Station 9.

Part II that MUST be done before final draft is completed

- Using my new and whole rubric, I notice the differences in score values. Then I review the boxes for a rating of 4. I check the bullets where I score my current version of my essay. Place the rubric in the folder.
- I check for repetition or redundancies in my word or phrase choices. I revise as needed.
- I insert 2 to 4 quotes within the body paragraphs and/or counterclaim of my essay. I am sure to set up each quote to give it context.
- In each body paragraph and in the counterclaim, I mention my source by a person's name, title, or website name, or company name, etc.
- I have at least 2 transition words in each body paragraph.

Bonus Tasks:

- I can identify at least two compound sentences (2 independent clauses joined by a FANBOY). I highlight these in yellow.
- I can identify at least two complex sentences (an independent clause joined to at least one dependent clause by a subordinating conjunction- *although because while since whether though...* Look up more on the internet). I highlight these sentences in red.
- I use any of our RUR vocabulary words or our Unit 1 vocabulary words that are on the side board. I underline these words.
- I get an adult (parent, family friend, admin, teacher, etc) to read my essay. I get them to answer these questions and I record their answers.
 1. What is the argument's purpose?
 2. Can you identify my reasons for my claim or belief?
 3. Does my essay read easily? Meaning, is it fluent? Does it make sense or are there sentences or paragraphs that need reworking?
 4. Describe the style of my writing.

Adult name _____ signature _____ date _____

- I have double checked my formatting—I am in correct MLA 8 formatting style. I compared with Ms Burton's sample essay or I have visited the Purdue OWL for an MLA sample paper.
- I researched on my own and have added in my in-text citations.

Student statement:

I certify that this final essay is my own original work. I have not plagiarized any part of this essay. I am turning in _____ work (best, mediocre, lacking—you choose a descriptor that fits).

Student name _____ signature _____ date _____