

## OVERVIEW

**CONTENT AREA:** Special Education

Resource Junior English

[Unwind: Blogging](#)

## **MATERIALS**

Unwind: Overview

Computer

ipads

## **INSTRUCTIONS**

My juniors read the book Unwind, and a large part of their grade is writing reading responses from each chapter. My plan, is to post all the writing prompts to Google Docs for easy access, and to create an avenue for students to be able to read and respond to one another's responses. The students will now be able to access the prompts on Google Docs whenever they want, wherever they want. I have a lot of absences, so this will really assist me with catching my students up and providing access to the study skills teachers, making it easier for them to help my students.

Because I teach students with learning disabilities, we read mostly in class by a variety of methods, or listen to parts of the book on tape or through Youtube. This is followed by discussion, and then I present the journaling assignment on the projector. I always provide the students time in class to write (this is where ipads in class would really come in handy). Everybody works at their own pace, and of course, I have many students who are unable to finish within the time frame; therefore, being able to access the journal entry in study skills or at home will be a great assistance to the student. I will then schedule time in the computer lab where the students can access at least three students responses, read them and respond back. I am also going to experiment with **Google Forms** and I am considering using a **Classroom Blog** for this assignment also. The difficulty is that I don't have access to computers every class period; however, I do have my students journal everyday during this unit.

## **RUBRIC**

[Rubric reading](#)

I will eventually place this rubric on Google Forms.

Unwind Journal Responses

<https://docs.google.com/document/d/1xN7uAxqVbBiLLBXYBh4utMKGcd5yRm8G3oopMUdwWcU/edit>

**COMMON CORE STANDARDS:Key Ideas and Details:**

**CCSS.ELA-LITERACY.RI.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-LITERACY.RI.11-12.2**

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.11-12.3**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Craft and Structure:**

**CCSS.ELA-LITERACY.RI.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course .

Draw evidence from literary or informational texts to support analysis, reflection, and research.f a text (e.g., how Madison defines faction in Federalist No. 10).

**CCSS.ELA-LITERACY.RI.11-12.6**

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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