

## 6th, 7th, and 8th | ELA

### 6th Grade:

1st 9 Weeks	A Long Walk to Water - Unit 1 in Pearson (Childhood) /Paragraphs and Personal Narrative writing/RACE, Fictional Signposts, Writing Revolution
2nd 9 Weeks	Wrinkle in Time/Argumentative Writing - Unit 3 - Modern Technology
3rd 9 Weeks	Greek Myth/Percy Jackson, the Lightning Thief - informative writing
4th 9 Weeks	Poetry - Locomotion?/graphic novel-New Kid?

### 7th Grade:

1st 9 Weeks	Refugee - Nonfiction Narrative (Unit 1: Generations)
2nd 9 Weeks	Science Fiction Short Stories - Informative Writing (Unit 2: A Starry Home) A Christmas Carol - Narrative Writing (Unit 3: A Turning Point)
3rd 9 Weeks	The Giver - Argumentative Writing (Unit 5: Facing Adversity)
4th 9 Weeks	EQ: What effect people have on the environment? Nonfiction? Hoot? (Unit 4 - People and the Planet?)

### 8th Grade:

1st 9 Weeks	Animal Farm - Informative Writing
2nd 9 Weeks	Poetry Diary of Anne Frank - Narrative Writing (Unit 2: The Holocaust)
3rd 9 Weeks	The House of the Scorpion - Argumentative Writing (Unit 5: Inventions)
4th 9 Weeks	The Outsiders (Unit 3: What Matters)

### Quarterly:

- Wordly Wise
- NoRedInk
- Commonlit
- Actively Learn

**Independent Reading:**

Grade	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6th				
7th				
8th				

**Genres covered 6-8**

Realistic fiction - LWW(6th) - this book is weird...it is nonfiction and fiction combined

**Adventure -**

Fantasy - Percy (6th)

Mythology (6th)

Science Fiction - A Wrinkle in Time (6th), Short stories (7th), The Giver (7th), Animal Farm (8th), House of the Scorpion (8th)

Drama - Classic - Christmas Carol (7th) Diary of Anne Frank (8th)

Science Fiction - dystopian - The Giver; Animal Farm & House of Scor. (8th)

Poetry - 6th, Sprinkled in 7th, 8th

**Historical fiction - classic**

Autobiography - Anne Frank

**What are we missing?**

More nonfiction -maybe 6th should do biography?

Speeches...try to do one per year that connects with SS curriculum?

Mystery

Fiction in verse

More classic/historical fiction

More poetry

Too white...

**What is repetitive?**

Sci fi dystopian - the Giver, Hunger Games, Scorpion & Animal Farm

## Independent Reading:

<https://composing.org/digitalmedia/efferent-vs-aesthetic-reading/>

# Efferent vs. Aesthetic Reading

Louise Rosenblatt [110] explains that readers approach the work in ways that can be viewed as *aesthetic* or *efferent*. The question is why the reader is reading and what the reader aims to get out of the reading. Is the text established primarily to help readers gain information with as little reading possible, or is the site established in order to create an aesthetic experience?

- **Efferent reading:** reading to “take away” particular bits of information. Here, the reader is not interested in the rhythms of the language or the prose style but is focused on obtaining a piece of information. Rosenblatt states, “the reader’s attention is primarily focused on what will remain as a residue *after* the reading — the information to be acquired, the logical solution to a problem, the actions to be carried out.” An example would be a deep sea fishing guide to decide where to go fishing, or a textbook to learn about the economic causes of the Great Depression.
- **Aesthetic reading:** reading to explore the work and oneself. Here, readers are engaged in the experience of reading, itself. Rosenblatt states, “In aesthetic reading, the reader’s attention is centered directly on what he is living through during his relationship with that particular text.” [110, p. 25 ] An example would be reading Hemingway’s *Old Man and The Sea* to live through a deep sea fishing adventure, or the *Grapes of Wrath* to plumb the emotional depths of living through the Great Depression. One would not read the *Old Man and The Sea* to learn how to deep sea fish, nor the *Grapes of Wrath* to examine the economic factors that caused the Great Depression.

Thus, according to Rosenblatt, reading — and meaning-making? — happens only in the reader’s mind; it does not take place on the page, on the screen, or in the text, but in the *act* of reading.

<https://www.cultofpedagogy.com/episode-84/>

**Independent Reading:**

This episode of Cult of Pedagogy is an interview with Pernilla Rip. I love her!! What she is stressing here is not destroying the love of reading.

I would like to have reading challenges that span the school year as we used to do in middle school. We ended up eliminating these around the pandemic and have not really looked at reinstituting them. The previous set up involved 8-12 books being read each school year with genres and projects assigned per quarter. In that format I felt that there was little enjoyment of reading and that it had turned into reading at the last minute and the whole family was up all night before a project was due to get it done. Many, many students later shared that they never read the book. I also tried reading logs which required reading 20 min daily and answering questions about whatever book you had chosen to read. These questions were either initialed daily or weekly by parents....again it became a chore that was really not about the reading.

In reflection on this past format and in research as with Ripp, Cult of Pedagogy, etc... I would like to look at a different way to engage more independent reading. I believe that vocabulary and increased independent reading are two areas that our school has historically excelled in...and I believe that this affects our testing in a positive way - but more importantly it has helped our students stay engaged as learners....:)

Here is my idea: I would like to start off each ELA class with 10 min. SSR (silent sustained reading). During this time the teacher will circulate and use a form to discuss the book that each student is reading. I would have a goal of 3 kids in that 10 min. - though 2 might be more realistic. This check-in would be a quiz grade of 50 points...for just the conversation. I am thinking that assigning genres for the quarter would be an important facet of this program. I have seen that more of my kids have been gravitating towards reading what I call 'book candy' - the comfort books that are predictable and safe. I think this is in direct correlation with the unpredictability of the pandemic. We need to move them out of those and gently push them toward a balanced book diet. If we lay out all of the genres and types of books - we could split those up between 6-8th grades. For instance:

**Independent Reading:**

Q1 6th grade : read a fantasy book by 8/17 and a biography by 9/23. Bring novel to class to read daily.

There are two grades associated with each novel - a quiz grade based on your daily reading - bringing book and actually reading, and a test grade that is an in class assignment based on your book.

What do you think of something along these lines?

## Literary Genres

A list of the types of books included in the list and may be used as search criteria to find books of interest in the list.

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### All Fiction

#### Drama

Stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action.

#### Fable

Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale.

#### Fairy Tale

Story about fairies or other magical creatures, usually for children.

#### Fantasy

Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality.

## **Independent Reading:**

### **Fiction**

Narrative literary works whose content is produced by the imagination and is not necessarily based on fact.

### **Fiction in Verse**

Full-length novels with plot, subplot(s), theme(s), major and minor characters, in which the narrative is presented in (usually blank) verse form.

### **Folklore**

The songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth.

### **Historical Fiction**

Story with fictional characters and events in a historical setting.

### **Horror**

Fiction in which events evoke a feeling of dread in both the characters and the reader.

### **Humor**

Fiction full of fun, fancy, and excitement, meant to entertain; but can be contained in all genres

### **Legend**

Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material.

### **Mystery**

Fiction dealing with the solution of a crime or the unraveling of secrets.

### **Mythology**

Legend or traditional narrative, often based in part on historical events, that reveals human behavior and natural phenomena by its symbolism; often pertaining to the actions of the gods.

### **Poetry**

Verse and rhythmic writing with imagery that creates emotional responses.

### **Realistic Fiction**

Story that can actually happen and is true to life.

### **Science Fiction**

**Independent Reading:**

Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.

**Short Story**

Fiction of such brevity that it supports no subplots.

**Tall Tale**

Humorous story with blatant exaggerations, swaggering heroes who do the impossible with nonchalance.

**All Nonfiction****Biography/Autobiography**

Narrative of a person's life, a true story about a real person.

**Essay**

A short literary composition that reflects the author's outlook or point.

**Narrative Nonfiction**

Factual information presented in a format which tells a story.

**Nonfiction**

Informational text dealing with an actual, real-life subject.

**Speech**

Public address or discourse.