***English Instructional Plan – Nonfiction - Extreme or Absolute Language***

*written by Loudoun County Public Schools*

**Primary Strand: Nonfiction *6.6 d, e, j 7.6 a, c, d, e, f, 8.6d, e, f, g***

**Essential Understanding:**

* Comprehend the role of extreme or absolute language in nonfiction texts.
* Understand that extreme or absolute language, explicit and implicit, is designed to persuade the reader and lead to specific conclusions.
* Understand the difference between credible source facts and opinions without credible sources.

**Essential Knowledge, Skills, and Processes:**

* Demonstrate comprehension of nonfiction texts.
* Identify extreme or absolute language.
* Provide textual support.
* Determine credible sources.
* Identify an authors’ point of view, bias, and purpose.
* Think critically about what is read.
* Determine the difference between fact and opinion.

**Primary SOL:**

**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

d) Create an objective summary including the main idea and supporting details.

e) Draw conclusions and make inferences based on explicit and implied information.

j) Analyze ideas within and between selections, providing textual evidence.

**7.6 The student will read and demonstrate comprehension of a variety of nonfiction**

**texts.**

a) Skim materials using text features including type, headings, and graphics to

predict and categorize information.

c) Make inferences and draw logical conclusions using explicit and implied

textual evidence.

d) Differentiate between fact and opinion.

e) Identify the source, viewpoint, and purpose of texts.

f) Describe how word choice and language structure convey an author’s

viewpoint.

**8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.**

d) Make inferences and draw conclusions based on explicit and implied

information using evidence from text as support.

e) Analyze the author’s qualifications, viewpoint, word choice, and impact.

f) Analyze details for relevance and accuracy.

g) Differentiate between fact and opinion.

**Reinforced (Related Standard) SOL:**

6.6 The student will read and demonstrate comprehension of a variety of nonfiction

texts.

a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.

b) Identify the main idea.

c) Summarize supporting details.

k) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

g) Identify the main idea.

l) Analyze ideas within and between selections providing textual evidence.

m) Use reading strategies to monitor comprehension throughout the reading

process.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

h) Identify the main idea.

l) Analyze ideas within and between selections providing textual evidence.

m) Use reading strategies to monitor comprehension throughout the reading

process.

**Academic Background/Language:**

This lesson is based on the work of Kylene Beers and Robert Probst to deepen comprehension of nonfiction. The lesson is based on the professional text: *Notice and Note: Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies.* In this lesson you will learn how to use the Notice and Note strategy for NonFiction for Extreme or Absolute Language. We all use extreme or absolute language. As writers we might use it to grab the reader’s attention or to get someone to agree with our point of view. Extreme or absolute language is also used a lot in advertising and news stories.

## Materials

* [Extreme and Absolute Language](https://docs.google.com/presentation/d/17EEMthJBh2mNgfHktBFqN77Qd3wCme4-BD8gEVu1PI8/copy?usp=sharing) Powerpoint
* Video Segments

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* **ENGAGE and EXPLORE**
  + In this lesson you will learn how to use the Notice and Note strategy for NonFiction for Extreme or Absolute Language.
  + We all use extreme or absolute language. As writers we might use it to grab the reader’s attention or to get someone to agree with our point of view. Extreme or absolute language is also used a lot in advertising and news stories.
  + Share examples from the Powerpoint.
* **EXPLAIN**
  + Explore one or two video segments which explain extreme or absolute language.
  + Review the text example in the Powerpoint.
* **APPLY**
  + Select a Newsela or another nonfiction article
  + Keep track of the extreme/absolute language as you read in your notes.
* **SHARE**
  + Share what you learned reading the article. How was extreme/absolute language used in the article? Why do you think the author chose to use that type of language?
* **REFLECT**
  + We know that authors use extreme/absolute language in their writing. We also know that we use it everyday in our communications with others. What are some examples of extreme/absolute language that you have observed?
  + What do they help you learn as a reader? Does it help you learn about the author’s purpose or point of view?
* **EXTEND**
  + As you read this week, list examples of extreme/absolute language you have seen in texts, commercials, you have heard or said yourself lately.
  + Look for Extreme/Absolute Language in commercials, the news,
  + magazines, books etc…
  + Read another article from Newsela and stop to notice and note the extreme/absolute language that the author uses.

**Assessment (Diagnostic, Formative, Summative)**

* Multiple assessments embedded above.

**Writing Connections:**

* + Keep track of the extreme/absolute language as you read in your notes.

**Extensions and Connections (for all students)**

* As you read this week, list examples of extreme/absolute language you have seen in texts, commercials, you have heard or said yourself lately.
* Look for Extreme/Absolute Language in commercials, the news,
* magazines, books etc…
* Read another article from Newsela and stop to notice and note the extreme/absolute language that the author uses.

**Strategies for Differentiation**

* Multiple strategies embedded in this lesson include: video segments which can be captioned, direct instruction, the use of choice.