**Learning Goals Resource Sheet:**

**Learning Goal: Point of View**

The student will: Know the characteristics of the different points of view and be able to identify from what point of view different passages are told.

**First person** – told by the main character, so reader knows thoughts and feelings of only that one character. Uses pronouns like I, me, my in text that isn’t dialogue.

**Third person omniscient** – told by a narrator outside of the story. Know thoughts and feelings of multiple characters. Uses pronouns like he, she, and they.

**Third person limited** – told by a narrator outside the story. Know thoughts and feelings of only one character. Uses pronouns like he, she, and they.

**Third person objective** – told by a narrator outside the story. Know NO thoughts and feelings of any character – only what can be seen and heard. Uses pronouns like he, she, and they.

**Learning Goal: Author’s Purpose**

The student will: Tell whether the author is writing to entertain, persuade, or inform. After this determination, the student will explore the deeper purpose for the piece. WHY did the author write this? What is he/she trying to say, teach us, make us aware of?

**Entertain** – most fiction. Made up stories. Supposed to make you feel something.

**Inform** – primarily to give facts. Good informative examples are essays, the newspaper, textbooks, non-fiction, etc.

**Persuade** – to convince a reader to see things the author’s way, change their mind about something, get you to act in some way. Good examples are commercials, editorials, bumper stickers, billboards, print advertisements, etc.

**Learning Goal: Drawing Conclusions/Inference**

The student will: draw conclusions/make inferences after reading pieces of text AND be able to support their reasoning with SPECIFIC details from text and their own background knowledge.

\*Making inferences means to look at what the text says, think about what you know, and put the two together to determine a **LOGICAL** conclusion or form a **LOGICAL** opinion about what’s going on. Authors don’t always tell you everything – they expect you to read between the lines and figure out what’s NOT being said.

**Learning Goal: Main Idea**

The student will: read a passage and identify the main idea.

**Main idea** – WHO + WHAT with NO supporting details. It should be no more than a sentence!

**Learning Goal: Context Clues**

The student will: figure out the meanings of unknown words in text and identify the text details that act as context clues.

\*Sometimes, authors use direct definitions as context clues (think – textbooks!). Sometimes, they use synonyms or antonyms of the unknown word as clues. Other times, you have to look at other details in the passage (sometimes before or after the unknown word) to find the clues.

**Learning Goal: Text Features**

The student will: identify text features used in non-fiction text and understand why authors use them. (What benefits do they provide the reader?) See additional handout provided to review different types of text features.

**Learning Goal: Literary Elements**

The student will: identify examples of MOOD, TONE, FORESHADOWING, FLASHBACK, and THEME. (See additional resource sheet for types of literary techniques, definitions, and examples.)

**Learning Goal: Compare/Contrast**

The student will: compare (provide similarities) and contrast (provide differences).

**Learning Goal: Literary Techniques**

The student will: identify examples of literary techniques. (See additional resource sheet for types of literary techniques, definitions, and examples.)

**Learning Goal: Summarizing**

The student will: summarize passages of text

Remember the five features of a summary:

1. it is short
2. it is in your own words
3. it contains NO opinions – only details from the story
4. it includes the main idea (who + what) and only important details
5. it is sequential (all of the events are in order from beginning to end).