After doing lots of practice literally comprehending poems, figuratively analyzing poems and discussing the themes of poems, now it is game time-your time to shine. The following poem was written by John Keats in 1819. Use it to demonstrate your proficiency in our reading learning targets: comprehension, author’s craft, and theme.

### “To Autumn”

Season of mists and mellow fruitfulness,  
    Close bosom-friend of the maturing sun;  
Conspiring with him how to load and bless  
    With fruit the vines that round the thatch-eaves run;  
To bend with apples the mossed cottage-trees,  
    And fill all fruit with ripeness to the core;  
To swell the gourd, and plump the hazel shells  
    With a sweet kernel; to set budding more,  
And still more, later flowers for the bees,  
    Until they think warm days will never cease,  
For Summer has o'er-brimmed their clammy cell.

Who hath not seen thee oft amid thy store?  
    Sometimes whoever seeks abroad may find  
Thee sitting careless on a granary floor,  
    Thy hair soft-lifted by the winnowing wind;  
Or on a half-reaped furrow sound asleep,  
    Drowsed with the fume of poppies, while thy hook  
Spares the next swath and all its twined flowers;  
    And sometimes like a gleaner thou dost keep  
Steady thy laden head across a brook;  
    Or by a cider-press, with patient look,  
Thou watchest the last oozings, hours by hours.

Where are the songs of Spring? Aye, where are they?  
    Think not of them, thou hast thy music too--  
While barred clouds bloom the soft-dying day,  
    And touch the stubble-plains with rosy hue;  
Then in a wailful choir, the small gnats mourn  
    Among the river sallows, borne aloft  
Or sinking as the light wind lives or dies;  
    And full-grown lambs loud bleat from hilly bourn;  
Hedge-crickets sing; and now with treble soft  
    The redbreast whistles from a garden-croft,  
And gathering swallows twitter in the skies.

What does this poem literally mean? What is the actual message? On the surface, what is this poem about? Who does what and why? Cite text words to substantiate your response.

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal** main  ideas and detail of a text | **I can insightfully**  **explain** the author’s  “big picture” & details  **accurately beyond**  **teacher’s expectations.** | **I can plainly explain**  the author’s “big  picture” & details **relatively**  **accurately and**  **consistently.** | **I can just mention** the  author’s “big picture” & details  **somewhat accurately and**  **somewhat consistently.** | **I struggle to identify**  author’s “big picture” & details  I have **some inaccuracies**  **and/or need teacher assistance.** |

What is the definition of theme? What did we say theme is?

What is the theme of this poem? Justify your response by citing text evidence.

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **theme (**author’s message, lesson, intent) in texts. | **I can insightfully** analyze how text specifics address the author’s message in **accurately beyond expectations.** | **I can clearly** analyze how text specifics address author’s message **relatively** **accurately and consistently.** | **I can partially** analyze how some text specifics address author’s message **somewhat accurately and consistently.** | **I produced a partial and/or** **inaccurate** analysis of how text specifics address author’s message. |

How was it said? How did the author create meaning? Identify as many literary devices as you can, cite text words and rationalize how the text words depict the literary device.

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| Literary device | Words from the text | Rationale of how the text words depict the literary device |
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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **author’s craft** of narratives, informational and persuasive texts. | **I can insightfully**  **explain** **all examples**  of author’s craft  **accurately beyond**  **teacher’s expectations.** | **I can plainly explain**  **several examples** of  author’s craft **relatively** **accurately and consistently.** | **I can mention some**  **examples** of author’s craft  **somewhat** **accurately and somewhat consistently.** | **I can partially identify**  **a few examples** of  author’s craft with  **some inaccuracies & teacher assistance.** |