



# Close reading plan

"Autumn" by Emily Dickinson

Created by Clinton McLeod, 2014 Connecticut Dream Team teacher

What makes this text complex?			
<b>Text and Author</b>	Autumn by Emily Dickinson	<b>Where to Access Text</b>	<a href="http://etc.usf.edu/lit2go/114/the-poems-of-emily-dickinson-series-one/2631/nature-poem-28-autumn/">http://etc.usf.edu/lit2go/114/the-poems-of-emily-dickinson-series-one/2631/nature-poem-28-autumn/</a>
Text Description			
This is a short poem by Autumn by Emily Dickinson. It is an exemplar text from the Common Core Appendices for grades 2 and 3. The text is full of descriptions of what Emily was observing in the fall. She personifies nature to give it an almost human quality. This timeless poem features challenging vocabulary and moral/lessons that can easily be supported by text evidence. A few morals one could infer from the poem are “It’s good to change”, as well as “It’s not good to be old-fashioned.” It’s a fantastic poem to teach descriptive writing with.			
Quantitative			
<b>Lexile and Grade Level</b>	Grade 2 and 3	<b>Text Length</b>	44 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central idea of the text focuses on the major changes occurring during autumn and Emily’s positive view of those changes and how they influenced her to change along with the season to avoid being “old-fashioned”.		The syllables per line structure is (8,6,7,6) Repetition in line 1-6 2 Stanzas	
Prior Knowledge Demands		Language Features	
Students should have a general idea about the changes that occur in nature during the fall.		See vocabulary below, many challenging words/terms. This is a poem with an ABAB rhyming pattern. “The rose is out of town” and “morns are meeker” are examples of personification. Imagery	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>		<i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> <li>• Morns</li> <li>• Meeker</li> <li>• Plumper</li> <li>• “Out of Town”</li> <li>• Gayer</li> <li>• Scarf</li> </ul>	<ul style="list-style-type: none"> <li>• Scarlet</li> <li>• Gown</li> <li>• Lest</li> <li>• “Old Fashioned”</li> <li>• Trinket</li> </ul>	<ul style="list-style-type: none"> <li>• There are no tier three words in this text.</li> </ul>	
Potential Reader/Task Challenges			
This descriptive poem on the changes of Autumn should be accessible to students, provided they have an understanding of basic changes that occur during autumn. While there may not be one clear and true theme of the poem, there are many themes that can easily be supported with text evidence by the students in			

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 What does the author mean when she says: “The rose is out of town?”	Standard RL2.1	4
TDQ #2 How does the author use colors to describe fall?	Standard RL2.4	6
TDQ #3 In the last 2 lines, the author breaks the structure of the poem. Why do you think she did this?	Standard RL2.4	9
TDQ #4 Why does the speaker put on a trinket in the final two lines of the poem?	Standard RL2.7	12
TDQ #5, Using evidence from the text, describe how the author feels about autumn.	Standard RL2.2, RL2.4	15
Target Standards		
<ul style="list-style-type: none"> <li>• RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RL.2.2: Identify the main topic of a multi-paragraph text as well as the focus of a specific paragraphs within the text.</li> <li>• RL.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 specific topic or subject area.</li> <li>• RL.2.7:</li> <li>• RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 specific topic or subject area.</li> <li>• RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text effectively.</li> <li>• RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe</li> <li>• RI.2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>		

**Question 1**

<b>Question #1</b>	What does the author mean when she says, “The rose is out of town”?
<b>Standard(s) covered:</b>	RL 2.1

Example response that meets standard	Look-fors
<p>I think the author means that the flowers/plants are dying/dead because it's fall/autumn.</p> <p>I think it means that that the rose is dead because it's fall.</p> <p>Now that it's fall and colder out, the plants are all going away/dying.</p>	<ul style="list-style-type: none"> <li>• Accurately answers by linking the death of flowers to the autumn (changing of the) season</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson you will learn how to interpret a line in a poem by looking at the surrounding text.
<b>Prior knowledge to review</b>	Identify Central Lesson, RL1.2 Identify Feeling Words, RL1.4 Identify Who the Narrator is, RL1.6
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1) Locate and reread the highlighted line and title from the text.	<ul style="list-style-type: none"> <li>• Hmm, I wonder which words I need to be looking for in the text.</li> <li>• I noticed the author used the phrase “The rose is out of town”</li> <li>• Well, I know that a rose is a beautiful flower that blooms in early summer!</li> <li>• Now when I reread that title, I noticed that it's called autumn. Oftentimes, titles give very important clues about what poems are about. Often they tell us the subject of the poem, or what the poem is mostly about. In this case, the author is telling us the poem is about autumn. I know that in the autumn leaves are falling from the trees, it's getting a little colder, we start wearing warmer clothes.</li> </ul>

2) Ask yourself, "What is the author trying to say with these words?"	<ul style="list-style-type: none"> <li>• The rose is out of town. I wonder what that means.</li> <li>• Let me reread some of the lines that surround that phrase.</li> <li>• The nuts are getting brown, fields are scarlet, which is red. I'm trying to think when those things happen.</li> <li>• I know that when I go out of town, I go somewhere for a while and then come back.</li> <li>• A rose has roots and can't just walk or move away. So how else can a rose "go out of town"?</li> <li>•</li> </ul>
3) Ask yourself "Based on the rest of the poem, what does this line mean??"	<ul style="list-style-type: none"> <li>• Let me review my clues again:</li> <li>• First, I know that a rose will eventually die after it blooms.</li> <li>• Second, I know that the poem is called "Autumn"</li> <li>• So maybe the rose dies in autumn.</li> <li>• Why would she write this? Maybe to help show what happens in nature when summer turns to autumn!</li> <li>• It must mean that the rose _____. I think Emily Dickinson is trying to say _____.</li> </ul>

**Extension and practice**

- Students can follow the link below about the life cycle of a rose and then summarize it.  
<http://www.gardenguides.com/128662-life-cycle-rose-plant.html>
- Watch this LearnZillion video on how setting can affect a story  
<http://learnzillion.com/lessons/2087-analyze-the-effect-of-setting-on-a-story>

**What next?**

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)	See more examples of how to teach (name skill and standard)
<p>Objective: In this lesson you will learn how to interpret a line in a poem by looking at the surrounding text.</p> <p>Step 1 Locate and reread the highlighted line and title from the text.</p> <p>Step 2 Ask yourself, "What is the author trying to say with these words?"</p> <p>Step 3 Ask yourself "Based on the rest of the poem, what does this line mean??"</p>	<p>RL 2.1</p> <p><a href="https://learnzillion.com/lessons/2110-understand-a-character's-personality-traits">https://learnzillion.com/lessons/2110-understand-a-character's-personality-traits</a></p> <p><a href="https://learnzillion.com/lessons/1894-answer-questions-about-a-story-by-rereading-looking-for-key-details">https://learnzillion.com/lessons/1894-answer-questions-about-a-story-by-rereading-looking-for-key-details</a></p>

**Question 2**

<b>Question #2</b>	How does the author use color to describe fall?
<b>Standard(s) covered:</b>	RL 2.1, RL 2.4, RL 2.7

Example response that meets standard	Look-fors
<p>The author uses color to describe fall in when she said “The maple wear a gayer scarf.” I think she means that the maple’s leaves are all very bright and it looks like it’s wearing a colorful scarf.</p> <p>The author uses color to describe fall in when she said “The maple wear a gayer scarf.” I think she means that the colorful leaves look like a scarf on the tree.</p>	<ul style="list-style-type: none"> <li>• Students should be able to know that this means that the leaves on the tree are bright colors.</li> <li>• It looks like the maple is wearing a colorful scarf.</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson you will learn to describe how descriptive phrases provide meaning to a poem by connecting the words and phrases to the poem’s overall message.
<b>Prior knowledge to review</b>	<p>Ask and answer questions about key details in the text RL 1.1</p> <p>Retell key details RL 1.2</p> <p>Describe setting RL 1.3</p> <p>Identify words and phrases in stories and in poems that appeal to the senses. RL 1.4</p> <p>Use details in a story to describe its setting. RL 1.7</p>
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>

<p>1) Reread and highlight the poet's description.</p>	<ul style="list-style-type: none"> <li>• Ok, so the question is asking me what colors the author uses to describe fall.</li> <li>• So that tells me that I need to find parts in the poem that talk about colors.</li> <li>• I know that I can't remember all of them, so going back and rereading the text is something that good readers do!</li> <li>• Ok, let me go line by line to find any places where she uses color. I don't notice any on the first line, but I do see that she said that nuts are getting brown. That's definitely a place where she uses color, I'll highlight that. As I keep looking, I notice it says the word gayer. That means colorful. Although that's not a specific color, I should highlight that because it might be important. Finally, I see that the author says "The field a scarlet gown." I know that scarlet is a deep red color, so I'm going to highlight that too!</li> </ul>
<p>2) Make a picture in your mind of the poet's description.</p>	<ul style="list-style-type: none"> <li>• Now I need to try and figure out what the author is trying to say when she wrote "The field a scarlet gown."</li> <li>• I'm going to need to visualize here. Getting a picture in my mind will help me to figure this out.</li> <li>• First, I'm going to picture a field.</li> <li>• Next, it says is a scarlet gown. I know princess wear gowns, and they are long and flowing. It says that this one is scarlet, which is a deep red color.</li> <li>• Last, I'm going to picture a field that has a huge dark red flowing gown on it.</li> </ul>
<p>3) Ask, "How does this description fit in with other ideas in the poem?"</p>	<ul style="list-style-type: none"> <li>• Ok, so I have this picture in my mind of a large, red flowing gown on a big field.</li> <li>• Now I need to ask, "What's the big deal with this description? Why did the author include it? How does it fit in with the other ideas in the poem?"</li> <li>• I know poets like to compare things. But what could she be comparing this gown to?</li> <li>• Hmm...well I notice that the title is "Autumn" and that the poem talks about things you find in the autumn like nuts and that the roses aren't in bloom.</li> <li>• So what could be covering the field that's red in autumn?</li> <li>• I know! Leaves! Leaves turn different colors like red, and can cover the whole field like a big gown!</li> <li>• So when the author says "The field a scarlet gown" I think she means that the fields are covered with bright red leaves that have fallen off the trees!</li> <li>• The author uses color to describe fall when she writes _____</li> </ul>
<p><b>Extension and practice</b></p>	
<ul style="list-style-type: none"> <li>• If you have a very high level class, you could model with "The maple wears a gayer scarf" and have students figure out "The field a scarlet gown" on their own.</li> <li>• For students who are struggling to make the connection you could show pictures of a tree with a "scarlet gown" like this: <a href="http://4.bp.blogspot.com/-myX0pogd33o/UH2k4psqEil/AAAAAAAASs/5jLdQ82rZWc/s1600/DSC04300.JPG">http://4.bp.blogspot.com/-myX0pogd33o/UH2k4psqEil/AAAAAAAASs/5jLdQ82rZWc/s1600/DSC04300.JPG</a> to help them visualize it better.</li> </ul>	
<p><b>What next?</b></p>	
<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)</p>	<p>See more examples of how to teach (name skill and standard)</p>

Objective: In this lesson you will learn to describe how descriptive phrases provide meaning to a poem by connecting the words and phrases to the poem's overall message

1. Step 1 Reread and highlight the poet's description.
2. Step 2 Make a picture in your mind of the poet's description.
3. Step 3 Ask, "How does this description fit in with other ideas in the poem?"

- Leanzillion video on finding key details  
<http://learnzillion.com/lessons/1894>
- Identify setting by locating details  
<http://learnzillion.com/lessons/1934>

### Question 3

<b>Question #3</b>	In the last 2 lines the author breaks the structure of the poem. How do you think she did this?	
<b>Standard(s) covered:</b>	RL 2.1, RL 2.4	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>The author breaks the structure of the poem in the last two lines by not starting those lines with the word the.</p> <p>The author breaks the structure of the poem in the last two lines by not starting those lines by not rhyming the 2<sup>nd</sup> and 4<sup>th</sup> lines in the final stanza</p> <p>The author breaks the structure of the poem in the last two lines by not starting those lines by talking about herself instead of nature.</p>	<ul style="list-style-type: none"> <li>• Knows that most of the poem’s lines started with “the”</li> <li>• Notice that the 2<sup>nd</sup> and 4<sup>th</sup> lines in the 2<sup>nd</sup> stanza don’t rhyme.</li> <li>• She talks about herself in the final 2 lines, instead of talking about nature.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson, you will learn to find breaks in the structure of a poem by comparing and contrasting the lines within the poem.	
<b>Prior knowledge to review</b>	RL 1.4, RL 1.6,	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Reread the poem, and notice patterns of words and phrases (rhyme, repetition of “the,” POV).	<ul style="list-style-type: none"> <li>• Hmm...so the question is asking me how the structure of the poem is broken in the last 2 lines. I’m thinking if it’s broken in the last 2 lines, I’ll need to find the structure she uses in the rest of the poem.</li> <li>• First, I should reread the poem. My first step is to notice patterns of words and phrases. I know that structure in poetry can be made with words or phrases, like rhymes or repeating words.</li> <li>• The morns are getting meeker than they were, the nuts are getting brown. Well, I don’t see any rhyming patterns, but I do notice that both lines begin with “The”.</li> <li>• The berry’s cheek is plumper, the rose is out of town. Hmm...I see that each line still begins with “The” and I noticed that lines 2 and 4 rhyme with the words brown and town.</li> <li>• In the second stanza, it says the maple wears a gayer scarf, the field a scarlet gown. Again, I see that each line begins with “The”.</li> <li>• The final 2 lines say, “Lest, I should be old-fashioned, I’ll put a trinket on.”</li> </ul>	

<p>2) Ask, "Does the structure stay the same, or does it change?"</p>	<ul style="list-style-type: none"> <li>• The question is asking me "How did the structure of the poem change?"</li> <li>• So let me reread the last 2 lines again, "Lest, I should be old-fashioned, I'll put a trinket on."</li> </ul>
<p>3) Compare the changes in the structure.</p>	<ul style="list-style-type: none"> <li>• Hmm...I noticed earlier that every line before that began with "The." But in these two lines she used "Lest" and "I'll" to start. So that's definitely different.</li> <li>• I also noticed that in the first stanza, lines 2 and 4 rhymed with "brown" and "town". Let me reread lines 2 and 4 in the second stanza. "The field a scarlet gown" and "I'll put a trinket on." Those two lines definitely don't rhyme.</li> <li>• How else could "Lest, I should be old-fashioned, I'll put a trinket on." Be different?</li> <li>• Hmm...I see that she uses "I" twice, talking about herself. In the rest of the poem, she was talking about nature, so that's different too!</li> <li>• The author breaks the structure of the poem in the last two lines by _____</li> </ul>

### Extension and practice

- Higher-level students could answer the question “Why do you think she chose to break the structure in the final 2 lines?”
- Students could write their own 2-stanza poetry, and try to create and break a structure, just like Emily Dickinson did.
- Students who are struggling could highlight on the poem the first and last words of each line to help identify the structure, as well as noticing repeating words (l) in the final 2 lines.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson, you will learn to find breaks in the structure of a poem by comparing and contrasting the lines within the poem.

1. Step 1 reread the poem, and notice patterns of words and phrases (rhyme, repetition of “the,” POV).
2. Step 2 Ask, “Does the structure stay the same, or does it change?”
3. Step 3 Compare the changes in the structure.

RL 2.1 <https://learnzillion.com/lessons/1894-answer-questions-about-a-story-by-rereading-looking-for-key-details>  
RL 2.4 <https://learnzillion.com/lessons/2076-notice-and-describe-repetition-in-a-poem>

**Question 4**

<b>Question #4</b>	TDQ #4 Why does the speaker put on a trinket in the final two lines of the poem?	
<b>Standard(s) covered:</b>	RL 2.1, RL 2.4,	
<b>Example response that meets standard</b>		<b>Look-fors</b>
<p>The author puts on a trinket, so she wouldn't be old-fashioned.</p> <p>The author didn't want to look old, so she put on jewelry.</p> <p>The speaker didn't want to be old-fashioned, so she went and got a trinket to put on.</p>		<p>Needs to mention the cause and effect: She didn't want to be old/old-fashioned, so she put a trinket (jewelry) on.</p>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to understand a character's action by looking at their motivation.	
<b>Prior knowledge to review</b>	RL 1.1, RL 1.7	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Reread each line of the poem	<ul style="list-style-type: none"> <li>• Hmm...so the question is asking why the author wants to wear a trinket at the end of the poem. How can I figure this out?</li> <li>• Well, people usually do things for a reason. For instance, in the winter I put on a jacket. My motivation is that I do it so that I won't be cold.</li> <li>• Or I give my little sister a hug when she falls down because I want her to feel better.</li> <li>• So to find the speaker's motivation, I want to go back and reread the poem. While I'm reading, I want to jot some notes about what's happening.</li> <li>• As I do that, I'm going to highlight any clues of her motivation.</li> </ul>	

<p>2) Highlight lines that show the speaker talking about herself.</p>	<ul style="list-style-type: none"> <li>• The first line says, “The morns are meeker than they were.”</li> <li>• Well I know from our discussions that meeker means weaker. But this doesn’t reveal anything about her motivation at all</li> <li>• The next line says, “The nuts are getting brown.” Nothing here talks about the speaker.</li> <li>• The berry’s cheek is plumper. Hmm..This is talking about the berry’s cheek, not the speaker’s.</li> <li>• The rose is out of town. Again, nothing here.</li> <li>• The next line says, “The maple wears a gayer scarf” Well, I know trees definitely don’t wear scarves, and this isn’t about the speaker, so I don’t need to worry about this line either.</li> <li>• “The field a scarlet gown” The author continues to talk about nature, but not herself.</li> <li>• The next line says, “Lest, I should be old fashioned,” A-ha! I see a clue word, “I”. So I’m going to highlight this line, because she’s talking about herself.</li> </ul> <p>Finally, the last line says “I’ll put a trinket on.” The word “I’ll” lets me know that she is once again talking about herself. So now I have two lines to help me find her motivation!</p>
<p>3) Explain the motivation of the speaker by looking at the highlighted lines.</p>	<ul style="list-style-type: none"> <li>• Now I want to find what her motivation was for writing these lines.</li> <li>• The first line says “Lest, I be old-fashioned” I know that lest means that you want to avoid it.</li> <li>• So she wants to avoid being old-fashioned.</li> <li>• Then the next line says, “I’ll put a trinket on.” Now that’s a line that tells me what she does. It doesn’t tell me why she does it. So that guides me back to the previous line.</li> <li>• She puts on a trinket, so that she wouldn’t seem old-fashioned!</li> <li>• The author puts on a trinket because_____.</li> </ul>

**Extension and practice**

- Higher students can explore what her character traits would be based off of the poem and tell why they describe her in that way.
- Students who are struggling may need examples in modern terms, “Lest I be old fashioned, I’ll send an email.” Or “Lest I be old fashioned, I’ll read a book on my Kindle.”

**What next?**

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: . In this lesson you will learn to understand a character’s action by looking at their motivation.

Step 1 ) Reread each line of the poem

Step 2 Highlight lines that show the speaker talking about herself

Step 3 Explain the motivation of the speaker by looking at the highlighted lines.

RL 2.4 <https://learnzillion.com/lessons/2029-notice-the-describing-words-in-a-poem>

**Question 5**

<b>Question #5</b>	TDQ #5 Using evidence from the text, describe how the author feels about autumn.	
<b>Standard(s) covered:</b>	RL 2.2, RL 2.4	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>Student response</p> <p>I think the author really likes the season of autumn. I think this because in the poem she talked about a lot of the good things that happen in fall like the nuts getting brown and the leaves changing color.</p> <p>I think the author feels like everything is changing. I think this because she mentions how things like the nuts and trees are changing.</p> <p>I think the author feels happy. I think this because at the end she's puts on a piece of colorful jewelry and you would do that if you were happy.</p>	<ul style="list-style-type: none"> <li>• Mentions good things in fall like berries getting plumper, nuts getting brown, leaves changing color, field looks like a gown.</li> <li>• Also her own feelings by putting on a bright colored trinket.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	You will learn to determine the author's point of view by finding specific examples from the text.	
<b>Prior knowledge to review</b>	RL 1.2	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Reread the text and After each line, jot down a feeling the author may have.	<ul style="list-style-type: none"> <li>• Hmm...So I need to find the author's feelings towards autumn in this poem.</li> <li>• I think the first thing that I will need to do is reread each line of the text to see if I can find any clues!</li> </ul>	

<p>2) Reread all the feeling words and notice if there's a pattern.</p>	<ul style="list-style-type: none"> <li>• The morns are meeker than they were. Hmm...I know that means they aren't as "strong" as they once were. That might make a person sad, so I'm going to jot down the word "sad" next to that line.</li> <li>• The nuts are getting brown. Hmm...well I know that's a good thing, because then they're ready to eat. So I'm going to write down "good" next to that line.</li> <li>• The berry's cheek is plumper. I know that when berries and other foods get ready to eat, they become plump. So just like the previous line, I'm going to write good, because that's a good thing that the author might like.</li> <li>• The rose is out of town. Well, I know that means the rose isn't in bloom, which is probably a sad thing. So I'll write sad next to this line.</li> <li>• The maple wears a gayer scarf. Well a bright colorful scarf is probably something the author would like, so I'll write good next to that line.</li> <li>• The field a scarlet gown. I would think that saying something looks like a gown, which are beautiful, is probably a good thing too! So I'll jot good next to that!</li> <li>• "Lest, I should be old-fashioned, I'll put a trinket on" These last two lines tell me that she doesn't want to be old fashioned, so she's going to put on a bright piece of jewelry. Hmm...I know that you put those on when you are happy. So I'll write that on the bottom.</li> <li>•</li> </ul>
<p>3) Using the pattern that we located, summarize the author's feelings by using an appropriate example.</p>	<ul style="list-style-type: none"> <li>• Ok, now that we're done, I'll look at all the words I wrote.</li> <li>• I wrote sad twice, good four times, and the poem ends with her being happy.</li> <li>• I think because she was happy at the end and the fact that she pointed out twice as many good things than sad things, I can probably predict that the author is happy that it is fall.</li> <li>• When I write my answer, I'll make sure to include one of the good things she liked as evidence of her feelings!</li> <li>• The feeling the author has about autumn is_____. I think this because _____.</li> </ul>

<p><b>Extension and practice</b></p>	
<ul style="list-style-type: none"> <li>• Students who are having difficulty will be put into a small guided group. The teacher may have to prompt with questions "Do you think she likes fall?"</li> <li>• Higher level kids can visit the Emily Dickinson Museum site and read the poetry she wrote for children</li> <li>• <a href="https://www.emilydickinsonmuseum.org/for%20kids#questions">https://www.emilydickinsonmuseum.org/for%20kids#questions</a></li> </ul>	
<p><b>What next?</b></p>	

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)	See more examples of how to teach (name skill and standard)
<p>Objective: You will learn to determine the author's point of view by finding specific examples from the text.</p> <ol style="list-style-type: none"> <li>1. Step 1 Reread the text and after each line, jot down a feeling the author may have.</li> <li>2. Step 2 Reread all the feeling words and notice if there's a pattern.</li> <li>3. Step 3 Using the pattern that we located, summarize the author's feelings by using an appropriate example.</li> </ol>	<p>RL 2.2  <a href="https://learnzillion.com/lessons/2108-determine-a-narrators-feelings-by-noticing-word-choice">https://learnzillion.com/lessons/2108-determine-a-narrators-feelings-by-noticing-word-choice</a></p>