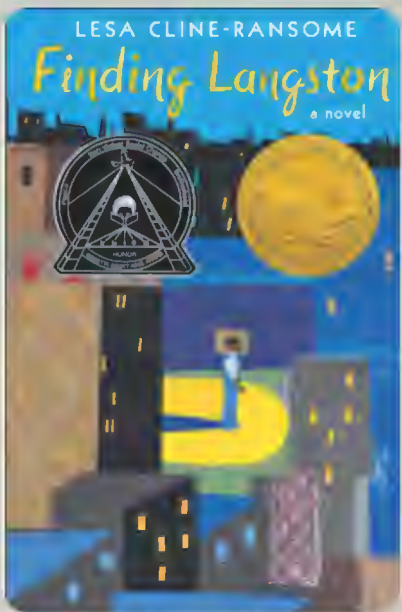


MODULE 4 Fifth Grade

What's Happening in English Language Arts Class?

Your child's class will use Arts & Letters as our English Language Arts curriculum. By reading and responding to excellent literature and informational texts, your student will learn about key history, science, and literature topics.

WINDY CITY POETRY



OUR CLASS WILL
READ THESE BOOKS:



Literary Texts

- "Finding Langston," Lesa Cline-Ransome

Poetry

- "The Bean Eaters," Gwendolyn Brooks
- "Evenin' Air Blues," Langston Hughes
- "Fog," Carl Sandburg
- "Homesick Blues," Langston Hughes
- "Homing," Arna Bontemps
- "I dwell in Possibility," Emily Dickinson
- "Jazz Fantasia," Carl Sandburg
- "The Laurel," Harriet Monroe

The fourth Module "Windy City Poetry," focuses on the question: "What is the value of poetry?"

Students explore various stories and informational texts, engaging with visual art and videos. They learn about how traditions, stories, and ways of life are passed down through generations. The module helps students develop vocabulary, reading comprehension, writing, and critical thinking skills.

OUR CLASS WILL
LISTEN TO THESE AUDIO
CLIPS:



"Evenin' Air Blues"
"Homesick Blues"

OUR CLASS WILL
LOOK AT THESE
PAINTINGS:



- *Sharecropper*, Elizabeth Catlett



OUR CLASS WILL
ASK THESE QUESTIONS:



- What do I notice & wonder about this text?
- What is happening in this text?
- What is a central idea in this text?
- How do these texts build our knowledge?
- What does a deeper look at tone reveal?

VOCABULARY

For their tests, your child should know the meaning of each word. They should also know how to use each word in a sentence:

- Biography
- The Blues
- Community
- Influence
- Migrate
- Namesake
- Poetry
- Renaissance
- Research

PRACTICING AT HOME

WRITING, TALKING, AND READING



FIFTH GRADE MODULE 4: WINDY CITY POETRY

YOUR CHILD WILL WORK ON THIS LEARNING GOAL:

At the end of this unit, your child will use writing, speaking, and a visual display to present your research about a poet to a specific audience.

The project will include:

Knowledge of research topic

Use of writing, speaking, and visual displays to convey research findings.

Shares relevant facts and details when speaking about research findings.

Include a visual display that is appropriate to the audience and purpose.

Include a visual display that enhances research findings.

Students will expand, combine, and reduce sentences for reader interest and style.

Students will use formal English when appropriate

Students will speak and write in a way that is appropriate to audience and purpose.

Students will speak about research finding in an organized manner.

SPEAKING & LISTENING

Throughout this module, students will participate in discussions focusing on:

- What is the value of poetry?
- What new knowledge have you gained from the text?
- What does the speaker's tone reveal about their point of view?
- Taking turns with others when speaking
- Providing and elaborating on relevant textual evidence
- Themes in poetry



RESOURCES

Want to read some books about this unit at home?

Here are some suggestions:

- *Being Clem* by Lesa Cline-Ransome
- *The Great Migration: An American Story* by Jacob Lawrence
- *Leaving Lymon* by Lesa Cline-Ransome
- *Out of Wonder: Celebrating Poets and Poetry* by Kwame Alexander, Chris Colderley, Marjory Wentworth, Ekua Holmes
- *Poetry for Young People: Emily Dickinson* by Emily Dickinson, Frances Schoonmaker Bolin, Chi Chung
- *Tan to Tamarind: Poems About the Color Brown* by Malathi Michelle Lyengar, Jamel Akib
- *There Was a Party for Langston* by Jason Reynolds, Jerome & Jarrett Pumphrey
- *Who Was Langston Hughes?* Billy Merrell, Gregory Copeland