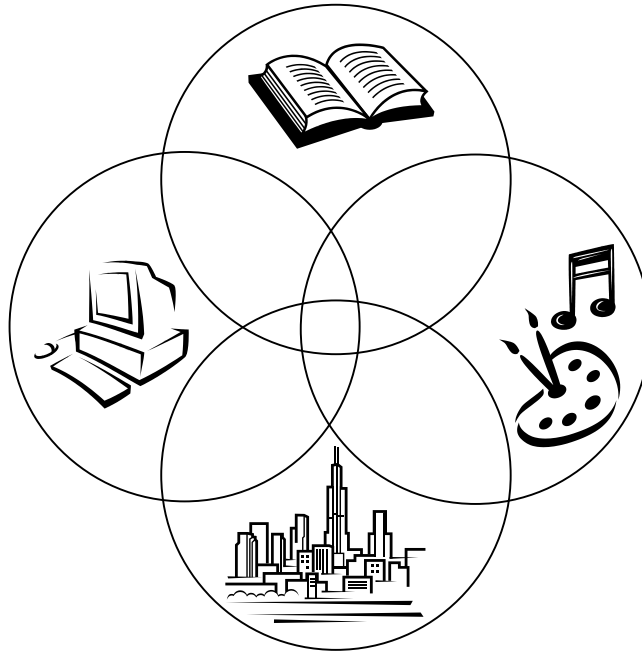


Chicago Connections

City Community Reading Writing Social Studies ISAT
Extended Learning Library Art Music Technology



- | | |
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*Resources Developed by the DePaul Center for Urban Education for the
Polk Bros. Foundation Community Schools Leadership Network.*

Part 1: Chicago Literacy—the ISAT Plus

The enriched curriculum leads to greater literacy.

- ✓ Learning that develops students' knowledge and ability in art or music enriches the curriculum.
- ✓ Learning that incorporates technology opens a world of possibilities.

Project-based learning accomplishes more.

- ✓ Project-Based Learning involves students actively.
- ✓ Project-Based Learning develops students' responsibility.

Writing can be a project.

- ✓ Writing a song.
- ✓ Writing a poem
- ✓ Writing a story or history.
- ✓ Writing a sentence to illustrate a picture.
- ✓ Drawing a picture to illustrate a sentence, song, poem, or story.
- ✓ Dramatizing a history or story.

Writers use words to communicate ideas.

Artists use pictures to communicate ideas.

Phrases about Chicago

My kind of town

Images about Chicago

City of the big shoulders

Alliteration about Chicago

Chicago, choose, change

big, bus, bright

shop, ship, show

The Chicago Fire

By J.P.C.

On a hot, dry night in 1871,
At the end of the day, when the work had been
done,
Chicago families were going to sleep,
But a spark had been set, and flames would
soon creep.

The story about Mrs. O'Leary you have heard,
Though the man who said that spoke
dishonest words.
He told of a lantern and the kick of a cow;
But the simple fact is, we just don't know how.

The city we know is of steel, brick, and glass,
But the time of that fire is well in our past.
The buildings we know will resist heat & flame;
The buildings back then weren't exactly the
same.

Builders in those days chose to build with
wood;
There was so much around, and they thought
it was good.
But wood doesn't stay strong like stone when
it's hot,
So what seemed safe and smart really was
not.

The fire, once lit, spread so quickly,
From house to house, and tree to tree.
It moved through the streets, driven by winds,
So fast that no one was sure where it would
end.

The fire finally died out after two days
Thanks to light rains and a shifting breeze.
But not before it had taken its toll --
Three square miles, and so many homes.

This story, to us, is exciting, it seems,
Though to them, at the time, it brought down
many big dreams.
History is safe, with the distance of time,
But in the midst of the events, there's a lot on
the line.

El Fuego de Chicago

Translated by Arturo Romero Rendon

En una noche caliente, seca de 1871,
Al final del día, cuando el trabajo había concluido,
Las familias de Chicago iban a descansar,
Pero una chispa iniciaría las llamas que habrían de
arrasar.

La historia de la Señora O'Leary habrás oído,
Sin embargo el hombre que la contó habría mentido.
Dijo, la razón era una lámpara, una vaca y su
patada;
Pero el hecho es, que con certeza, no sabemos
nada.

La ciudad que conocemos es de acero, ladrillo y
vidrio.
Pero el evento del incendio está en nuestro pasado
perdido,
Los edificios que conocemos resistirán el fuego y las
llamas;
Los edificios de antaño no podrían compararse
jamás.

Los constructores de entonces escogieron construir
con madera;
Había en abundancia, y pensaron que era duradera.
Mas la madera no resiste al calor como la piedra,
Y pasó de segura e inteligente a un error cualquiera.

El incendio, una vez iniciado, se esparció
velozmente,
De casa en casa, de árbol en árbol,
Atravesó las calles, ayudado por el viento que lo
fortalecía
Tan violento que nadie pesó que cesaría.

Al segundo día el fuego murió
Gracias a la ligera lluvia y la brisa que cambió.
No sin antes haber dejado --
Daños en tres millas, y hogares sin reparo

Esta historia, a nosotros nos logra emocionar
Sin embargo, a aquellas personas y sus sueños
logro devastar.
La historia se siente segura cuando es distante,
Pero al estar sucediendo, hay mucho en juego al
instante.

ISAT Reading Challenges 2007-2008

The following information is from the Illinois State Board of Education.

You will find it and much more on the ISBE website, ISBE.net

This is what the Illinois State Board of Education explains about the ISAT reading test.

Session 1

- Six short passages: literary, informational, poems
- 30 multiple-choice questions
- SAT 10 questions

Sessions 2 and 3 (*One will be a pilot*)

- Two passages
- 10 multiple choice questions each
- 1 extended response

Students across the state seem to have difficulty with items that address these topics:

1. homonyms
2. fable/folk tale/legend/myth/fairy tale/essay
3. organizational patterns
4. mood and tone
5. point of view
6. irony
7. genre
8. main idea
9. information in charts/graphs
10. inference
11. elements of fiction
12. author's message
13. type of writing
14. character
15. cause/effect
16. fact/opinion

Extended Response issues:

1. key ideas
2. text references
3. connections/conclusions
4. extend
5. balance

ISAT SKILLS AND STRATEGIES: A CHECKLIST TO USE TO ORGANIZE ACTIVITIES

Students need the following abilities to interpret text and to analyze literature.

- Make and verify predictions based on prior knowledge and text.
- Identify probable outcomes or actions.
- Clarify an understanding of text by creating outlines, notes, or other visual representation
- Use information in illustrations to help understand a reading passage.
- Determine which illustrations support the meaning of a passage.
- Determine the purpose of features of informational text
- Distinguish between minor and significant details in a passage.
- Compare the content and organization of various selections.
- Relate information in the passage to other readings on the same topic.
- Relate information in the passage to other readings.
- Identify explicit and implicit main ideas.
- Distinguish the main ideas and supporting details in any text.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Determine the author's purpose for writing a fiction or nonfiction text
- Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.
- Identify the author's message or theme.
- Identify setting (i.e., place and time period).
- Recognize points of view in narratives (e.g., first person).
- Determine character motivation.
- Explain how the literary devices (e.g., imagery, metaphor, figurative language dialogue) contribute to the meaning of a literary selection.

Extended Response Pre-Writer

After students read, develop their abilities to complete an extended response by asking them to write their ideas about the topic.

Question: _____

Student Activity

What is your idea—write it here.

***Before you write your extended response, make some notes.
List what you will put in your response.***

From the selection

What I think based on what I learned and what I knew

Writing Requirements

What does ISAT Writing require?

This answer is from the Illinois State Board of Education.
You'll find it and many more resources at ISBE.net.

Fifth Grade: Expository

Expository Writing

- √ Presents factual information
 - Explains, defines, describes, informs
 - Provides supporting reasons, examples, facts
 - Maintains a clear focus
 - Ends with an effective conclusion

Sixth Grade: Narrative; persuasive (2 sessions)

Eighth Grade: Narrative; persuasive (2 sessions)

Narrative Writing

- √ Tells a story in logical order by:
 - Using specific details to explain one event
 - Including the author's reactions
 - Moving through time
 - Writing a beginning, middle, end

Persuasive Writing

- √ Takes a position for or against on an issue
 - Maintains the position clearly throughout
 - Uses facts, examples to support the position
 - Convinces the reader to believe or act
 - Includes an effective conclusion

Part 2: Guide Idea-Centered Learning P Q R **O** S T

- P** Teacher previews the topic or theme.
- Q** Teacher asks a big question that the students will answer.
The question focuses the students on an idea or theme.
- R** Students read to find information and ideas. Reading may include
**Interpreting pictures; visiting a museum exhibit; using the Internet;
Reading a book; watching a video; listening to music**
- O** Students organize what they find
- S** Show—Students list or draw to state the key points
- T** Tell—Students share what they learn

CHICAGO EXAMPLES

P: Working Together in Chicago

Q: How does work connect people in Chicago?

P: Important in History and Important to Me

*Q: What events and ideas is the city famous for that have left a legacy for us today?
What is important to me in Chicago?*

P: Chicago Communities

Q: How do people live and work together in a community?

P: Choices

*Q: What choices have people made in Chicago?
What can we learn from those choices and their consequences?*

LEARNING STARTS WITH INTEREST

Today you'll do an interesting activity in an exhibit.

It's an activity students can do at your school with a book, picture, video, or the Internet.

Choose one of the four Chicago themes.

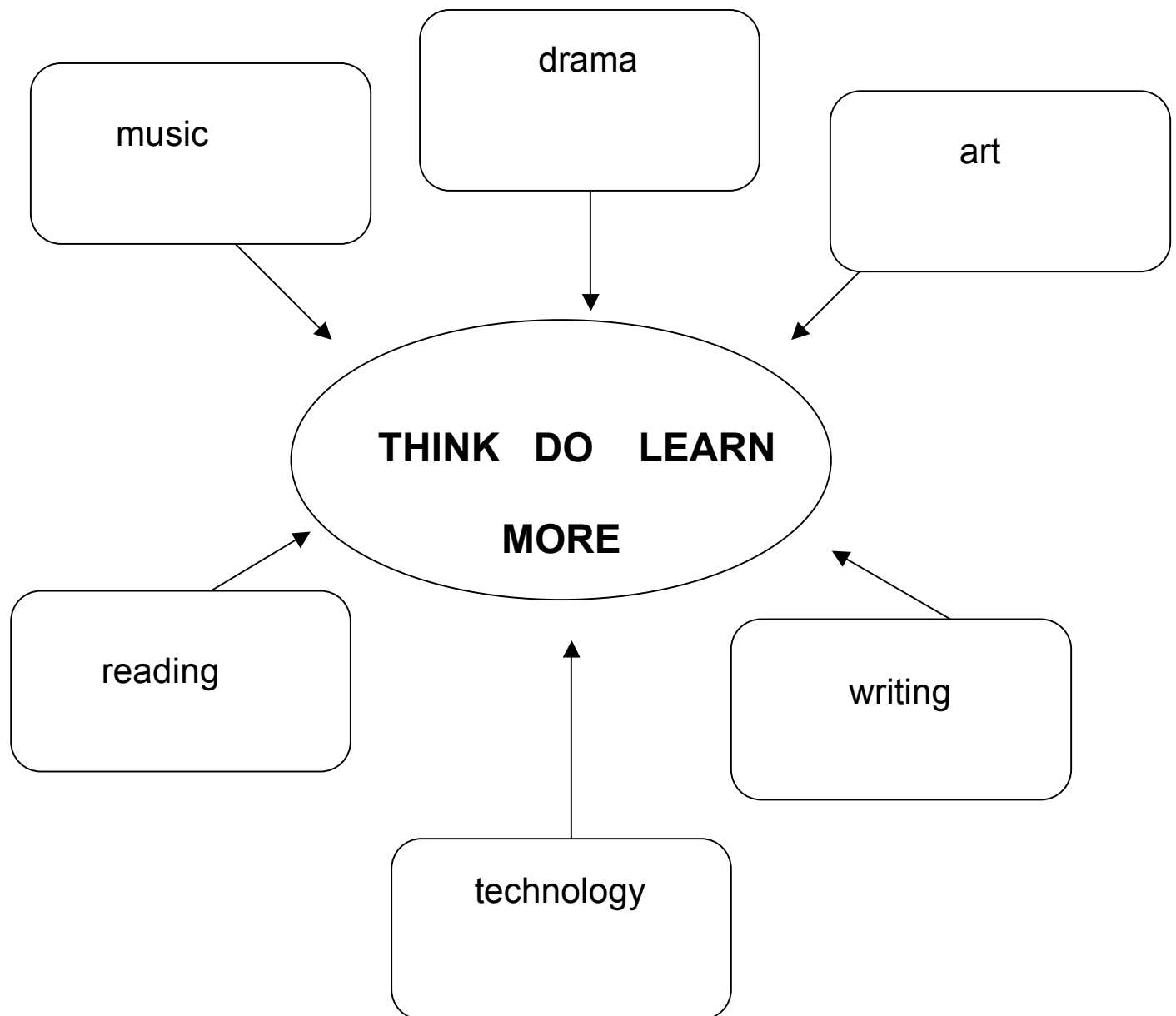
Then you will look for a part of Chicago's history in that exhibit.

You will learn about your theme from the exhibit.

You'll bring back information and ideas to share.

Part 3: OUR PROJECT-BASED LEARNING PLAN

Our FOCUS/THEME:



OUTCOMES

What will students develop through your project?

Literacy Outcomes

Which of these will your project emphasize?

- ☐ Expand vocabulary (1)
- ☐ Comprehend text (1B)
- ☐ Interpret literature (2A)
- ☐ Write to communicate (3B)

Social-Emotional Development Outcomes

- ☐ 1C. Achieve personal and academic goals.
Creating a project can increase student confidence and abilities.
- ☐ 2C: Use communication and social skills to interact effectively with others.
Collaborating on projects can increase their ability to work positively with others.
- ☐ 3C. Contribute to the wellbeing of one's school and community.
Learning about their community and city can increase student self-esteem and build citizenship based on appreciating that community and city.

Note the outcomes for each team member's specialty.

✓ **Art outcomes**

✓ **Drama Outcomes**

✓ **Music Outcomes**

✓ **Technology/Computer Outcomes**

If you are organizing a parent workshop, list the outcomes for parents on the workshop planner.

Activity Planner for: *Art, Computer, Drama, Library or Music*

This planner can be used by one teacher for one program.

Week and Topic	K-2 Activities	3-5 Activities	6-8 Activities
Topic			
Topic			
Topic			
Topic			

Assessment:

COLLABORATIVE PLANNER.

FOCUS: _____

Week	ART	LIBRARY	Extended Learning
	Topic: Activities:	Topic: Activities:	Topic: Activities:
	Topic: Activities:	Topic: Activities:	Topic: Activities:
	Topic: Activities:	Topic: Activities:	Topic: Activities:
	Topic: Activities:	Topic: Activities:	Topic: Activities:

Assessment:

Parent/Teacher Workshop Planner

Date and Time: _____

Location: _____

Topic: _____

Outcomes:

Who will attend?

How will they be invited?

What will you emphasize in your invitation?

How will they be reminded?

Who will present? _____

Who will facilitate? _____

What will participants do?

What will they receive?

How will we ensure equal access to the information?

How will you follow up on the session?

Additional Notes/Plans:

Part 4: Chicago Teaching and Learning Resources

PLANNERS..... 16

The first section includes examples of plans that can link art, computer, drama, library, music.

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TIME LINES 21

These are resources that can be used in a variety of ways from researching to expand the timeline through creating murals to illustrate changes over time.

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LEARNING PROJECT GUIDES..... 39

The activity guides are designed to guide students as they learn about for to any topic or text. They can be done independently or collaboratively.

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Black History Month Unit Plan

Theme: How have determined African Americans made a difference?

Standards: Develop vocabulary (1A); increase reading comprehension (1B), develop writing abilities (3B); understand social history (16D)

Week	This week's Topic	This week's vocabulary	This week's Resources	This Week's Writing and Drawing
1	A person who has helped Chicago in the past	cause change community effect leader	Photos Portraits Paintings History Speeches	Write/illustrate a history.
2	An African American who helps Chicago today.	city leader leadership obstacles urban	Photos and paintings Chicago newspaper articles.	Write about the difference one person makes—a paragraph, poem, or song. Draw a symbol for that person
3	An African American who has helped the United States.	country improve nation progress	Music relevant to that person's history Photos and paintings US history book Biography	Write a poem about the way that person helped the country. Dramatize an event in that person's life.
4	Synthesis	future important value	Resources collected in previous weeks	A booklet about determined individuals A display about African American leaders

Assessment: **Students will use information about the topic to explain ideas in...**

___charts ___diagrams ___illustrations ___maps ___presentation

___essay ___report ___poem ___glossary ___booklet ___display

Focus: Women's History

BIG IDEAS:

One person can influence society.

Individuals who make big changes in a community, city, or country are visionary, determined, inspiring, and collaborative.

To achieve a change in society, individuals need to overcome obstacles.

BIG QUESTION: How have individual women made a difference?

Common Core Anchor Reading Standards:

CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Assessment: Students will use information about the topic to explain ideas in...

___charts ___diagrams ___illustrations ___maps ___presentation
___essay ___report ___poem ___glossary ___booklet ___display

PART	Topic	Concepts	Resources to Read and Respond to	Writing, Drawing, Presenting
1	A woman who has helped our community	cause change community determined effect leader	Students' information based on their own experience Interviews with local persons Photos	How someone has helped our community: write/illustrate that history.
2	A woman who has enabled people to make progress in Chicago.	enable progress leadership obstacles persistence urban	Photos Chicago newspaper articles. Biography of Chicago leader Interviews with local persons	Dramatize an event in that person's life
3	A woman who has enabled people to make progress in the United States.	country improve nation progress	Music relevant to that person's history US history book Biography	Write a poem or song about the way that person helped the country.
4	Synthesis	future heritage important value	Resources collected and developed.	A booklet or exhibit about determined women.

Use pictures to show what you know *Example of a unit assessment*

*Draw or paste a picture or symbol that shows what each of these ideas means.
Add more ideas and illustrate them, too.*

C	H	I	C	A	G	O
heritage	communication	<i>progress</i>	diversity	community		
invention	<i>family</i>	values	community	change		
generation	tradition	ethnicity	BELIEF	work		

CHICAGO WRITERS

WHAT ARE THE WRITING STANDARDS?

You can use this chart to show students that all writing needs to have focus, support, organization, conventions, and coherence. It's the purpose and approach that are different.

What's the same?

Element of Writing	Expository	Narrative	Persuasive
Focus	✓	✓	✓
Support	✓	✓	✓
Organization	✓	✓	✓
Precision/ Conventions	✓	✓	✓
Integration/ Coherence	✓	✓	✓

What's different?

Purpose	To explain.	To tell an event that takes place over time.	To influence, to inspire, to change someone's opinion or attitude.
Approach	Clear and explicit information.	Clear and explicit information and chronological sequence.	Forceful language used with relevant and explicit information and clear logic.

To clarify the standards and expand students' knowledge about the city, have them write about a Chicago topic in different ways.

Example: Write about a place in Chicago.

- *Write an expository poem about the place.*
- *Write and illustrate a narrative history about the place.*
- *Write a persuasive speech about the place—tell why it is so important*

Chicago Poets

Example of a Poetry Unit for classroom or Library

The following schedule is adaptable for all grades and subjects.

It is a developmental progression:

Day 1—what's a poem?

Day 2—what do poems mean?

Days 3-4—I can write a poem.

Day 5—We are poets.

1	2	3	4	5
<p>T: Read poem aloud</p> <p>S: Draw important words that give the poem meaning.</p>	<p>T:</p> <p>S: Read poem aloud</p> <p>Illustrate what the poem says to you.</p>	<p>S: Choose a topic for your own poem</p> <p>Plan what your poem will say.</p> <p>List words you will include in it.</p> <p>Draft it today.</p>	<p>S: Expand your poem.</p> <p>Add adjectives. Add rhymes. Add symbols.</p> <p>Illustrate your poem.</p>	<p>S: Poetry “slam” –read your poem aloud with great expression.</p>

More poetry resources are at <http://teacher.depaul.edu> in the poems and proverbs section.

Chicago Physical Environment Time Line



Línea de Tiempo del Ambiente Físico de Chicago



This timeline was developed for Chicago Choices and Changes, funded by the National Endowment for the Humanities.



Chicago Physical Environment Time Line, 1800–1932
Línea de Tiempo del Ambiente Físico de Chicago, 1800-1932

1803	The U.S. Army builds Fort Dearborn.	El Ejército de E.U. construye el Fuerte Dearborn.
1825	There are about 14 houses in Chicago.	Hay alrededor de 14 casas en Chicago.
1827	Clybourn builds a slaughterhouse on the North Branch of the river. The Sauganash Hotel is built.	Clybourn construye un matadero en la estación Norte del río. Construyen el Hotel Sauganash.
1830	The first streets and lots are laid out.	Las primeras calles y terrenos se establecen.
1831	Cook County is organized.	El Condado de Cook es organizado.
1832	A lighthouse is built. Sawmills are built on Hickory Creek.	Construyen un faro. Construyen aserraderos en Hickory Creek.
1833	A law is passed to stop river pollution.	Se establece una ley para detener la contaminación del río.

1834	<p>Gurdon Hubbard builds the first warehouse (at LaSalle and South Water). It is the first large brick building in Chicago.</p> <p>The first drawbridge over the river is built at Dearborn Street.</p>	<p>Gurdon Hubbard construye la primera bodega (en LaSalle y South Water). Es el primer edificio de ladrillos en Chicago.</p> <p>Construyen el primer puente levadizo sobre el río en la calle Dearborn.</p>
1836	<p>People complain about ponds on LaSalle Street where many frogs live. People are upset because frogs are attacking them (jumping out of their homes and getting people muddy).</p>	<p>Las personas se quejan de charcos en la calle LaSalle donde viven muchas ranas. Se molestan porque las ranas las atacan (saltan de los charcos y manchan a las personas con lodo).</p>
1837	<p>Chicago is incorporated as a city.</p> <p>The population is more than 4,170.</p> <p>The city is 10 square miles, between North Avenue, Lake Michigan, 22nd Street, and Wood Street (which is 1800 West).</p>	<p>Chicago se incorpora como ciudad.</p> <p>La población es de más de 4,170.</p> <p>La ciudad es de 10 millas cuadradas, entre la Avenida North, Lago Michigan, calle 22, y la calle Wood (la cual es la 1800 Oeste).</p>
1839	<p>Fire destroys the Tremont Hotel and 17 other buildings on Lake and Dearborn streets.</p>	<p>El fuego destruye el Hotel Tremont y otros 17 edificios en las calles de Lake y Dearborn.</p>
1841	<p>The Wells Street Bridge is built.</p>	<p>Construyen un puente en calle Wells.</p>
1843	<p>Work on the canal stops because the state needs money.</p>	<p>Dejan de trabajar en el canal porque el estado necesita dinero.</p>
1844	<p>Lake Park is dedicated. (Later it becomes Grant Park.)</p>	<p>Dedican el Lake Park. (Más adelante se convierte en Grant Park).</p>
1845	<p>The first three-story building in Chicago is built.</p> <p>Work on the canal begins again.</p>	<p>Construyen el primer edificio de tres plantas.</p> <p>El trabajo en el canal se reanuda.</p>

1848	<p>The Illinois and Michigan Canal is finished. It is 96 miles from the south branch of the Chicago River to the Illinois River and it links the Great Lakes and the Mississippi Valley.</p> <p>Chicago begins to number the streets.</p> <p>From 1848–1855 there is a cholera epidemic, partly due to the poor sanitary conditions (Chicago is very swampy in some places).</p>	<p>Se termina el Canal de Illinois y Michigan. Tiene una longitud de 96 millas de la sucursal del sur del Río de Chicago al Río de Illinois y une los Grandes Lagos y el Valle Mississippi.</p> <p>Chicago comienza a numerar las calles.</p> <p>De 1848-1855 hay una epidemia de cólera, en parte debido a las condiciones de salubridad (Chicago es muy pantanoso en algunas áreas).</p>
1849	<p>Fire destroys the rebuilt Tremont Hotel and 19 other buildings.</p> <p>There is a big flood, and the Clark Street Bridge is washed away by the rushing water and ice.</p>	<p>El fuego destruye el reconstruido Hotel Tremont y otros 19 edificios.</p> <p>Hay una gran inundación, y el puente en la calle Clark es destruido por el agua y el hielo que corre.</p>
1850	<p>The city is lighted with gas.</p>	<p>La ciudad es iluminada con gas.</p>
1853	<p>The first Water Works is built.</p>	<p>Se construye el primer Water Works.</p>
1854	<p>2,424 people die of cholera due to swampy conditions and poor drainage.</p>	<p>2,424 personas mueren de cólera debido a las condiciones pantanosas y el drenaje inadecuado.</p>
1855	<p>The city begins to raise the street level to improve drainage.</p> <p>George Pullman comes to Chicago to work as an engineer and contractor. In 1854, he had demonstrated how to raise buildings by raising the Tremont Hotel 8 feet with 500 men and 2,500 jackscrews.</p>	<p>La ciudad comienza a elevar el nivel de las calles para mejorar el drenaje.</p> <p>George Pullman viene a Chicago para trabajar como ingeniero y contratista. En 1854, demostró como elevar edificios al elevar el Hotel Tremont 8 pies con 500 hombres y 2,500 gatos de tornillos.</p>

1856	The first wooden pavement is laid on Wells Street from Lake to South Water streets.	El primer pavimento de madera es colocado en la calle Wells de las calles Lake a South Water.
1864	Lincoln Park is founded.	Se funda Lincoln Park.
1866	There is a cholera epidemic.	Hay una epidemia de cólera.
1867	A sanitary water system is set up.	Un sistema de salubridad para el agua se establece.
1868	New York's Central Park Zoo donates two swans to Chicago, and Lincoln Park Zoo begins with this donation.	El zoológico de Central Park en Nueva Cork dona dos cisnes a Chicago, y así comienza el zoológico de Lincoln Park.

1871	<p>The Chicago fire destroys much of the center of the city. It destroys Field and Leiter's firm, which loses \$3,500,000 in property. It also destroys Gurdon Hubbard's business, the Tremont Hotel, newspaper offices, McCormick's reaper factory, and many, many more buildings. About 300 people die in the fire and about 90,000 lose their homes.</p> <p>Debris from the fire is dumped in the lake along Lake Park. This makes the lakefront a bigger place—it becomes Grant Park.</p>	<p>El incendio de Chicago destruye la mayor parte del centro de la ciudad. Destruye la compañía Field y Leiter's, que pierde \$3,500,000 en daños a propiedad. También destruye el negocio de Gurdon Hubbard, el Hotel Tremont, oficinas de periódicos, la cosechadora de McCormick, y muchos otros edificios. Alrededor de 300 personas mueren en el incendio y 90,000 más pierden su hogar.</p> <p>Desechos del incendio se tiran en el lago alrededor de Lake Park. Esto ocasiona que crezca el frente del lago—se convierte en Grant Park.</p>
1872	A new city law forbids wooden buildings in the downtown area.	Una nueva ley de la ciudad evita que se construyan edificios de madera en el centro.
1874	<p>Lincoln Park Conservatory is opened.</p> <p>The Chicago Public Library opens: it has 17,355 books.</p>	<p>El Conservatorio de Lincoln Park es construido.</p> <p>La Biblioteca Pública de Chicago abre: contiene 17,355 libros.</p>
1875	The city has been rebuilt. Little remains to show there was a big fire in 1871.	La ciudad ha sido reconstruida. Poco queda de lo que fue el gran incendio de 1871.
1880	Pullman builds the first planned company town in the United States for workers at the train car factory. It is named Pullman and is in the town of Hyde Park.	Pullman construye el primer pueblo planeado para una compañía en Estados Unidos para trabajadores de la compañía de vagones de tren. Se llama Pullman y se encuentra en el pueblo de Hyde Park.
1882	Land on Lake Shore Drive is \$160 a foot.	Terrenos en Lake Shore Drive cuestan \$160 el pie.

1883	1,142 flat buildings are built, and Chicago's tenement problem begins.	1,142 edificios planos se construyen en Chicago y comienza a haber problemas de vivienda.
1884	The first central power plant for electricity in Chicago opens.	Abre la primera planta de electricidad en Chicago.
1885	The Home Insurance Building is built. Skyscrapers with iron and steel framework are being built.	Se construye el edificio Home Insurance. Rascacielos hechos de hierro y acero se empiezan a construir.
1887	The Chicago Edison company is set up to provide electricity.	La compañía Chicago Edison se establece para proporcionar electricidad.
1889	Chicago gets bigger and annexes (takes over) these areas: Jefferson, Hyde Park, and parts of Lake, Lake View, and Cicero. It grows from 43 square miles in size to 168 square miles.	Chicago crece y anexa (toma posesión) de estas áreas: Jefferson, Hyde Park, y partes de Lake, Lake View, y Cicero. Crece de 43 millas cuadradas a 168 millas cuadradas.
1891	The Chicago Symphony Orchestra is organized.	Se organiza la Orquesta Sinfónica de Chicago.
1892	Land on Lake Shore Drive is \$800 a foot.	Terrenos en Lake Shore Drive cuestan \$800 el pie.
1893	The village of Rogers Park is annexed (taken over) by Chicago.	La villa de Rogers Park es anexada (toma posesión) por Chicago.

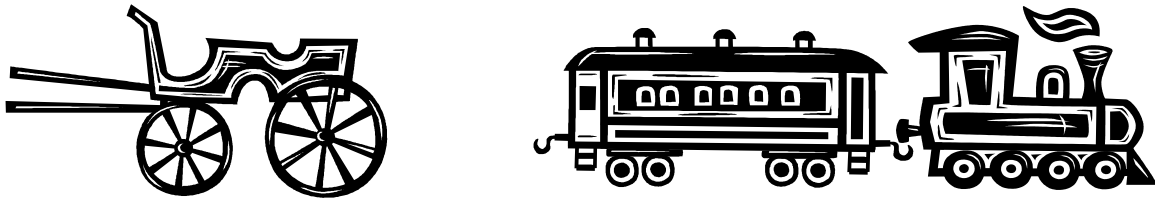
1895	Clark Street has the first white way street lighting in Chicago.	La calle Clark tiene la primer calle iluminada de Chicago.
1896	<p>The city's first public swimming pool is opened at Douglas Park.</p> <p>Work begun on the sanitary canal system, which has been under construction since 1894, is completed. It will open for use in 1900. Part of this project includes reversing the flow of the Chicago River so that it flows out of Lake Michigan instead of flowing into Lake Michigan. Now canals will carry the water to water treatment plants. These canals will also help with shipping.</p>	<p>Se abre la primera alberca pública en Douglas Park.</p> <p>Se concluye el trabajo en el canal de salubridad que lleva construyéndose desde 1894. Se abrirá para uso en 1900. Parte de este proyecto es revertir el flujo del río de Chicago para que fluya fuera del Lago Michigan en vez de fluir hacia el Lago Michigan. Ahora los canales llevarán el agua a plantas de tratamiento. Estos canales también ayudarán con los embarques.</p>
1900	The sanitary canal system, constructed between 1894–99, is opened.	Se abre el sistema de canal de salubridad, construido entre 1894-99.
1901	About 300,000 Chicagoans live in tenements.	Alrededor de 300,000 personas en Chicago habitan en viviendas.
1907	Garfield Park and Conservatory are built.	Se construyen Garfield Park y el Conservatorio.
1910	The city adopts Burnham's Chicago Plan for its development.	La ciudad adopta el plan de Chicago de Burnham para su desarrollo.
1920	The Michigan Avenue Bridge opens.	El puente en Michigan Avenue abre.

1921	The Wrigley Building is finished. (It will be lighted as a landmark in 1924.)	Se termina de construir el edificio Wrigley. (en 1924 se le dará prestigio de lugar histórico en 1924).
1927	Buckingham Fountain is built in memory of Clarence Buckingham. The Municipal Airport (to become Midway Airport) opens.	Se construye la fuente Buckingham en memoria de Clarence Buckingham. Abre el Aeropuerto Municipal (que se renombrará Midway).
1929	The Merchandise Mart is built. At the time, it is the world's largest building. LaSalle Street is widened. It is the center of Chicago's banking and trade activities.	Se construye Merchandise Mart. En ese momento es el edificio más grande del mundo. La calle LaSalle se vuelve más ancha; es el centro comercial y bancario de Chicago.
1930	The Adler Planetarium, the first one in the United States, is built.	Se construye el Planetario Adler, el primero en los Estados Unidos.
1932	The main Post Office is finished. It is the largest mail transfer site in the world. Room is left for an expressway to run below it. 700,000 Chicago workers are unemployed. 100,000 Chicago families are on the "dole," getting help with food and other basic needs. Homeless Chicagoans build shacks in groups they call "Hooverilles" after President Hoover, whom they blame for the Depression.	Se termina de construir la Oficina Postal principal. Es el sitio de transferencia más grande en el mundo. Se dejó espacio para que una carretera circule por debajo. 700,000 trabajadores de Chicago se encuentran desempleados. 100,000 familias de Chicago se encuentran en "paro," obteniendo ayuda con alimentos y otras necesidades básicas. Personas en Chicago sin hogar construyen chozas en grupos y le llaman "Hooverilles" en honor al Presidente Hoover, a quien culpan por la Depresión.

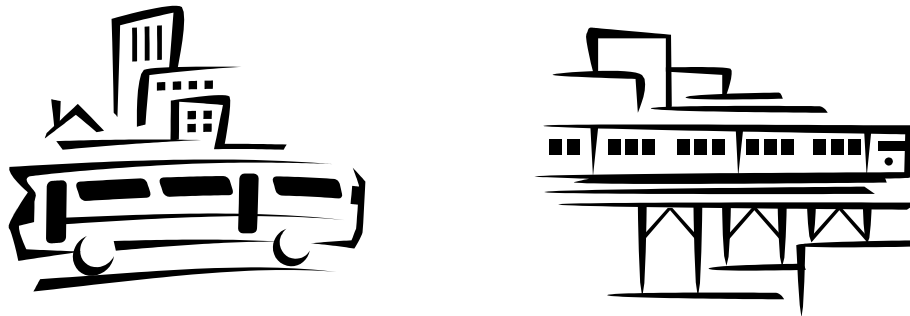
What happens next?
You extend this time line.

¿Qué sucede después?
Extiende esta línea de tiempo.

Transportation Changes and Chicago Choices



Cambios en el Transporte y Decisiones de Chicago



This timeline was developed for Chicago Choices and Changes, funded by the National Endowment for the Humanities.

Transportation Changes and Chicago Choices, 1800–1932

Cambios en el Transporte y Decisiones de Chicago, 1800–1932

Some of the events take place in Chicago. Others take place in other locations but soon affect Chicago.

Algunos de los sucesos se realizan en Chicago. Otros suceden en otros lugares pero afectan a Chicago muy pronto.

1804	The first railroad locomotive runs in England.	El primer ferrocarril empieza a funcionar en Inglaterra.
1807	Fulton's steamboat makes its first trip.	El barco de vapor de Fulton realiza su primer viaje.
1824	Workers survey five different routes for the building of a canal to link Lake Michigan and the Illinois River; the canal would make a waterway from Chicago to the Mississippi River.	Los trabajadores hacen estudios de cinco diferentes rutas para construir un canal que conecte el lago Michigan con el río Illinois; el canal crearía una ruta acuática desde Chicago hasta el río Mississippi.
1825	The Erie Canal is finished. The first bus, an omnibus pulled by horses, runs in France.	Terminan de construir el Canal Erie. El primer autobús, un ómnibus jalado por caballos es utilizado en Francia.
1826	David McKee is the first regular mail carrier, with a route from Chicago to Niles, Michigan; Elkhart, Indiana; and Fort Wayne, Indiana, once a month.	David McKee es el primer cartero regular, con una ruta de Chicago a Niles, Michigan; Elkhart, Indiana; y Fort Wayne, Indiana, una vez al mes.
1830	The first streets and lots are laid out. Railroad building boom in the U.S. begins. The first horse-drawn bus in the U.S. runs in New York City.	Las primeras calles y terrenos son establecidos. El incremento de construcción del ferrocarril en los E.U.A. comienza. El primer autobús jalado por caballos se utiliza en la ciudad de Nueva York.

1831	<p>The first river bridge is built across the south branch of the Chicago River where Lake and Randolph Streets are today; it cost \$286.20. The Potawatomes paid \$200 of the cost of the bridge.</p> <p>Boats that came to Chicago brought passengers and goods and took back little.</p>	<p>El primer puente se construye sobre la parte sur del río de Chicago en donde actualmente se encuentran las calles de Lake y Randolph; costó \$286.20. Los Potowatomies pagaron \$200 del costo del puente.</p> <p>Barcos que llegaban a Chicago traían pasajeros y mercancía pero se llevaban muy poco de regreso.</p>
1833	<p>George Dole makes the first shipment of beef to the East in barrels. He ships 287 barrels of beef, 14 barrels of tallow, 2 barrels of beeswax, and 152 barrels of dried animal hides.</p> <p>Four lake steamers enter the harbor during the year.</p>	<p>George Dole realiza el primer embarque de carne en barriles hacia el este. Envía 287 barriles de carne, 14 de sebo, 2 de cera de abeja, y 152 de cueros secos de animales.</p> <p>Cuatro barcos de vapor entran al puerto durante el año.</p>
1834	<p>Briggs and Humphrey start a business making wagons and carriages.</p> <p>The mail comes to Chicago once a week.</p>	<p>Briggs y Humphrey comienzan un negocio construyendo vagones y carruajes.</p> <p>El correo llega a Chicago una vez a la semana.</p>
1836	<p>450 lake steamers enter the harbor this year, and 28,000 tons of goods worth over \$3 million are brought into Chicago.</p>	<p>450 barcos de vapor entran al puerto este año, y 28,000 toneladas de productos valuados en más de \$3 millones son comprados en Chicago.</p>
1838	<p>The first shipment of grain of 78 bushels of wheat is sent to Buffalo, New York.</p> <p>The James Allen, the first steamer built in Chicago, is finished.</p>	<p>El primer embarque de granos de 78 medidas de áridos de trigo son enviados a Búfalo, Nueva York.</p> <p>El James Allen, el primer barco de vapor construido en Chicago, es terminado.</p>
1839	<p>A regular steamship line runs between Chicago and Buffalo, making the round trip in 16 days.</p>	<p>Una línea de barcos de vapor corre entre Chicago y Búfalo, realizando el recorrido en 16 días.</p>
1840	<p>225 sailing ships and 61 steamboats travel on Lake Erie, Lake Michigan, and Lake Superior.</p>	<p>225 veleros y 61 barcos de vapor viajan en el Lago Erie, Lago Michigan y el Lago Superior.</p>

1841	<p>Coal is shipped to Chicago for the first time. No one could use it until new grates were made and fireplaces were set up to burn wood.</p> <p>212 bushels of wheat are shipped east from Chicago.</p>	<p>Carbón llega a Chicago por embarque por primera vez. Nadie lo pudo utilizar hasta que construyeran nuevas parrillas y las chimeneas solo pueden quemar leña.</p> <p>212 medidas de áridos de trigo son enviados de Chicago hacia el este.</p>
1842	<p>Chicago ships 586,907 bushels of wheat and 2,920 barrels of flour.</p> <p>For the first time, Chicago exports more than it imports.</p>	<p>Chicago envía 586,907 medidas de áridos de trigo</p>
1843	<p>Work on the canal stops because the state needs money.</p> <p>Goods exported (sent from Chicago) included wheat, corn, oats, pork, lard, beef, tallow, hides, tobacco, wool, lead, candles, soap, furs, brooms, and flour.</p> <p>Goods imported (brought to Chicago) included merchandise, salt, whiskey, lumber, shingles, timber, bark, and stoves.</p>	<p>Dejan de trabajar en el canal porque el estado necesita dinero.</p> <p>Productos exportados (enviados desde Chicago) incluían trigo, maíz, avena, cerdo, manteca, res, sebo, cueros, tabaco, lana, plomo, velas, jabón, pieles, escobas, y harina.</p> <p>Productos importados (traídos a Chicago) incluían mercancía, sal, whiskey, madera, tablillas, corteza, y estufas.</p>
1845	<p>Work on the canal begins again.</p>	<p>El trabajo en el canal se reanuda.</p>
1846	<p>A group of Chicago citizens buys land for railroad between Chicago and Galena.</p>	<p>Un grupo de ciudadanos de Chicago compra terrenos para un ferrocarril entre Chicago y Galena.</p>

1848	<p>The Illinois and Michigan Canal is finished. It is 96 miles from the south branch of the Chicago River to the Illinois River and it links the Great Lakes and the Mississippi Valley.</p> <p>The first boat to use the canal arrives; the canal is six feet deep.</p> <p>Chicago's first railroad, the Chicago and Galena Union Railroad Depot, opens at Canal and Kinzie Streets.</p> <p>The following goods are shipped out of Chicago: 45,200 barrels of flour, 2,160,000 bushels of wheat, and 550,460 bushels of corn.</p> <p>The first shipment of wheat to Chicago by rail comes on the Galena and Chicago Railroad.</p> <p>The first plank road is finished: it is ten miles long from Chicago to Riverside.</p>	<p>Se termina el Canal de Illinois y Michigan. Tiene una longitud de 96 millas de la sucursal del sur del Río de Chicago al Río de Illinois y une los Grandes Lagos y el Valle Mississippi.</p> <p>Llega el primer barco en utilizar el canal; el canal tiene seis pies de profundidad.</p> <p>El primer ferrocarril de Chicago, el Chicago and Galena Union Railroad Depot, abre en las calles Canal y Kinzie.</p> <p>Los siguientes artículos se envían desde Chicago: 45,200 barriles de harina, 2,160,000 medidas de áridos de trigo, y 550,460 medidas de áridos de maíz.</p> <p>El primer envío de trigo a Chicago por ferrocarril llega en el Ferrocarril de Chicago y Galena.</p> <p>El primer camino de tablón se termina: cubre diez millas de Chicago a Riverside.</p>
1849	<p>The government decides to plank the main city streets.</p>	<p>El gobierno decide colocar tablón en las calles principales de la ciudad.</p>
1852	<p>Five railroads serve the city.</p> <p>Omnibuses and horse-drawn carriages begin to run between railroad depots.</p>	<p>Cinco ferrocarriles sirven a la ciudad.</p> <p>El ómnibus y carruajes jalados por caballos comienzan a utilizarse entre las estaciones de ferrocarril.</p>
1854	<p>The Rock Island Railroad reaches Chicago: it is the first rail link between the Mississippi River and the Great Lakes.</p>	<p>El ferrocarril Rock Island Railroad llega a Chicago: es el primer riel en unir al Río Mississippi y los Grandes Lagos.</p>
1855	<p>Ninety-six trains come and go every day in Chicago.</p>	<p>Noventa y seis trenes van y vienen cada día en Chicago.</p>

1856	<p>Ten railroad lines serve the city.</p> <p>There are 18 omnibus lines, which make more than 400 daily trips.</p> <p>The Illinois Central Railroad is completed, linking Chicago to Cairo.</p>	<p>Diez líneas de ferrocarril sirven a la ciudad. Hay 18 líneas de ómnibus, las cuales realizan más de 400 viajes diarios.</p> <p>El Ferrocarril Central de Illinois es completado, uniendo Chicago y Cairo.</p>
1858	Horse railroads are being built in the city.	Ferrocarriles de caballos empiezan a ser contruidos en la ciudad.
1859	Horse-drawn cars on State Street (from Randolph to Roosevelt) are the first city transit with set routes and schedules.	Carros jalados por caballos en la calle State (de Randolph a Roosevelt) es el primer tránsito en la ciudad con rutas y horarios definidos.
1869	<p>The Pennsylvania Railroad reaches Chicago from the East.</p> <p>A tunnel at Washington Street under the south branch of the Chicago River is opened.</p> <p>The first transcontinental railroad is finished (it links the east and west coasts of the United States).</p>	<p>El Ferrocarril de Pennsylvania llega a Chicago desde el Este.</p> <p>Se abre un túnel en la calle Washington debajo de la estación sur del Río de Chicago.</p> <p>Se termina de construir el primer ferrocarril transcontinental (une las costas este-oeste en Estados Unidos)</p>
1871	A tunnel is built at LaSalle Street under the river.	En la calle LaSalle se construye un túnel debajo del río.
1874	The Baltimore and Ohio Railroad reaches Chicago.	El Ferrocarril Baltimore y Ohio llega a Chicago.
1882	<p>Chicago gets its first cable car line on State Street, from Madison to 21st.</p> <p>Canal traffic is at its highest; it will drop off from now on.</p>	<p>Chicago obtiene su primer línea de carros de cable en la calle State, de Madison a la 21.</p> <p>El tráfico en el Canal llega a su máximo; caerá de ahora en adelante.</p>

1884	The following goods are shipped out of Chicago: 4,888,884 barrels of flour; 21,046,555 bushels of wheat; and 53,274,050 bushels of corn.	Los siguientes productos se envían desde Chicago: 4,888,884 barriles de harina; 21,046,555 medidas de áridos de trigo; y 53,274,050 medidas de áridos de maíz.
1890	The city begins to build elevated train lines. The Chicago Shipbuilding Company builds iron and steel ships.	La ciudad empieza a construir líneas del tren elevado. La Compañía Constructora de Barcos construye barcos de hierro y acero.
1892	Electric streetcars begin to run in Chicago. The elevated railway begins to operate in Chicago on the South Side.	Carros eléctricos empiezan a utilizarse en Chicago El tren elevado empieza a operar en Chicago en el lado Sur.
1893	Thousands ride the “L” from downtown to Jackson Park to the fairgrounds of the World’s Columbian Exposition (also called the Chicago World’s Fair). The cable system has 86 miles of track in the city. There are more than 500 miles of electric trolley tracks in the city. “L” service begins on Lake Street, powered by steam engines.	Miles utilizan el tren elevado (L) desde el centro hacia Jackson Park a los parques de la Exposición Mundial de Columbia (también conocido como la Feria Mundial de Chicago). El sistema de cable tiene 86 millas de rieles en la ciudad. Hay más de 500 millas de carros electrónicos en la ciudad. El tren L comienza en la calle Lake utilizando máquinas de vapor.
1895	Electric powered engines begin to be used on the trains. The Lake Street transit line is electrified.	Máquinas eléctricas empiezan a ser utilizadas para mover los trenes. La línea de tránsito de la calle Lake empieza a utilizar electricidad.
1897	The new “L” lines are completed, and they make a kind of circle in the downtown area that becomes known as the “Loop”.	Se completan las nuevas líneas del tren L y hacen un tipo de círculo en el centro de la ciudad que es conocido como el “Loop”.
1900	The flow of the Chicago River is reversed to improve sanitation and shipping. The sanitary canal system is opened: it was constructed from 1894–99. The Northwestern Elevated Railroad opens.	Se revierte el flujo del Río de Chicago para mejorar la salubridad y el embarque. Se abre el canal de salubridad: fue construido de 1894–99. Abre el Ferrocarril Elevado del Noroeste.

1902	The Lake Street "L" replaces steam engines with electric motors.	El tren L en Lake reemplaza máquinas de vapor con motores eléctricos.
1906	The last cable car train is put out of use, and horse cars no longer will be used in the city for public transportation after this year.	Deja de utilizarse el último tren de cable y los carros jalados por caballos ya no serán utilizados como transporte público después de este año.
1908	Chicago has moving post offices in trolley cars.	Chicago tiene oficinas postales móviles en vagones de trenes.
1910	There are about 12,000 automobiles in Chicago.	Hay alrededor de 12,000 automóviles en Chicago.
1913	There are 18 different city transit companies, and each one charges a different fare.	Hay 18 diferentes compañías de tránsito en la ciudad, y cada una cobra una tarifa diferente.
1914	The different Chicago transit companies are joined as one company, which has about 3,500 streetcars and more than 1,100 miles of track.	Las diferentes compañías de tránsito en Chicago se unen como una sola, la cual tiene 3,500 vagones y más de 1,100 millas de rieles.
1917	Motorbuses begin to run on Sheridan Road.	Autobuses de motor empiezan a funcionar en Sheridan Road.
1920	The Michigan Avenue Bridge opens.	Abre el Puente de Avenida Michigan.

1924	Union Station is opened.	Abre Union Station.
1926	Chicago has 341,000 automobiles.	Chicago tiene 341,000 automóviles.
1928	Buses carry Chicagoans on 146 miles of Chicago streets.	Camiones llevan a ciudadanos de Chicago en 146 millas de calles.
1929	LaSalle Street is widened; it is the center of Chicago's banking and trade activities.	La calle LaSalle se vuelve más ancha; es el centro comercial y bancario de Chicago.
1930	On March 27, a blizzard ties up all transportation except for the "L", which carries 1,008,929 passengers to work.	El 27 de Marzo una tormenta detiene a todo el transporte con excepción del tren L que lleva a 1,008,929 pasajeros al trabajo.
1932	The main Post Office is finished. It is the largest mail transfer site in the world. Room was left for an expressway to run below it.	Se termina de construir la Oficina Postal principal. Es el sitio de transferencia más grande en el mundo. Se dejó espacio para que una carretera circule por debajo.

What happens next?
You extend this time line.

¿Qué sucede después?
Extiende esta línea de tiempo.

LEARNING PROJECT GUIDES

WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)



Make the Writing Connection!

Use your word bank to write about this topic.

BANCO DE PALABRAS

ILS1A I can identify words that are important to a topic

TEMA: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.	Escribe otra palabra que describa esta palabra. (Puede ser esta palabra en otro lenguaje.)



¡Haz la Conexión de Escritura!

Utiliza tu banco de palabras para escribir acerca de este tema.

Interpret a Painting in Words

ILS1A I can identify and explain words that are important to interpreting a painting.

Choose six words that are important to understand this painting. List them in column 1.

WORD	How does the artist show this? Draw or describe how the artist does that.	Related word (It could be this word in another language.)



Use your words to tell about the painting.

Interpreta una Pintura con Palabras

ILS1A I can identify and explain words that are important to interpreting a painting.

Escoge seis palabras que son importantes para entender esta pintura. Haz una lista en la columna 1.

PALABRA	¿Cómo demuestra esto el artista? Dibuja o describe como hace eso el artista	Palabra relacionada (Puede ser esta palabra en otro idioma.)



Utiliza tus palabras para describir y contar acerca de la pintura.

DOLCH VOCABULARY PLUS: CLASSIFY AND WRITE WITH THESE WORDS

I can classify and use new words. (1A)

Sort these words into categories. Then use them to make up sentences with other words.

DOLCH LIST OF 220 COMMON SIGHT WORDS

a	did	her	never	sing	walk
about	do	here	new	sit	want
after	does	him	no	six	warm
again	done	his	not	sleep	was
all	don't	hold	now	small	wash
always	down	hot		so	we
am	draw	how	of	some	well
an	drink	hurt	off	soon	went
and			old	start	were
any	eat	I	on	stop	what
are	eight	if	once		when
around	every	in	one	take	where
as		into	only	tell	which
ask	fall	is	open	ten	white
at	far	it	or	thank	who
ate	fast	its	our	that	why
away	find		out	the	will
	first	jump	over	their	wish
be	five	just	own	them	with
because	fly			then	work
been	for	keep	pick	there	would
before	found	kind	play	these	write
best	four	know	please	they	
better	from		pretty	think	yellow
big	full	laugh	pull	this	yes
black	funny	let	put	those	you
blue		light		three	your
both	gave	like	ran	to	
bring	get	little	read	today	
brown	give	live	red	together	
but	go	long	ride	too	
buy	goes	look	right	try	
by	going		round	two	
	good	made	run		
call	get	many		under	
came	green	make	said	up	
can	grow	may	saw	upon	
carry		me	say	us	
clean	had	much	see	use	
cold	has	must	seven		
come	have	my	shall	very	
could	he	myself	she		
cut	help		show		

Words Make Meaning

ILS1A I can identify important words when I read.

Place this page next to your book. After you read each paragraph, note the words that are most important in that paragraph.

What's the main idea of this page?

Reread the words in your chart. Then write the best main idea.

Las Palabras Tiene Sentido

ILS1A I can identify important words when I read.

Coloca esta página junto a tu libro. Después de que leer cada párrafo, anota las palabras más importantes en ese párrafo.

¿Cuál es la idea principal de esta página?

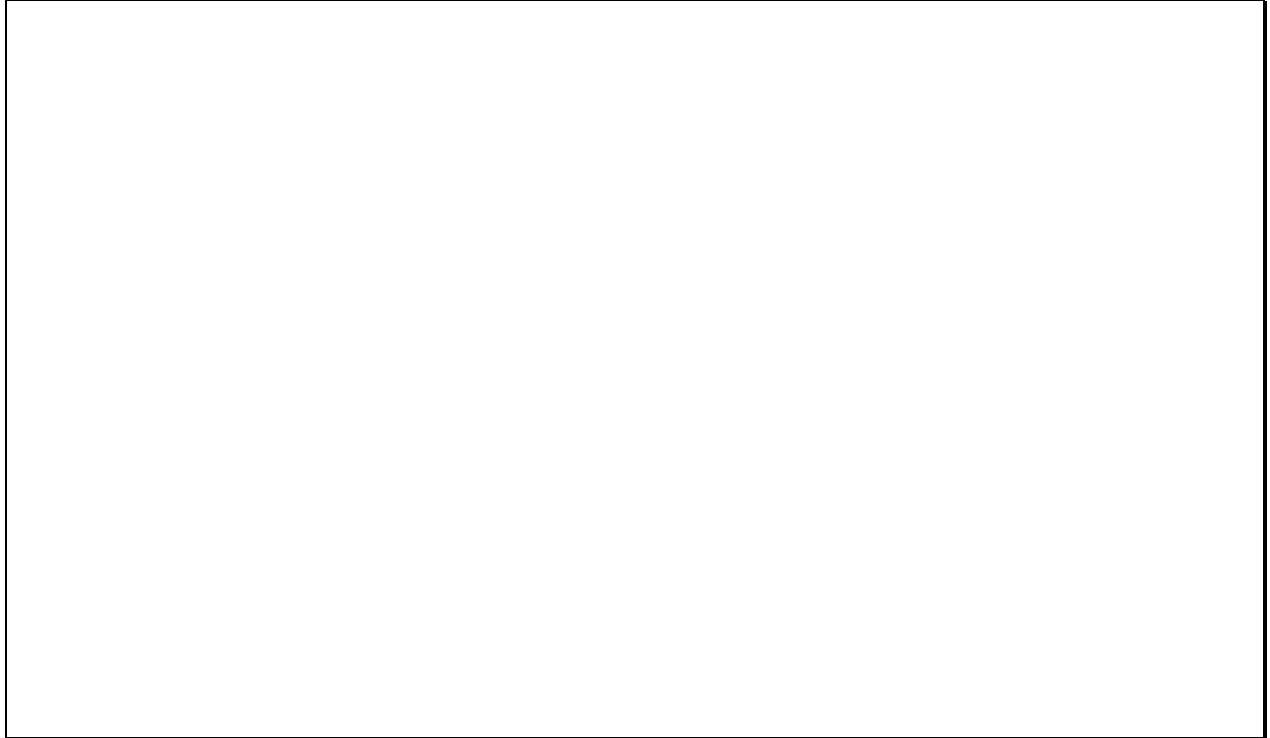
Vuelve a leer las palabras de tu gráfica. Después escribe la idea principal.

Take Show and Tell into Representing Reading

ILS 1B I can picture meaning.

You can draw the meaning of a sentence, or a paragraph or page.
And if you show it with pictures, you see what you are learning as you read.
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they see your picture says.

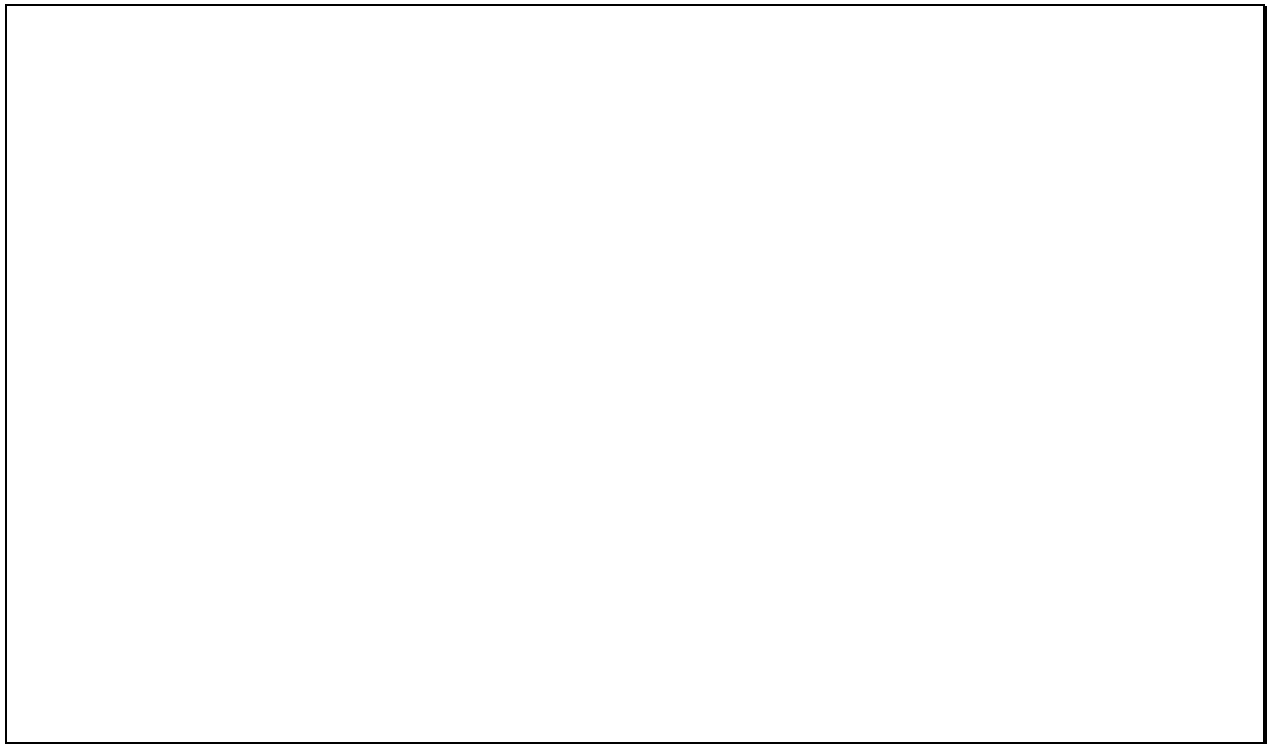
I see _____

Utiliza el Demuestra y Cuenta para Representar la Lectura

ILS 1B I can picture meaning.

Puedes dibujar el significado de la oración, o un párrafo o una página.
Y si lo demuestras con dibujos, verás lo que aprendes conforme vas leyendo
Escoge una oración (o párrafo o página).

Haz un dibujo que demuestre lo que dice.



Después enséñale tu dibujo a otro estudiante.
Pídele a ese estudiante que encuentre la parte que dibujaste.
Pídeles que escriban lo que ven que dice tu dibujo.

Yo veo _____

Poem Reader

ILS 2B: I can interpret a writer's use of words.

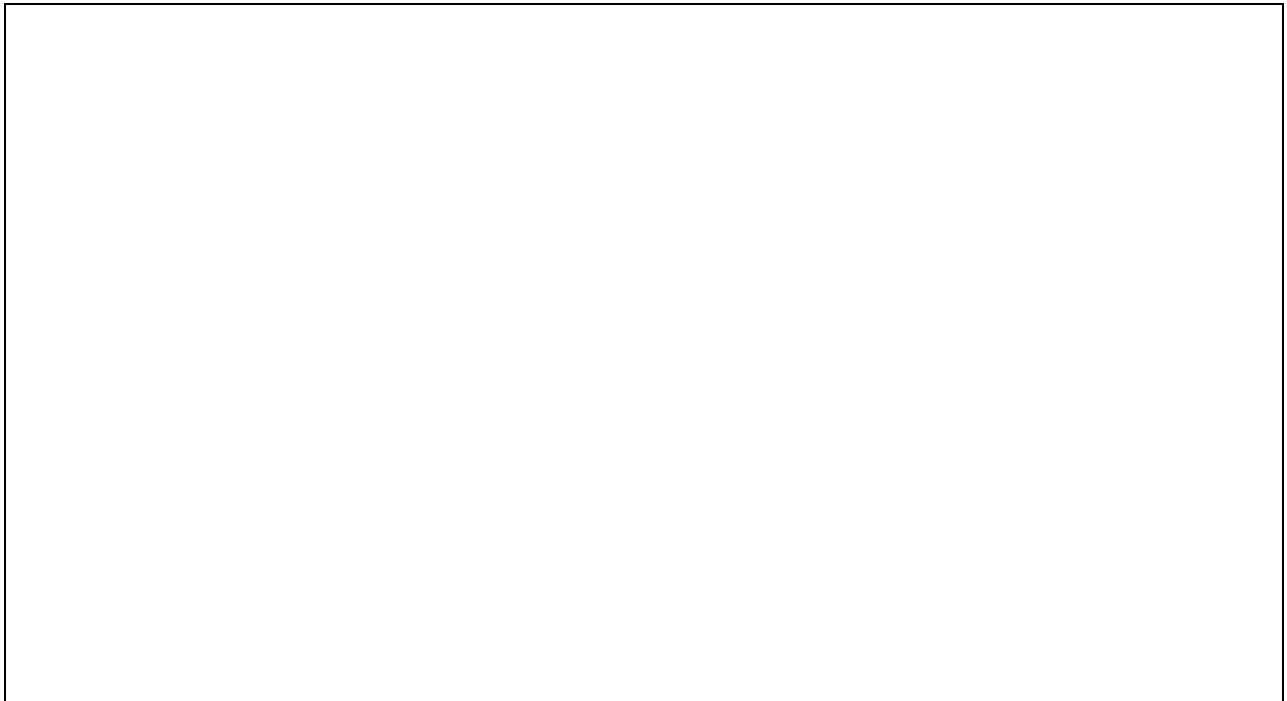
Most poets use words to mean more than just their literal meaning. Find a line in the poem in which the poet uses words to mean more than the literal definition.

State what the words mean literally in your own words.

Then tell what they mean in this poem.

- ✓ What is the main idea of the poem?
- ✓ What techniques did the poet use to get the idea across?
- ✓ How does the poet feel about the topic of the poem?

Draw a picture to illustrate the poem.



Lector de Poema

ILS 2B: I can interpret a writer's use of words.

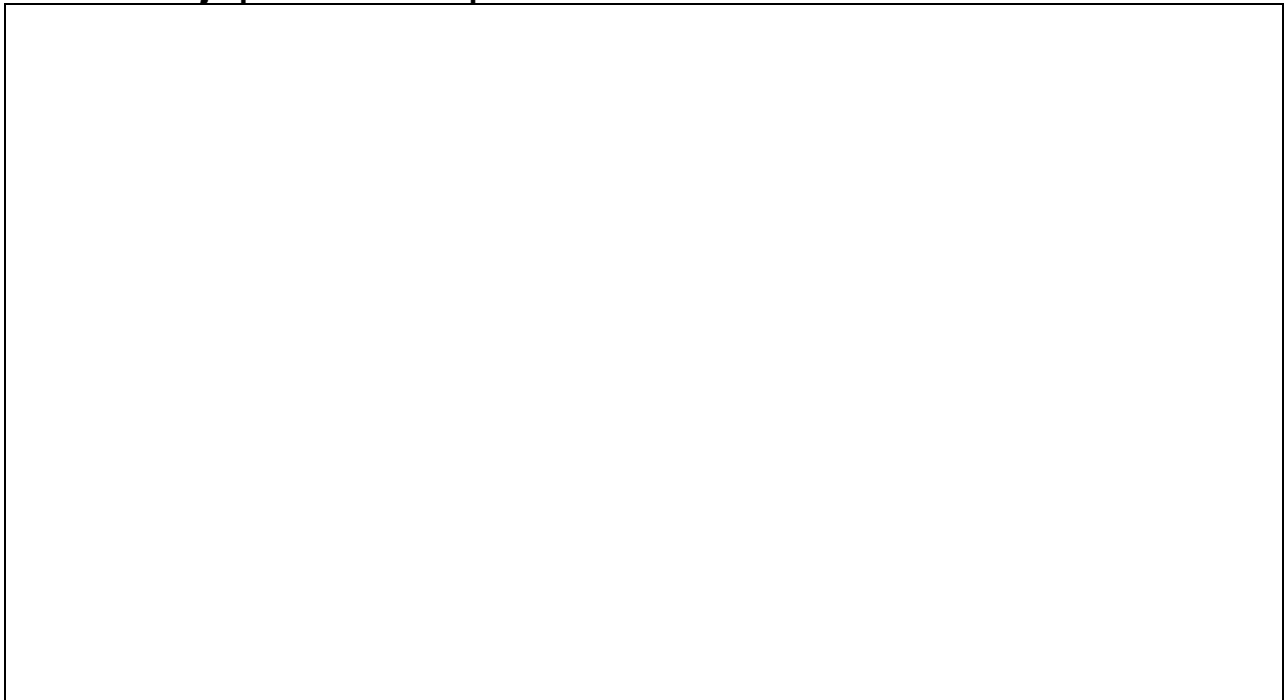
La mayoría de los poetas utilizan palabras para expresar algo más que su significado literal. Encuentra una línea en el poema en la que el poeta utiliza palabras para expresar más que el significado literal.

En tus propias palabras, explica el significado literal de las palabras.

Después describe lo que significan en este poema.

- ✓ ¿Cuál es la idea principal de este poema?
- ✓ ¿Qué técnicas utilizó el poeta para hacer clara la idea?
- ✓ ¿Cómo se siente el poeta acerca del tema en el poema?

Haz un dibujo para ilustrar el poema



Meaningful Words

ILS 1A I can identify words important to a topic and use them to write about it.

List the “top ten” words that are part of this week’s topic.

Compare your word list with another student’s list. See how many are different. Write a paragraph with that student. Try to include all of your words.

Write a title for your paragraph:

Illustrate your paragraph. Find or draw pictures that show what it means.

Palabras con Significado

ILS 1A I can identify words important to a topic and use them to write about it.

Haz una lista de las diez principales palabras que forman parte del tema de la semana.

Compara tu lista de palabras con la de otro estudiante. Observa cuantas son diferentes.

Escribe un párrafo con ese estudiante. Trata de incluir todas tus palabras.

Escribe un título para tu párrafo:

Dibuja tu párrafo. Encuentra o haz dibujos que demuestren lo que significa

Read to Learn

ILS 5B: I can organize information I find about a topic.

Choose one topic.

Topic: _____

*Write a **BIG** question about it.*

Question I will answer:

Then answer your question – find information to answer it.

Information I found to answer it:

Write the news—the new things you now know.
Explain what you learned that is most important.

Leer para Aprender

ILS 5B: I can organize information I find about a topic.

Escoje un tema.

Tema: _____

Escribe una GRAN pregunta acerca de el.

Pregunta que contestaré:

Después contesta tu pregunta—encuentra información para poder contestarla.

Información que encontré para contestarla:

Explica lo que has aprendido que es lo más importante. Escríbelo como si fuera un reporte para las noticias o una página en un libro de texto. Hazlo INTERESANTE para que otros estudiantes lo lean.

EXPAND THINKING WITH DRAMA

Use this outline to help students write and present a play based on a story or history they read.

Story/History: _____

Who's in it?

Who	Characteristics

What happens?

Write the play.

Write what each person might say.

EXPANDE EL PENSAMIENTO CON DRAMA

Utiliza este resumen para ayudar a los estudiantes a escribir y presentar una obra basada en un cuento o historia que lean.

Cuento/Historia: _____

¿Qué personajes aparecen?

Quien	Características

¿Qué sucede?

Escribe la obra.

Escribe lo que cada persona podría decir.

Poem/Song Builder

ILS 3B: Write to communicate.

Choose a topic. _____

List words that are important to understanding the topic.

List facts you want to include.

How do you want your reader to feel about this topic?

What idea do you want them to think about?

Create a poem/song that makes that idea clear.

Paraphrase/Picture a Song or Poem

I can explain/write a poem/song. (1C,2B,3C)

Name of the Song/Poem _____

Picture the Idea

List Important Words

Write it Your Way

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

Haz una Explicación/Dibuja una Canción o Poema

I can explain/write a poem/song. (1C,2B,3C)

Nombre de la Canción/Poema _____

Dibuja la Idea

Haz una Lista de las Palabras Importantes

Escribelo a Tu Manera

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

List to Learn

ILS 1B: I can locate and evaluate information.

Topic: _____

Important Information

List the “top ten” facts you find about it.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Which is the most important fact you found?

Why do you think it is most important?

Haz una Lista de lo Importante

ILS 1B: I can locate and evaluate information.

Tema: _____

Haz una lista de los “diez hechos” importantes que encuentraste

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

*¿Cuál es el hecho más importante que encontraste? Circula el número.
Después explica porque es el más importante.*

Chart to Classify

ILS 1B: I can classify information.

Title: _____



Summarize what your chart shows.

Tabla para Clasificar

ILS 1B: I can classify information.

Título: _____

Explica lo que tu tabla demuestra.

TIME LINE MAKER

ILS 1B: I can sequence and evaluate events.

Title: _____



Which event is most important?

Why?

CREADOR DE LINEA CRONOLÓGICA

ILS 1B: I can sequence and evaluate events.

Título: _____



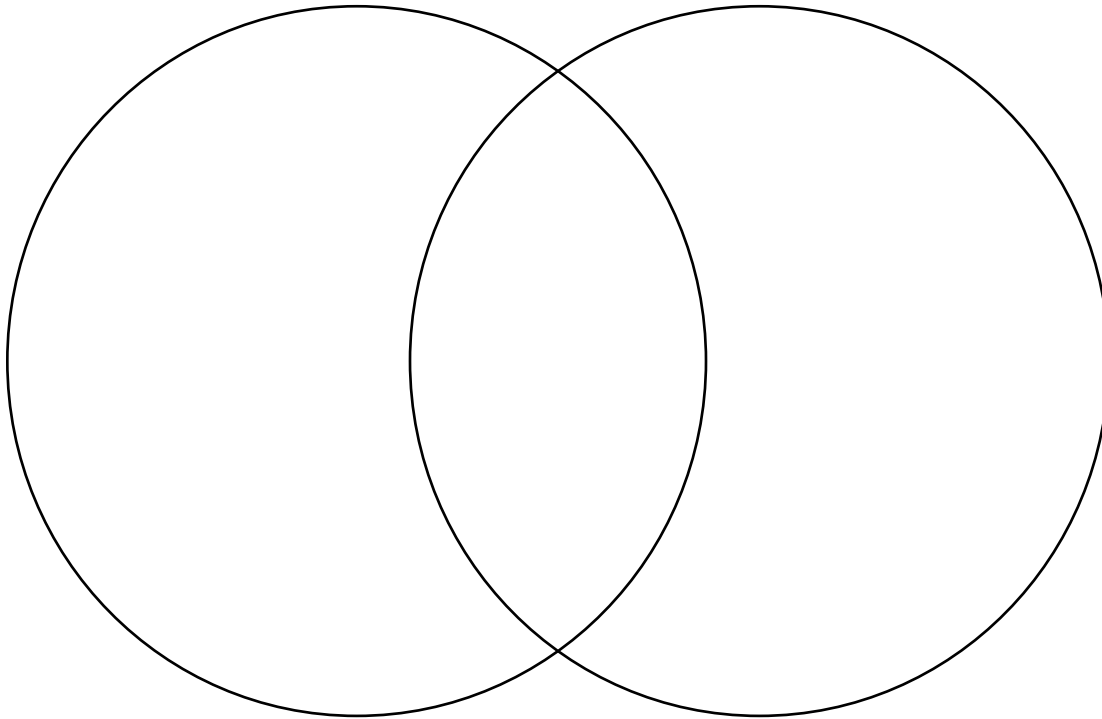
¿Qué evento es el más importante?

¿Porqué?

Compare and Contrast

ILS 1B: I can compare and contrast.

Title: _____



THINK IT THROUGH

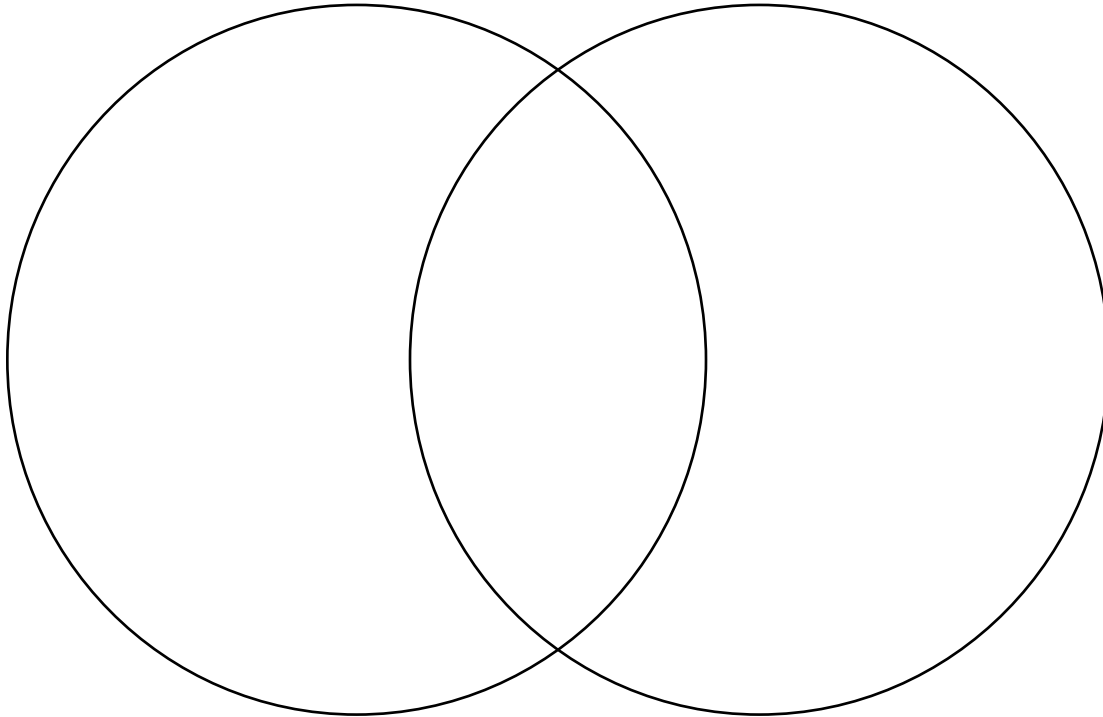
- ➡ *What are the important differences?*
- ➡ *Why are those important?*
- ➡ *Are they more alike or different?*

Support your answers.

Compara y Contrasta

ILS 1B: I can compare and contrast.

Título: _____



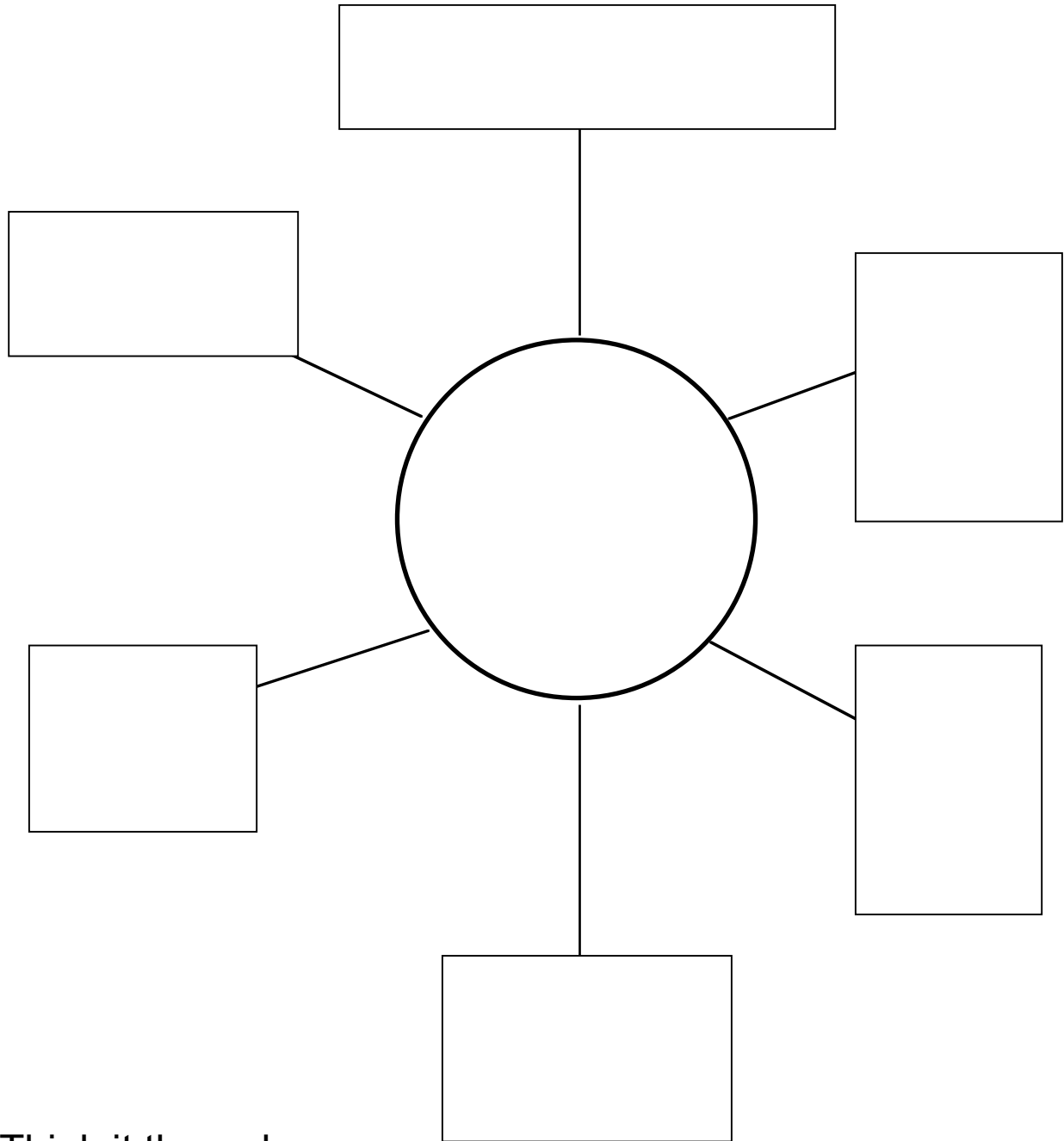
PIÉNSALO DETENIDAMENTE

- ➡ *¿Cuáles son las diferencias importantes?*
- ➡ *¿Porqué son importantes?*
- ➡ *¿Son más similares o diferentes?*

Respalda tus respuestas.

Get It Together: Show What's Important.

ILS 1B: I can identify and support a main idea.



Think it through.

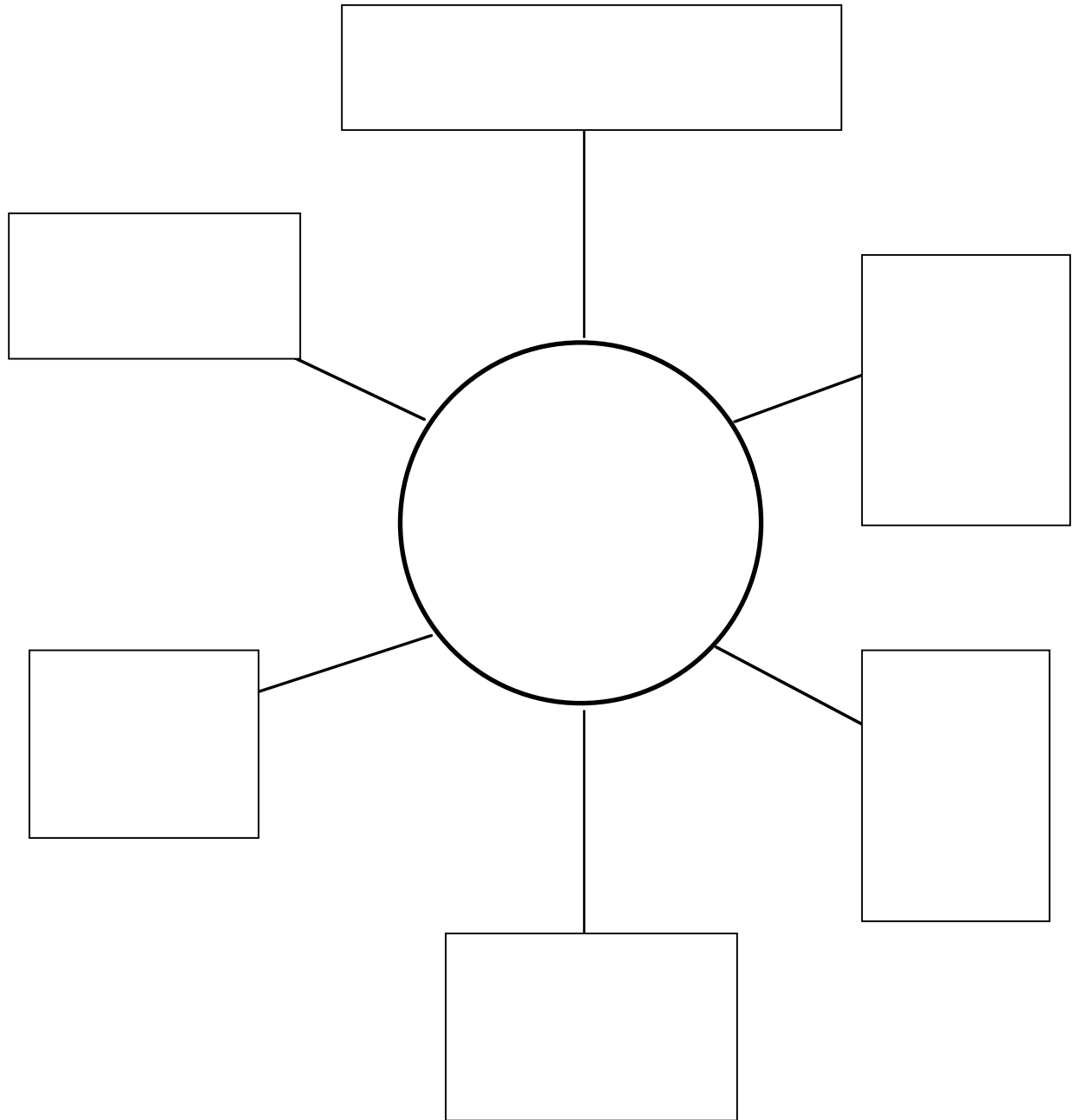
Write your idea in the circle.

Then use pictures to support it.

Draw a picture in each box.

Entiéndelo en Conjunto: Demuestra lo que es Importante.

ILS 1B: I can identify and support a main idea.



Piénsalo Detenidamente.

Escribe tu idea en el círculo.

Después utiliza dibujos para respaldar tu idea.

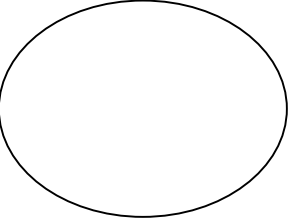
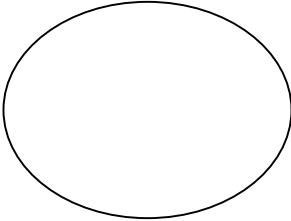
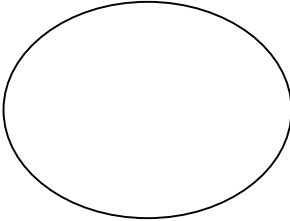
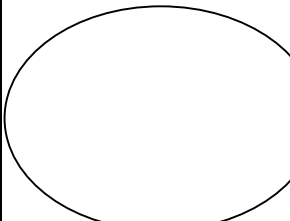
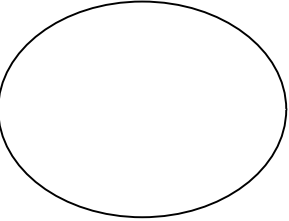
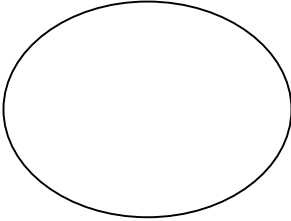
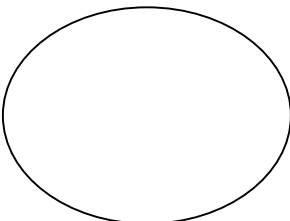
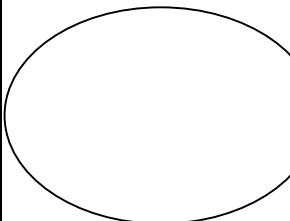
Haz un dibujo en cada caja.

Book-Maker: How to Write and Illustrate a Children's Book

Choose your topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

What's Important to Know about this Topic

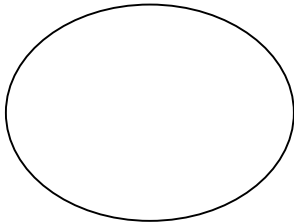
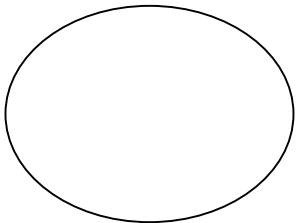
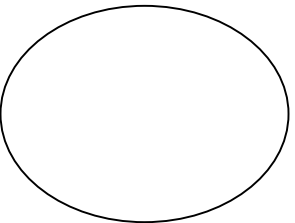
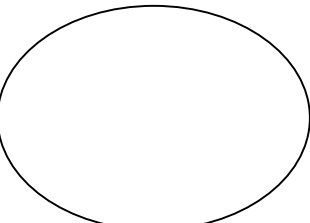
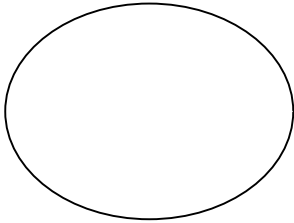
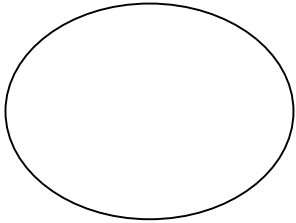
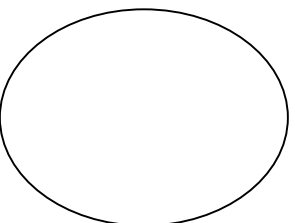
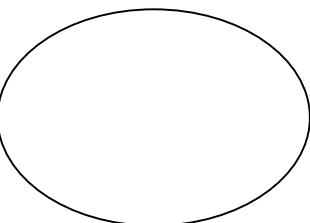
Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.

Creador de Libro: Como Escribir e Ilustrar un Libro para Niños

Escoge tu tema. _____

Decide lo que vas a incluir. Anota lo que es importante, una parte importante por cada caja. Cada caja representa una página de tu libro. Anota solo un punto importante que utilizarás en cada caja.

Que es Importante Saber acerca de este Tema

Agrega dibujos, diagramas, ejemplos. Decide que haría más claro tu punto. Anótalo en el círculo de cada caja.

TO GET MORE CHICAGO LEARNING RESOURCES

1. Use the Chicago History Museum website

<http://www.chicagohistory.org/>

2. Contact organizations to get Chicago Information

To get more Chicago maps:

Use this website to request “The Chicago Official Visitor’s Guide” and the “Chicago Map and Guide”: www.choosechicago.com/bulk

Call The Chicago Board of Election Commissioners to request Ward Maps at:
(312) 782-8165

Ward Maps can also be downloaded from the City of Chicago website at www.cityofchicago.org by clicking on the “Chicago Maps” link under the “Exploring Chicago” heading on the home page.

Email the CTA Customer Service Department at ctahelp.interact@transitchicago.com to request CTA system maps.

3. Contact organizations that support teachers’ projects

Chicago Foundation for Education
<http://www.chicagofoundationforeducation.org>

Donors Choose
<http://www.donorschoose.org>

4. Prepare Grant Proposals

Outline for a Project or Grant Proposal for Community School Progress

This outline can be used by any school or community organization to plan a project and also to prepare a proposal for funding to support community educational progress.

Goal

What progress do you want to achieve?

Vision

Our capability—what we have already accomplished.

What will be different in one year because of this initiative?

Why this change is important.

Objectives

What specific steps will be taken to accomplish that goal?

Action Plan

When	What	Who	How

Who will do what, when, how.

Commitment

What will your school/community organization dedicate to the project?

Accountability

How we will keep track of the progress:

1. How we'll monitor the activities.
2. How we will measure the outcomes.

Evaluation

Standards we have set for the initiative.

How we will assess the effectiveness of the project.

5. Use the Internet

ONLINE RESOURCES FOR PARENTS

Every Family has Internet Access at the Chicago Public Library. Here are some Internet-accessible resources you can recommend to parents for them to use with their children. These resources also are useful to classroom teachers.

Online Resources for Parents: Literacy

A Parent's Guide to Helping Your Child Learn to Read

This guide was prepared by the National Education Association (NEA).
<http://www.nea.org/parents/learntoread.html>

Examples of online literacy resources recommended by IRA and NCTE

25 Activities for Reading and Writing Fun (Reading Rockets Web Site)

<http://www.ncte.org/parents/links/112926.htm>

A New Guide for Parents (National Urban League Web Site)

<http://www.ncte.org/parents/links/112927.htm>

Between the Lions

<http://pbskids.org/lions/index.html>

Book Adventure

<http://www.bookadventure.com/>

Carol Hurst's Children's Literature Site

<http://www.carolhurst.com/index.html>

The Children's Book Council (CBC)

<http://www.cbcbooks.org>

Enlighten Me

<http://www.enlightenme.com/enlightenme/pta/>

International Children's Digital Library (ICDL)

<http://www.icdlbooks.org>

Library in the Sky

<http://www.nwrel.org/sky/>

Literature Resources

<http://www.about-arts.com/>

A directory of literature-related websites and discussion groups.

Merriam-Webster Online: The Language Center

<http://www.m-w.com/>

The Miss Rumphius Award

http://www.reading.org/resources/community/links_rumphius_info.html

Read Across America

<http://www.nea.org/readacross/>

Reading Is Fundamental (RIF)

<http://www.rif.org/>
them or their families.

Reading Rockets

<http://www.readingrockets.org>

Reading Tips for Spanish-Speaking Parents

<http://www.colorincolorado.org/>

RIF Reading Planet

<http://www.rifreadingplanet.org/rif/>

Spaghetti Book Club

<http://www.spaghetlibookclub.com>

Talking Over Books

<http://utopia.utexas.edu/explore/talking/index.html>

Word Central

<http://www.wordcentral.com/>

Working Together for Literacy

<http://www.ncte.org/parents/links/113371.htm>

Young Authors' Workshop

<http://www.planet.eon.net/%7Ebplaroach/Teacher.html>

YourKidsLibrary.com

<http://yourkidslibrary.com/index.htm>

With the goal of reviewing every Newberry medalist and honor book back to 1922, David Ross of the *Press-Telegram* offers over 400 synopses (so far). The reviews include curricular ties and reading levels as well as anecdotal comments.

Online literacy resources compiled by Literacy Matters

<http://www.literacymatters.org>

Misunderstood Minds: Reading

<http://www.pbs.org/wgbh/misunderstoodminds/readingstrats.html>

Tips to Encourage Reading for Parents—American Library Association

<http://www.peel.edu.on.ca/parents/tips/documents/tip-literacysec.pdf>

Guided Reading Opportunities in Good Literature

<http://www.carolhurst.com/profsubjects/reading/guided.html>

What is Strategic Reading?

<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

Reading Workshop

<http://www.springfield.k12.il.us/resources/languagearts/readingwriting/reading.html>

KidBibs Learning Tips

<http://www.kidbibs.com/learningtips.htm>