

Grade 5 -- Informational Buildings That Soar

At what point do people think of a building as tall? Is a five-story building tall? A ten-story building? What about a hundred-story building? People would surely say a hundred-story building is tall. In fact, a building that tall is often called a skyscraper.

Improvements

Until the nineteenth century, few buildings had more than six stories. It was not safe for buildings to have more than a few stories. At the end of the nineteenth century, new materials were developed. These materials and ways to use them made taller buildings possible. Four key improvements changed the way tall buildings were built. Steel was used to make strong frames for buildings. Reinforced concrete also made the buildings stronger. Water pumps let water reach all floors. Elevators made it easy for people and materials to go to high floors. Tall buildings were safer and stronger.

Tall Buildings

An architect is a person who designs buildings. Louis Sullivan was a famous architect. When designing buildings, Sullivan believed that “form ever follows function.” He meant that the first thing to think about was how the building would be used. Only after that was known should the architect think about how the building would look. This idea made some architects think of design in a new way. They thought about how the space in the building could be used. This idea shaped the design of skyscrapers.

William Jenney was another architect. He designed the first skyscraper, the Home Insurance Building. The skyscraper was built in Chicago, Illinois. This building was ten stories and 138 feet tall. It was finished in 1885.

Buildings Grow

Skyscrapers were useful in the cities of New York and Chicago. There was little space to build in the downtown areas of these cities. It made sense to build up into the sky.

Between 1885 and 1930, more tall buildings were built. The height of buildings stretched up to the seventy-seven-story Chrysler Building. In 1930, the tallest building in the world at completion was the Chrysler Building in New York City.

Just one year later, the Empire State Building quickly overtook the record. It towered over other buildings. It had 102 floors and was 1,250 feet tall. The Empire State Building remained the tallest building in the world until 1972.

Today buildings continue to soar higher. Records are set with each new skyscraper. How tall will the tallest building be in ten years? In fifty years? In a hundred years?

1) What is the author's purpose? (LA.5.1.6.a)

- a) to inform the reader about the development of skyscrapers
- b) to inform the reader of the dangers of buildings
- c) to persuade the reader to begin constructing their own buildings
- d) to persuade the reader of the best way to construct a building

2) What does the term **soar mean as used in the title? (LA.5.1.5.c)**

- a) fly high
- b) get taller
- c) climb stairs
- d) become wider

3) What is an architect? (LA.5.1.5.c)

- a) a person who studies science
- b) a person who studies the stars
- c) a person who designs buildings
- d) a person who studies history of the Earth

4) Why are skyscrapers built in cities like New York and Chicago? (LA.5.1.6.e)

- a) Architects who design skyscrapers live in New York and Chicago.
- b) New York and Chicago are the only cities that can fit skyscrapers.
- c) Materials needed to build skyscrapers are found in New York and Chicago.
- d) New York and Chicago have skyscrapers because of little space downtown areas.

5) What is the main idea of this passage? (LA.5.1.6.e)

- a) Buildings continue to get taller.
- b) Skyscrapers are useful in big cities.
- c) Architects are people who design buildings.
- d) The Empire State Building was the tallest building until 1972.

6) Which is NOT an improvement that allows buildings to be built taller? (LA.5.1.6.k)

- a) Water pumps let water reach all floors.
- b) The cost of labor had decreased in recent times.
- c) Reinforced concrete made the buildings stronger.
- d) Elevators made it easy for people and materials to go to high floors.

7) In which year was the first skyscraper built? (LA.5.1.6.k)

- a) 1885
- b) 1930
- c) 1972
- d) 1985

8) Which detail did Louis Sullivan consider first when designing a building? (LA.5.1.6.k)

- a) appearance
- b) function
- c) location
- d) safety

C4L Reading - Item Writing Tally Sheet

Grade 5- Informational

Passage Name: Buildings That Soar

Gr5 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 5.1.5.a <i>Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)</i>	1, 2				
LA 5.1.5.c <i>Select and apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures</i>	2				2
LA 5.1.5.d <i>Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)</i>	1, 2				
Gr5 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 5.1.6.a <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text</i>	3				1
LA 5.1.6.d <i>Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				
LA 5.1.6.e <i>Summarize and analyze the main idea from informational text using supporting details</i>	2				2
LA 5.1.6.f <i>Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</i>	2				
LA 5.1.6.g <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2				

<p>LA 5.1.6.h <i>Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)</i></p>	2				
<p>LA 5.1.6.k <i>Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources</i></p>	1, 2, 3				3