

Skill: Infer Predictions 5th Grade Assessment

NONFICTION: Our Streets

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Chicago has hundreds of miles of streets. Each one of them has a history. That history includes how the street started—at some time someone decided where it should be. Then construction workers created the street. Someone gave it a name, sometimes a name that is a number, sometimes a name that celebrates a person. When you see a street you are looking at work people did in the past. You are looking at work people do today to keep it clean and safe.

The first worker to make a street is a planner. The planner begins the project with a map of the city that shows all the streets that were built. The planner looks at information about where people live and decides where new streets will go. Planners design the street with a map, showing the route it will enable people to take. In your neighborhood, there are probably no new streets. But some time in the past a planner decided where those streets would be. The planner decided how long they would be and how wide they would be.

After the initial design, then workers build the street. That is a big construction job requiring many workers and great machines. Workers use construction equipment to dig the street bed. That is the bottom of the street. It has to be even, it must be straight. They use a map to show where to dig, then they draw lines on the ground to indicate where the street will be. They use tools to measure and check that the street is in the right place. It needs to be as long and wide as the plan. Then they break the ground with heavy construction equipment, they dig out the bed, and after that, they put in the concrete for the street. They measure that, too, to make sure it is thick enough to hold up all the cars and trucks that will drive on it. It takes a while for the concrete to dry. Then they put the surface, the top on the street. All this takes a lot of people, especially if it is a long street.

There are workers who decide where to put stop signs and stop lights. Those signs are next. Then the street is ready to use.

After that, there is more work to do. The streets have to be kept clean, and that takes workers who come with street sweepers, big machines that may come once a week to clean the street. Before they do, other workers put up signs. Those signs tell people not to park on the street on the day they will clean it.

In winter Chicago is cold, and often there is much snow and ice. Some workers come in winter to clean the streets after a snow storm. They may work all night if there is a big storm. They start by clearing the big streets. Then they clear the smaller ones. It can be a very big job if there is a really big snowstorm.

After winter, there are potholes in Chicago streets. Those are holes in the street because of the snow and ice. So workers come to fill them in.

So Chicago streets are a lot of work. The work does not end after the street is built. That is just the beginning.

Directions: Choose the best answer for each question

1. What skills does a planner need to plan a street?

- a. how to drive
- b. how to make a map
- c. how to read a book
- d. how to write a letter

2. What skills does a street builder need?

- a. how to drive
- b. how to measure
- c. how to write
- d. how to edit

3. What skills does a street cleaner need?

- a. how to follow directions
- b. how to use a ruler
- c. how to make a plan
- d. how to change a map

4. What would you expect to see on a Chicago street in spring?

- a. leaves
- b. more stop signs
- c. cement trucks
- d. workers

5. *Write your own answer to this question.*

What do you predict is a busy season for cleaning streets? Why?

TEACHER NOTES: Develop Students' Skills: Exercise Thinking

These questions have not been validated, so decisions about student's achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

Item	1	2	3	4
Answer	b	b	a	d

Question 5 is open-ended. Here is a suggested response.

5. Autumn. Because that is when the leaves fall.

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FICTION: Changing Our Street

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There were many people driving down our street. They drove too fast, and my mother was worried. She thought they might hurt someone. She called the alderman's office. The alderman is the representative of your part of Chicago, a person who works in the government. Voters elect the aldermen, and anyone in the community can contact the alderman when there is a community problem. My mother had called them before when there was a problem with trash collection.

The alderman came to look at our street. He said, "Yes, I see the problem. But we need evidence so that I can persuade the office of Streets and Sanitation to come and fix it. I'll be following up." After he left we thought we would not get any help quickly, but we were wrong. The next day someone came to our street with a camera, and he stayed all day. It looked like he was taking photos of the street. I went to ask him what he was doing, and he explained that he had a device that was measuring the speed of cars. He said that he had already found ten cars speeding on our street. The next day a police officer came. She gave tickets to drivers who were speeding.

Then one week later workers came, and they installed a stop sign at the corner. Now cars would have to stop there. My mother felt relieved that this had happened. She said, "See what one phone call can do?"

But the cars still were going too fast. They would drive fast and then stop quickly, so it still was dangerous. We did not expect that a police officer could stay there all day to give drivers tickets. "We need to make another call," I said. This time I called the alderman's office.

The next week workers came again, and this time they came in a big truck. They drew lines on the street. Then they poured concrete where the lines were. They worked all day, and at the end of the day, we had a way to slow the cars down. We had speed bumps.

Someone invented speed bumps. When you drive on a street and get to a speed bump you have to slow down. If you don't slow down, you have a problem. Your car rocks up and down, and that can even knock some part off the car.

This story is part of our family's history, now. We believe that we are responsible for our street and that other people should be responsible, too. My mother got a change made with one phone call, and then I got more changes with another call. We have made our street a safer place because we took action.

Directions: Choose the best answer for each question.

6. What do you think the alderman did after he visited the street?

- a. Forgot about the problem.
- b. Called to get help.
- c. Wrote a letter.
- d. Voted.

7. What do you think the drivers thought about the new stop sign?

- a. It was a good idea.
- b. They would drive better now.
- c. They needed it.
- d. It was not helpful.

8. What do you think happened after they called the alderman's office the second time?

- a. The alderman asked for help.
- b. The alderman went out of town.
- c. The alderman sent a letter.
- d. The alderman made a map.

9. Why do you think someone invented speed bumps?

- a. A few people wanted them.
- b. The aldermen needed them.
- c. It is a common problem.
- d. They give more people jobs.

10. *Write your own answer to this question.*

How do you make a prediction?

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Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

Item	6	7	8	9
Answer	b	d	a	c

Question 10 is open-ended. Here is a suggested response.

10. You look at the information. You think what could happen.