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# Reading - Grade 5 Expository

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## The Toy for All Ages

- 1 The number 915,103,765 is pretty big. You might be surprised to know that that is the number of different ways six eight-stud LEGO bricks can be arranged. No wonder LEGOs have been a popular toy for so many years.



### Making LEGO Bricks

- 2 In the 1930s a Danish carpenter named Ole Kirk Christiansen started making wooden toys. He called his company LEGO, a blend of the Danish words *leg godt*, meaning "play well." After making wooden toys for years, Christiansen wanted to accelerate production so that he could make more toys in less time. He invested in a machine that would allow him to make plastic toys. In 1958 he produced the first plastic LEGO brick.
- 3 Making LEGO bricks is a fairly simple process. Small plastic granules are heated at an extreme temperature. A machine then presses the melted plastic into brick molds. Once the plastic cools and hardens, the bricks are ready to be packaged and sold.
- 4 LEGO has produced more than 400 billion of its plastic LEGO bricks over the years. Today more than two million LEGO items are produced every hour, or about 40,000 a minute. Approximately seven LEGO sets are sold around the world every second. The company must work at a fast pace to keep up with demand.
- 5 Christiansen believed in producing good products. LEGO toys today are still manufactured to Christiansen's high standards. LEGOs last for many years. In fact, a standard-size LEGO brick made today can be attached to any other LEGO brick made since 1958.

### Building with LEGO Sets

- 6 Although Christiansen's original LEGO bricks all had the same basic rectangular shape, there now are 2,400 different-shaped LEGO bricks made in a variety of colors. LEGO creates building sets for children of all ages. LEGO blocks for preschoolers are larger and easier for toddlers to handle. The company also offers sets for older children and teens. These sets contain intricate parts that are more detailed and challenging to put together. With such a variety of

## Grade 5 Expository - Passage 2

products available, it is understandable that children of all ages enjoy playing with LEGO toys.

### Becoming a LEGO Professional

- 7 As LEGOs have been shared with friends and family and new sets have been purchased throughout the years, many generations of builders have used their creativity to construct LEGO masterpieces. Some people enjoy working with LEGO products so much that they have made building with LEGO bricks their career. Many of these LEGO professionals build projects for LEGOLAND theme parks. They also display their projects in museums and art galleries.

LEGO Artist	LEGO Creations	Interesting Fact
Nathan Sawaya	Known for creating 3-D figures from LEGO pieces	Nicknamed his most popular LEGO figures Red, Yellow, and Blue
Sean Kenney	Known for his LEGO model of Yankee Stadium	Makes LEGO products as his full-time job
Mariann Asanuma	Once constructed models as a "master model builder" at LEGOLAND	Sells her own LEGO creations online

- 8 Amazingly, the appeal of LEGO products continues to grow. Today, there are LEGO video games, theme parks, and stores worldwide. Christiansen had a great idea for a toy in 1958, but he probably never predicted that a plastic brick would inspire the imaginations of so many people.



"Master model builders" at LEGOLAND work on a model of the U.S. Capitol made entirely of LEGOs.

© Sandy Huffaker/Corbis

<b>IQ Analysis   Investigating the Question</b>	<b>Genre: Expository</b>	<b>5<sup>th</sup> Grade</b>	<b>English</b>
<b>5.2B, 5.11A, 5.11C, 5.11D, 5.11E, 5.11 Fig 19D, 5.11 Fig 19E, 5.13B</b>		<b>Units:</b>	

<b>5.2B</b> use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		<b>Genre: Expository</b>	
<p>Q12 Passage #2</p> <p><b>12</b> Which of the following words from paragraph 6 help the reader understand the meaning of <u>intricate</u>?</p> <p><b>F</b> <i>detailed and challenging</i></p> <p><b>G</b> <i>larger and easier</i></p> <p><b>H</b> <i>is understandable</i></p> <p><b>J</b> <i>different-shaped</i></p> <p><b>* Correct answer (F)</b></p>	<b>RC 1</b>		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting
	<b>Data</b>		
		<b>%</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	<b>A/F*</b>		
	<b>B/G</b>		
	<b>C/H</b>		
	<b>D/J</b>		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

<b>5.11A</b> summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order		<b>Genre: Expository</b>	
<p>Q10 Passage #2</p> <p><b>10</b> What is paragraph 2 mainly about?</p> <p><b>F</b> Christiansen worked as a carpenter.</p> <p><b>G</b> The word "LEGO" is a Danish word that means "play well."</p> <p><b>H</b> Christiansen changed LEGO toys from wood to plastic.</p> <p><b>J</b> The first plastic LEGO brick was produced in 1958.</p> <p><b>* Correct answer (H)</b></p>	<b>RC 3</b>		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting
	<b>Data</b>		
		<b>%</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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	<b>B/G</b>		
	<b>C/H*</b>		
	<b>D/J</b>		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

<b>5.11C</b> analyze how the organizational pattern of a text(e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification, schemes) influences the relationships among the ideas	<b>Genre: Expository</b>		
Q14 Passage #2  <b>14</b> By organizing paragraph 3 sequentially, the author is able to —  <b>F</b> compare how different types of LEGO pieces are made <b>G</b> explain the method for making LEGO bricks <b>H</b> show how LEGO is able to make toys so quickly <b>J</b> list the reasons why making LEGO bricks is simple  <b>* Correct answer (G)</b>	<b>RC 3</b>	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	<b>Data</b>		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

<b>5.11D</b> use multiple text features and graphics to gain an overview of the contents of text and to locate information	<b>Genre: Expository</b>		
Q11 Passage #2  <b>11</b> In which section of the selection could the reader find information about adults using LEGO products?  <b>A</b> The introductory paragraph <b>B</b> Making LEGO Bricks <b>C</b> Building with LEGO Sets <b>D</b> Becoming a LEGO Professional  <b>* Correct answer (D)</b>	<b>RC 3</b>	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	<b>Data</b>		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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	*D/J		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

<b>5.11E</b> synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	<b>Genre: Expository</b>		
Q9 Passage #2  <b>9</b> By the end of the selection, what can the reader conclude about LEGO products?  <b>A</b> LEGO products are more popular with adults than with children. <b>B</b> LEGO products are not as popular outside the United States. <b>C</b> LEGO has designed its products to appeal to people of all ages. <b>D</b> LEGO has created theme parks and video games to replace its original products.  <b>* Correct answer (C)</b>	<b>RC 3</b>	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	<b>Data</b>		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
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	*C/H		
	D/J		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

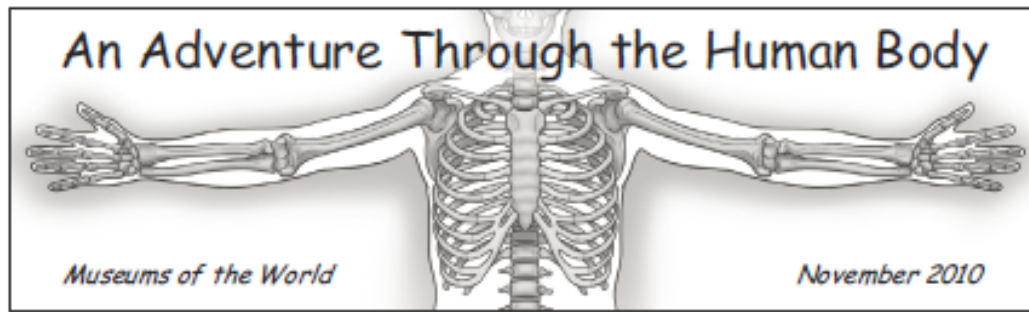


5.11E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres		Genre: Expository	
<p>Q16 Passage #2</p> <p>16 Which statement best explains the appeal of LEGO products over the years?</p> <p>F People appreciate visiting theme parks where LEGO models are displayed.</p> <p>G People enjoy toys that allow them to be creative in many ways.</p> <p>H Toys made from plastic are lighter than those made from other materials.</p> <p>J LEGO is able to produce the plastic bricks quickly.</p> <p><b>* Correct answer (G)</b></p>	RC 3		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G*		
	C/H		
	D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

5.11 Fig 19D make inferences about text and use textual evidence to support understanding (Expository)		Genre: Expository	
<p>Q13 Passage #2</p> <p>13 Read this sentence from the selection.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <i>In fact, a standard-size LEGO brick made today can be attached to any other LEGO brick made since 1958.</i> </div> <p>What can the reader conclude about LEGO products from this sentence?</p> <p>A People have shared LEGO sets with friends and family for a long time.</p> <p>B The basic design of the LEGO has stayed the same.</p> <p>C LEGO toys made of plastic last longer than those made of wood.</p> <p>D Ole Kirk Christiansen believed in making LEGO toys that were fun and entertaining.</p> <p><b>* Correct answer (B)</b></p>	RC 3		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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	D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

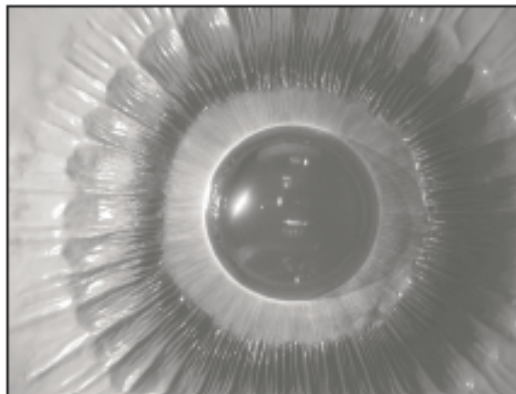
<b>5.11 Fig 19E</b> summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	<b>Genre: Expository</b>		
<b>Q15 Passage #2</b>  <b>15</b> Which of these is the best summary of the selection?  <b>A</b> Six eight-stud LEGO bricks can be arranged in many ways. Ole Kirk Christiansen of Denmark first made wooden toys, but then he switched to making plastic LEGO bricks. LEGO bricks are made out of melted plastic pressed in a special machine.  <b>B</b> Ole Kirk Christiansen bought a machine to make plastic toys and began making LEGO bricks. The LEGO company has produced LEGO bricks for children of all ages, but even adults build things from LEGOs.  <b>C</b> In the 1930s Ole Kirk Christiansen made wooden toys. Then in 1958 he began producing plastic LEGO bricks. Today there are thousands of different-shaped LEGO bricks in many colors and sizes.  <b>D</b> The first plastic LEGO bricks were made in 1958 by Ole Kirk Christiansen. Today millions of LEGO bricks are made in many shapes, sizes, and colors. People of all ages enjoy building with LEGO bricks, and LEGO products continue to be very popular.  <b>* Correct answer (D)</b>	<b>RC 3</b>	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	<b>Data</b>		
		<b>%</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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	<b>B/G</b>		
	<b>C/H</b>		
	<b>*D/J</b>		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

<b>5.13B</b> interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	<b>Genre: Expository (Procedural Embedded)</b>		
<b>Q17 Passage #2</b>  <b>17</b> What information can the reader learn about Nathan Sawaya and Sean Kenney from the chart below paragraph 7?  <b>A</b> How their art can be purchased  <b>B</b> What they have created using LEGO pieces  <b>C</b> Where their art can be viewed  <b>D</b> Why they enjoy working with LEGO pieces  <b>* Correct answer (B)</b>	<b>RC 3</b>	<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting	
	<b>Data</b>		
		<b>%</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	<b>A/F</b>		
	<b>*B/G</b>		
	<b>C/H</b>		
	<b>D/J</b>		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4



- 1 What really happens inside the human body? How does the brain communicate with the heart, the lungs, and other organs? How does the skin heal itself?
- 2 The Health Museum, located in Houston, Texas, is the perfect place to discover the answers to questions like these. Visitors don't just look at items in a display case. Instead they get to experience exhibits to learn about the human body and understand how it works.

- 3 One exhibit at the Health Museum is the Amazing Body Pavilion. This exhibit allows visitors to walk through an enormous model of the human body. They can see and touch gigantic models of human organs and bones, play memory games inside a large brain, sit on giant teeth, and even ride a bicycle with a skeleton. While standing inside a monstrous eyeball, visitors learn how the eyes are able to focus on images.



Visitors can learn about how the eye works by taking a walk inside this giant eyeball.

© 2011 by Sharon Tanling

- A 22-foot rib cage surrounds them from ceiling to floor as they walk through a human backbone. Whatever activities visitors choose, they learn about the importance of good health in a way that's fun.
- 4 Exhibits at the Health Museum change often so that returning visitors are able to see new things. But the museum has had one permanent exhibit since it opened in 1996 called You: The Exhibit. This exhibit has 10 stations to explore. The different stations use special effects to help visitors learn more about themselves.



## Grade 5 Expository - Passage 5

- 5 With the help of computer programs, visitors see how diet and exercise can affect their health in the future. The Age-O-Matic station shows what visitors might look like after 30 years of aging if they get too much sun or become overweight.
- 6 At another station, people can look into the Mirror of Heredity to see how their eyes, nose, and other physical traits are different from those of other museum visitors. A feature changer shows visitors how they might look if they had a different family heritage.
- 7 The museum is home to Houston's first 4-D theater. While the McGovern 4D Theater shows 3-D movies, it adds other kinds of special effects that allow moviegoers to experience what is happening on screen. For example, different scents are released in the theater so that viewers can smell what is happening. Water, wind, or vibrations are also included to enhance the movie experience.
- 8 The movies shown in the McGovern 4D Theater cover different science topics. For example, *Planet You* shows a journey inside the human skin through a mix of live action and computer animation. Viewers learn about things such as the formation of a paper cut in the skin and how the body repairs itself. They also learn about dust mites, ticks, and other organisms that sometimes live on human skin.
- 9 People who tour the museum are amazed by what they see. Each exhibit offers the chance to experience the human body in an entertaining way, allowing visitors to gain a new understanding of how the body works. What a wonderful adventure into the human body this museum provides!



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<b>IQ Analysis   Investigating the Question</b>	<b>Genre: Expository</b>	<b>5<sup>th</sup> Grade</b>	<b>English</b>
<b>5.2B, 5.10A, 5.11A, 5.11D, 5.11E, 5.11 Fig 19E, 5.13B</b>		<b>Units:</b>	

<b>5.2B</b> use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		<b>Genre: expository</b>	
Q39 Passage #5  <b>39</b> In paragraph 4, what does the word <u>permanent</u> mean?  <b>A</b> Constant  <b>B</b> Popular  <b>C</b> Interesting  <b>D</b> Inexpensive  <b>* Correct answer (A)</b>	<b>RC 1</b>		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting
	<b>Data</b>		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	*A/F		
	B/G		
	C/H		
	D/J		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

<b>5.2B</b> use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		<b>Genre: Expository</b>	
Q44 Passage #5  <b>44</b> In paragraph 7, the word <u>enhance</u> means to —  <b>F</b> reduce the volume  <b>G</b> imitate the sounds  <b>H</b> enlarge the images  <b>J</b> increase the quality  <b>* Correct answer (J)</b>	<b>RC 1</b>		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting
	<b>Data</b>		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G		
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	D/J*		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

<b>5.10A</b> draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	<b>Genre: Expository</b>			
Q41 Passage #5  <b>41</b> The author wrote this article most likely to —  <b>A</b> encourage readers to visit more museums  <b>B</b> tell about the functions of the human body  <b>C</b> inform readers about a unique museum  <b>D</b> compare the different types of museum exhibits  <b>* Correct answer (C)</b>	<b>RC 3</b>		<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	<b>Data</b>			
		<b>%</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	<b>A/F</b>			
	<b>B/G</b>			
	<b>*C/H</b>			
	<b>D/J</b>			
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	

<b>5.11A</b> summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	<b>Genre: Expository</b>			
Q43 Passage #5  43 The article is mainly about —  A why it is important to understand the human body  B why it is necessary to eat right and exercise  C how the Health Museum’s special effects work  D what visitors can see at the Health Museum   <				

5.11D use multiple text features and graphics to gain an overview of the contents of text and to locate information	Genre: Expository		
<p>Q42 Passage #5</p> <p>42 Which part of the article best helps readers visualize what they would experience at the museum?</p> <p>F The heading at the top of the article</p> <p>G The photographs and captions</p> <p>H The last paragraph of the article</p> <p>J The boxed information at the end of the article</p> <p><b>* Correct answer (G)</b></p>	RC 3	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G*		
	C/H		
	D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

5.11E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	Genre: Expository		
<p>Q40 Passage #5</p> <p>40 What do You: The Exhibit and the McGovern 4D Theater have in common?</p> <p>F They both use special effects.</p> <p>G They are both new exhibits at the museum.</p> <p>H They both demonstrate how the body repairs itself.</p> <p>J They both feature items in display cases.</p> <p><b>* Correct answer (F)</b></p>	RC 3	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F*		
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	D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4

<b>5.11 Fig19E</b> summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	<b>Genre: Expository</b>		
Q45 Passage #5	RC 3	<input checked="" type="checkbox"/> Readiness <input type="checkbox"/> Supporting	
45 Which of these is the best summary of the article?	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A The Health Museum is located in Houston, Texas. It has several exhibits that help visitors learn about the human body. The museum's model of the inside of a human body is large enough for visitors to walk through.	A/F		
B The Health Museum has exhibits that help people learn more about the human body. Visitors can learn about diet and exercise and see how the physical traits of other visitors differ from their own.	B/G		
C People enjoy the Health Museum in Houston, Texas. The museum has exhibits that let visitors experience how the human body works. Some exhibits teach the importance of diet and exercise, while others teach about inherited traits. The museum's theater shows movies about a variety of science topics.	*C/H		
D People are amazed when they visit the Health Museum in Houston, Texas. One exhibit allows visitors to walk through a model of a human body. In this exhibit visitors can touch models of organs and bones that are found in the human body. Visitors can even ride a bicycle with a skeleton.	D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
* <b>Correct answer (C)</b>			

<b>5.13B</b> interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	<b>Genre: Expository (Procedural Embedded)</b>		
Q46 Passage #5	RC 3	<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting	
46 Why is the boxed information at the end of the article included?	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
F To describe some of the many exhibits at the museum	A/F		
G To share information about the history of the museum	B/G		
H To show that the museum welcomes people of all ages	C/H		
J To provide details a museum visitor would need to know	D/J*		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
* <b>Correct answer (J)</b>			