

GRADE 3
Reading

Administered May 2019
RELEASED

READING

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

from
**Frank Pearl in The Awful Waffle
Kerfuffle**

by Megan McDonald

- 1 Frank pointed to the poster in the school lunchroom. His mouth fell open. A glob of sandwich fell out.
- 2 "Gross!" said Judy Moody and Jessica Finch.
- 3 "Gross!" said Amy and Rocky.



Frank Pearl in The Awful Waffle Kerfuffle.
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Candlewick Press, Somerville, MA.

- 4 "Look! It's the Great Third-Grade Breakfast Bash! We get to come to the cafeteria on Saturday with our families and eat breakfast."
- 5 "What's so great about breakfast?" asked Rocky.
- 6 "It's only the most important meal of the day," Jessica Finch said.
- 7 "Breakfast tastes like pencil shavings," said Rocky.
- 8 "But this year it's a Waffle-Off," said Frank. "To raise money for our third-grade field trip."
- 9 "So we can go to the Smelly Jelly Bean factory!" said Judy. "Where they make weird flavors of jelly beans, like toothpaste and rotten eggs."
- 10 "What's a Waffle-Off?" asked Amy.

- 11 "The Waffle-Off is the best contest *ever*," said Frank. "It's to see who can make the best, most amazing waffle."
- 12 "They give out blue ribbons for all kinds of waffles," said Jessica. "Like Most Blueberries, Whipped Creamiest, and Best Use of Sprinkles."
- 13 "I'm going to win," said Frank. "I can feel it!"
- 14 "Are you off your waffle, Frank?" asked Judy.
- 15 "You can't even cook," Rocky said. "Can you?"
- 16 "Parents make the waffles," Jessica told them. "All you have to do is dress up your waffle fancy with whipped cream and sprinkles and stuff. Then Mr. Todd gives out ribbons before they get eaten."
- 17 Frank and his friends got quiet, dreaming about waffles.
- 18 "I've got a great idea for my waffle!" said Frank.
- 19 "Is your waffle a *sandwich*?" Judy asked. "Mine is going to be a whipped-cream sandwich."
- 20 "Does your waffle play sports?" Rocky asked. "Mine is going to play sports. And it's not going to taste like pencil shavings."
- 21 "My idea snap-crackle-pops! My idea will *blow* your mind. Just you wait."
- 22 At last it was Saturday. "Welcome to the Great Third-Grade Breakfast Bash," said Mr. Todd. "Thanks for coming to our Waffle-Off! I hope you're all ready to *break an egg*." Everybody laughed.



Frank Pearl in *The Awful Waffle Kerfuffle*. Illustrations copyright © 2014 by Peter H. Reynolds. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA.

23 “Ready, set, waffle!” Moms and dads poured batter onto sizzling waffle irons. *Pssh!* Fluffy, puffy golden waffles!

24 Frank had hidden his top-secret waffle under a cake dome. “Ta da!” said Frank. “Presenting”—he lifted the lid—“the Super-Amazing Exploding Volcano Waffle!” A hill, a mountain, a tower of brown jelly beans rose up from that waffle like a volcano.

25 Marshmallow Fluff spewed from a hole in the top. *Pop, pop, fizz, fizz.* Fizzlers, wizzlers, and sizzlers popped and exploded like lava.

26 “Wait till Mr. Todd sees this!” said Frank. “Blue ribbon, here I come!”

27 Then, all of a sudden, the fizzlers fizzled and the wizzlers melted into the sizzlers. Rainbow-colored lava oozed down the jelly-bean mountain. *Plop!* The glop hit the floor in one giant gluppy glob of gloop.

28 “OOH! Gross!” said all the kids.



29 “What’s all this waffle kerfuffle?” asked Mr. Todd.

30 “It’s Frank’s Super-Amazing Exploding Waffle,” said Judy.

31 “Super-Amazing *Disaster* Waffle,” said Frank. “It was supposed to be an exploding volcano. But the jelly beans caved in. And all the Pop Rocks ran together. Now it just looks like a giant mud pie.”

32 He ran to grab a towel from the kitchen. On his way, he passed the prize table full of ribbons. Shiny blue ribbons that called out MOST! BEST! BIGGEST! FANCIEST! He would never win the contest now. He would no-way no-how be taking home a ribbon.

33 When he came back with the towel, Frank could not believe his eyes. There, gleaming in a beam of sunlight, was none other than one of those very same big shiny blue prize ribbons. The ribbon was on *his waffle*.

34 Frank leaned in and read the ribbon. ONE OF A KIND! "I won? I actually won a contest? With a real blue ribbon?" He looked at Mr. Todd.



Frank Pearl in *The Awful Waffle Kerfuffle*. Illustrations copyright © 2014 by Peter H. Reynolds. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA.

35 "Your waffle is in a class by itself, Frank."

36 Frank stuck the blue ribbon on his shirt and grinned.

37 "It's one of a kind," said Mr. Todd. "Just like you."

Frank Pearl in the Awful Waffle Kerfuffle. Text copyright © 2014 by Megan McDonald. Illustrations copyright © 2014 by Peter H. Reynolds. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA.

1 Read these sentences from paragraph 25.

Pop, pop, fizz, fizz. *Fizzlers, wizzlers, and sizzlers popped and exploded like lava.*

The imagery in these sentences appeals most to the reader's sense of —

- A taste
 - B smell
 - C sound
 - D touch
-

2 How is paragraph 27 important to the story's plot?

- F It provides details about Frank's problem.
- G It describes the setting.
- H It gives clues about Frank's feelings.
- J It shows how the problem is solved.

3 Read this sentence from paragraph 32.

He would no-way no-how be taking home a ribbon.

This sentence helps the reader know that Frank feels —

- A afraid
 - B confused
 - C tired
 - D hopeless
-

4 Which word is an antonym of fancy in paragraph 16?

- F Sour
- G Plain
- H Small
- J Quick

5 In paragraph 24, what is the most likely reason Frank hides his waffle?

- A** He does not want other kids to touch his waffle.
 - B** He feels embarrassed about how his waffle looks.
 - C** He does not want anyone to take his waffle.
 - D** He hopes to surprise everyone when he presents his waffle.
-

6 Why is Frank surprised when he sees the blue ribbon on his waffle?

- F** He forgets to follow the rules of the contest.
 - G** He thinks his waffle looks too bad to earn a ribbon.
 - H** He believes that Mr. Todd needs more time to pick the winners.
 - J** He has never received a ribbon from Mr. Todd before.
-

7 What do paragraphs 13 through 15 show about Frank's classmates?

- A** They wish they knew more about Frank.
- B** They do not think that Frank will win the contest.
- C** They wish that Frank would stop talking about waffles.
- D** They want to keep Frank from entering the contest.

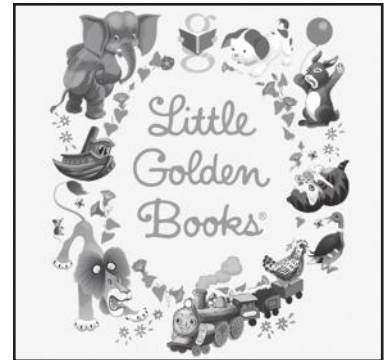
- 8** How does Frank feel at the beginning of the story?
- F** He is excited about the contest.
 - G** He is amused by his friends.
 - H** He is confused about the rules of the contest.
 - J** He is concerned about what type of waffle to make.
-

- 9** Why does Frank become upset about the waffle contest?
- A** He realizes that parents will make the waffles.
 - B** He hears his classmates share ideas for their waffles.
 - C** His waffle display begins to fall apart.
 - D** His waffle idea has been kept secret for too long.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Little Books, Big Hit

- 1 Have you ever read a Little Golden Book? Chances are good that you have. They are some of the most famous children's books in the United States. Little Golden Books can be found in many stores and libraries. They have made reading easier and more enjoyable for millions of young readers.



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A Great Start

- 2 At one time children's books cost too much for many families. Most books for children were made out of fancy paper. Almost all books for children were fairy tales or nursery rhymes. However, in 1942 a group of people who print books, called publishers, had a great idea. What if they could print children's books that cost less money? Instead of selling the books in expensive bookstores, the books could be sold at department stores. The books could be fairy tales, or about regular people or other interesting topics. The books would be so enjoyable that children would be encouraged to love reading.

Little Books for All

- 3 It did not take long for Little Golden Books to become a big hit. In the first year, more than 1.5 million books were sold. Until then, many children's books cost \$1.50. That was a lot of money so long ago. But Little Golden Books cost only 25 cents. More people could afford the books.
- 4 Soon Little Golden Books could be found in grocery stores. The books were easy for buyers to find because they had their own unique look. They all had golden foil on the spine of the book.



From the spines you can tell that these are Little Golden Books.

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Stories to Read and Enjoy

- 5 At first only twelve different titles of Little Golden Books were printed. One of these twelve was called *The Poky Little Puppy*. It is still in print today. More than 15 million copies of this title have been sold, which is more copies than any other children's picture book.

- 6 Soon more titles were added. The book *Two Little Miners* taught children about a job. The book *Here Comes the Parade* told all about the big Macy's Thanksgiving Day Parade that happens every year in New York City. *Doctor Dan The Bandage Man* gave readers some tips for how to stay safe and healthy. The book also came with a sample of bandages.



The Poky Little Puppy written by Janette Sebring Lowery, illustrated by Gustaf Tenggren; and *Doctor Dan The Bandage Man* written by Jacqueline Woodson, illustrated by Corinne Malvern. Used by permission of Penguin Random House LLC. All rights reserved.

- 7 Some of the books were also sold with records. Children could play the records on a record player and hear the book being read out loud. Children could follow along in the book as they listened to the words. Now even young children could enjoy books before they knew how to read on their own.

Reading, Carrying, Collecting

- 8 Many features of Little Golden Books have made them special. Their illustrations are very detailed and colorful. The stories are short so that they are easy for young children to read. Their light weight makes them easy to carry.
- 9 Another unique feature is found on the inside of the book cover. There, readers will see the words "This Little Golden Book belongs to _____." In the blank space a child can write his or



There is a special place inside each Little Golden Book where children can write their names.

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her name. This feature helps the child feel connected to his or her book. It is not unusual for readers to keep their books until they become adults. They sometimes give their collection of books to children they know.

- 10 The books are still popular today with children, families, and schools across the country. It is not surprising that more than two billion Little Golden Books have been printed. The next time you are in the library at your school or in your town, see if you can find some Little Golden Books. They still have the golden foil on their spines, just as they did in 1942.

Third party trademarks Little Golden Books® and Macy's Thanksgiving Day Parade® were used in these testing materials.

10 What is one reason that many Little Golden Books have been sold?

- F** They cost less money than many other books.
 - G** They are available at libraries.
 - H** They have more illustrations than most books.
 - J** They include nursery rhymes.
-

11 What is the meaning of the word collection as it is used in paragraph 9?

- A** Items that are put out for others to see
 - B** A group of similar items that are saved
 - C** Money gathered for an important purpose
 - D** An old object that has special meaning
-

12 What is the most likely reason the author ends the selection with the ideas in paragraph 10?

- F** To show the reader what a Little Golden Book looks like
- G** To tell why Little Golden Books are still sold today
- H** To point out how long Little Golden Books have been in print
- J** To tell the reader that Little Golden Books can still be found today

- 13** According to the selection, how did publishers make Little Golden Books easy for shoppers to find?
- A** They offered many different stories.
 - B** They included small gifts with the books.
 - C** They printed each book with the same spine.
 - D** They provided a place for the owner's name.
-

- 14** The section titled "Stories to Read and Enjoy" is mostly about —
- F** the topics of some Little Golden Books and what some books came with
 - G** the most popular Little Golden Books and how to listen to them
 - H** the number of Little Golden Books printed and which ones are still available
 - J** a Little Golden Book that is still printed today and why it is so popular
-

- 15** What does the title of the selection "Little Books, Big Hit" suggest about Little Golden Books?
- A** The books have illustrations.
 - B** The books are well liked.
 - C** The books are very old.
 - D** The books tell unusual stories.

- 16** The author wrote this selection most likely to —
- F** tell the reader where children’s books can be found
 - G** entertain the reader with some old children’s stories
 - H** explain to the reader the history of one type of children’s book
 - J** show the reader what to include in children’s stories
-

- 17** Which of these Little Golden Books was published first?
- A** *Two Little Miners*
 - B** *The Poky Little Puppy*
 - C** *Here Comes the Parade*
 - D** *Doctor Dan The Bandage Man*

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Bessie Coleman was born on January 26, 1892, in Waxahachie, Texas. As a young adult, she read stories about World War I pilots and decided that she wanted to learn to fly. Flying schools in the United States did not enroll African American female students, so Bessie learned French and moved to France to achieve her goal. In 1922 Bessie Coleman made the first public flight by an African American woman in America.

Brave Bessie Coleman

by Jeannine Atkins

- 1 After working for several years, Bessie Coleman boarded a ship to France. In a field not far from Paris, she approached a hangar where a man was writing in a book. She said, "I came for flying lessons."
- 2 The man looked up from the rows of numbers, but he didn't speak.
- 3 "I want to learn to fly," Bessie said.
- 4 "Are you from England or America?" the man asked.
- 5 "America," she said.
- 6 "You've come all this way for lessons?"
- 7 "Yes," Bessie said.
- 8 "Very good. Tomorrow at nine o'clock. Is that a good time?"
- 9 Bessie thought she could never be happier. But she was, the next day, in the sky.
- 10 There she watched her instructor carefully. She copied what he did to move the plane up or down.
- 11 Finally, it was time to solo.¹ As she sat in the open cockpit, she was afraid, but she let fear be a companion. The wind whistled over her head and carried away the sound of her laughter.



Associated Press

¹To solo is to fly a plane alone.

12 Courage was like a muscle that got stronger as she used it. Bessie enjoyed perfecting her skills while traveling around Europe. After a year of flying, she returned home with a license. She could fly anywhere on Earth. But could she make a living as a pilot?

13 Once Bessie's ship had docked, late in the summer of 1922, Robert Abbott² called some friends, who arranged for her to appear at a parade honoring veterans. People cheered as the soldiers marched to a field. And a band raised trombones and beat drums while Bessie Coleman strode toward a plane. She wore a belt around her slender waist, with a strap crossing her chest. Her dark eyes shone beneath the goggles she'd pushed to the top of her head.



Science History Images / Alamy Stock Photo

14 When she stepped into the cockpit, the band played "The Star-Spangled Banner." Bessie flew over and around the field, climbing, diving, turning the plane in circles, then in figure eights. She made loops, as if she were dragging invisible banners through the sky. She never wanted to come down.

15 The next day, newspapers raved about the show. Word of Bessie's nerve and skill spread. Soon she was invited to perform at fields, then at bigger airstrips, in towns and later in cities. Tickets sold quickly.

16 Bessie earned enough money to buy her own plane. She crossed the country to California, then flew back to Chicago and finally to Waxahachie, Texas, the town where she'd grown up.

²Robert Abbott was a newspaper publisher who supported Bessie's interest in being a pilot.

17 There a crowd gathered to watch her pilot her airplane toward the clouds. She stopped the plane in midair, turned it around, and sped toward the ground. Spectators ducked as she came close enough to blow off their hats. Then Bessie steered the plane back up.

18 A few minutes later, Bessie landed smoothly. She took off her helmet, goggles, and gloves. People cheered.

19 Girls and boys asked for autographs. "You can do this, too," Bessie told them, and a new dream rose within her. She wanted to open the sky to others, to make a place where people heard "Try" and "Go on," instead of "Stop" or "Turn back." Bessie Coleman wanted to make the earth feel as free and splendid as the sky. She vowed to save her money to start a school for pilots.

20 "Do it again," a girl begged.

21 Bessie grinned as she climbed back into the cockpit. Oh yes, she would.

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- 18** The author includes paragraphs 11 and 12 most likely to show that Bessie —
- F** was not sure where she wanted to fly
 - G** was not very serious about her flying lessons
 - H** did not think she was ready to fly without her instructor
 - J** did not let her fear keep her from flying
-

- 19** Which sentence best helps the reader imagine Bessie’s creative way of flying at air shows?
- A** *She made loops, as if she were dragging invisible banners through the sky.* (paragraph 14)
 - B** *She never wanted to come down.* (paragraph 14)
 - C** *There a crowd gathered to watch her pilot her airplane toward the clouds.* (paragraph 17)
 - D** *Then Bessie steered the plane back up.* (paragraph 17)
-

- 20** Based on paragraph 14 and paragraph 17, what can the reader tell about Bessie?
- F** She sometimes had trouble controlling her plane.
 - G** She liked to have music playing when she was flying.
 - H** She wanted to make her air shows exciting for viewers.
 - J** She worried that people would think she was confused.

21 What did Bessie have to do before she could learn to fly a plane?

- A** Move to France
 - B** Buy an airplane
 - C** Return to Texas
 - D** Receive a license
-

22 What did Bessie want to do after she became a successful pilot?

- F** Open her own school for pilots
 - G** Meet other female pilots
 - H** Learn another language
 - J** Attend more events for veterans
-

23 Which statement describes a main theme of the selection?

- A** Trying something new can be fun.
- B** Hard work and determination can lead to great success.
- C** It usually takes a long time to develop a new skill.
- D** Sharing ideas and information with others can be helpful.

- 24** What is the most likely reason the man in France agreed to give Bessie flying lessons?
- F** He was impressed that she had come such a long way to learn to be a pilot.
 - G** He hoped that she could help him with his work at the hangar.
 - H** He knew that she had read many books about becoming a pilot.
 - J** He thought that she might be able to help him learn English in return.
-

- 25** What does the word boarded mean in paragraph 1?
- A** Went onto
 - B** Thought about
 - C** Watched closely
 - D** Tried to stop

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Howdy, Big Tex

- 1 Ask anyone who has been to the Texas State Fair in Dallas, Texas, to tell you what it's like. You might hear stories of the exciting rides, tasty food, and interesting farm animals. One thing you will definitely hear about is Big Tex. He is the giant cowboy who greets people at the front gate. His huge arm waves at visitors as he welcomes them with a cheerful "Howdy!"



In 2016, Big Tex greeted visitors as they entered the Texas State Fair.

State Fair of Texas

Big Tex in the Beginning

- 2 Since 1952, children and grown-ups have enjoyed seeing Big Tex. In 1951, the state fair president bought Big Tex. He thought it would be nice to have a big cowboy as a symbol of Texas at the fair. So Big Tex was placed at the entrance.
- 3 The giant cowboy was made out of metal, paper, cardboard, and glue. He stood 52 feet tall. He wore colorful clothing, a huge cowboy hat, and a giant pair of cowboy boots. Thick wires attached to Big Tex's body kept him from falling over. His hand was positioned to look like he was waving to visitors. Big Tex stood tall and smiled.
- 4 By 1953, Big Tex could speak. Words that had been prerecorded played over speakers while the giant cowboy's mouth moved. As the words played, his mouth moved like a puppet—open, closed, open, closed.

5 In 1997, Big Tex got a new look. His body was rebuilt with stronger materials. And by 2000, his arm could move. Big Tex waved at visitors as they entered the state fair.

Big Tex Gets Bigger

6 Unfortunately, in 2012 there was an accident, and Big Tex was destroyed in a fire. Although people were disappointed, a man named R. Eddy Snell realized this was a chance to make a bigger and better Big Tex. Snell's company had built a large dragon and giant cowboy boots before. Yet he knew the big cowboy would not be an easy job.

7 Snell had big ideas for the new cowboy. The new Big Tex would be taller. He would stand firmly on the ground without wires attached to hold him up. The new Big Tex's face would move and look more like a real cowboy. He would also have fingers that move and point. Overall, the new Big Tex would be more lifelike.

8 Snell's company wanted the new Big Tex to surprise people at the fair, so the company worked secretly for ten months. The workers were not allowed to tell anyone what they were building. In fact, they used a secret code for Big Tex in emails and on the phone. They called him "fried chicken." Drawings of the designs were also labeled "fried chicken." This way, the workers could keep the big cowboy a secret until he was finished.

9 Snell's workers found a new way to make Big Tex's face. A soft, light material called Styrofoam was used. It could be carved easily into the shape of a face. Then, thin layers of other soft materials were placed on top. This way, the mouth could move almost like a person's mouth. The workers were careful to use materials that would not burn easily. It was important to avoid another fire.

10 At last, Big Tex was finished. His steel-frame body was taken to a clothing factory. There, hundreds of yards of fabric were used to make his clothes. Big Tex was dressed in a red, white, and blue shirt, denim jeans, colorful cowboy boots, and an even bigger cowboy hat.

11 It was time to take Big Tex to his place at the fairgrounds. A large crane and several workers set him in place. He stood behind white curtains, and on September 26, 2013, the curtains were dropped. At last, everyone could see the new Big Tex.

12 Now, every fall, Big Tex greets visitors to the state fair with a smile, a nod, and a wink. He points the way to fun attractions.

13 Snell is happy with the work his team did to build Big Tex. “I know we won’t please everybody,” Snell says, “but I think future generations will love this Tex.” Based on the public’s response, Big Tex is a big hit in Texas.

Third party trademarks Texas State Fair®, Big Tex® and Styrofoam® were used in these testing materials.

26 Which word in paragraph 9 best helps the reader understand the meaning of carved?

- F** *light*
 - G** *shape*
 - H** *face*
 - J** *layers*
-

27 With which statement about the first Big Tex would the author most likely agree?

- A** He was too short.
 - B** He talked too much.
 - C** He was not very popular.
 - D** He did not seem real.
-

28 What is the best summary of the selection?

- F** Big Tex came to the Texas State Fair in 1952. The fair president thought he would be a good symbol for the fair. In 1953 he could smile and speak, and by 2000 he could even wave at fair visitors.
- G** Big Tex is a very large cowboy that is not real but looks like he is. He can talk, wave, smile, and point the way for people at the fair. A man named Snell decided to build a new Big Tex for the fair.
- H** Anyone who goes to the Texas State Fair can describe Big Tex. Big Tex first became a symbol of the fair in 1952. He could smile, and his mouth could move so he could talk.
- J** A giant cowboy named Big Tex stands at the front of the Texas State Fair. He smiles, waves, and greets visitors. After the first Big Tex burned in a fire, a more lifelike Big Tex was built to take his place.

29 Which idea from the selection is supported by the photograph?

- A** Big Tex has a special area where he stands at the fair.
 - B** Big Tex can wink at visitors as he welcomes them.
 - C** Big Tex can move more now than in the past.
 - D** Big Tex has been around for more than 50 years.
-

30 What is the most likely reason the author included paragraphs 7 through 9?

- F** To explain why Snell thought another Big Tex was needed
 - G** To describe the plan Snell and his workers followed to build a new Big Tex
 - H** To prove that Snell's new Big Tex is better than the first one
 - J** To compare Snell's drawings of Big Tex to the real Big Tex
-

31 Which text feature in the selection best helps the reader understand where to find details about the first Big Tex?

- A** The title of the selection
- B** The caption for the photograph
- C** The section title "Big Tex in the Beginning"
- D** The section title "Big Tex Gets Bigger"

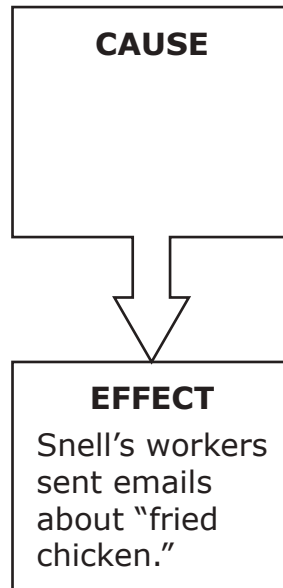
32 In paragraph 4, what does prerecorded mean?

- F** Recorded in part
 - G** Recorded next
 - H** Recorded without
 - J** Recorded before
-

33 Which sentence best shows that the makers of the new Big Tex hoped to keep a problem from happening again?

- A** *Overall, the new Big Tex would be more lifelike.* (paragraph 7)
- B** *In fact, they used a secret code for Big Tex in emails and on the phone.* (paragraph 8)
- C** *The workers were careful to use materials that would not burn easily.* (paragraph 9)
- D** *His steel-frame body was taken to a clothing factory.* (paragraph 10)

34 Read the diagram.



Which sentence completes the diagram?

- F** Snell's workers got hungry from working so much.
- G** Snell's workers wanted to keep their work secret from others.
- H** Snell's workers wanted to surprise Snell.
- J** Snell's workers helped to plan new foods for the fair.



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Supporting	3.10(A)	C
2	2	Readiness	3.8(A)	F
3	2	Readiness	3.8(B)	D
4	1	Supporting	3.4(C)	G
5	2	Readiness	3.8 Fig. 19(D)	D
6	2	Readiness	3.8 Fig. 19(D)	G
7	2	Readiness	3.8(B)	B
8	2	Readiness	3.8(B)	F
9	2	Readiness	3.8(A)	C
10	3	Readiness	3.13(C)	F
11	1	Readiness	3.4(B)	B
12	3	Readiness	3.12 Fig. 19(D)	J
13	3	Readiness	3.13(A)	C
14	3	Readiness	3.13(A)	F
15	3	Readiness	3.13 Fig. 19(D)	B
16	3	Readiness	3.12 Fig. 19(D)	H
17	3	Readiness	3.13(A)	B
18	2	Supporting	3.9 Fig. 19(D)	J
19	2	Supporting	3.10(A)	A
20	2	Supporting	3.9 Fig. 19(D)	H
21	2	Supporting	3.2(B)	A
22	2	Supporting	3.2(B)	F
23	2	Supporting	3.5 Fig. 19(D)	B
24	2	Supporting	3.9 Fig. 19(D)	F
25	1	Readiness	3.4(B)	A
26	1	Readiness	3.4(B)	G
27	3	Readiness	3.13(B)	D
28	3	Readiness	3.13 Fig. 19(E)	J
29	3	Supporting	3.16 Fig. 19(D)	A
30	3	Readiness	3.12 Fig. 19(D)	G
31	3	Readiness	3.13(D)	C
32	1	Readiness	3.4(A)	J
33	3	Readiness	3.13(B)	C
34	3	Readiness	3.13(C)	G