

**STAAR CONNECTION™**

**Diagnostic Series™**

English III - Reading

**EOC**  
teacher



**KAMICO®**

**Instructional Media, Inc.**

# STAAR CONNECTION™

## EOC English III Reading

Teacher Edition

# Diagnostic Series™

XII/iv/MMXIII  
Version 1



**KAMICO®**

Instructional Media, Inc.

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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Introduction**

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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**Diagnostic Series™**  
**EOC English III Reading**  
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**State of Texas Assessments of Academic Readiness  
English III Reading Assessment  
Eligible Texas Essential Knowledge and Skills**

**Genres Assessed:**

**Literary**

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

**Informational**

- Expository (Readiness)
- Persuasive (Supporting)
- Procedural (Embedded)
- Media Literacy (Embedded)

**Reporting Category 1:  
Understanding and Analysis Across Genres**

**The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.**

- (1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; ***Supporting Standard***
  - (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; ***Readiness Standard***
  - (C) infer word meaning through the identification and analysis of analogies and other word relationships; ***Supporting Standard***
  - (D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; ***Supporting Standard***
  - (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. ***Readiness Standard***

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence. ***Supporting Standard***

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. ***Readiness Standard***

## **Reporting Category 2: Understanding and Analysis of Literary Texts**

**The student will demonstrate an ability to understand and analyze literary texts.**

(2) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;  
***Readiness Standard***

(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; ***Supporting Standard***

(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.  
***Supporting Standard***

- (3) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry. ***Supporting Standard***
- (4) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
- (A) analyze the themes and characteristics in different periods of modern American drama. ***Supporting Standard***
- (5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; ***Readiness Standard***
- (B) analyze the internal and external development of characters through a range of literary devices; ***Readiness Standard***
- (C) analyze the impact of narration when the narrator's point of view shifts from one character to another. ***Supporting Standard***
- (6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning. ***Supporting Standard***

- (7) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
- (A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works. **Supporting Standard**
- (12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; **Supporting Standard**
- (D) evaluate changes in formality and tone across various media for different audiences and purposes. **Supporting Standard**

- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to
- (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.  
**Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

### **Reporting Category 3: Understanding and Analysis of Informational Texts**

**The student will demonstrate an ability to understand and analyze informational texts.**

- (8) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance. **Readiness Standard**



- (9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; ***Readiness Standard***
  - (B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported; ***Supporting Standard***
  - (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. ***Readiness Standard***
- (10) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (A) evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts. ***Supporting Standard***
- (11) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); ***Supporting Standard***
  - (B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. ***Supporting Standard***
- (12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; ***Supporting Standard***

- (D) evaluate changes in formality and tone across various media for different audiences and purposes. **Supporting Standard**

(Figure 19)

**Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to

- (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

**Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)

Name \_\_\_\_\_ Date \_\_\_\_\_

# The Daily Chaparral

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## The Evolution of Employment

by Guest Columnist Gail Oliphant, Counselor, Polk High School

- 1 As a high school student, you may soon find yourself looking for a job, either after graduation from high school or from college. You will learn that competition for many jobs is fierce. To land a position in today's workforce, you may need to acquire specific skills and knowledge. However, this is nothing new. Humans have had to work hard for thousands of years to obtain scarce resources. By learning about job searching throughout time, you might gain an appreciation for the process and a fresh perspective on what you will need in order to compete in today's job market. Let's take a whirlwind tour of the job-search process since the dawn of work as we know it.
- 2 Whereas an employee or job seeker today needs to dress smart in order to impress employers, during the Stone Age, a bearskin tunic (or perhaps even a buckskin loincloth on casual Friday) would have been more than sufficient to land a job. This period was the heyday of the job seeker, when getting a job was virtually effortless. In fact, there was really just one main type of work 1.8 million years ago—getting food—and everyone who could walk was welcome to try his or her hand at it. Within this promising field, there were two specializations: the hunter and the gatherer. Hunting involved searching for prey animals, killing them, and bringing them back home to eat. Gathering entailed procuring water, edible plants, mushrooms, nuts, honey, or food insects as well as other useful materials such as wood. There was no corporate hierarchy; in fact, there were no true employers. Hunter-gatherers were more or less self-employed, working to support themselves and sometimes their small family units or clans. There was not much division of labor. Though many people erroneously think that hunting was the exclusive domain of the men and gathering was done principally by women, research suggests that both sexes shared both tasks. Thus, versatility was perhaps the prospective worker's most marketable qualification. Successful workers' skill sets included sharpening stones, throwing spears, tracking, and knowing where the best berries could be found. Though this work may sound simple, during the Stone Age, going on disability or taking an early retirement could mean death, and occupational hazards included, among

other things, being eaten by wild animals. The relaxed dress policy and abundance of available work were perquisites, but on the downside, if you were not the outdoor type, this type of work was less than ideal.

3 Then, beginning around 10,000 years ago, the job market went through a radical change. People around the globe learned how to grow their own food and raise their own animals instead of being dependent on what they could scavenge or hunt in the local forest. The farming industry was born. Farmers and ranchers grew more food than they needed, so people had the opportunity to obtain food readily without having to go out and kill it, pluck it, pull it, or pick it themselves. However, the surplus was not offered for free: the extra food had to be obtained through bartering goods or through labor of some other type. Also, with more food available, populations grew and urban centers emerged. With all these people, different jobs appeared. Some people manufactured clothes. Others cooked food. Some tended farmers' fields. Still others fixed or repaired tools. Employment hierarchies developed that led to social strata, with bosses or landowners at the top, paid workers in the middle, and slaves or serfs at the bottom. The number of jobs exploded, but concurrently, some jobs became harder to get. Work became specialized. Not everyone knew how to sew clothes or build a stone house. People had to learn certain skills in order to get certain jobs. These skills were almost always learned from one's parents. Thus, although there were more jobs, there were fewer opportunities.

One typically worked at his or her father's or mother's profession, learning the required skills while growing up. Many surnames arose from specific jobs like Carpenter, Wright, Smith, Cook, and Weaver; families became identified with certain jobs. Alternatively, a child could leave home and become an apprentice, learning a skill under a master instructor. Still, the corporate ladder was more like a step stool; there was little opportunity to move beyond the social class one was born into.

4 The next big thing in employment was the advent of mass production that came with the Industrial Revolution. For the first time, many goods could be produced on a grand scale, lowering their price and therefore increasing the demand for them. People learned how to harness energy sources like coal and water to power industrial machines, eliminating certain jobs and creating others. As more goods were produced, more job choices arose. Coal miners, textile workers, and steel plant workers were in high demand. Business owners sought to consolidate means of production, forming large corporations that owned diverse industries such as steel mills, coal mines, and locomotive factories. Accountants and business executives were needed to manage the growing corporations. As machines replaced the work of people, demand for skilled labor decreased. Anyone could pull a lever or tweak a knob to run a machine, so jobs were plentiful. Yet, there was a very dark side to all this change. In the absence of government regulation, workers were often exposed to harsh, dangerous conditions. Black

lung disease plagued the coal miner. Cholera and typhoid ran rampant through unsanitary cities. Children were used in dangerous jobs. Pay was often very low. While the job search may have been no more complicated than walking in a factory with a help-wanted sign outside, the risks involved with the work were often considerable.

5 In the late-twentieth century, a new era dawned in the workplace: the advent of the digital age, which we still find ourselves in. As computers became smaller and more sophisticated and networks like the World Wide Web sprang up, the job market shifted dramatically. For the first time, information competed with industrial goods as the dominant product of commerce. Now equipped with tablets rather than spears, today's "hunters" look for employment positions that are well paying and self-fulfilling—and considerably less hazardous to their health. However, all is not perfect in the digital age. In fact, getting a job may be harder now than at any point in history. For example, whereas in the past job seekers looked at local newspaper classified ads to identify job postings near them, now, thanks to the Internet those same job seekers can scan thousands of job postings across the globe. Résumés, which once had to be laboriously typed one by one, can now be sent to hundreds of employers with the click of a button. Consequently, applications for jobs have increased, and employers have turned to crafting highly specific job postings in order to weed out those whose employment history, education, and other qualifications are

not quite right. The result is a sort of super-specialization that we have never seen before in the workplace.

Don't let this discourage you; with the right knowledge, experience, and talents, you will be able to find a job that is right for you. Be patient, and keep applying, and eventually you will land that perfect position. Today's job market is challenging, highly competitive, and ever-changing, but look on the bright side . . . your chances of being eaten on the job by a saber-toothed tiger have practically disappeared.

6

One of the best tools you can have is a well-crafted résumé. Today more than ever, it is of the utmost importance to have a professional-level résumé. Follow the steps below to learn more.

- I. First of all, realize that the purpose of the résumé is *not* to get a job—it is to get an interview. It is during the interview when you will make your case for being a great employee. Therefore, as you begin the résumé process, remember that you want to stand out from other applicants by piquing the hiring manager's interest.
- II. Next, decide what job you will apply for, and then customize your résumé for that specific job. Many people make the mistake of creating only one boilerplate résumé. Instead, you should tweak your résumé to fit

every job you apply for. Some positions will warrant emphasizing certain skills and experiences over others. Think of your accomplishments as ingredients and your résumé as a dish. In order to make different dishes for different diners, you will need to combine your ingredients in different ways.

III. Once you know the job you want to apply for, it is time to decide how you want your résumé to look. The format should be conventional, clean, and professional, not eccentric or over-the-top. Leave out the fancy fonts and decorative bullets. Use whitespace to direct the viewer's attention to important information. Model an attractive format you find online, or adjust a word-processing résumé template to meet your needs.

IV. Once your qualifications have been presented in an attractive way, it is time to polish the résumé. Edit your résumé closely. Make sure you use active, interesting verbs to describe yourself. Insert job-relevant keywords. Make sure all list items are parallel in structure. Have as many people read your résumé as possible, and get their feedback. If it needs more work, go back and make the needed changes.

V. Finally, publish your résumé by either printing on quality white or ivory paper or sending it digitally to its recipient in an appropriately named and easily accessible electronic file. Be sure to include a cover letter.

Good luck!

## Leaving for College

There wasn't any fanfare  
when John got on the bus.  
His grandma didn't send a gift.  
His aunts and uncles didn't fuss.

5 He didn't don a cap and gown,  
or walk across a stage;  
no one made any speeches  
about youngsters come of age.

The ceremony of commencement,  
10 a beginning and an end,  
was the first step on a new path,  
and no one knew where it would wend.

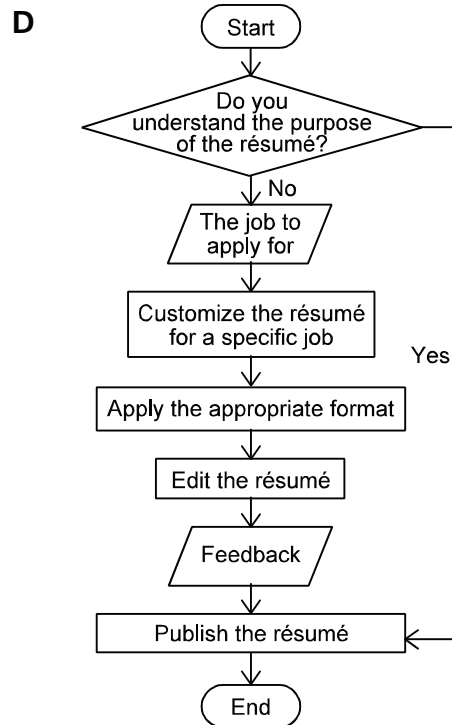
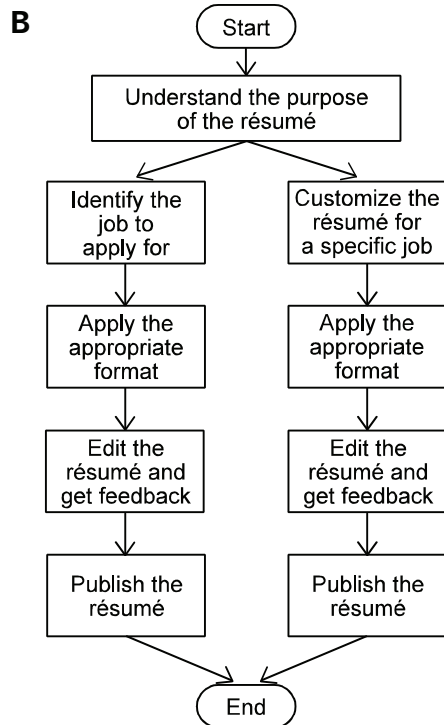
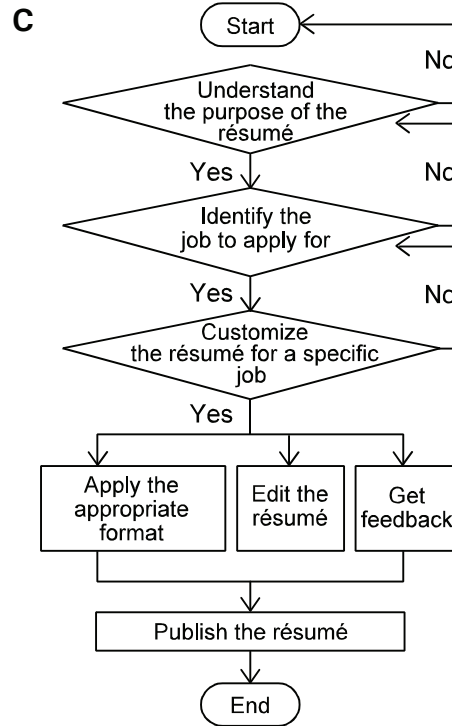
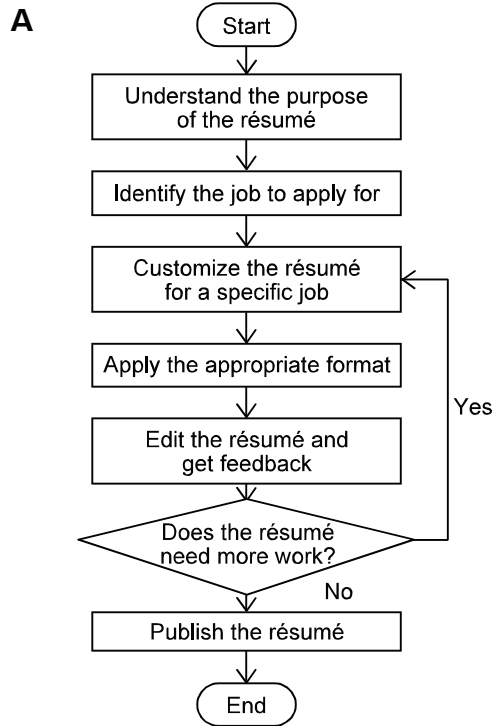
He *did* get a diploma,  
that read, "admit one,"  
15 but the bus driver simply punched it,  
saying, "Climb aboard, son."

John didn't throw his cap aloft,  
or hug the others getting on.  
He just waved to his mom,  
20 his dad, his girlfriend—then was gone.

He turned away from those he knew  
and faced the road ahead.  
The future was a mystery,  
and toward it now he sped.

Use "The Evolution of Employment" to answer questions 1 through 3.

1 Which flowchart best shows the process of creating a résumé as described in the selection?





- 2** According to the selection, why is it important to identify the job you are applying for early in the résumé drafting process?
- F** Résumés should be modified for each job application, so the type of job will determine the appearance of the résumé.
  - G** Some jobs do not require résumés, and learning this early on will save time and other valuable resources.
  - H** Identifying the job to apply for takes the most time and effort of any step in the résumé drafting process, so it is wise to start it early.
  - J** By selecting the job to apply for, applicants can begin to develop skills and gain experiences designed to make them a good fit for the job.
- 3** Which of the following statements best supports the main idea of the selection that each era of human history has presented certain challenges and benefits to workers?
- A** *Gathering entailed procuring water, edible plants, mushrooms, nuts, honey, or food insects as well as other useful materials such as wood.*
  - B** *One typically worked at his or her father's or mother's profession, learning the required skills while growing up.*
  - C** *While the job search may have been no more complicated than walking in a factory with a help wanted sign outside, the risks involved with the work were often considerable.*
  - D** *Don't let this discourage you; with the right knowledge, experience, and talents, you will be able to find a job that is right for you.*

**Use "Leaving for College" to answer questions 4 through 7.**

- 4** How does the title contribute to the understanding of this poem?
- F** The title identifies the narrator's perspective in the poem.
  - G** The title establishes the rhyme scheme developed in the poem.
  - H** The title provides context for the events described in the poem.
  - J** The title introduces all of the characters mentioned in the poem.
- 5** The poet achieves a rhythmical and lyrical effect in the poem through the use of —
- A** eye rhyme.
  - B** end rhyme.
  - C** slant rhyme.
  - D** internal rhyme.
- 6** What is the theme of this selection?
- F** Major life transitions bring uncertainty.
  - G** Graduating from high school is a noteworthy accomplishment.
  - H** Family should support one another during difficult times.
  - J** Missing opportunities can lead to regret.

- 7 What does the road in line 22 symbolize?
- A the old life that John is leaving behind
  - B John's uncertainty about where to go to college
  - C a way for vehicles to travel from one city to another
  - D John's life after graduating from high school

**Use "The Evolution of Employment" and "Leaving for College"  
to answer question 8.**

- 8 Compare the tones in both of these selections. Support your comparison with evidence from **both** selections.

**STAAR CONNECTION™**  
**Diagnostic Series™ EOC English III Reading**  
**TEKS Reading Alignment Chart**

For each grade or course, TEA has identified some of the TEKS eligible to be assessed on STAAR as readiness standards. These readiness standards will be emphasized on the STAAR assessments. The remaining TEKS eligible to be assessed on STAAR are considered supporting standards. Although supporting standards will be assessed, they will not be emphasized on STAAR. KAMICO® has shown whether each question assessed in this book is aligned to a readiness standard or a supporting standard.

**Readiness standards**

- are essential for success in the current grade or course,
- are important for preparedness for the next grade or course,
- support college and career readiness,
- necessitate in-depth instruction, and
- address broad and deep ideas.

Supporting standards, although introduced in the current grade or course,

- may be emphasized in a subsequent year,
- may be emphasized in a previous year,
- play a role in preparing students for the next grade or course but not a central role, and
- address more narrowly defined ideas.

| <b>Assessment 1</b>    |               |                           |             |   |
|------------------------|---------------|---------------------------|-------------|---|
| <b>Question Number</b> | <b>Answer</b> | <b>Reporting Category</b> | <b>TEKS</b> | <b>Readiness or Supporting Standard</b> |
| 1                      | A             | 3                         | 11B         | Supporting                              |
| 2                      | F             | 3                         | 11A         | Supporting                              |
| 3                      | C             | 3                         | 9A          | Readiness                               |
| 4                      | H             | 2                         | 3A          | Supporting                              |
| 5                      | B             | 2                         | 3A          | Supporting                              |
| 6                      | F             | 2                         | 2A          | Readiness                               |
| 7                      | D             | 2                         | Figure 19B  | Supporting                              |
| 8                      | s/a           | 1                         | Figure 19B  | Readiness                               |