

## Reading

Read the poem. Then answer the questions that follow.

# A Bird Came Down the Walk

*from Poems of Emily Dickinson*  
*by Emily Dickinson, published by Roberts Brothers, 1892.*

A Bird came down the walk:  
He did not know I saw;  
He bit an angleworm in halves  
And ate the fellow, raw.

5 And then he drank a dew  
From a convenient grass,  
And then hopped sidewise to the wall  
To let a beetle pass.

He glanced with rapid eyes  
10 That hurried all abroad, —  
They looked like frightened beads, I thought;  
He stirred his velvet head

Like one in danger; cautious,  
I offered him a crumb,  
15 And he unrolled his feathers  
And rowed him softer home

Than oars divide the ocean,  
Too silver for a seam,  
Or butterflies, off banks of noon,  
20 Leap, plashless, as they swim.

**1** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which of the following **best** describes the theme, or big idea, of the poem?

- A** Animals and humans have much in common.
- B** Birds would much rather eat bugs and worms than bread.
- C** Observing wild animals is worth the effort.
- D** People would be happier if they could fly like birds and butterflies.

**Part B**

Which part of the poem **best** supports the answer to part A?

- A** The speaker describes the bird's flight as "rowing."
- B** The speaker offers the bird a crumb.
- C** The speaker watches the bird and describes its movements.
- D** The speaker compares the bird to butterflies.

**Go On**

**2** Read these lines from the beginning of the poem.

A Bird came down the walk:  
He did not know I saw;  
He bit an angleworm in halves  
And ate the fellow, raw.

Which lines end with words that rhyme?

- A** lines 3 and 4 rhyme
- B** all four lines rhyme
- C** lines 1 and 3 rhyme
- D** lines 2 and 4 rhyme

**3** Select **two** features that tell readers “A Bird Came Down the Walk” is a poem.

- A** It tells a story.
- B** It is about nature.
- C** It is written in stanzas.
- D** It has a bird as a character.
- E** It has a regular rhythm, or meter.

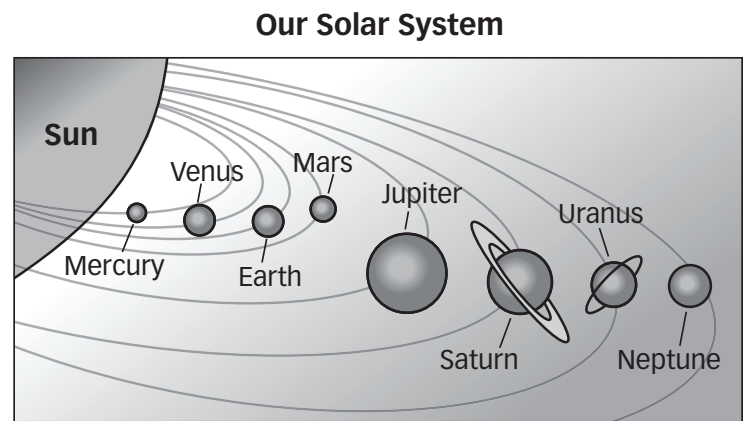
Read the passage. Then answer the questions that follow.

# The Sun: Our Shining Star

by Anne Hosmer

1 Trillions of stars shine in our universe. But, did you know that one of those shining stars is the Sun? The Sun is the star nearest to the planets in our solar system. Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do. Most scientists think that the Sun and solar system formed about 5 billion years ago.

2 All the planets and other objects in our solar system orbit the Sun. An orbit is the path a space object takes around a much larger object. The Sun is the largest object in our solar system. All the planets are held in orbit by the Sun's gravity, which is the force that pulls objects toward one another. Because the Sun is so massive in size, it pulls with a tremendous amount of gravity. The diameter of the Sun is nearly 865,000 miles (1.4 million km). How big is the Sun compared to Earth? You would need more than 100 Earths to cover the length of the Sun's diameter.



3 The Sun is made up of very hot gases. These gases are mainly hydrogen and helium. These gases are so hot that the surface of the Sun glows. The Sun's surface is always boiling up with flares. The temperature of the Sun's surface is about 10,000°F (5,500°C). Deep inside the Sun—at its core—the temperature is millions of times hotter. The core is the Sun's power factory. Inside the core, tiny particles of gas are tightly packed in extreme heat and pressure. When these particles crash into one another, they create terrific energy. This energy is in the form of heat and light. It takes thousands of years for that energy to travel from the Sun's core to the surface. But, once that energy bubbles up to the outer layer of the Sun's atmosphere, it reaches Earth in a very short amount of time—about eight minutes!

4 The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat. How much energy a planet gets from the Sun depends on its position in the solar system. Planets closest to the Sun receive the most heat. Planets farthest away from the Sun receive the least heat. Earth is in an ideal position in the solar system. Earth's position to the Sun makes life on Earth possible. Earth's position keeps it warm

**Go On**

enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas. People, plants, and animals on Earth need water to survive. We also need the Sun's energy to make food. Without the Sun, we would not have water to drink or food to eat.

5 For thousands of years, people on Earth have recognized the importance of the Sun. Some groups of ancient people built temples to worship the Sun. Others built huge stone structures to mark the position of the Sun in the sky at different times of year. They used the Sun to create calendars. They used the position of the Sun to help them know when to plant crops. These ancient people can be thought of as the first astronomers. Today's scientists have learned a lot about the Sun. But, they want to learn even more, especially about how the Sun affects our life on Earth.

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**4** This question has two parts. First, answer part A. Then, answer part B.

### Part A

Based on information in the passage, especially details in paragraphs 3 and 4, what would **most likely** happen if the Sun's energy greatly increased?

- A** Earth would be unable to support life.
- B** Earth would move closer to the Sun.
- C** Earth would cool off slightly.
- D** Earth would not stay in orbit around the Sun.

### Part B

Which sentence from the passage **best** supports the answer to part A?

- A** "Because the Sun is so massive in size, it pulls with a tremendous amount of gravity."
- B** "The Sun's surface is always boiling up with flares."
- C** "Earth's position keeps it warm enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas."
- D** "Without the Sun, we would not have water to drink or food to eat."

- 5** According to the passage, why does the Sun seem brighter and bigger to us than other stars?
- A** It produces a lot of energy.
  - B** It is the star closest to us.
  - C** It grows brighter and bigger each year.
  - D** It is made up of very hot gases.

- 6** Read this sentence from paragraph 3.

Deep inside the Sun—at its core—the temperature is millions of times hotter.

Which word or words in the sentence **best** help the reader understand the meaning of core?

- A** deep inside
  - B** temperature
  - C** millions of times
  - D** hotter
- 7** Which of these ideas from the passage is represented in the diagram?
- A** the time it takes the Sun's energy to reach Earth
  - B** the gases that make up the Sun
  - C** the orbit of the planets around the Sun
  - D** the temperature of the Sun's surface

**8** Write a short summary of the **most important** points in “The Sun: Our Shining Star.” Use details from the passage to support your answer.

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Read the myth. Then answer the questions that follow.

## How Beaver Stole Fire

*a Nez Perce tale, retold by Katharine B. Judson,*

*from Myths and Legends of the Pacific Northwest: Especially of Washington and Oregon,  
published by A. C. McClurg & Co., 1910.*

1 Long ago there were no people in the world. Animals and trees talked just as men do now. They also walked about. Now in those days, Pine Trees had the secret of fire. They would tell no one else. No one could have a fire, no matter how cold it was, unless he were a Pine. One winter it was so cold the animals almost froze to death. Then they called a council. They wanted to steal fire from Pine Trees.

2 Now on Grande Ronde River, Pine Trees were holding also a great council. They had built a large fire to warm themselves. Guards were put around the fire to keep off all animals. But Beaver hid under the bank, near the fire, before the guards took their places, so they did not see him. After a while a live coal rolled down the bank near Beaver. He hid it in his breast and ran away. Pine Trees started after him. When Pine Trees caught up near him, Beaver dodged from side to side. Other times he ran straight ahead. That is why Grande Ronde River winds from side to side in some places. In other places it is straight.

3 When they had run a long way, Pine Trees grew tired. They stopped on the river banks. So many stopped there, and so close together, that even today hunters can hardly get through the trees. A few kept on after Beaver and stopped here and there. These also remain here and there on the river bank.

4 A few Pine Trees kept close after Beaver. So did Cedar. Cedar said, "I will run to the top of that hill. I will see how far ahead he is." So Cedar ran to the top of the hill. Beaver was far ahead. He was just diving into Big Snake River where Grande Ronde joins it. Beaver swam across Big Snake River and gave fire to Willows on the opposite bank. Farther on he gave fire to Birches and to other trees. So these woods have fire in them. Ever since then animals and [American] Indians can get fire from these woods by rubbing two pieces together.

5 Cedar still stands all alone on the very top of the hill. He is very old. His top is dead. The chase was a long one. You can see that because there are no other cedars within a hundred miles of him. Old men of the tribes point him out to the children. They say, "There is Old Cedar. He stands just where he stopped when he chased Beaver."

**Go On**



**9** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Why did Beaver steal fire from Pine Trees?

- A** He was very angry with Pine Trees.
- B** He wanted to share fire with others.
- C** He wanted to keep fire for himself.
- D** He planned to burn down the forest.

**Part B**

Which sentence from the myth **best** supports the answer to part A?

- A** "He hid it in his breast and ran away."
- B** "After a while a live coal rolled down the bank near Beaver."
- C** "Farther on he gave fire to Birches and to other trees."
- D** "No one could have a fire, no matter how cold it was, unless he was a Pine."

**10** Which sentence from the myth **best** describes where the story mostly takes place?

- A** "He was just diving into Big Snake River where Grande Ronde joins it."
- B** "Cedar still stands all alone on the very top of the hill."
- C** "Guards were put around the fire to keep off all animals."
- D** "These also remain here and there on the river bank."

**11**

What did Beaver do to get fire?

- A** He grabbed a coal from the fire where Pine Trees were warming themselves.
- B** He tricked Willows and Birches into sharing fire with him.
- C** He hid near Pine Trees' meeting and took a coal that rolled near him.
- D** He ran from side to side until he could get the fire away from Pine Trees.

**12**

What conclusions can be drawn about Beaver? Support your answer with details from the myth.

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***Go On***

**13** Read this beginning of a summary of “How Beaver Stole Fire.”

The animals were cold and needed fire, but only Pine Trees had fire. Beaver stole fire, ran away, and gave it to others. Pine Trees and Cedar chased him.

Select the sentence that would **best** complete the summary.

- A** Animals and trees no longer walked around as they did in the past.
- B** Pine Trees and Cedar now stand where they stopped chasing Beaver.
- C** Beaver dove into Big Snake River and swam across to Willows.
- D** Pine Trees got tired and stopped along the river banks.

Read the passage. Then answer the questions that follow.

# Dust Bowl Migration

*by William Furman*

1 Imagine living through dust storms so fierce that great piles of dust block your front door. Dust blows in through the cracks of your home's closed doors and windows. It coats every surface with a thick brown film. The dust gets into your nose and throat, making you cough and sneeze.

2 It sounds like life in a hot, lonely desert. But millions of people experienced dust storms like these right here in America. The plains of Texas, Oklahoma, Kansas, Colorado, and New Mexico were once covered with fields of wheat and corn. Farmers used every inch of land to plant as much as possible. In 1931, a great drought hit the United States. The rains that once fed the crops stopped falling. The dry soil of the plains had been so overworked that there was nothing to hold it down when the winds came. It simply blew across the plains, now called the Dust Bowl.

3 Within just one year, there was a great desert in the middle of the United States. Over the next few years, things just got worse. The dust storms came more and more often, and they were making people sick. On a single day in 1935, "Black Sunday," twenty dust storms struck the Dust Bowl.

4 The country's new president, Franklin Roosevelt, tried to think of ways to help the people who lived in the Dust Bowl. Despite his efforts, nothing could make crops grow in dusty soil without rain. Many people abandoned their homes and land. They set out for the West, looking for new homes and work to do to support their families. Two and a half million migrant people left the Dust Bowl for California, Oregon, Washington, and other states in the 1930s. But not everyone in the Western states was happy to see the newcomers. Some people there called the newcomers "Okies," since many came from Oklahoma. There were not enough jobs or homes for everyone. At first, many of the migrant people had to live in camps and handmade shelters.

5 In 1941, the United States began to fight in World War II. This meant that the American people would need to build planes, tanks, and weapons for the soldiers to use in the war effort. Although the rains had returned to the Dust Bowl, most of the migrant people stayed in the Western states where there were plenty of jobs to go around.

**Go On**

**14** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Why did two and a half million people migrate from the Dust Bowl to the West in the 1930s?

- A** They couldn't earn money raising crops because of a bad drought.
- B** They got better jobs building planes, tanks, and weapons for World War II.
- C** They decided to go camping while they waited for the dust storms to end.
- D** They became tired of living in the desert and wanted a change.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A** "The dust storms came more and more often, and they were making people sick."
- B** "At first, many of the migrant people had to live in camps and handmade shelters."
- C** "The plains of Texas, Oklahoma, Kansas, Colorado, and New Mexico were once covered with fields of wheat and corn."
- D** "They set out for the West, looking for new homes and work to do to support their families."

- 15** How does the author prove that the drought in the 1930s was a serious problem?
- A** He describes the thick brown dust that blew in through doors and windows.
  - B** He explains how the middle of the country became a great desert in one year.
  - C** He explains what President Roosevelt did to help make the situation better.
  - D** He tells how some people in the West felt about the Dust Bowl migrants.

- 16** How is the information in paragraph 2 in “Dust Bowl Migration” presented?
- A** It gives the problems caused by the dust storms and tells how they were solved.
  - B** It explains the author’s opinion that life has been better since the dust storms.
  - C** It tells what caused the dust storms that blew through the American plains.
  - D** It describes what farming was like before and after the dust storms began.

## Writing

- 17** A student is writing an informational report for class on Alexander the Great. Read a paragraph from the report and the directions that follow.

### Alexander the Great

Alexander of Macedon, the son of a king, was one of the greatest military leaders ever. At the age of 16, while his father was away, Alexander led an army to stop an uprising at home. At age 18, he and his father conquered all of Greece. At age 20, Alexander marched with 25,000 men and took over Persia. He died at age 33 but lives on in the history books as "Alexander the Great."

The student wants to revise the paragraph by adding more information. Which sentence **best** supports the topic of the report?

- A** A famous Greek named Aristotle tutored him.
- B** Alexander also conquered Egypt and invaded India.
- C** Alexander's father was killed at a family wedding.
- D** I think he was the greatest military leader who ever lived.

Todd wrote an opinion paragraph about a field trip his class took to the art museum. Read the paragraph and the directions that follow.

(1) The art museum showed sculptures from thousands of years ago. (2) Most of these were statues carved in white marble. (3) They looked icy cold, as if frozen in time. (4) I wanted to see a work of art that surprised me. (5) From the hallway, I felt a breeze and heard a whir. (6) Curious, I peeked around the corner into a large, open space. (7) Hanging from the ceiling was a sculpture like no other I had ever seen. (8) It seemed alive! (9) It had brightly painted moving parts turning freely in the air, like giant arms and legs. (10) This was the artwork that surprised me and made the field trip a success.

Todd's teacher suggested he add a phrase at the beginning of sentence 9 to link sentences 8 and 9. Which phrase **best** shows the connection between these two sentences?

- A In addition
- B For example
- C On the other hand
- D As always



**19** Max is writing a story for his class. Read the draft and complete the task that follows.

Sam and Kevin warmed their hands over the campfire. Every so often a log rolled off the fire, spraying red and orange embers. It was a chilly and clear night. The moon was like a giant flashlight beaming down on their campsite at the edge of the woods.

“Look at all those stars,” Kevin said. “Do you see the Big Dipper?”

“Yeah, and I see the Little Dipper, too. I hope we see a meteor shower tonight! That would be so cool.”

There was a crackling sound. “Hey, what was that?” Kevin asked.

“Probably just the fire,” Sam said, shrugging. Then he whispered, “Wait a minute . . . I just heard it, too.” Both boys turned toward the dark edge of the woods. Something was coming.

Continue the story and include meaningful dialogue and description to tell what happens next.

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**20**

A student is writing a report for class on the Olympics. Read the draft of a paragraph from the report and answer the question that follows.

In the old days, the Greeks liked to play games and sports. They started the Olympic games to decide on the best players. The first Olympic games were held in 776 BCE. The games happened every four years. This continued for almost 1,200 years.

The writer wants to replace the underlined phrase to make his meaning more exact. Which word or phrase would make his word choice better?

- A Once upon a time
- B Once
- C In the past
- D In ancient times

**21**

A student is writing a story for class about a hike he took with his family. Read the draft of part of the story and complete the task that follows.

We were walking along when my brother Frank stopped. He pointed up to the sky. "Wow, look at that bird!" he said loudly.

Frank got very excited about birds. The bird he pointed to was the most unusual one we'd ever seen. It was pink with green and blue feathers. It looked more like a toy than a real bird.

Choose **two** more exact words that the student could use in place of the underlined phrase.

- A explained
- B warned
- C shouted
- D snapped
- E noted
- F exclaimed

**Go On**

**22** Read the sentence and answer the question that follows.

This songbird has dull gray feathers and a curved small beak.

What is the **best** way to write this sentence?

- A** This songbird has gray dull feathers and a curved small beak.
- B** This songbird has dull gray feathers and a small curved beak.
- C** This songbird has gray dull feathers and a small curved beak.
- D** correct as is

**23** Read the sentences and answer the question that follows.

Sally arrived five minutes before the race started. She was not allowed to run in the race. The rules say that to run in the race, you have to arrive at least ten minutes before the race starts.

Choose **two** words that can correctly replace the underlined phrase.

- A** must
- B** might
- C** should
- D** could
- E** may
- F** can

**24** Read the sentence and answer the question that follows.

Scientists were studying the problem until they find an answer.

What should replace the underlined word to make the sentence correct?

- A** will be
- B** was
- C** is
- D** have been

**25** A student is writing a report for class. She needs to correct the punctuation and grammar usage mistakes in her report. Read the paragraph from the draft of her report and complete the task that follows.

(1) Did you know that penguins are birds? (2) They have feathers but they cannot fly! (3) They're bodies are shaped like torpedoes. (4) They can swim as fast as 15 miles per hour. (5) Most penguins mate for life. (6) The female lays one egg a year. (7) After the mother lays the egg, the father will hold it on his feet all through the winter until it hatches in the spring.

Which **two** sentences contain mistakes in punctuation or grammar usage?

- A** sentence 1
- B** sentence 2
- C** sentence 3
- D** sentence 4
- E** sentence 5
- F** sentence 6
- G** sentence 7

**26** Which of these sentences is capitalized correctly?

- A** On Labor day, we're going to visit my Uncle in Chicago.
- B** On Labor day, we're going to visit my uncle in Chicago.
- C** On Labor Day, we're going to visit my Uncle in Chicago.
- D** On Labor Day, we're going to visit my uncle in Chicago.

## Research

- 27** A student is writing a report about the inventor Elisha Otis. Read the sentences from a source and the directions that follow.

The year was 1854, and the place was the World’s Fair in New York. A crowd had gathered. They did not know what to expect. They watched Elisha Otis go up in his elevator until he was high above their heads. Then, they gasped as they watched him cut a rope that held the elevator in place. They thought the elevator would fall but, of course, it didn’t. Otis had built the first safety brake for elevators. The brake stopped the elevator from falling.

The parts of the student’s report are listed below. In which part of the student’s report would the facts from the source **best** fit?

- A** I Elisha Otis, childhood
- B** II Otis invents the elevator brake
- C** III Otis introduces his safe elevator
- D** IV How Otis’s invention changed cities

A student has made a plan for research. Read the plan and the directions that follow.

**Research Report Plan**

**Topic:** frogs and toads

**Audience:** 4th grade students

**Purpose:** to inform

**Research Question:** What are the differences between frogs and toads?

Choose **two** websites that would be the **most useful** sources for the information needed to answer the research question.

- A** [www.amazingnature.xyz](http://www.amazingnature.xyz)  
Our photographs of frogs and toads have won several awards!
- B** [www.fairmontaquarium.xyz](http://www.fairmontaquarium.xyz)  
Frogs are skinnier than toads. They also have smoother skin.
- C** [www.turnintoatoad.xyz](http://www.turnintoatoad.xyz)  
Search our listing of fairy tales that include magical frogs and toads.
- D** [www.froglife.xyz](http://www.froglife.xyz)  
Frogs and toads can sometimes be told apart by their calls.
- E** [www.watercolormagic.xyz](http://www.watercolormagic.xyz)  
To paint frogs and toads that look real, follow our simple directions.
- F** [www.toadandfrog.xyz](http://www.toadandfrog.xyz)  
Once upon a time there was a toad who lived in the woods.

A student is writing a research report about plastic. He wrote an opinion in the report. Read the sentences from the report and the directions that follow.

Most of us use plastic every day. This includes items such as plastic bags, balloons, and plastic bottles. Plastic has made our lives easier, but it is hard on the environment. I think plastic has hurt the oceans and ocean life more than anything else. One thing you can do is to stop buying plastic. If that's too hard, start small, and use your own bags at the grocery store instead of plastic bags.

The student took notes about plastic. Select **three** notes that support the student's opinion.

- A** Plastic bottles and plastic bags can be reused.
- B** Seventy-five percent of the trash in the ocean is plastic.
- C** Sea turtles eat plastic bags because they look like jellyfish.
- D** Fish and birds can die when they swallow little bits of plastic.
- E** Old plastic bottles can be cleaned and made into new plastic bottles.
- F** Scientists do not know how many fish are hurt by plastic every year.



A student is writing a research report about maple syrup. The student took notes and thought of three main ideas for her report. Put an X in the box that shows the main idea that each note supports.

	<b>Main Idea A:</b> What maple syrup is used for	<b>Main Idea B:</b> How maple syrup is made	<b>Main Idea C:</b> Where maple syrup is found
<b>Note 1:</b> This sweet, thick liquid is a popular topping for pancakes.			
<b>Note 2:</b> Maple syrup comes from Vermont and Maine.			
<b>Note 3:</b> In late winter, sap is drawn out of maple tree.			
<b>Note 4:</b> The sap is boiled to remove water and to turn the sap into syrup.			

**31**

A student is writing a research report about sunshine. Read the sentences from his report and the directions that follow.

Too much time indoors is not good for humans. We need sunshine to keep our bodies and minds healthy. But we also need to be careful. Too much sun can cause sunburn. Sunburn makes the skin turn red and hurt. Too many sunburns can make us sick. So we need to find a way to get enough sunshine without getting sunburned.

The student wants more information for his report. Which source would **most likely** have more information about the ideas he has written?

- A** a hospital website that lists ways to stay healthy while outdoors
- B** a video that shows people enjoying sunshine at the park
- C** a fictional story about a person who hates the sun
- D** a magazine article about travel to a sunny island

**32**

A student is writing a research report about jellyfish. She found a source. Read Source 1 and the directions that follow.

**Source 1: "Jellyfish Stings"**

Jellyfish usually do not bother people. But if a person touches a jellyfish, the jellyfish may sting. A jellyfish sting can hurt. A person who is stung may get red marks. He or she will feel itchy in the area of the sting. For some people, more serious problems may develop. Even though it is rare to be stung by a jellyfish, it is very important to know what to do when a jellyfish stings.

The student took notes about the topic. Which note supports the author's opinion in Source 1?

- A** There are many different types of jellyfish.
- B** Do not swim if there is a jellyfish warning at a beach.
- C** Soaking the skin in vinegar can help ease the pain of jellyfish stings.
- D** Sometimes people can have trouble breathing after a jellyfish sting.

**STOP**

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

### CAT Assessment 3

#### Session 1: Reading

- 1A. (A) (B) (C) (D)
- 1B. (A) (B) (C) (D)
- 2. (A) (B) (C) (D)
- 3. (A) (B) (C) (D) (E)
- 4A. (A) (B) (C) (D)
- 4B. (A) (B) (C) (D)
- 5. (A) (B) (C) (D)
- 6. (A) (B) (C) (D)
- 7. (A) (B) (C) (D)
- 8. See page 64.
- 9A. (A) (B) (C) (D)
- 9B. (A) (B) (C) (D)
- 10. (A) (B) (C) (D)
- 11. (A) (B) (C) (D)
- 12. See page 67.
- 13. (A) (B) (C) (D)
- 14A. (A) (B) (C) (D)
- 14B. (A) (B) (C) (D)
- 15. (A) (B) (C) (D)
- 16. (A) (B) (C) (D)

#### Session 2: Writing

- 17. (A) (B) (C) (D)
- 18. (A) (B) (C) (D)
- 19. See page 74.
- 20. (A) (B) (C) (D)
- 21. (A) (B) (C) (D) (E) (F)
- 22. (A) (B) (C) (D)
- 23. (A) (B) (C) (D) (E) (F)
- 24. (A) (B) (C) (D)
- 25. (A) (B) (C) (D) (E) (F) (G)
- 26. (A) (B) (C) (D)

#### Session 3: Research

- 27. (A) (B) (C) (D)
- 28. (A) (B) (C) (D) (E) (F)
- 29. (A) (B) (C) (D) (E) (F)
- 30. See page 82.
- 31. (A) (B) (C) (D)
- 32. (A) (B) (C) (D)

#### TEACHER USE ONLY

- 8. (0) (1) (2)
- 12. (0) (1) (2)
- 19. (0) (1) (2)
- 30. (0) (1)

Cut along the dotted line.