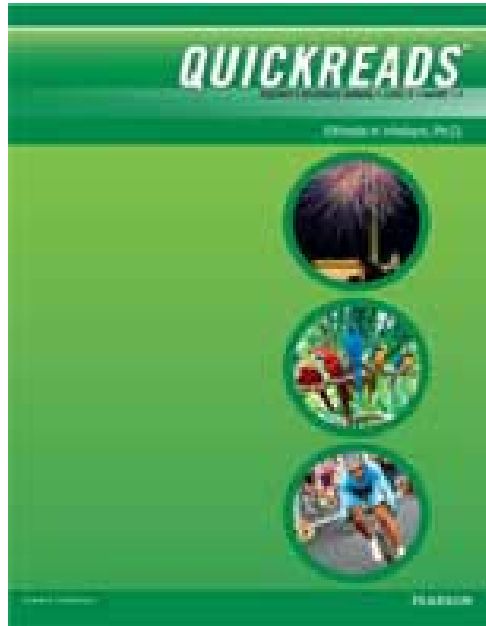


A Correlation of

QuickReads



To the

Next Generation Science Standards and C3 Social Studies Standards Grade 3



QuickReads, Grade 3 (Level C)
To the NextGEN Science Standards and the C3 Social Studies Standards

INTRODUCTION

This document demonstrates how **QuickReads, Grade 3** meets the objectives of the *NextGEN Science Standards and C3 Social Studies Standards*. Correlation references are to the QuickReads Science and Social Studies topics.

QuickReads® is a reading fluency program, based on research that develops fluency and comprehension in students who struggle to make the leap from merely reading words to reading and comprehending meaning. *QuickReads*® develops fluency by increasing automaticity. By repeatedly using high-frequency words and words with common phonics/syllabic patterns, students automatically recognize these “high leverage” words and begin to read at a faster rate enabling them to focus on meaning and mastering content-area vocabulary.

QuickReads® offers a quick and effective teacher-led instructional routine that develops consistent comprehension strategies within the context of short reading passages. It also supports building background knowledge by clustering multiple passages around high-interest topics students will encounter in science and social studies curricula, allowing the student to explore a subject in depth through a series of short focused readings.

QuickReads includes full color student editions and additional vocabulary activities. With its proven text model and research-based instructional routine, QuickReads will provide teachers with the means to address building students’ capacity to comprehend complex text

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Grade 3	
Level C Science Topics	Next Generation Science Standards
<p>Animal Giants</p> <ul style="list-style-type: none"> ○ Ocean Giants: Blue Whales ○ Land Giants: Elephants ○ Bird Giants: Ostriches ○ Tall Giants: Giraffes ○ Long Giants: Saltwater Crocodiles 	<p>Biological Evolution: Unity and Diversity Performance Expectation 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>-----</p> <p>Disciplinary Core Ideas LS4.B: Natural Selection Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.</p> <p>-----</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions Use evidence (e.g., observations, patterns) to construct an explanation.</p>

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<p style="text-align: center;">QuickReads Topics Level C</p>	<p style="text-align: center;">NextGEN Science Standards and C3 Social Studies Standards Grade 3</p>
<p>Dinosaurs</p> <ul style="list-style-type: none"> ○ Dinosaur Names ○ Finding Out About Dinosaurs ○ Meat-Eating Dinosaurs ○ Plant-Eating Dinosaurs ○ A Very Small Dinosaur 	<p>Biological Evolution: Unity and Diversity Performance Expectation 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. -----</p> <p>Disciplinary Core Ideas LS4.A: Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. -----</p> <p>Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. -----</p> <p>Performance Expectation 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. -----</p> <p>Disciplinary Core Ideas LS4.C: Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</p>

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<p>Earthquakes</p> <ul style="list-style-type: none"> ○ What Is an Earthquake? ○ Predicting and Measuring Earthquakes ○ Duck, Cover, and Hold ○ Underwater Earthquakes ○ Old Stories About Earthquakes 	<p>Earth and Human Activity Performance Expectation 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>-----</p> <p>Disciplinary Core Ideas ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.</p> <p>-----</p> <p>Crosscutting Concepts Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change.</p>
<p>Hurricanes</p> <ul style="list-style-type: none"> ○ What Is a Hurricane? ○ Tracking Hurricanes ○ Hurricane Cleanup ○ Pets in Hurricanes ○ Hurricane Names 	<p>Earth's Systems Disciplinary Core Ideas ESS2.D: Weather and Climate Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.</p> <p>-----</p> <p>Earth and Human Activity Performance Expectation 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>-----</p> <p>Disciplinary Core Ideas ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.</p> <p>-----</p> <p>Crosscutting Concepts Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change.</p>

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<p>Inventions</p> <ul style="list-style-type: none"> ○ What Is an Invention? ○ Finding the Right Use ○ Solving a Problem ○ An Invention that Saves Lives ○ An Invention that Keeps Changing 	<p>Engineering Design Performance Expectation 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>-----</p> <p>Disciplinary Core Ideas ETS1.A: Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p> <p>-----</p> <p>-</p> <p>Science and Engineering Practices Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.</p> <p>-----</p> <p>-</p> <p>Crosscutting Concepts Influence of Engineering, Technology, and Science on Society and the Natural World People’s needs and wants change over time, as do their demands for new and improved technologies.</p>

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<p>Plants</p> <ul style="list-style-type: none"> ○ The Parts of Plants ○ How Plants Breathe ○ Why Are Flowers Beautiful? ○ Dangerous Plants ○ Growing Your Own Plants 	<p>From Molecules to Organisms: Structures and Processes</p> <p>Performance Expectation 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>-----</p> <p>Disciplinary Core Ideas</p> <p>LS1.B: Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p> <p>-----</p> <p>Scientific Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns.</p>

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<p>Simple Machines</p> <ul style="list-style-type: none"> ○ What Is a Simple Machine? ○ The Most important Machine of All ○ The Simplest Machine of All ○ Pull Down, Lift Up ○ Playing on a Simple Machine 	<p>Motion and Stability: Forces and Interactions Performance Expectation 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>-----</p> <p>Disciplinary Core Ideas PS2.A: Forces and Motion Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion.</p> <p>-----</p> <p>Scientific Investigations Use a Variety of Methods Science investigations use a variety of methods, tools, and techniques.</p> <p>-----</p> <p>Crosscutting Concepts Cause and Effect Cause and Effect relationships are routinely identified.</p> <p>-----</p> <p>Engineering Design Performance Expectation 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>

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<p>The Solar System</p> <ul style="list-style-type: none"> ○ Where Do You Live? ○ The Sun ○ Planets Close to the Sun ○ Far, Far Away ○ Learning About the Solar System 	<p>Engineering Design Performance Expectation 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. -----</p> <p>Science and Engineering Practices Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. -----</p> <p>Crosscutting Concepts Influence of Engineering, Technology, and Science on Society and the Natural World People’s needs and wants change over time, as do their demands for new and improved technologies.</p>

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<p>Sound</p> <ul style="list-style-type: none"> ○ What Is Sound? ○ The Speed of Sound ○ Hearing It Two Times ○ Sound Effects ○ Can Sounds Hurt? 	<p>Motion and Stability: Forces and Interactions Performance Expectation 3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion. -----</p> <p>Disciplinary Core Ideas PS2.A: Forces and Motion The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. -----</p> <p>--</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. -----</p> <p>Science Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns.</p>

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<p>American Heroes</p> <ul style="list-style-type: none"> ○ George Washington ○ Martin Luther King, Jr. ○ Clara Barton ○ César Chávez ○ Wilma Rudolph 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS</p> <p>Processes, Rules, and Laws</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>-----</p> <p>HISTORY</p> <p>Change, Continuity, and Context</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>-----</p> <p>Perspectives</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>-----</p> <p>DIMENSION 4, Communicating Conclusions</p> <p>Taking Informed Action</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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<p>Ancient Egypt</p> <ul style="list-style-type: none"> ○ Egypt in Ancient Times ○ Writing in Ancient Egypt ○ Mummies ○ The Pyramids ○ Looking Good in Ancient Egypt 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p>Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>-----</p> <p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>-----</p> <p>HISTORY</p> <p>Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.2.3-5. Compare life in specific historical time periods to life today.</p>

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<p>Celebrations</p> <ul style="list-style-type: none"> ○ What Is a Celebration? ○ Thanksgiving ○ A Birthday Party for the United States ○ Thinking About the Past ○ Celebrating new Year’s Day 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>HISTORY</p> <p>Historical Sources and Evidence</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>-----</p> <p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>-----</p> <p>Causation and Argumentation</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>-----</p> <p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>

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<p>Economics</p> <ul style="list-style-type: none"> ○ What Is Economics? ○ Making Things ○ Selling Things ○ Making and Saving Money ○ Being a Smart Shopper 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>ECONOMICS</p> <p>Economic Decision Making INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Eco.1.3-5. Compare the benefits and costs of individual choices.</p> <p>-----</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>-----</p> <p>Exchange and Markets INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>-----</p> <p>D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.</p> <p>-----</p> <p>D2.Eco.5.3-5. Explain the role of money in making exchange easier.</p>

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<p>Native American</p> <ul style="list-style-type: none"> ○ The First Americans ○ Native American Homes ○ Sign Language ○ Native Americans' Games ○ Native Americans Today 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p>Human-Environment Interaction INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p> <p>-----</p> <p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p> <p>-----</p> <p>Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>-----</p> <p>HISTORY</p> <p>Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.2.3-5. Compare life in specific historical time periods to life today.</p>

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<p>Oceans</p> <ul style="list-style-type: none"> ○ The Ocean ○ The Ocean Floor ○ Coral Reefs ○ Coasts ○ Oceans and Weather 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p>Global Interconnections INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p> <p>-----</p> <p>DIMENSION 4, Communicating Conclusions</p> <p>Communicating Conclusions & Taking INFORMED ACTION INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>

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<p>Our National Government</p> <ul style="list-style-type: none"> ○ Who's in Charge of Our Country? ○ Leading the Way ○ Making the Laws ○ Helping People Understand the Laws ○ Our Nation's Capital 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS</p> <p>Civic and Political Institutions</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>-----</p> <p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>-----</p> <p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>-----</p> <p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p>

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<p>Rain Forests</p> <ul style="list-style-type: none"> ○ What Is a Rain Forest? ○ How Much Rain Falls? ○ The Orchid Plant and Insect ○ The Toucan’s Bill ○ Why Are Rain Forests Important? 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p>Human-Environment Interaction INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p> <p>-----</p> <p>Global Interconnections INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p> <p>-----</p> <p>D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</p>

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<p>The Ways We Communicate</p> <ul style="list-style-type: none"> ○ Changes in How We Communicate ○ Your Great-Grandparents: 1915 ○ Your Grandparents: 1945 ○ Your Parents: 1975 ○ Communication Today 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Human Population: Spatial Patterns and Movements</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>-----</p> <p>HISTORY</p> <p>Change, Continuity, and Context</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>-----</p> <p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p> <p>-----</p> <p>Perspectives</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>-----</p> <p>Causation and Argumentation</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p>