

### Conventions of Standard English

**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- KK.1** Which word is a noun?
- KK.2** Identify nouns
- KK.3** Identify nouns - with abstract nouns
- KK.4** Identify common and proper nouns
- LL.1** Identify personal pronouns
- LL.5** Identify possessive pronouns
- MM.2** Identify action verbs
- MM.3** Identify main verbs and helping verbs
- QQ.1** Does the adjective tell you what kind or how many?
- QQ.2** Identify the adjective that describes the noun
- QQ.3** Identify adjectives
- QQ.4** Does the adverb tell you how, when, or where?
- QQ.5** Identify adverbs

**L.3.1.b** Form and use regular and irregular plural nouns.

- KK.5** Form regular plurals with -s, -es, and -ies
- KK.6** Use regular plurals with -s, -es, and -ies
- KK.8** Form and use irregular plurals

**L.3.1.c** Use abstract nouns (e.g., childhood).

**KK.3** Identify nouns - with abstract nouns

**L.3.1.d** Form and use regular and irregular verbs.

**MM.1** Use action verbs

**OO.6** Form and use the irregular past tense: set 1

**OO.7** Form and use the irregular past tense: set 2

**OO.8** Form and use the irregular past tense: set 3

**OO.9** Form and use the irregular past tense: set 4

**OO.10** Form and use the irregular past tense: set 5

**OO.11** To be: use the correct form

**OO.12** To have: use the correct form

**L.3.1.e** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

**OO.3** Form and use the regular past tense

**OO.13** Is the sentence in the past, present, or future tense?

**OO.14** Change the sentence to future tense

**L.3.1.f** Ensure subject-verb and pronoun-antecedent agreement.

**LL.3** Replace the noun with a personal pronoun

**NN.1** Is the subject singular or plural?

**NN.2** Use the correct subject or verb

**NN.3** Pronoun-verb agreement

**L.3.1.g** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

**QQ.6** Choose between adjectives and adverbs

**QQ.8** Use adjectives to compare

**QQ.9** Spell adjectives that compare

**QQ.10** Use adverbs to compare

**L.3.1.h** Use coordinating and subordinating conjunctions.

- T.3** Use coordinating conjunctions
- T.4** Use subordinating conjunctions
- SS.1** Identify coordinating conjunctions
- SS.2** Identify subordinating conjunctions

**L.3.1.i** Produce simple, compound, and complex sentences.

- W.3** Create varied sentences based on models
- JJ.2** Identify the complete subject of a sentence
- JJ.3** Identify the complete predicate of a sentence
- JJ.5** Is it a complete sentence or a fragment?
- JJ.6** Is it a complete sentence or a run-on?
- JJ.7** Is it a complete sentence, a fragment, or a run-on?
- JJ.9** Create compound sentences
- JJ.10** Order the words to create a sentence

**L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.3.2.a** Capitalize appropriate words in titles.

**XX.3** Capitalizing titles

**L.3.2.b** Use commas in addresses.

**UU.3** Commas with the names of places

**L.3.2.c** Use commas and quotation marks in dialogue.

**XX.6** Punctuating dialogue

**L.3.2.d** Form and use possessives.

**KK.10** Form the singular or plural possessive

**L.3.2.e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**Y.11** Word pattern analogies

**Y.12** Word pattern sentences

**DD.1** Homophones with pictures

**DD.3** Use the correct homophone

**KK.5** Form regular plurals with -s, -es, and -ies

**KK.6** Use regular plurals with -s, -es, and -ies

**KK.8** Form and use irregular plurals

**OO.3** Form and use the regular past tense

**OO.6** Form and use the irregular past tense: set 1

**OO.7** Form and use the irregular past tense: set 2

**OO.8** Form and use the irregular past tense: set 3

**OO.9** Form and use the irregular past tense: set 4

**OO.10** Form and use the irregular past tense: set 5

**QQ.9** Spell adjectives that compare

**TT.1** Pronoun-verb contractions

**TT.2** Contractions with "not"

**L.3.2.f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**Y.11** Word pattern analogies

**Y.12** Word pattern sentences

**KK.5** Form regular plurals with -s, -es, and -ies

- KK.6** Use regular plurals with -s, -es, and -ies
- OO.3** Form and use the regular past tense
- QQ.9** Spell adjectives that compare
- TT.1** Pronoun-verb contractions
- TT.2** Contractions with "not"

**L.3.2.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- II.5** Use guide words

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## Knowledge of Language

**L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.3.3.a** Choose words and phrases for effect.

- E.1** Sort sensory details
- V.2** Show character emotions and traits
- CC.1** Choose the synonym
- CC.4** Choose the antonym
- FF.1** Shades of meaning with pictures
- FF.2** Describe the difference between related words
- FF.3** Positive and negative connotation

**L.3.3.b** Recognize and observe differences between the conventions of spoken and written standard English.

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## Vocabulary Acquisition and Use

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**L.3.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

- F.1** Similes with pictures
- F.2** Determine the meanings of similes
- O.** Read passages about food
- O.2** Read passages about art, music, and traditions
- CC.3** Find synonyms in context
- CC.6** Find antonyms in context
- EE.2** Which definition matches the sentence?
- EE.3** Which sentence matches the definition?
- HH.1** Determine the meaning of words using synonyms in context
- HH.2** Use context to identify the meaning of a word
- HH.3** Use academic vocabulary in context

**L.3.4.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- Y.2** Determine the meaning of a word with pre-, re-, or mis-
- Y.3** Use the prefixes pre-, re-, and mis-
- Y.4** Determine the meaning of a word with -ful or -less
- Y.5** Determine the meaning of a word with -ly or -ness
- Y.6** Determine the meaning of a word with -able or -ment
- Y.7** Determine the meaning of a word with a suffix: review
- Y.8** Determine the meanings of words with prefixes and suffixes: review
- Y.9** Sort words with shared prefixes and suffixes by meaning

**L.3.4.c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

- Z.1 Use Greek and Latin roots as clues to the meanings of words
- Z.2 Determine the meanings of Greek and Latin roots
- Z.3 Determine the meanings of words with Greek and Latin roots

**L.3.4.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- II.5 Use guide words
- II.6 Use dictionary entries
- II.7 Use dictionary definitions

**L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.3.5.a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- F.2 Determine the meanings of similes
- GG.1 Choose the picture that matches the idiomatic expression

**L.3.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

- H.2 Use actions and dialogue to understand characters
- V.2 Show character emotions and traits
- FF.1 Shades of meaning with pictures
- FF.2 Describe the difference between related words
- HH.3 Use academic vocabulary in context
- MM.1 Use action verbs
- QQ.1 Does the adjective tell you what kind or how many?

**L.3.5.c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

- FF.1 Shades of meaning with pictures

- FF.2** Describe the difference between related words
- FF.3** Positive and negative connotation

**L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

- E.1** Sort sensory details
- T.1** Identify time-order words
- T.4** Use subordinating conjunctions
- Y.2** Determine the meaning of a word with pre-, re-, or mis-
- Y.3** Use the prefixes pre-, re-, and mis-
- Y.4** Determine the meaning of a word with -ful or -less
- Y.5** Determine the meaning of a word with -ly or -ness
- Y.6** Determine the meaning of a word with -able or -ment
- Y.7** Determine the meaning of a word with a suffix: review
- Y.8** Determine the meanings of words with prefixes and suffixes: review
- Z.1** Use Greek and Latin roots as clues to the meanings of words
- Z.2** Determine the meanings of Greek and Latin roots
- Z.3** Determine the meanings of words with Greek and Latin roots
- DD.1** Homophones with pictures
- DD.3** Use the correct homophone
- FF.1** Shades of meaning with pictures
- FF.3** Positive and negative connotation
- HH.1** Determine the meaning of words using synonyms in context
- HH.2** Use context to identify the meaning of a word
- HH.3** Use academic vocabulary in context
- RR.1** Identify prepositions

### Phonics and Word Recognition

**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.3.a** Identify and know the meaning of the most common prefixes and derivational suffixes.

- Y.2** Determine the meaning of a word with pre-, re-, or mis-
- Y.3** Use the prefixes pre-, re-, and mis-
- Y.4** Determine the meaning of a word with -ful or -less
- Y.5** Determine the meaning of a word with -ly or -ness
- Y.6** Determine the meaning of a word with -able or -ment
- Y.7** Determine the meaning of a word with a suffix: review
- Y.8** Determine the meanings of words with prefixes and suffixes: review
- Y.9** Sort words with shared prefixes and suffixes by meaning

**RF.3.3.b** Decode words with common Latin suffixes.

- Y.6** Determine the meaning of a word with -able or -ment

**RF.3.3.c** Decode multisyllable words.

- Y.1** Identify base words, prefixes, and suffixes
- Y.2** Determine the meaning of a word with pre-, re-, or mis-
- Y.4** Determine the meaning of a word with -ful or -less
- Y.5** Determine the meaning of a word with -ly or -ness
- Y.6** Determine the meaning of a word with -able or -ment
- Y.7** Determine the meaning of a word with a suffix: review
- Y.8** Determine the meanings of words with prefixes and suffixes: review
- Y.9** Sort words with shared prefixes and suffixes by meaning

- Y.10 Sort words with shared suffixes by part of speech
- Y.11 Word pattern analogies
- Y.12 Word pattern sentences
- Z.1 Use Greek and Latin roots as clues to the meanings of words
- Z.2 Determine the meanings of Greek and Latin roots
- Z.3 Determine the meanings of words with Greek and Latin roots
- AA.1 Form compound words with pictures
- AA.2 Form compound words
- AA.3 Form and use compound words

**RF.3.3.d** Read grade-appropriate irregularly spelled words.

## Fluency

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4.a** Read on-level text with purpose and understanding.

- A.2 Determine the main idea of a passage
- B.1 Determine the themes of myths, fables, and folktales
- D.1 Determine the order of events in informational texts
- D.2 Compare and contrast in informational texts
- D.4 Match causes and effects in informational texts
- D.5 Match problems with their solutions
- G.2 Compare information from two informational texts
- H.4 Make predictions about a story
- I.1 Identify story elements
- M.1 Read fantasy with illustrations
- M.2 Read historical fiction with illustrations
- M.4 Read realistic fiction with illustrations

- N.1 Read realistic fiction: set 1
- N.2 Read realistic fiction: set 2
- N.3 Read poetry
- O.1 Read passages about animals
- O.2 Read passages about art, music, and traditions
- O.3 Read passages about sports and hobbies
- P.1 Read passages about famous people
- P.2 Read passages about famous places
- P.3 Read passages about business and technology
- P.4 Read passages about science and nature

**RF.3.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- M.1 Read fantasy with illustrations
- M.2 Read historical fiction with illustrations
- M.4 Read realistic fiction with illustrations
- N.1 Read realistic fiction: set 1
- N.2 Read realistic fiction: set 2
- O.1 Read passages about animals
- O.2 Read passages about art, music, and traditions
- O.3 Read passages about sports and hobbies
- P.1 Read passages about famous people
- P.2 Read passages about famous places
- P.3 Read passages about business and technology
- P.4 Read passages about science and nature
- EE.2 Which definition matches the sentence?
- EE.3 Which sentence matches the definition?
- HH.1 Determine the meaning of words using synonyms in context

**HH.2** Use context to identify the meaning of a word

**HH.3** Use academic vocabulary in context

### Key Ideas and Details

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- D.2 Compare and contrast in informational texts
- D.4 Match causes and effects in informational texts
- D.5 Match problems with their solutions
- G.2 Compare information from two informational texts
- O.1 Read passages about animals
- O. Read passages about food
- O.2 Read passages about art, music, and traditions
- O.3 Read passages about sports and hobbies
- P.1 Read passages about famous people
- P.3 Read passages about business and technology
- P.4 Read passages about science and nature

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

- A.1 Use key details to determine the main idea
- A.2 Determine the main idea of a passage
- D.1 Determine the order of events in informational texts
- D.2 Compare and contrast in informational texts
- D.4 Match causes and effects in informational texts
- D.5 Match problems with their solutions
- G.2 Compare information from two informational texts
- P.1 Read passages about famous people
- P.2 Read passages about famous places

- P.3 Read passages about business and technology
- P.4 Read passages about science and nature

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- D.1 Determine the order of events in informational texts
- D.2 Compare and contrast in informational texts
- D.4 Match causes and effects in informational texts
- D.5 Match problems with their solutions
- D.6 Identify text structures
- T.1 Identify time-order words

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## Craft and Structure

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- O. Read passages about food
- O.2 Read passages about art, music, and traditions
- O.3 Read passages about sports and hobbies
- P.1 Read passages about famous people
- P.3 Read passages about business and technology
- P.4 Read passages about science and nature
- HH.2 Use context to identify the meaning of a word
- HH.3 Use academic vocabulary in context

**RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- K.1 Use text features

**II.5** Use guide words

**RI.3.6** Distinguish their own point of view from that of the author of a text.

**U.2** Identify an author's statement of opinion

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## Integration of Knowledge and Ideas

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**D.1** Determine the order of events in informational texts

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**D.1** Determine the order of events in informational texts

**D.2** Compare and contrast in informational texts

**D.3** Match causes with effects

**D.4** Match causes and effects in informational texts

**D.5** Match problems with their solutions

**D.6** Identify text structures

**Q.1** Put the sentences in order

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**D.2** Compare and contrast in informational texts

**G.2** Compare information from two informational texts

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## Range of Reading and Level of Text Complexity

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

- A.2** Determine the main idea of a passage
- O.1** Read passages about animals
- O.2** Read passages about art, music, and traditions
- O.3** Read passages about sports and hobbies
- P.1** Read passages about famous people
- P.2** Read passages about famous places
- P.3** Read passages about business and technology
- P.4** Read passages about science and nature

### Key Ideas and Details

**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- H.3** Draw inferences from a text
- I.1** Identify story elements
- M.1** Read fantasy with illustrations
- M.2** Read historical fiction with illustrations
- M.3** Read science fiction with illustrations
- M.4** Read realistic fiction with illustrations
- N.1** Read realistic fiction: set 1
- N.2** Read realistic fiction: set 2
- N.3** Read poetry

**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- B.1** Determine the themes of myths, fables, and folktales
- I.1** Identify story elements

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- H.2** Use actions and dialogue to understand characters

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### Craft and Structure

**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- F.1** Similes with pictures
- F.2** Determine the meanings of similes
- N.1** Read realistic fiction: set 1
- N.2** Read realistic fiction: set 2
- N.3** Read poetry
- EE.2** Which definition matches the sentence?
- EE.3** Which sentence matches the definition?
- HH.1** Determine the meaning of words using synonyms in context
- HH.2** Use context to identify the meaning of a word
- HH.3** Use academic vocabulary in context

**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

- G.1** Distinguish characters' points of view

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## Integration of Knowledge and Ideas

**RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- J.1** Compare mythological illustrations
- M.1** Read fantasy with illustrations
- M.2** Read historical fiction with illustrations
- M.3** Read science fiction with illustrations
- M.4** Read realistic fiction with illustrations

**RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

- B.1** Determine the themes of myths, fables, and folktales
  - I.1** Identify story elements
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## Range of Reading and Level of Text Complexity

**RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

- B.1** Determine the themes of myths, fables, and folktales
- I.1** Identify story elements
- M.1** Read fantasy with illustrations
- M.2** Read historical fiction with illustrations
- M.3** Read science fiction with illustrations
- M.4** Read realistic fiction with illustrations
- N.1** Read realistic fiction: set 1
- N.2** Read realistic fiction: set 2
- N.3** Read poetry

### Text Types and Purposes

**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- C.2** Identify the author's purpose: passages
- Q.3** Organize information by main idea
- U.1** Distinguish facts from opinions
- U.2** Identify an author's statement of opinion
- U.4** Complete the opinion passage with an example
- U.5** Complete the opinion passage with a reason
- U.6** Complete the opinion-reason-example table

**W.3.1.b** Provide reasons that support the opinion.

- U.3** Choose reasons to support an opinion
- U.5** Complete the opinion passage with a reason
- U.6** Complete the opinion-reason-example table

**W.3.1.c** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

- T.3** Use coordinating conjunctions
- T.4** Use subordinating conjunctions
- T.5** Choose the best transition
- T.6** Use linking words to complete a passage

**W.3.1.d** Provide a concluding statement or section.

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

- A.1** Use key details to determine the main idea
- Q.1** Put the sentences in order
- Q.3** Organize information by main idea
- R.1** Select the detail that does not support the topic sentence
- R.2** Choose topic sentences for narrative paragraphs
- R.3** Choose topic sentences for expository paragraphs

**W.3.2.b** Develop the topic with facts, definitions, and details.

- U.1** Distinguish facts from opinions
- U.3** Choose reasons to support an opinion

**W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

- T.3** Use coordinating conjunctions
- T.4** Use subordinating conjunctions
- T.5** Choose the best transition
- T.6** Use linking words to complete a passage
- W.1** Combine sentences: subjects and predicates

**W.3.2.d** Provide a concluding statement or section.

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- Q.1 Put the sentences in order
- R.2 Choose topic sentences for narrative paragraphs
- V.1 Add descriptive details to sentences

**W.3.3.b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- H.2 Use actions and dialogue to understand characters
- V.1 Add descriptive details to sentences
- V.2 Show character emotions and traits
- V.3 Revise the sentence using a stronger verb

**W.3.3.c** Use temporal words and phrases to signal event order.

- Q.1 Put the sentences in order
- T.1 Identify time-order words
- T.2 Use time-order words

**W.3.3.d** Provide a sense of closure.

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## Production and Distribution of Writing

**W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

- C.1 Identify the author's purpose: mixed media
- C.2 Identify the author's purpose: passages
- D.1 Determine the order of events in informational texts
- D.4 Match causes and effects in informational texts
- D.5 Match problems with their solutions
- D.6 Identify text structures

- Q.3 Organize information by main idea
- S.1 Choose the text that matches the writer's purpose

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- Q.1 Put the sentences in order
- Q.3 Organize information by main idea
- R.1 Select the detail that does not support the topic sentence
- T.5 Choose the best transition
- V.1 Add descriptive details to sentences
- V.3 Revise the sentence using a stronger verb
- W.1 Combine sentences: subjects and predicates
- W.2 Combine sentences by adding key details
- X.1 Correct errors with signs
- JJ.5 Is it a complete sentence or a fragment?
- JJ.6 Is it a complete sentence or a run-on?
- JJ.7 Is it a complete sentence, a fragment, or a run-on?
- KK.11 Identify and correct errors with plural and possessive nouns
- UU.5 Commas: review
- VV.5 Capitalization: review
- XX.6 Punctuating dialogue

**W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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## Research to Build and Present Knowledge

**W.3.7** Conduct short research projects that build knowledge about a topic.

**W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

A.2 Determine the main idea of a passage

Q.3 Organize information by main idea

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## Range of Writing

**W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.