

Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

- LL.9** Identify relative pronouns
- LL.10** Use relative pronouns: who and whom
- LL.11** Use relative pronouns: who, whom, whose, which, and that
- QQ.7** Use relative adverbs

L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

- OO.13** Use the progressive verb tenses
- OO.14** Form the progressive verb tenses

L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

- MM.4** What does the modal verb show?
- MM.5** Use the correct modal verb

L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

- QQ.4** Order adjectives

L.4.1.e Form and use prepositional phrases.

- RR.1** Identify prepositions
- RR.2** Identify prepositions and their objects

RR.3 Identify prepositional phrases

RR.4 Prepositions: review

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

W.1 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.10 Order the words to create a sentence

L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

DD.1 Homophones with pictures

DD.2 Identify homophones

DD.3 Use the correct homophone

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.a Use correct capitalization.

VV.1 Capitalizing the names of people and pets and titles of respect

VV.2 Capitalizing days, months, and holidays

VV.3 Capitalizing the names of places and geographic features

VV.4 Capitalizing the names of historical events, periods, and documents

VV.5 Capitalizing proper adjectives, nationalities, and languages

VV.6 Capitalization: review

XX.3 Capitalizing titles

L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

XX.6 Punctuating dialogue

L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

T.2 Use coordinating conjunctions

JJ.9 Create compound sentences

SS.1 Identify coordinating conjunctions

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

Y.11 Word pattern analogies

Y.12 Word pattern sentences

AA.1 Form compound words with pictures

AA.2 Form compound words

AA.3 Form and use compound words

DD.3 Use the correct homophone

II.5 Use guide words

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

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

KK.7 Form regular plurals with -s, -es, -ies, and -ves

KK.8 Use regular plurals with -s, -es, -ies, and -ves

KK.10 Form and use irregular plurals

KK.12 Form the singular or plural possessive

KK.13 Identify and correct errors with plural and possessive nouns

OO.3 Form and use the regular past tense

OO.5 Form and use the irregular past tense: set 1

OO.6 Form and use the irregular past tense: set 2

OO.7 Form and use the irregular past tense: set 3

OO.8 Form and use the irregular past tense: set 4

- QQ.11** Spell adjectives that compare
 - TT.1** Pronoun-verb contractions
 - TT.2** Contractions with "not"
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Knowledge of Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3.a Choose words and phrases to convey ideas precisely.

- E.1** Sort sensory details
- V.1** Show character emotions and traits
- CC.1** Choose the synonym
- CC.4** Choose the antonym
- GG.1** Shades of meaning with pictures
- GG.2** Describe the difference between related words
- GG.3** Positive and negative connotation
- II.8** Use thesaurus entries

L.4.3.b Choose punctuation for effect.

L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

- F.3** Determine the meanings of similes and metaphors
- EE.2** Which definition matches the sentence?
- EE.3** Which sentence matches the definition?
- FF.1** Determine the meaning of idioms from context: set 1
- FF.3** Determine the meaning of idioms from context: set 2
- HH.1** Find words using context
- HH.2** Determine the meaning of words using synonyms in context
- HH.3** Use context to identify the meaning of a word
- HH.4** Determine the meaning of domain-specific words with pictures
- HH.5** Use academic vocabulary in context

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

- Y.1** Identify base words, prefixes, and 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
- Z.1** Sort words by shared Greek or Latin roots
- Z.2** Use Greek and Latin roots as clues to the meanings of words
- Z.3** Use the meanings of words as clues to the meanings of Greek and Latin roots
- Z.4** Determine the meanings of Greek and Latin roots
- Z.5** Determine the meanings of words with Greek and Latin roots

Z.6 Match words with Greek and Latin roots to their meanings

L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and 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

II.8 Use thesaurus entries

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

F.2 Similes and metaphors with pictures

F.3 Determine the meanings of similes and metaphors

N.3 Read poetry

L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

FF.1 Determine the meaning of idioms from context: set 1

FF.2 Identify the meaning of idioms and adages: set 1

FF.3 Determine the meaning of idioms from context: set 2

FF.4 Identify the meaning of idioms and adages: set 2

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

CC.1 Choose the synonym

CC.2 Which sentence has the same meaning?

CC.3 Find synonyms in context

CC.4 Choose the antonym

- CC.5** Which sentence uses an antonym?
- CC.6** Find antonyms in context
- GG.2** Describe the difference between related words
- GG.3** Positive and negative connotation
- HH.2** Determine the meaning of words using synonyms in context
- II.8** Use thesaurus entries

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

- E.1** Sort sensory details
- V.2** Revise the sentence using a stronger verb
- GG.3** Positive and negative connotation
- HH.1** Find words using context
- HH.2** Determine the meaning of words using synonyms in context
- HH.3** Use context to identify the meaning of a word
- HH.4** Determine the meaning of domain-specific words with pictures
- HH.5** Use academic vocabulary in context

Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- 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 Sort words by shared Greek or Latin roots
- Z.2 Use Greek and Latin roots as clues to the meanings of words
- Z.3 Use the meanings of words as clues to the meanings of Greek and Latin roots
- Z.4 Determine the meanings of Greek and Latin roots
- Z.5 Determine the meanings of words with Greek and Latin roots
- Z.6 Match words with Greek and Latin roots to their meanings
- AA.1 Form compound words with pictures
- AA.2 Form compound words
- AA.3 Form and use compound words

Fluency

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.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.3** Match causes and effects in informational texts
- D.4** Match problems with their solutions
- G.2** Distinguish characters' points of view
- G.3** Compare information from two texts
- H.2** Compare and contrast characters
- H.3** Draw inferences from a text
- H.4** Make predictions about a story
- I.1** Identify story elements
- M.1** Read fantasy with illustrations
- M.** Read science fiction with illustrations
- N.1** Read realistic fiction
- N.2** Read historical fiction
- O.1** Read passages about animals
- O.2** Read passages about art, music, and traditions
- O.3** Read passages about famous places
- O.** Read passages about sports and hobbies
- P.1** Read passages about famous people
- P.** Read passages about business and technology
- P.2** Read passages about science and nature
- P.** Read passages about history
- S.1** Summarize a story

U.4 Identify supporting details in literary texts

U.5 Identify supporting details in informational texts

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

N.3 Read poetry

RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EE.2 Which definition matches the sentence?

EE.3 Which sentence matches the definition?

FF.1 Determine the meaning of idioms from context: set 1

FF.3 Determine the meaning of idioms from context: set 2

HH.2 Determine the meaning of words using synonyms in context

HH.3 Use context to identify the meaning of a word

HH.5 Use academic vocabulary in context

Common Core Skill Alignment



4TH GRADE: READING: INFORMATIONAL TEXT

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- A.1 Use key details to determine the main idea
- 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 famous places
- O. Read passages about sports and hobbies
- P.1 Read passages about famous people

- P. Read passages about business and technology
- P.2 Read passages about science and nature
- P. Read passages about history

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- D.1 Determine the order of events in informational texts
- D.2 Compare and contrast in informational texts
- D.3 Match causes and effects in informational texts
- D.4 Match problems with their solutions
- D.5 Identify text structures
- O.1 Read passages about animals
- O.2 Read passages about art, music, and traditions
- O.3 Read passages about famous places
- P.1 Read passages about famous people
- P. Read passages about business and technology
- P.2 Read passages about science and nature
- P. Read passages about history
- U.5 Identify supporting details in informational texts

Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- O.1 Read passages about animals
- O.2 Read passages about art, music, and traditions
- O.3 Read passages about famous places
- O. Read passages about sports and hobbies
- P.1 Read passages about famous people

- P. Read passages about business and technology
- P.2 Read passages about science and nature
- P. Read passages about history
- CC.3 Find synonyms in context
- CC.6 Find antonyms in context
- HH.1 Find words using context
- HH.2 Determine the meaning of words using synonyms in context
- HH.3 Use context to identify the meaning of a word
- HH.4 Determine the meaning of domain-specific words with pictures
- HH.5 Use academic vocabulary in context

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- D.1 Determine the order of events in informational texts
- D.3 Match causes and effects in informational texts
- D.4 Match problems with their solutions
- D.5 Identify text structures

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- J.2 Read graphic organizers

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

- G.3 Compare information from two texts

U.5 Identify supporting details in informational texts

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

A.3 Combine main ideas from two texts

G.3 Compare information from two texts

Q.3 Organize information by main idea

Range of Reading and Level of Text Complexity

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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 famous places

O. Read passages about sports and hobbies

P.1 Read passages about famous people

P. Read passages about business and technology

P.2 Read passages about science and nature

P. Read passages about history

HH.4 Determine the meaning of domain-specific words with pictures

Key Ideas and Details

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- H.3** Draw inferences from a text
- I.1** Identify story elements
- M.1** Read fantasy with illustrations
- M.** Read science fiction with illustrations
- N.1** Read realistic fiction
- N.2** Read historical fiction
- N.3** Read poetry
- U.4** Identify supporting details in literary texts

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- B.1** Determine the themes of myths, fables, and folktales
- I.1** Identify story elements
- N.3** Read poetry
- S.1** Summarize a story

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- G.2** Distinguish characters' points of view
- H.1** Use actions and dialogue to understand characters
- H.2** Compare and contrast characters
- I.1** Identify story elements

- M.1 Read fantasy with illustrations
 - M. Read science fiction with illustrations
 - N.1 Read realistic fiction
 - N.2 Read historical fiction
 - N. Read drama
 - V.1 Show character emotions and traits
 - N. Read drama
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Craft and Structure

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

- F.2 Similes and metaphors with pictures
- F.3 Determine the meanings of similes and metaphors
- F.4 Interpret the meaning of an allusion from its source
- F.5 Analyze the effects of figures of speech on meaning and tone
- M.1 Read fantasy with illustrations
- M. Read science fiction with illustrations
- N.1 Read realistic fiction
- N.2 Read historical fiction
- FF.1 Determine the meaning of idioms from context: set 1
- FF.3 Determine the meaning of idioms from context: set 2
- HH.1 Find words using context
- HH.2 Determine the meaning of words using synonyms in context
- HH.3 Use context to identify the meaning of a word
- HH.5 Use academic vocabulary in context

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- L.1 Label the rhyme scheme
- L.2 Identify elements of poetry
- N. Read drama
- N. Read drama

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- G.1 Identify the narrative point of view
- G.2 Distinguish characters' points of view

Integration of Knowledge and Ideas

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- J.1 Compare mythological illustrations

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- B.1 Determine the themes of myths, fables, and folktales

Range of Reading and Level of Text Complexity

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

- M.1** Read fantasy with illustrations
- M.** Read science fiction with illustrations
- N.1** Read realistic fiction
- N.2** Read historical fiction
- N.3** Read poetry
- N.** Read drama
- S.1** Summarize a story
- N.** Read drama

4TH GRADE: WRITING

Text Types and Purposes

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

- C.1** Identify the purpose of a text
- Q.3** Organize information by main idea
- U.1** Distinguish facts from opinions
- U.2** Identify an author's statement of opinion

W.4.1.b Provide reasons that are supported by facts and details.

- U.3** Choose reasons to support an opinion
- U.4** Identify supporting details in literary texts
- U.5** Identify supporting details in informational texts

W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

- T.2** Use coordinating conjunctions
- T.3** Use subordinating conjunctions
- T.4** Choose the best transition

W.4.1.d Provide a concluding statement or section related to the opinion presented.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia 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** Choose the best topic sentence

W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- U.1** Distinguish facts from opinions
- U.3** Choose reasons to support an opinion
- U.4** Identify supporting details in literary texts
- U.5** Identify supporting details in informational texts
- U.** Identify and correct plagiarism

W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

- T.2** Use coordinating conjunctions
- T.3** Use subordinating conjunctions
- T.4** Choose the best transition

W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

- GG.1** Shades of meaning with pictures
- GG.2** Describe the difference between related words
- GG.3** Positive and negative connotation
- HH.4** Determine the meaning of domain-specific words with pictures

W.4.2.e Provide a concluding statement or section related to the information or explanation presented.

R.2 Choose the best concluding sentence

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Q.1 Put the sentences in order

W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

H.1 Use actions and dialogue to understand characters

V.1 Show character emotions and traits

V.3 Add imagery to stories

W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.

Q.1 Put the sentences in order

T.1 Identify time-order words

T.4 Choose the best transition

W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

E.1 Sort sensory details

E.2 Identify sensory details

V.2 Revise the sentence using a stronger verb

V.3 Add imagery to stories

GG.1 Shades of meaning with pictures

GG.2 Describe the difference between related words

GG.3 Positive and negative connotation

W.4.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- C.1** Identify the purpose of a text
- D.1** Determine the order of events in informational texts
- D.2** Compare and contrast in informational texts
- D.3** Match causes and effects in informational texts
- D.4** Match problems with their solutions
- D.5** Identify text structures
- Q.3** Organize information by main idea
- Q.4** Remove the sentence that does not belong

W.4.5 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
- Q.4** Remove the sentence that does not belong
- T.4** Choose the best transition
- V.2** Revise the sentence using a stronger verb
- 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.13** Identify and correct errors with plural and possessive nouns
- UU.6** Commas: review

VV.6 Capitalization: review

XX.6 Punctuating dialogue

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

A.2 Determine the main idea of a passage

Q.3 Organize information by main idea

U.4 Identify supporting details in literary texts

U.5 Identify supporting details in informational texts

U. Identify and correct plagiarism

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

F.5 Analyze the effects of figures of speech on meaning and tone

H.1 Use actions and dialogue to understand characters

H.2 Compare and contrast characters

N.1 Read realistic fiction

U.4 Identify supporting details in literary texts

W.4.9.b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

- D.2** Compare and contrast in informational texts
 - G.3** Compare information from two texts
 - P.2** Read passages about science and nature
 - U.5** Identify supporting details in informational texts
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Range of Writing

W.4.10 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.