

Overview of Content and Performance Standard 1 for Reading

10.54.3010 - Students construct meaning as they comprehend, interpret, and respond to what they read.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3012

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
54.2 54.6	64.5 65.5 66.4	74.2 74.4 75.5 75.6 77.3	84.1 84.3	1. Make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.
55.2	64.1 64.5 64.6	73.3 74.1 74.2 74.4 75.11 76.2 77.1	83.2 84.1 88.1	2. Compare and contrast important print/non-print information with existing knowledge draw conclusions and make applications.
54.5 55.8 56.4 56.5 55.6 56.6	64.0 65.6 66.6	74.4 76.0 77.1	84.3 86.6 87.0 88.1	3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, and compare responses with peers.
54.3 54.4 55.1	65.1 65.2 65.3 66.4 66.5	74.2	84.1 87.1	4. Demonstrate understanding of main ideas, and select important supporting facts and details.
54.3 54.4 54.6	63.5 64.1 67.3	73.4 77.2	83.3 84.1 88.2	5. Provide accurate, detailed summaries using key elements of appropriate reading material.

Overview of Content and Performance Standard 2 for Reading

10.54.3020 - Students apply a range of skills and strategies to read.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.3021

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
53.0	63.0	73.1 73.2	83.1	1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.
54.3 54.4	64.1	74.2 74.5 77.3	84.0 87.1 88.3	2. Demonstrate understanding of, and analyze literary elements (e.g., plot, character, setting, point of view, conflict).
54.2	64.2 64.3 66.6	74.3 74.5	84.4 87.1	3. Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).
54.2 55.2	63.5 64.3	73.6	83.2	4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).
54.1	66.0	73.3		5. Adjust fluency, rate, and style of reading to the content and purpose of the material.
53.0 55.9	63.0	73.1 73.2	83.1	6. Develop vocabulary through the use of context clues and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.
53.0	63.0	73.1 73.3	83.0	7. Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.
54.3 54.6 56.5 57.2	64.0 66.5	73.4	83.3	8. Ask questions, check predictions, and summarize information prior to, during, and after reading.

Overview of Content and Performance Standard 3 for Reading

10.54.3030 - Students set goals, monitor, and evaluate their progress in reading.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3032

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
53.0	63.0	73.0	83.0	1. Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.
54.1	63.0	73.0	83.0	2. Monitor reading successes and set reading goals.
54.1	64.3 64.4	74.5 75.13	84.4 85.1 86.1 87.2 87.4	3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations.

Overview of Content and Performance Standard 4 for Reading

10.54.3040 - Students select, read, and respond to print and non-print material for a variety of purposes.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3042

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
63.54.1	63.5	73.3 74.4	84.3 87.2	1. Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).
54.1	64.3	73.0 75.2 75.3 76.3	83.0 86.6 87.1 87.2	2. Read to organize and understand information and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines, and electronic information).
54.0	63.3 63.5	73.0	87.0	3. Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).
54.0 55.8 56.5	64.4	74.0 75.13 76.0	84.0 86.0 87.0	4. Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.
54.0 58.0	64.0 68.0	74.0 77.3	87.0 88.3	5. Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).
56.3	67.1	75.2	87.0	6. Read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).
56.3	63.5	75.2 75.6	87.0	7. Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, internet).

Overview of Content and Performance Standard 5 for Reading

10.54.3050 - Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3052

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
54.3	64.6	74.2 75.11 77.0	83.2 84.1 87.0 88.0	1. Compare and contrast information and textual elements in print and non-print material.
54.6	63.5 64.3 64.5	75.2 75.7 77.0	83.2 85.2 86.6 87.0 88.0	2. Make connections, explain relationships among a variety of sources, and integrate similar information.
54.1 54.5 58.3	64.4 68.3	74.2 76.3 77.0	83.4 84.1 87.0 88.0	3. Recognize authors' points of view and purposes.
54.5	64.2 64.4	74.3	83.4 84.0 87.1	4. Recognize authors' use of language and literary devices to influence readers.
56.0	64.3 65.5	74.5 75.6 76.1-76.3 75.7 75.12 75.13	84.1 86.2 86.6 87.4	5. Recognize, express, and defend a point of view.

Content and Performance Standards for Reading Fifth Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **FIFTH GRADE** Course Content. When .0 follows the code, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content Applies specifically.

ACE Course Abilities for FIFTH GRADE defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for Fifth Grade to be applied to Content Standards:

51.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

52.0 Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to read and discuss literature (poetry, narratives).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - Read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary.
 - Technology: word processing, database, desktop publishing, Internet, current technology.

Fifth Grade Course Content

53.0 Advance your vocabulary and reading rate with recreational reading and study of all subjects.

- .1 Use visual clues, word form, and context to determine word meaning.
- .2 Identify the meaning that applies to the context when a word has multiple meanings.
- .3 Alphabetize quickly and readily and use the dictionary with ease for a variety of purposes.
- .4 Pronounce, use, and spell vocabulary from all subject areas.

54.0 Skim, scan, and read for meaning and for inference.

- .1 Locate and choose reading selections for a particular purpose (pleasure, information, research).
- .2 Distinguish, talk, and write about poetry and fiction and nonfiction narratives and relate them to your life.
- .3 Explain and summarize setting, plot, characters, problem, main event, and resolution of problem.
- .4 Identify topic, events in sequence, and specific details.
- .5 Draw and justify inferences.
- .6 Take notes on nonfiction reading, summarize reading, and use reading as a basis for speaking and writing.
- .7 Make predictions and adjust predictions as you read.
- .8 Make connections between literary works (similarities, differences).

55.0 Write a variety of letters, poetry, and multiple paragraph themes about a single topic.

- .1 State the main idea of the paragraph in one sentence and fully develop the idea in a logical sequence, using supporting facts and details.
- .2 Use cause/effect and comparison/contrast as organizational patterns.
- .3 Use introduction and conclusion paragraphs in multi-paragraph writing.
- .4 In the final draft use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- .5 Identify the parts of business and personal letters and be able to write letters in proper form.
- .6 Write to communicate ideas and feelings in poems with sensory or imaginative details and poetic form.
- .7 Write structured, multi-paragraph narratives with descriptive elements (biographies, original stories).
- .8 Write meaningful responses to poetry and narratives.
- .9 Use vocabulary words from all subjects in your writing and to talk about your writing.

Fifth Grade
Course Content (cont.)

56.0 Deliver complete and structured presentations spoken only from notes.

- .1 Use correct voice (volume, pace, clarity), body language (eye contact, erect and still stance, gesture, handling of notes, visual aids), and correct usage, vocabulary, and sentence structure.
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, review).
- .3 Select, develop, and use visual aids of different types (charts, maps, multi media, graphs, photos).
- .4 Answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- .5 Present or read, summarize, and respond to poems and narratives.
- .6 Add good ideas in small and large group discussion when it is your turn.

57.0 Listen and view to summarize, to ask clarifying questions, and to learn.

- .1 Demonstrate audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Paraphrase accurately and ask meaningful questions in a variety of listening situations.
- .3 Practice listening as the basis for writing, speaking, and learning by taking brief notes.

58.0 Respond to works representing diverse perspectives, cultures and issues (include Crow/Cheyenne).

- .1 Discuss how a perspective presented in a writing might be different if it were written through the eyes of a different culture.
- .2 Discuss various issues impacting a culture, which might come to light through a literary reading.
- .3 Replace a character/setting in a literary work with a different character/setting from another culture and tell how this would alter the literary work (plot, problem, solution, interaction).

Content and Performance Standards for Reading Sixth Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **SIXTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SIXTH GRADE defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for Sixth Grade to be applied to Content Standards:**61.0 Develop abilities in Communication Arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

62.0 Read, write, speak, and listen for a variety of purposes.

- A. Read and enjoy literature (novels, fiction, nonfiction).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.
 - technology: word processing, Internet, search tools, current technology.

Sixth Grade Course Content

63.0 Increase your vocabulary and reading rate with recreational reading, multiple reading techniques, and study skills.

- .1 Determine meaning of a word by context, and use of a dictionary.
- .2 Identify, understand, and use synonyms, antonyms, homonyms, and all common suffixes and prefixes.
- .3 Readily use textbooks, dictionary, atlas, encyclopedia, and thesaurus to understand unknown words.
- .4 Pronounce, use, and spell vocabulary from all subject areas.
- .5 Skim, scan, study, take notes, and summarize organizational pattern format, graphic elements, and visual keys of all your textbooks, and use reading as a basis for learning and enjoyment.

64.0 Read for meaning and to evaluate, interpret, and draw conclusions in novels and other fiction and in textbooks, reference material, and other nonfiction.

- .1 Identify, summarize, and evaluate literary elements in novels (character, setting, plot, conflict, theme).
- .2 Define imagery, identify examples of imagery, and explain the impact of examples of imagery.
- .3 Evaluate, with justification novels, other fiction, textbooks, reference material, and other nonfiction.
- .4 Explain author's attitude, theme, and other beliefs incorporated in fiction and nonfiction.
- .5 Draw and justify conclusions and inferences in fiction and nonfiction.
- .6 Compare and contrast new content with existing knowledge to draw conclusions.

65.0 Write quality stories, descriptions, and three-part themes and reports.

- .1 Write an introduction, which includes a statement of the main idea and write a summarizing conclusion.
- .2 Write a body, which fully develops the main idea in more than one proper paragraph.
- .3 Develop the main idea with appropriate and accurate examples and other supports.
- .4 In the final draft use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- .5 Write clear, justified, and complete evaluations and interpretations of novels, other fiction, and nonfiction.
- .6 Write clear, accurate, and entertaining descriptions using a variety of genre.
- .7 Write clear, accurate, entertaining, and complete stories using creative imagery and story elements.

Course Content
Sixth Grade (cont.)

66.0 Present interpretations and evaluations in groups and alone.

- .1 Use correct voice (volume, pace, clarity), body language (eye contact, stance, gestures, handling of notes, visual aids), and usage, vocabulary, and sentence structure.
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, review).
- .3 Select, develop, and use note cards and a variety of visual aids.
- .4 Support the ideas of the speech with proper research and justified conclusions.
- .5 Present justified evaluations and interpretations of novels, other fiction, and nonfiction.
- .6 Present jokes, entertaining stories, and entertaining descriptions using creative imagery.
- .7 Read imagery with dramatic impact.

67.0 Listen to and process verbal information and to critically analyze speeches.

- .1 Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Respond to, evaluate, and analyze speeches and other presentations.
- .3 Summarize, take notes on key points, and ask clarifying questions by listening and viewing.
- .4 Use listening and viewing as a basis for learning and enjoyment.

68.0 Respond to works representing diverse perspectives, cultures and issues (include Crow/Cheyenne).

- .1 Compare and contrast one culture's perspective presented in a work to your own.
- .2 Explain how various issues that might come to light through a literary reading, impact a culture.
- .3 Replace a character/setting in a literary work with a different character/setting from another culture and explain how this would alter the literary work (plot, problem, solution, or interaction).

Content and Performance Standards for Reading Seventh Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **SEVENTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SEVENTH GRADE defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there is not **Course Content** goals t

ACE Course Abilities for Seventh Grade to be applied to Content Standards:**71.0 Develop abilities in Communication Arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

72.0 Read, write, speak, and listen for a variety of purposes.

- A. Use literature (mythology, genre).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Possess technical skills:
 - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.
 - technology: word processing, Internet, search tools.

Seventh Grade Course Content

73.0 Increase your vocabulary and reading rate with multi-purpose reading techniques, and advanced study skills.

- .1 Determine meaning of a word with context, reference books, and word origins/structure (roots and affixes).
- .2 Develop and explain your system for learning vocabulary in all subject areas.
- .3 Adapt reading techniques to different subjects and for different purposes (enjoyment, study, research, review, reading aloud).
- .4 Outline, summarize, and take precise and concise notes for specific purposes.
- .5 Develop and explain your system for marking written material (underline, highlight, margin notes, stickies).
- .6 Identify sections, organizational pattern, format, graphic elements, and visual keys to skim, scan, and study all your textbooks.

74.0 Read to understand literary genre (poetry, short stories, drama) and literary devices (flashback, foreshadowing, symbolism, imagery, personification, allusion).

- .1 Identify major traits of mythology, explain purpose of mythology, identify how mythology is used in literature and modern popular culture, and compare mythology to the three genres.
- .2 Compare/contrast a variety of genre using the literary elements of characterization, plot, plot line, theme, point of view, and main idea using supporting facts and details.
- .3 Define, locate, and evaluate use of the literary devices in mythology and the three genres.
- .4 Relate mythology and literature read, to self and the real world.
- .5 Recommend, based on evaluation of literary elements and devices, specific examples of a variety of genre.

75.0 Write/deliver three-part research-based informative themes/presentations and write/speak to state opinions.

- .1 Select a topic appropriate to a given situation (audience, purpose, space/time requirements).
- .2 Independently develop expertise on a subject with interviews, print media, and electronic media.
- .3 Develop and explain your own note-taking and information-organizing system.
- .4 State the main idea in a single sentence in the introduction and restate it in the conclusion.
- .5 Fully and clearly develop the main idea with introduction, supporting details, and summary.
- .6 Use statistics, quotations, examples, stories, analogies, and graphics or visual aids as support.
- .7 Cite information in writing and in presentations.
- .8 In writing, to use correct mechanics, word choice, formatting, usage, and sentence structure in the final draft.
- .9 In speaking, use correct voice, body language, note cards, and visual aids.
- .11 Compare and contrast writing and speaking for organization, expectations, and advantages/weaknesses.
- .12 In discussion to answer questions politely and assertively, defend a position, and ask opinion questions.
- .13 Write opinions and recommendations in brief and clear form.

Seventh Grade
Course Content (cont.)

76.0 Listen/read to analyze others' points of view and to learn.

- .1 Tell fact from opinion and question the validity of facts and the basis of opinions.
- .2 Identify, state, and react to the speaker's or writer's point of view and bias.
- .3 Develop and explain your own method of taking, keeping, and reviewing notes.

77.0 Respond to works representing diverse perspectives, cultures and issues (include Crow/Cheyenne).

- .1 Compare and contrast one culture's perspective presented in a work to your own.
- .2 Summarize the impact on a culture of issues that might come to light through a literary reading.
- .3 Compare a character/setting in a literary work with a different character/setting from another culture and examine how the differences alter the plot, problem, solution, or interaction.

Content and Performance Standards for Reading Eighth Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **EIGHTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for EIGHTH GRADE defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for Eighth Grade to be applied to Content Standards:

81.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

82.0 Read, write, speak, and listen for a variety of purposes.

- A. Use literature (genre).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Possess technical skills:
 - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.
 - technology: word processing, Internet, search tools.

Eighth Grade Course Content

83.0 increase your vocabulary and reading rate and evaluate the validity of what you read.

- .1 Determine meaning of a word with context, reference books, and word origins/structure (roots, affixes).
- .2 Use basic writing forms and organizational patterns to skim, scan, study, and mark readings (paragraph form, introductions, conclusions, cause/effect, sequences, comparison/contrast, graphic organizers, icons, support materials).
- .3 Outline, summarize, and take precise and concise notes for specific purposes.
- .4 Evaluate specific sources (date, source, biases, suitability to purpose, propaganda, research base).

84.0 Read to understand mood, tone, and literary genre (lyric poetry, novels, satire).

- .1 Identify literary elements (setting, characterization, plot, plot line, theme, point of view, main idea) in the various forms of literature and compare/contrast literature for use of literary elements, purpose, strengths/weaknesses, and personal response.
- .2 Describe, locate, and evaluate use of mood and tone in various forms of literature.
- .3 Relate literature you read, to self and the real world.
- .4 Recommend specific examples of literature by evaluating literary elements, mood, and tone.

85.0 Write quality essays to persuade, inform, and entertain.

- .1 Select a topic and purpose appropriate to a given situation.
- .2 Independently develop expertise on a subject with interviews, print media, and electronic media.
- .3 Use a sound three-part format (introduction including clear and concise thesis, 2-4 main points developed fully in sound paragraphs, summarizing, conclusion).
- .4 Use correct usage, mechanics, word choice, formatting, and sentence structure.
- .5 Produce quality examples of persuasive, informative, and entertaining writing.

86.0 Deliver major research-based presentations to demonstrate, and be able to debate.

- .1 Select a topic appropriate to a given situation.
- .2 State a clear and concise thesis.
- .3 Fully develop a thesis (attention-getting/previewing introduction, clear steps, summary conclusion).
- .4 Develop and explain your method for making and using speaking note cards.
- .5 Use correct voice, body language, visual aids, and demonstration of process.
- .6 Develop a position, research it, and debate it courteously and assertively.

Eighth Grade
Course Content (cont.)

87.0 Read/listen/view and produce popular media communication (news, advertisements, sitcoms, documentaries, songs, editorials).

- .1 Analyze for key factors (main idea, significant details, research basis, theme, other literary elements) and for facts, opinions, bias, propaganda, argumentation, support, completeness, and literary devices.
- .2 Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).
- .3 Produce alone or in a group, different forms of popular media communications.
- .4 State and defend an evaluation of examples of such communications.

88.0 Respond to works representing diverse perspectives, cultures and issues (include Crow/Cheyenne).

- .1 Compare and contrast one culture's perspective presented in a work to your own.
- .2 Summarize the impact on a culture of issues that might come to light through a literary reading.
- .3 Compare a character/setting in a literary work with a different character/setting from another culture and examine how the differences alter the plot, problem, solution, or interaction.