

**What happens when we comprehend more deeply?  
Where do comprehension strategies *lead*?**

<p><b>OUTCOMES</b> In our minds. . . .</p> <p><b>Thinking patterns that characterize deeper comprehension (fiction/poetry)</b></p>	<p><b>OUTCOMES</b> In our minds. . .</p> <p><b>Thinking patterns that characterize deeper comprehension (expository including narrative non-fiction)</b></p>	<p><b>DIMENSIONS</b> In our lives. .</p> <p><b>Behaviors associated with understanding (what we might observe in the classroom when children are understanding)</b></p>
<p>Children <b>experience general empathy</b> - they sense that they are somehow <i>in the book</i> -- part of the setting, that they know the characters, stand alongside them in their trials, they actually experience the events and resolution - their emotions are aroused</p>	<p>Children <b>make connections</b> - they realize that newly learned concepts “fit” into existing background knowledge, that they can make sense in relation to what is already known - that their existing knowledge is accurate or inaccurate (and needs to be revised)</p>	<p>Children are deeply <b>engaged</b> - they experience a sense that the world around has disappeared and they are subsumed by the world of the text</p>
<p>Children <b>experience character empathy</b> - they sense that they actually feel what the character feels</p>	<p>Children begin to <b>understand leadership</b> - they explore and begin to understand the lives of those who have made significant contributions to a field and begin to imagine how they might make contributions</p>	<p>Children want to <b>leave a legacy</b> - they want to make an observable contribution to the world around them based on what they have learned about characters in fiction or leaders in expository text</p>
<p>Children <b>experience setting empathy</b> - they sense that they are actually there, in the setting, feeling the conditions, experiencing the time and place</p>	<p>Children <b>understand the context and conditions</b> that lead to important discoveries in the scientific, technological or social scientific world</p>	<p>Children <b>consider the audience and purpose</b> for reading and adapt their comprehension processes - they <b>respond and share their thinking accordingly</b></p>
<p>Children <b>experience conflict empathy</b> - they sense that they are <i>in the text</i>, experiencing a conflict similar enough that they can actually feel the internal</p>	<p>Children <b>understand the problems that lead to discoveries and new solutions</b> - they have a sense of the elements that make a situation</p>	<p>Children <b>show willingness to struggle</b> - they choose to challenge themselves in order to understand more deeply - they consciously fight any influence of</p>

sensations related to dealing with the conflict or the external struggle the characters will go through as they deal with the conflict	problematic and some sense of the steps to be taken to solve the problem	negative self-judgment, seek, with a sense of efficacy to solve complex problems
Children <b>experience author empathy</b> - understand why/how their interpretations have been shaped and manipulated - they understand the literary tools (diction, foreshadowing, imagery, voice, plot structures) the author used to shape their understanding	Children <b>understand author's intent</b> - they sense that they understand what the author thinks is important	Children form a <b>plan to write</b> -- they show a desire to develop and carry out a plan to write - they consider how to apply the writer's style, ideas, techniques in their own writing
Children <b>predict</b> -- they predict and anticipate the events to come - they "lean into" the series of events, anticipating what is to come and revising their thinking as they read	Children <b>understand chronology</b> - they sense the general order of development or the progression of a series of ideas - once they predict with some accuracy what is likely to occur or be described next and can describe the importance of chronology in a text	Children can <b>describe their progress as readers</b> They can describe their own processes, preferences and progress as a reader - they can describe, for example, how they used a comprehension strategy and how such use improved their understanding
Children <b>show confidence</b> - they discuss and contribute to other's ideas about texts	Children <b>show confidence</b> - the discuss and contribute to other's knowledge about a concept	Children <b>engage in rigorous discourse</b> - they speak with others in order to develop deeper understand and/or defend their ideas
Children <b>experience a memorable emotional response</b> - the sense that what the reader feels may be part of his/her emotional life for a long time and that he/she may be moved to take action to mitigate a conflict in his/her world	Children <b>experience a memorable emotional response</b> - the sense that, because of his/her emotional response, the reader may be moved to take action to mitigate a conflict in his/her world	Children <b>discuss and act</b> - they share emotional reactions and may feel an urge to DO something or act in some way to mitigate or resolve related conflicts in the world
Children <b>experience the aesthetic</b> - they feel a desire to linger with or reread portions of the text or the events that the reader finds beautiful or moving - the desire to experience it again	Children <b>experience the aesthetic</b> - they feel a sense of wonder about the complexities and inherent subtleties or nuances related to a concept they are learning	Children <b>act as renaissance learners</b> - they meander among a wide range of topics, interests, genres, authors, pursue study in areas one finds compelling or

		aesthetically rewarding
Children <b>ponder</b> - they feel a desire to pause and consider new facets and twists in the text - they want to reread and/or discuss and share ideas in some way	Children <b>revisit</b> - they choose to reread or explore other texts in order to learn more about a concept - they feel that they want to review and rethink a concept	Children <b>revisit and re-experience to enhance understanding</b> - they may <b>create models</b> - they experience a desire to make their understandings visible, public, memorable in some way
Children <b>focus and advocate</b> - they follow one character or plot element more intensively and may have the sense of being “behind” the character(s) or narrator - they want events to evolve in a particular way and may believe that it is right that the plot evolves in a particular way	Children <b>direct their energy in comprehending to a few ideas of great import</b> - they develop a sense of what matters most, what is worth remembering, and have the confidence to focus on important ideas rather than details that are unimportant to the larger text	Children <b>focus</b> - they choose to focus on one idea for a longer period of time, they may need to focus in silence and/or in conversation with others
Children <b>make decisions about believability</b> - they develop a sense that the characters/setting/events are real and believable - a sense of satisfaction with the way the events evolved, a sense that these characters and events could be situated in the real world	Children <b>experience fascination</b> -- they feel a growing sense of wanting to know more, a developing passionate interest	Children <b>pursue a compelling question</b> - they may decide to tackle a topic of intense interest in order to build a knowledge base, satisfy curiosity
Children <b>recognize patterns and symbols</b> - they begin to use their knowledge of literary tools to recognize motifs, themes and patterns as well as symbols and metaphors in stories	Children <b>recognize cause/effect</b> - they use their knowledge of how events relate to one other and <b>recognize comparisons and contrasts</b> - they develop a sense of how concepts are alike or different	Children <b>experience insight</b> - they experience a moment of clarity, of “seeing” for the first time, possibly due to their efforts to recognize patterns and structures in text
Children <b>revise knowledge</b> - changing their minds as they read, rethinking and reshaping understanding - they manipulate their thinking using one or more comprehension strategies, as necessary, to leverage deeper meaning, revise existing ideas	Children <b>revise knowledge</b> - they forgo previously held knowledge/beliefs (naïve conceptions) in favor of updated factual information - they manipulate their thinking using one or more comprehension strategies, as necessary, to leverage deeper meaning, revise existing ideas	Children <b>define and describe how their thinking has changed</b> and can ascribe those changes to the use of comprehension strategies or other factors

Children <b>recognize the influence of beliefs/values/opinions</b> - they may feel a sense of affirmation of existing beliefs/values/opinions and/or newly developing beliefs/values/opinions because of what is read	Children <b>recognize the influence of beliefs/values/opinions</b> - a sense of affirmation of existing beliefs/values/opinions and/or newly developing beliefs/values/opinions because of what is read	Children <b>argue/defend</b> - they may discuss, challenge others' ideas and beliefs and/or defend their own with evidence from the text and from background knowledge (schema)
Children <b>sustain</b> - they sustain interest and attention to the exclusion of competing or distracting interests	Children <b>sustain</b> - they sustain interest and attention to the exclusion of competing or distracting interests	Children <b>apply fervent attention</b> - we can observe children concentrating with a focus that is nearly impenetrable
Children <b>remember</b> - they develop a sense of permanence that comes with deeply understanding something - they know that they'll be able to use a concept they understand in a new situation	Children <b>remember</b> - they develop a sense of permanence that comes with deeply understanding something - they know that they'll be able to use a concept they understand in a new situation	Children <b>remember</b> - they reapply previously learned concepts and ideas in new learning situations

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# Making the Dimensions and Outcomes Come Alive in the Classroom

**In order to help children become deeply engaged and experience a sense that the world around has disappeared and they are subsumed by the world of the text:**

- Model -- talk with students about times when you have learned with an intensity that propelled you to a higher level of understanding - tell them about the circumstances - were you studying something about which you were passionately interested? What made you take intellectual risks you hadn't taken before? What was the payoff - what did you understand that you didn't understand before working fervently?
- Talk about developing areas of passionate interest - such passions don't come automatically to all kids - use individual conferences and small group meetings to help kids find the ideas that most interest them, talk with them about how to pursue topics of passionate interest - how do you do it in your own life - how might they do it?

**If we want children to dwell in ideas, choose to focus on one idea for a long period of time, they may need to focus in silence:**

- Set aside some chunks of class time for focused, silent work in which students can concentrate on more deeply understanding one idea - when they have time to listen to themselves think and consider subtleties rather than rushing to memorize the next thing.
- Model how proficient readers frequently re-read and re-think portions of text - kids often think that re-reading means starting at the beginning and re-reading everything - show them how readers pick and choose among the portions of text they choose to explore more deeply.
- Teach kids about meta-cognition - thinking about one's own thinking - and the seven most common meta-cognitive strategies.

**If we want children to embrace struggle and the insight to which it often leads:**

- Create learning opportunities in which you purposefully ask students to tackle a more complex idea or text and provide more support for their learning than usual - teach them how we break apart or analyze complex problems in order to approach them in a systematic way, and model ways in which you take on a complex text or issue if your goal is to understand it deeply.
- Help kids understand that insights that come as a result of struggle are often more gratifying than memorizing facts.
- Talk about the role (positive and negative) self-criticism plays in learning about complex ideas - think about ways in which learners overcome.

**We can help children learn to define and describe how their thinking has changed and how to manipulate their thinking to understand more completely:**

- Think aloud about how you use comprehension strategies as tools to help you understand more effectively - how do you question, for example, to help you focus on a section of text that is complex or meaning-laden?
- Ask kids to apply the strategies and keep records of their thinking (records of using strategies) so that you can assess their developing understanding - these can be as simple as post it notes or as complex as self-assessments of group discussions.
- Talk with students about how books have changed your thinking, emotions, beliefs and values - how have books and ideas inspired you to take particular actions in your community - in what ways do books and ideas change students' thinking - what actions do they take in their community as a result of their evolving ideas?

- Ask students to create a timeline of their evolving thinking and the changes they experience in their knowledge and beliefs throughout a unit of study or on a particular concept.

**If we hope that children recognize the influence of beliefs/values/opinions:**

- We can think aloud to show how our own beliefs influence and are altered by text and new conceptual learning.
- We can think aloud to show how decisions we make (for example, inferences we make or decisions about which ideas are most important in a particular passage) are affected, at least in part, by our values, opinions and beliefs.
- We can help children become more aware of their beliefs and opinions and help them to use writing and oral language to discover opinions they may not have known they have.

**If we want children to act as Renaissance learners, to develop and pursue a compelling question, tackle a topic of intense interest in order to build a knowledge base, satisfy curiosity:**

- We can use a wide variety of materials across genres to help students understand complex ideas - use “way in” texts to work toward more complex or didactic readings.
- We can encourage student choice and ownership in pursuing questions and texts of particular interest to them.
- We can create time for students to pursue particular areas of interest within your topic or content area - move beyond the idea that all students must study the same thing at the same time.

**If we want to see children engage in rigorous discourse, speaking with others in order to develop a deeper understanding and/or to defend their ideas:**

- We must think aloud and model to show students that we understand ideas most deeply when we “do” something with those ideas, that discussion in which students become familiar with other learners’ perspectives has a significant influence on the degree to which they understand complex ideas.
- We should create time for students to discuss ideas in different configurations - whole class, small groups, partners - we might ask students to reflect on how their thinking changed because of the perspectives others shared in discussion.

**If we want students to experience the aesthetic, to feel a desire to linger with or reread portions of the text or the events that he/she finds beautiful or moving:**

- We can use materials, topics and genres that capitalize on the impact of ideas and policies on people and model ways in which those materials and topics affect us as learners - we can think aloud about what we remember because of an emotional or aesthetic impact.

**If, ultimately, we want students to remember:**

- We need to focus, focus, focus - make decisions about which concepts matter most for students - concentrate your instruction (thinking aloud, modeling, demonstrating) on far fewer concepts over a much longer period of time, giving kids an opportunity to work with the concepts and apply them in a variety of texts and contexts.