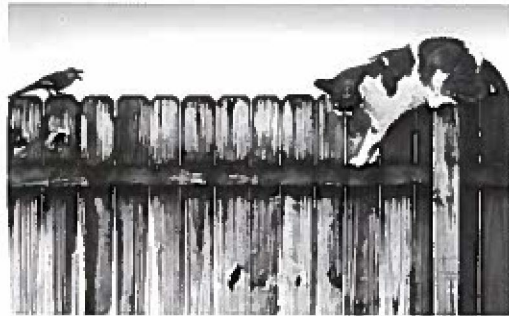


Understanding Implicitly stated ideas and information

What is that?

Implicitly stated ideas and information are not directly stated in the piece you are reading. You have to read around and through the text to get the gist of the writing and the author's message.

You use the same thinking strategies as you would to construct a story about what you see in this photograph. You use information in the photograph and what you already know about cats and birds and their behaviours to construct meaning.



This type of question asks you to use **your judgment to understand what the author has not said directly.**

Sometimes **your opinion** is part of your interpretation.

Some questions might look like this:

- Who is right or wrong in this situation?
- Why did this problem happen?
- What does the use of italics mean in this selection?

Tips

- Begin reading to find out the **main idea** of the selection.
- Continue reading to find out the **supporting details.**
- Read the **conclusion.** Can you see how this main idea may move out into another related paragraph or reading selection?



How do I find...

the main idea?

- Check the title and the topic sentences,
- What is the main character interested in? Sometimes, if the writer is not speaking directly to the reader, one of the characters may be the writer's voice.
- Ask: "What is the writer's purpose?"

supporting details?

- Read the first sentence of each paragraph for the topic sentence.
- THEN read the next sentence. It usually contains proof, examples, illustrations, or details to support the topic sentence.

A conclusion?

- Reread the final paragraph, especially its topic sentence.
- Ask yourself:
 - From what I've read here, what results can be expected?
 - Apart from what is directly stated, what else can I conclude? What else is suggested?
 - How can the information that is contained in this selection be applied to other situations?

Examples of OSSLT questions that require you to understand implicitly stated information and ideas:

The information in paragraph 4 is organized to

- a) Compare and contrast ideas
- b) Describe steps in a process
- c) Present events in a chronological order
- d) Provide details in order of importance

What word would best replace the word "caretakers" as used in paragraph 8?

- a) Parents
- b) Citizens
- c) Cleaners
- d) guardians

THE ONTARIO SECONDARY SCHOOL LITERACY TEST

All About Reading

These are the types of selections you will read on the OSSLT. They are divided into three categories:

- Informational
- Graphic
- Narrative



You will be asked to read and answer:

- multiple choice questions
- open response questions

on a variety of fiction and non-fiction passages.

Each test is made up of one of each of the following types of passages:

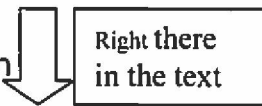
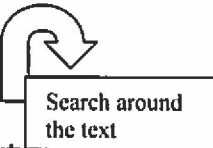
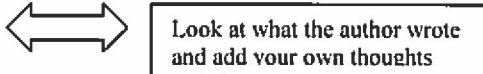
- Information paragraph** → content gives information and ideas on a topic
- News Report** → content takes the form of a news story
- Dialogue** → content is focused around a conversation between two or more people
- Real-Life Narrative** → content focuses on an important time or occurrence in an individual's life
- Graphic selection** → content is provided through charts, graphs, tables, sketches, diagrams, photographs, etc.

So, how many of each type are on the test?

- 31 multiple choice questions related to the 5 reading selections
- 4 open response questions related to the 5 reading selections

Type of Passage	Number of Questions
Information Paragraph	6 multiple choice 1 open response
News Report	5 multiple choice 1 open response
Dialogue	5 multiple choice 2 open response
Narrative	9 multiple choice
Graphic Selection	6 multiple choice

Three Reading Skills

- Understanding explicitly (directly) stated ideas and information 
- Understanding implicitly (indirectly) stated ideas and information 
- Making connections between the information and ideas in the text and your personal knowledge and experience 

How do I make sense of what I read?

1. Preview

- a. Look at headings, titles, graphs, charts, captions
- b. What do they all have in common?

2. Use your prior knowledge

- a. You will understand more if you think actively while reading so make connection between what you know and what you read by asking questions like:
 - i. What does this story remind me of?
 - ii. What do I already know about this topic?
 - iii. Does this remind me of any other stories I've read before?
 - iv. Is there something in this text that is similar to something I already know?



3. Predict and Question

- Before you start reading ask:
 - a. "I wonder what this selection will say about"
 - b. Predict what the story will be about, perhaps based on its title
- During Reading
 - Stop and predict what will happen next
- After Reading
 - Ask yourself if your predictions were correct. If they were not, think about why.

4. Establish a Purpose for Reading

- a. This is your GPS → it keeps you on track so you don't get lost. Are you reading for research? To answer questions for an assignment? To locate an address? To get instructions? To escape into a novel? Different purposes require different types and degrees of engagement with the text.

5. Monitor for Meaning

- a. Check your understanding of what you read by asking
 - i. Do I understand what I just read?
 - ii. What is happening in the story?
 - iii. How do the key ideas and details connect?
 - iv. Who? What? When? Where? Why?

6. Visualize

- a. Make pictures in your mind of what's happening in your reading; it helps you remember information and can deepen your understanding of the text.



7. Infer (make an educated guess about the text)

- a. Look at diagrams, pictures, or maps or any other information in the text
- b. Combine your background knowledge and experience with the information in the text to create meaning BEYOND what is directly stated in the text. You might make conclusions, predictions or make new ideas
- c. Ask yourself:
 - i. Why did I think this would happen?
 - ii. What do I think this story (article, text) is about?
 - iii. How do I think that character feels?
 - iv. How do I know this?
 - v. What is the writer actually saying? Why might s/he be saying that?

8. Figure out what's most important

- a. **Before reading:** think about what you already know about the topic and what you want to find out
- b. **During Reading:** Look for clues in the transition words (*first and foremost, most importantly, etc.*). Check the first and last lines of a paragraph, the title, headings and subheadings (if there are any), font size, font style (underlined, *italicized* or **bolded** text).
- c. **After reading:** think about the key ideas you learned.

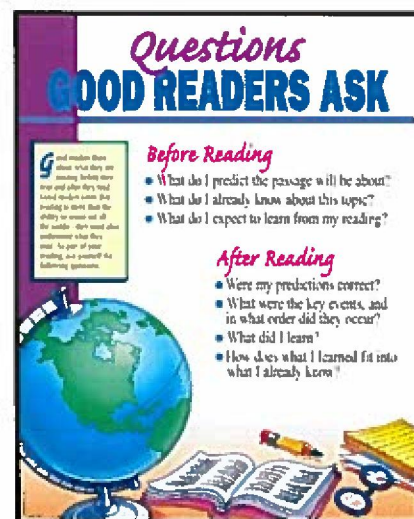
9. Synthesize → put it all together by asking these questions:

- a. What was the author's purpose for writing this piece?
- b. What is the main idea of this story?
- c. What clues helped me to determine the main idea?
- d. How do the different parts of the piece connect?
- e. How has my thinking changed after reading this piece?
- f. What could be a new title for this piece?

Helping you Understand what you Read

If you come across something that's difficult to understand, try one or more of these strategies:

- Reread:** Sometimes a second reading is all you need to work it out
- Skip Ahead:** Sometimes, it's best to keep going. There may be information ahead that can help you understand the section you're having trouble with. You can always go back and reread the difficult section later.
- Context clues:** use familiar words surrounding an unfamiliar word to help you determine the meaning of the word you don't know
- Picture clues:** use information from pictures and other graphic text to help
- Ask for help:** when you've tried these strategies and still are stuck, ask a teacher, parent, classmate, or sibling



Inferences

As important as understanding the 5Ws of deconstructing text, inferring works together with all other reading skills to provide meaning.

For proficient readers, making inferences is automatic ~ it happens as meaning is constructed. The reader fills in the blanks with assumptions based on textual clues and prior knowledge and experience. The clues can have varying degrees of subtlety.

Inferring stimulates our imagination and experience of text and is critical to our understanding and enjoyment of writing.

Inference can be used in several ways to help you respond fully to a piece of reading.

- You can infer a general fact or a precise piece of information.
- You can infer emotions and feelings of characters in passage.
- You can infer information about the author - his/her opinions, feelings, point of view.

To infer successfully you can:

- Work out answer from clues or references in the text.
- Work out answer from the **connotations** of words used in text.
- Match something in the text to your own understanding or experience or knowledge to come up with the correct answer

Successful inferring supports and extends other reading goals:

- **Better overall comprehension**
 - Rather than simply decoding words, students can recognize an implication and draw it to its logical conclusion, resulting in fewer gaps in comprehension.
- **More engagement with text**
 - Students enjoy reading more because they are able to easily draw on information from their own lives and prior knowledge. This helps them better identify with characters and relate to literature. Furthermore, when students make inferences such as predictions or theories, they are eager to read more, to see if their intuition will be confirmed.
- **More sophisticated readers.**
 - Making inferences focuses students on looking beyond the events of a story and the text on the page. This can help them to understand literary concepts such as character, theme, and figurative language and to look at author's intended purpose and audience.

- **Successful inferring helps students be metacognitive**
 - Inferring can help students think about their own thinking—how to apply their background knowledge and experience to draw reasonable conclusions in specific situations. As students learn to consciously apply this process, it becomes a tool they can use deliberately and methodically whenever they feel as if they are “missing something” in their independent reading.

What’s key for Students?

- Readers **determine meanings of unknown words** by using their schema, paying attention to textual and picture clues, rereading, and engaging in conversations with others
- Readers **make predictions** about text **and confirm or contradict their predictions** as they read on.
- Readers **use their prior knowledge and textual clues to draw conclusions** and form unique interpretations of text.
- Readers know to infer when the answers to their questions are not explicitly stated in the text.
- Readers **create interpretations to enrich and deepen their experience** in a text.

Some sentence stems for Inferring:

- I think the author might be saying...
- I think this text might really be about...
- I think that word means...
- I believe that the author wants me to know...
- I think this because the text (graphic and print) shows me...
- I also know (prior experience)
- Based on what I read, I think this means...
- This (word, phrase, description, illustration/graphic) makes me think that...will happen
- When I read (the title, key word, heading, introduction)... I predict that...
- I realize that...
- I can draw these conclusions...

Think Literacy

These page references from *Think Literacy, Cross-Curricular Approaches, 7-12* include strategies to develop inferencing skills.

	Strategy	Page
Reading	□ Using Context to Find Meaning	34
	□ Reading Between the Lines to Infer Meaning	40
	□ Most/Least Important Ideas and Information	44
	□ Graffiti	66
	□ I Read/I Think/Therefore	70
	□ Both Sides Now	75
Writing	□ Setting the Context	102
Oral Communication	□ Think Pair Share	152
	□ Placemat	162
	□ Discussion Web	172
	□ Triangle Debate	186

It's not just for fiction

This strategy, very similar to “I Read/ I Think/ Therefore” is called “It Says, I Say and So.” It has cross-curricular applications and works just as well with informational text.

Here is the model

TOPIC NAME			
Question	It Says	I Say	So
Identify at least 10 questions	Refer to direct information in the text	Relate original thoughts and previous knowledge	State a conclusion that definitively answers the question

Here is an example from Gr. 10 History:

The Effect of World War II			
Questions	It Says	I Say	So
1. What were the effects of World War II on the home front?	Canadians cut back their consumption of both luxuries and necessities to help the war effort. Employment opportunities arose for women and minority groups	Just like in World War I, the relocation a male-dominated work force creates a shortage of labour – wages rise, women and minorities get the jobs. Everyone is saving money and when the men come home they get married and buy lots of stuff.	The economic effects were positive, overall. The increase in production boosted industry. Rising wages and a conservative environment created a great savings rate. The Great Depression ended, in large part, because of the war.

More Strategies...

- Making inferences & drawing conclusions

Making inferences and drawing conclusions require students to go beyond the stated information to understand what the text suggests or implies. These "think and search" questions require close reading of the relevant passages so that students can reason their way to the best answer. Close reading involves actively engaging with the text to pose questions in the margins, identify main ideas, paraphrase key concepts, underline important details, etc.

- [QAR Strategy](#)
- [Key Concept Synthesis](#)
- [Dense Questioning](#)
- [Socratic Seminars](#)
- [Collaborative Questions](#)
- [Questioning a Text](#)
- [Inference Notes](#)
- [Inference Text/Subtext](#)
- [Inferential Reading](#)
- [Metaphor Analysis](#)
- [Reciprocal Notes](#)
- [Reciprocal Teaching](#)
- [Question Generator](#)
- [Transactional Reading Journal](#)
- [Think Aloud](#)

Useful links

☐ To activate the links in the chart above, go to this site: Instructional Strategies for Targeting Essential Skills @ <http://www.greece.k12.ny.us/instruction/ela/6-12/EssentialSkills.htm>

☐ All About Adolescent Literacy <http://www.adlit.org/strategies/23355>

☐ Cross-Curricular applications ~ Science, Math, etc.

<http://www.emints.org/ethemes/resources/S00001679.shtml>