Key terminology

**Inferring:** This strategy involves seeing and considering ideas that are not literally on the printed page.

* **Using background knowledge:** The importance of the background knowledge a reader brings to text became recognized in what is known as schema theory. Reading is now understood to be an active process of constructing meaning by connecting one’s own knowledge and prior experiences with the information found in text.
* **Determining author’s purpose:** Determining an author’s purpose is identifying the reason or reasons an author wrote a selection.
* **Being aware of text language:** The literary techniques that an author uses often help a reader visualize ideas and make connections, but they also require a reader to infer the meaning behind the words.
* **Recognizing author’s biases/views:** Learning to identify the ways an author may manipulate data or expose strong feelings for or against a character, group, or issue supports the ability to infer. Thoughtful readers learn to decipher what is implied or suggested just as well as what is explicitly stated and to separate fact from opinion.
* **Making predictions.** The subtle clues the author offers trigger predictions about meaning, outcomes, actions of characters, events of a plot, and resolutions of problems. In informational text, features such as bold headings, illustrations, or side notes can be used to predict information that is significant.
* **Determining theme:** The skill of determining theme means a reader must identify the central (and possibly minor) lesson or moral about life, the nature of man, or the world that was developed in the selection.
* **Drawing conclusions:** This skill refers to a reader arriving at a logical decision or opinion based on information presented in a text (implied and explicit) combined with the background knowledge and experiences of the reader.
* **Questioning:** Questions that support the strategy inferring include: *What conclusion can I draw based on the ideas presented? What opinions are revealed in the selection? Where can I find clues about the character’s feelings? What information is missing? Based on what I’ve read so far and what I know about this topic, what might come next? How can I use my questions to modify the emerging theme? What is this figurative language really implying?*
* **Synthesizing text clues and various types of connections:** A readers using this skill fills in details and information, about what the writer is implying based on their text connections (Text-to-self, texr-to-text, or text-to-world).