### Critical Learning
- Increase understanding of the difference between explicit and implicit information
- Understand how to make inferences from words or images
- Understand why making inferences is important to comprehension

### Materials & Interactions
- Student Response Pages *It Says, I Say* #1 and #2
- Access to the Internet
- Sample memos from *Ontario College Writing Exemplars*, available at [http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf](http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf)

### Minds On

1. Some information is **explicit**. That is, it’s “right there” in the text and is usually easy to locate.

   Other information is **implicit**. That is, you combine information from the text with information from your own knowledge or other sources to construct and interpret meaning. This is called “author and me”, “reading between the lines”, or “making inferences”.

   **E.g.**, When you complete an application form, you infer that “address” is asking for your address because it’s in the section of the form that requests personal information.

1. Read #1 on the *It Says, I Say* Student Response page. The *It Says* statement is the information in the text. This information could be interpreted in a variety of ways. However, knowing that several robberies have occurred in the area recently means that we can infer that the two men in the unfamiliar car may be casing a house prior to a robbery.

### Action!

1. Many skills required for business memos are also required for emails:
   - identifying key information
   - writing briefly and clearly
   - identifying the subject and purpose in the subject line
   - organizing effectively, and motivating people to respond.

   **Write an email containing necessary and explicit information:**

   ✈ Sometimes for evening classes at colleges, students take turns organizing an informal potluck dinner each class. Next week is your turn. You need to send an email to your classmates.
Step 1: What explicit information do your classmates need from you? What explicit information do you need from them?

Step 2: You have a maximum 1/3 page. What information needs to go first? Second? Third?

Step 3: What has to go into the subject line of the email so that classmates will open it? How will you ensure that classmates will respond to your request for information?

Step 4: Draft your email.

Step 5: Test your email invitation by sending it to a classmate or your instructor. Use their response to revise or edit as necessary.

Analyze a memo for necessary and explicit information.

- Locate the memo, Last Get-Together Before Departure, from the Ontario College Writing Exemplars available at the internet address above. This example of college writing is a Level 2 because (1) information isn’t explicit enough and (2) the memo contains unnecessary details.

- Print a hard copy. Read the memo, highlighting the necessary and explicit information.

- Go to It Says, I Say # 2 on the Student Response page. The memo has been copied into the left-hand It Says column. The right-hand column prompts you to make inferences where the information is not explicit or appropriate. Complete the right-hand I Say column.

Consolidation

- The Level 2 Memo from Ontario College Writing Exemplars, p. 59, received the following comments: “Follows memo format; stresses reader benefit; attempts graphic highlights [capitals on subject line], but overwhelmed by excess content; uses clichéd language; uses inappropriate tone (“thumb down the teacher”); contains grammatical inaccuracies.”

- Revise the Level 2 business memo from Ontario College Writing Exemplars so that it is as explicit as your email from the Action! Maximum length guideline: ½ page.
Connections:

1. You are always making inferences about the stories behind explicit information. For example, if you saw this classified ad: “Baby shoes for sale. Never used.” What inferences would you make about the story behind the ad?

2. Review the Level 2 business memo. When the writer states that the purpose of the get-together is to “thumb down the teacher who put you down during the semester”, what inferences do you make about the story the memo-writer tells?
More than Meets the Eye – Student Response

*It Says, I Say #1*

You can: (1) Work on this outline online and print a completed copy. It will expand as you work or (2) print out a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

For each statement in the *It Says* column, explain what you think might be happening in the situation and why. Write your thinking in the *I Say* column. Underline the information that you add in order to make your inference. The first one has been done for you.

<table>
<thead>
<tr>
<th><em>It Says</em> (Explicit Information)</th>
<th><em>I Say</em> (Implicit Information)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A car containing two men has been parked in front of your neighbour’s home every day for a week.</td>
<td>1. <em>Example:</em> Because robberies have occurred in the area recently, the men are casing the house perhaps because they plan to rob it when the neighbours are away.</td>
</tr>
<tr>
<td>2. A truck is parked in a Canadian Tire parking lot. No one is inside, the headlights are on and the driver’s door is open.</td>
<td>2.</td>
</tr>
<tr>
<td>3. Your friend’s family suddenly begins buying everything in sight—a fancy car, expensive clothes, a pool, a big-screen TV, and a new cottage.</td>
<td>3.</td>
</tr>
<tr>
<td>4. A car stops at a gas station in the middle of the night and a woman rushes in asking to use the telephone.</td>
<td>4.</td>
</tr>
<tr>
<td>5. Your friend has stopped going to school after he was called in to the Dean’s office following exams.</td>
<td>5.</td>
</tr>
</tbody>
</table>
More than Meets the Eye – Student Response

It Says, I Say #2

🎉 You can: (1) Work on this outline online and print a completed copy. It will expand as you work or (2) print out a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

<table>
<thead>
<tr>
<th>It Says (The Memo)</th>
<th>I Say (My Inferences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO: All Would-Be Graduates of Business Administration</td>
<td>Complete the sentence starters below:</td>
</tr>
<tr>
<td>FROM: [Student's Name]</td>
<td></td>
</tr>
<tr>
<td>DATE: October 27, 2002</td>
<td></td>
</tr>
<tr>
<td>SUBJECT: LAST GET-TOGETHER BEFORE DEPARTURE</td>
<td></td>
</tr>
<tr>
<td>At the doorstep to the next stage of your life, you all are invited to a party to</td>
<td></td>
</tr>
<tr>
<td>celebrate our friendship and achievements.</td>
<td></td>
</tr>
<tr>
<td>You must sample some of our classmates' flash business cards. Why would you want</td>
<td></td>
</tr>
<tr>
<td>to miss out the good chance to thumb down the teacher who put you down during the</td>
<td></td>
</tr>
<tr>
<td>semester. Above all, you should laugh and talk our hearts out with each other for</td>
<td></td>
</tr>
<tr>
<td>the last time.</td>
<td></td>
</tr>
<tr>
<td>So, the banquet has been arranged as follows:</td>
<td></td>
</tr>
<tr>
<td>Who: Every graduates and their familys (no more than 3) plus faculty members</td>
<td></td>
</tr>
<tr>
<td>When: Following the commencement, around 3 p.m.</td>
<td></td>
</tr>
<tr>
<td>Where: At the Seventh Semester, located beside the Food Emporium (The College</td>
<td></td>
</tr>
<tr>
<td>granted the Room free of charge)</td>
<td></td>
</tr>
<tr>
<td>Menu &amp; Cost: $20 for pork/salmon dish</td>
<td></td>
</tr>
<tr>
<td>$25 for roasted chicken dish</td>
<td></td>
</tr>
<tr>
<td>(The food will be catered by a local restaurant)</td>
<td></td>
</tr>
<tr>
<td>Please remember to let me know of your attendance by the 7th of November either</td>
<td></td>
</tr>
<tr>
<td>by talking to me in person or by paying the fee according to the food that you</td>
<td></td>
</tr>
<tr>
<td>wish to have. This will help the prompt reservation of food and seating.</td>
<td></td>
</tr>
<tr>
<td>I know each of us, the third-year would-be graduates, is full of vigor and hope,</td>
<td></td>
</tr>
<tr>
<td>and ready to make good of our dreams out in the field.</td>
<td></td>
</tr>
<tr>
<td>Based on my thinking above, I need to make the following changes so that the</td>
<td></td>
</tr>
<tr>
<td>memo accomplishes its purpose....</td>
<td></td>
</tr>
</tbody>
</table>

I infer that the doorstep mentioned in the first sentence refers to...

From these statements, I infer that the reason for the get-together is....

From these statements, I infer that the writer's attitude towards college is....

From the errors in this section, I infer that....

Based on my own experience, I have the following questions about number of people, menu, costs, and so on...

Based on the evidence, I think that the writer's reference to "the field" in the last line means...

Dual Credits (Revised Nov. 2009): Reading Survival Skills: More Than Meets the Eye, 3.2 page 5
Teacher's Feedback

☑ Successfully completed

☑ Still to do: ____________________________________________________________

Comments:
More than Meets the Eye
Making Inferences

Literacy Learning Self-Assessment Checklist

💡 Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

**Critical Learning**

- Increase understanding of the difference between explicit and implicit information
- Understand how to make inferences from words or images
- Understand why making inferences is important to comprehension

**Minds On**

- I understand the difference between explicit and implicit information
- I understand what an inference is
- I understand how to make an inference
- I understand how the *It Says, I Say* structure helps me make inferences

**Action!**

- I understand skills common to business memos and emails
- I can use writing process to create an effective email
- I can generate and organize explicit information for an email
- I can write a subject line that explicitly identifies the topic and purpose
- I can write to motivate the audience to respond
- I can draft the email
- I can make decisions about revision based on feedback

- I can identify necessary and explicit information in a business memo
- I can make inferences from incomplete information

**Consolidation**

- I can revise a business memo so that information is explicit, clearly and briefly stated

**Connections and Next Steps**

- I can infer the story behind the text