KIS Strategy for Inference

Key Words

Infer

Support

How to use KIS

1. <u>**Underline**</u> **key words**

2. **Make inferences based on the key words**

3. **Use your background knowledge to support your answers**

What is a KEY WORD

A key word is a word that gives **importance** to the scene and helps us understand the conflict, the character, or other elements of the bigger picture.

Key words help us **predict** what will happen and connect what we know to what the author is trying to tell us *indirectly*.

For example, in *Night* by Elie Wiesel

"I did not deny God's existence, but I doubted His absolute justice."
- Elie Wiesel, *Night*, Ch. 3
Key words would be: God's existence, doubt, justice

"I did not deny <u>God's</u> <u>existence</u>, but I <u>doubted</u> His absolute <u>justice</u>."

Each of these words add **purpose and meaning** to the sentence. They help us understand what the character is experiencing.

The **emotional word <u>doubt</u>** connects us to the character and tells us that this doubt will affect how he thinks and possibly how he makes decisions.

The **contrasting words** help us see his conflict, his dilemma, and his confusion.
The words **<u>existence</u>** and **<u>justice</u>** show us that Wiesel is understanding more about the world;

In addition to underlining the KEY WORDS, you also need to be on the look out for the use of **punctuation. Punctuation can help you find the key words! In the sentence

above, I quickly identified the **comma 9** this tells me that the sentence is going to change!

Commas prepare the reader for change, further explanation, a series of items, or a side note. This comma showed me that Wiesel was going to contradict or argue with his prior statement.

Infer
What is inference? When you **connect what you read** with **what you think** to **make an educated guess** about the reading.

What do you do when inferencing?
You connect to
      the **character's emotions** and why the character is feeling,
      why they are **behaving** in a certain way,
      the **meaning** of **events**,
      identify the **theme** of the story,
      purpose of the events,
      make an educated guess about **words' meanings**.

With inferences you understand why the character is behaving the way he is, the real meaning behind his words and actions.

What we know so far:

Once you identify the **KEY WORDS** in the passage, you can **INFER** a lot about the meaning of the passage, how the character **thinks**, how he **acts**, and what he may **do next**.

Inference happens when you **think about your experience**, what you **know about the story**, the events, and the possible outcomes
Compare this to the words you are reading, their meaning, the tone, or attitude, of the words, and the intended meaning of the quote or scene. KEY WORDS help focus your attention on the significant pieces of the whole picture

Illustrate how this process might look in your head using the symbols of a **KEY** for key words, a **book** for the material you are reading , the **PUZZLE PIECES** showing connecting ideas inference, and a light bulb for understanding:

In the quote, "I did not deny God's existence, but I doubted His absolute justice."
the key words I found are God's existence, doubt, justice

I can infer that Elie is experiencing a lot of difficulty. Knowing the story, I can tell from the word **doubt** that this character's faith has been challenged by his experiences in the Holocaust. He has been forced to see horrific images and do tasks that were demeaning to him and possibly his faith and family.

Support

Support is the evidence from the text that you refer to in order to make your inference. Support can be found in the text you are currently reading and your previous experiences. Looking back on the MLK site, what support can you provide that explains your inferences above?

When should you use this strategy?

Why is KIS a good strategy to use?

What is confusing about this strategy?

How can using this strategy help you on multiple choice assessments?

How can using this strategy help you on constructed response/ essay assessments?

What other classes could you use this strategy in?

Using KIS, identify the Key Words, make an inference, and provide support for the selected text you receive.

http://www.scribd.com/doc/6121690/Inferences-Handout-by-Deb-Smith

ELD Standards associated with the skills practiced in KIS

Beginning ELD

Fluency Systematic Vocabulary Development 9-12

Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).

Reading Comprehension

Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or phrases.

Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals,

Literary Response and Analysis

Role-play a character from a familiar piece of literature by using phrases or simple sentences.

Early Intermediate

Word Analysis 9-12

Recognize obvious cognates (e.g., *education, educación; actually, actualmente*) in phrases, simple sentences, literature, and content area texts.

Vocabulary Development
Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.

Reading Comprehension
Read simple paragraphs and passages independently.

Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.

Literary Response and Analysis
Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.

Intermediate

Use decoding skills and knowledge of both academic and social vocabulary to read independently.

In detailed sentences identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax.

Present a brief report that verifies and clarifies facts in two to three forms of expository text.

Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas.

Literary Response and Analysis
Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.

Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.

Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.

Early Advanced

Word Analysis 9-12

Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., *remove, extend*).

Reading Comprehension

Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).

Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.

Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).

Literary Response and Analysis

Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.

Identify recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends.

Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres.

Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).

Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.

A step by step explanation of implementing the instructional strategy
1. Write Infer on the board. Ask students what they know about that word, any words they associate with that word.
2. As for examples in life when we have to make the best decision on limited information, talking with friends, telling answering questions about what other people think
3. Explain importance of inference
      Essential part of making what you read clear, used on the SAT, CST, STAR,
      Helps us understand the characters and events better
4. Key Words guide us to unlocking the meaning of what we read
      Key words are descriptive
            Action words
            Academic words
            Showing words
            Direction words
            Emotional words
5. Infer: Connecting the meaning of the key word to the situation to determine the importance of the event
      Connecting the words in a sentence to determine the meaning of an unknown word.
      Connecting the series of events to a larger purpose
      Connecting the word choice to its meaning: figurative, literal, connotation, denotation

 [ ] Measures used to assess the effectiveness of this strategy in supporting development of
    English reading and/or writing
[ ] Reference information citing sources

English II

Following the Japanese attack on Pearl Harbor on December 7, 1941, President Franklin D. Roosevelt issued Executive Order 9066, which permitted the military to circumvent the constitutional safeguards of American citizens in the name of national defense.

The order set into motion the exclusion from certain areas, and the evacuation and mass incarceration of 120,000 persons of Japanese ancestry living on the West Coast, most of whom were U.S. citizens or legal permanent resident aliens.

These Japanese Americans, half of whom were children, were incarcerated for up to 4 years, without due process of law or any factual basis, in bleak, remote camps surrounded by barbed wire and armed guards.

They were forced to evacuate their homes and leave their jobs; in some cases family members were separated and put into different camps. President Roosevelt himself called the 10 facilities "concentration camps."

Some Japanese Americans died in the camps due to inadequate medical care and the emotional stresses they encountered. Several were killed by military guards posted for allegedly resisting orders.

Children of the Camps Project. "Children of the Camps Internment History."
  Public Broadcasting System. California Endowment. National Asian
  American Communications Association. KVIE. Asian Pacific Community
  Counseling. 1999 < http://www.pbs.org/childofcamp/history/index.html>

What can you infer about the purpose and use of the Japanese Internment Camps?

How did this affect our country?

English III

Adolescence

 There was a time when in late afternoon
 The four-o'clocks would fold up at day's close
 Pink-white in prayer, and 'neath the floating moon
 I lay with them in calm and sweet repose.

 And in the open spaces I could sleep,

Half-naked to the shining worlds above;
Peace came with sleep and sleep was long and deep,
Gained without effort, sweet like early love.

But now no balm--nor drug nor weed nor wine--
Can bring true rest to cool my body's fever,
Nor sweeten in my mouth the acid brine,
That salts my choicest drink and will forever.

Claude McKay

What key words did you find

What inferences can you make:
Who is the Speaker

What is the occasion

Who is the Audience

What is the purpose of this poem

What is the tone

What is your support?