

## Appendix E: Example Use of the ACT & Check Strategy: Instructor-Led Practice

*Okay, now we're going to use our key and what you learned from watching me work through the passage, "How Leisure Came" to complete another Reading Between the Lines Activity together. (Pass out "Grandfather's Death") This time I'm going to ask for your help as we complete this activity, and you're going to write in the inferences we make on this paper I just gave to you.*

*All right, (name of participant) could you read aloud the first sentence of this passage for us? Okay now we have to think about the five inference categories and make a decision about whether this sentence gives us any clues related to any of them. Does anyone have any ideas? (Elicit responses and have them think aloud through their thought process, shaping the discussion to character condition.) Okay great, now we talked about the fact that we know something about Jane, she's just had something tragic happen to her, this is related to two of our inference categories, character condition and theme. We should probably keep reading to see if we get any other text clues from the rest of the passage before we start considering if this passage has a theme, but we have a nice clue here since something big has happened to the character. But we can infer something about the character's emotional condition can't we. We will have to use both text clues and our background knowledge though. What is an inference you think we could make about the character's emotional condition? (Elicit responses, shaping the discussion to get to an inference similar to: Jane is distraught, depressed, sad, etc.).*

*All right, is there another inference category that we should consider after reading just that first sentence? (Elicit responses.) Yes, I agree, I think the author wants us, the readers, to empathize with Jane, maybe he's trying to make us think about a time when we have lost someone close to us, and he wants us to remember how that felt. What kind of inference can we add to this line? (Elicit responses to create an inference similar to Intended Reader emotion: sadness, empathy.)*

*Okay, (participant name) can you read the next two sentences aloud please? All right, I'm thinking about a certain inference category, is anyone else thinking about an inference category? Would you share your thoughts with us? (Elicit response and discussion around big goal.) I agree, I think that we know something about the motivation for Jane not wanting to be comforted by other people; this has to do with the big goal. What is an inference that we can make and write under those sentences? (Elicit responses, shaping discussion to write an inference similar to big goal: Jane wants to deal with her grandfather's death in her own way.)*

*All right, I'm going to read the rest of the passage, and I want us all to think about any other types of inferences we can make. (Read rest of the passage aloud.) Who has a thought about an inference category? (Elicit a discussion around the two other inference category types, theme and author intent, and a possible additional character condition inference. Shape the discussion to add the inferences similar to the following: author intent: the author wants me to understand what Jane is going through and realize that her life perspective might be changing; character condition: questioning herself, she might feel bad about being somewhat selfish during this time; theme: sometimes tragedies help to put things in perspective.)*

### Reading Between the Lines Activity

Note: the passage is printed for the participants similar to the example below so the participant is able to write between the lines of the passage. The bold, italicized text is the inference category question elicited by the instructor as described above.

**Grandfather's Death**  
**Murza, 2011**

Jane's grandfather had just passed away suddenly the night before. Nothing anyone could say or

***Character Condition: Did this event significantly change the character's life, how so?***

***Intended Reader Emotion: What is the author trying to make me feel by writing that?***

do could help ease her pain of his loss. She knew she needed to deal with this in her own way.

***Big Goal: What does the character want to happen now?***

Though the tragedy was only a fresh wound, Jane had time to already consider its implications to

her life. She asked herself, "How am I going to deal with this?" and "How am I going to act like

myself tomorrow at school?" She wondered if she was a selfish person to think those thoughts,

***Character Condition: How have the character's emotions changed?***

but she couldn't help it. Darker thoughts crossed her mind too and she abruptly stopped thinking

about those trivial teenage worries and started to consider her own mortality.

***Author's Intent: What is the author trying to tell me?***

***Theme: What does the story reveal?***

Inference Graphic Organizer	
Known (the author tells me)	Unknown (the author doesn't tell me)
"Jane's grandfather had just passed away suddenly the night before."	I know that it's really difficult to lose a loved one so I am guessing that Jane might be feeling sad, distraught, or even depressed.  I think the author wants me to empathize with Jane and maybe think about a time we lost a loved one and remember how we felt during that time.
"She knew she needed to deal with this in her	Jane doesn't want to be comforted by other

own way.”	people; she wants to deal with her grandfather’s death on her own.
“She wondered if she was a selfish person to think those thoughts.”	Selfishness is a negative quality so I think Jane is probably feeling badly about her thoughts and maybe even wondering if it makes her a bad person to be worried about herself when her grandfather just died.
Entire passage	I think the author is trying to tell me that tragedy sometimes helps put things in perspective.

# Inference Category

## Question Key

Inference Category	Question(s)
Theme or Thesis	<p>Theme</p> <ul style="list-style-type: none"><li>• What does the story reveal (if anything)?</li><li>• What kinds of changes did the main character go through? (what happens to the main character?)</li><li>• What did the main character learn?</li><li>• What is the nature of the conflict?</li></ul> <p>Thesis</p> <ul style="list-style-type: none"><li>• What is the main idea of this passage?</li></ul>
Author's Intent	<ul style="list-style-type: none"><li>• What is the author trying to tell me? Or how is the author trying to influence me? Or...what impression is the author trying to make upon me?</li></ul>
Character Condition	<ul style="list-style-type: none"><li>• How have the character's emotions changed?</li><li>• What is this character up to now?</li><li>• Did this event significantly change this character's life, how so?</li><li>• Does this information tell me anything new about the character?</li></ul>
Big Goal	<ul style="list-style-type: none"><li>• Why did the character just do that?</li><li>• What does the character want to happen now?</li></ul>
Intended Reader Emotion	<ul style="list-style-type: none"><li>• What is the author trying to make me feel by writing that?</li></ul>

