

Appendix B: Act & Check Innovation Configuration Map: Content

Key Elements	Ideal Implementation (3)	In Process (1)	No Implementation (0)
<ul style="list-style-type: none"> Elements of the ACT & Check Strategy 	<p>The researcher provides explicit instruction in all elements of the ACT & Check Strategy. During each lesson, the researcher reviews the elements and/or has the participants demonstrate their knowledge of the strategy individually or in groups.</p>	<p>The researcher provides explicit instruction in all elements of the ACT & Check Strategy. However, the researcher does not provide the opportunity during each lesson to review the elements or allow the participants to demonstrate their knowledge of the strategy individually or in groups.</p>	<p>The researcher does not provide explicit instruction in the elements of the ACT & Check Strategy.</p>
<ul style="list-style-type: none"> Metacognitive foundations 	<p>The researcher provides explicit instruction in the metacognitive foundations of inference generation.</p>	<p>The researcher discusses the metacognitive foundations of inference generation but not explicitly enough for some participants.</p>	<p>The researcher does not provide explicit instruction in the metacognitive foundations of inference generation.</p>
<ul style="list-style-type: none"> Inference categories 	<p>The researcher provides explicit instruction in the types of textual inferences most related to social inferences.</p>	<p>The researcher discusses the different types of textual inferences but not explicitly enough for some participants.</p>	<p>The researcher does not provide explicit instruction in the types of inference categories most related to social inferences.</p>
<ul style="list-style-type: none"> Asking questions 	<p>The researcher provides explicit instruction in the types of questions a reader may ask him/herself to make inferences related to the inference categories presented previously. The researcher also provides a model for the participants so that they can further understand the process of asking questions during reading.</p>	<p>The researcher discusses the different types of questions readers ask but not explicitly enough for some participants. The researcher might not provide sufficient time to model asking questions or does not do so explicitly enough.</p>	<p>The researcher does not provide explicit instruction in asking questions.</p>