

What Matters Chart

For use with *Focused Instructional Conversations*, page 229

	1	2	3	4	5
Student	Student understands that reading is a meaning-making process.	Student believes in his or her ability to make sense of the text.	Student chooses to read and finds reading pleasurable because it serves some intrinsic function.	Student spontaneously stops (self-monitors) when something does not make sense.	Student has a repertoire of skills and strategies to problem-solve meaning.