Reader's Conference   Name: Date:

LITRALEARN

Focus: *Positioning my learner as a reader; developing reader's skills; exploring reader's identity; articulation (both teacher & learner)*

Listen & Explore	*'What do you think makes you a great reader?'*	*'As a reader, is there anything you want to work on?'*
	'What are you thinking about the book you're reading?' (Listen for opinions & ideas)	Skills articulated: (e.g., '*It seems what you are doing as a reader is… am I right?*') Learner: Teacher:
Assess & Decide	Reader's connection to text & opinion: (e.g., '*What in the book made you think/ feel that?*')	Elaborations: (e.g., '*Can you tell me more about that?*' X 3)
	Comprehension strategies for developing: '*As a reader, how do you think you can get an even better understanding of the book?*'	Strategies Articulated: (e.g., '*It seems like you are the type of reader who…*') Learner: Teacher:
Teach	Teaching point: '*One important thing readers need to do is…*	Action: '*So how will we make sure you are also doing this as a reader? What are some strategies we can use?*'
	Teacher support: '*How can I support you as a reader?*'	Articulated Teaching Point: '*Doing these strategies will help you practice…*

'What is your reader's identity now and what would you like it to be the next time we talk about it?'   Goal:

strategies →

Writer's Conference   Name: Date:

LITRALEARN

Focus: *Positioning my learner as a writer; developing writer's skills; exploring writer's identity; articulation (both teacher & learner)*

Listen & Explore	*'What do you think makes you a great writer?'*	*'As a writer, is there anything you want to work on?'*
	'What are you thinking about what you're writing?' (Listen for opinions & ideas)	Skills articulated: (e.g., *'It seems what you are doing as a writer is… am I right?'*) Learner: Teacher:
Assess & Decide	Writer's connection to text & opinion: (e.g., *'What in your writing made you think/ feel that?'*)	Elaborations: (e.g., *'Can you tell me more about that?'* X 3)
	Writing strategies for developing: *'As a writer, how do you think you can improve to craft more interesting texts?'*	Strategies Articulated: (e.g., *'It seems like you are the type of writer who…'*) Learner: Teacher:
Teach	Teaching point: *'One important thing writers need to do is…*	Action: *'So how will we make sure you are also doing this as a writer? What are some strategies we can use?'*
	Teacher support: *'How can I support you as a writer?'*	Articulated Teaching Point: *'Doing these strategies will help you practice…*

'What is your author's identity now and what would you like it to be the next time we talk about it?'   Goal:

strategies →