



THE CITY OF SAN DIEGO

READ/San Diego's 25th Annual Tutor Conference

Saturday, June 13, 2015

Joan B. Kroc Institute for Peace & Justice
University of San Diego



KEYNOTE SPEAKER

Dr. Howard Liebman

*Better Understanding and Addressing
Educational Trauma to Re-Engage Students
Back into the Educational System*

Keynote speaker Dr. Howard Liebman is a visionary in the field of innovative online education. Dr. Liebman is a nationally-recognized educator and entrepreneur with experience in founding and leading successful public and private education related enterprises.

Dr. Liebman's passion for education was first ignited as a math teacher in urban public middle and high schools, where he learned how to think outside the box in order to help students succeed. He went on to earn a master's degree in clinical social work, (continued on page 6)



Essential Information

READ/San Diego's 25th Annual Tutor Conference

Saturday, June 13, 2015 • Joan B. Kroc Institute for Peace & Justice, University of San Diego

Join literacy tutors, teachers and literacy professionals from across California for a day of informative and enjoyable hands-on workshops. Twenty-four workshops are scheduled in four strands, with breaks midway through the strands. A catered luncheon will be served between the strands and will feature Keynote Speaker Dr. Howard Liebman.

For more information, call (619) 238-6603 or visit <http://friendsofreads.org>.



Location/Directions

The Joan B. Kroc Institute for Peace & Justice, University of San Diego, is located at 5998 Alcalá Park, San Diego, CA 92110. <http://peace.sandiego.edu/>

From the North

- Use I-5 (South), exit at Sea World Drive and Tecolote Road (just past the Hilton Hotel on Mission Bay).
- Turn left on Tecolote Road.
- Right at Morena Blvd.
- Left on Napa Street to Linda Vista Road.
- Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
- Institute for Peace & Justice parking garage is the first right at the top of hill.

From the South

- Use I-5 (North) to I-8 (East) and exit at Morena Blvd.
- Follow Morena Blvd, and bear right onto Linda Vista Road.
- Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
- Institute for Peace & Justice parking garage is the first right at the top of hill.

From the East

- Use I-8 (West), exit at Morena Blvd.
- Bear right onto Linda Vista Road.
- Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
- Institute for Peace & Justice parking garage is the first right at the top of hill.

Parking

- The Institute for Peace & Justice is the first building on the right side at the top of the hill. The entrance to the underground parking garage is on the right.
- There are disabled parking spaces in the Institute for Peace & Justice garage.
- Park in white-lined spaces ONLY or you may be fined/towed. If garage is full, park in the Lower West Lot located near the campus West entrance, or any white-lined space on campus.

Registration

The early registration rate of \$35 ends June 8, 2015. After June 8th, the registration fee is \$45.

Please register online at <http://friendsofreads.org>.

Or you can complete and detach the registration form on page 7 of this brochure and fax it to 619-533-3217. You can also return it with your payment in the enclosed envelope and send to:

READ/San Diego Adult Literacy Program
Joan A Irwin Jacobs Common
330 Park Blvd.
San Diego, CA 92101

The first 300 tutors, teachers or literacy professionals who send in registration forms are guaranteed attendance at the conference. Forms are processed on a first-come, first-served basis. If more than 300 forms are received, the sender will be notified in advance, and those forms and fees will be returned.

Cancellations

If your plans change and you cannot attend after registering, please call (619) 238-6603 so another participant can attend in your place. Refunds will not be given in the event of participant cancellation or no-show.

Check-in

Registration check-in time is 8:00–8:25 a.m.

Workshops begin promptly at 8:30 a.m.

Meals

A continental breakfast and catered lunch are included in the registration fee. Breakfast will be available on the East Plaza, Garden of the Sky, from 8:00–8:25 a.m. Lunch will be served in the ballroom from 11:30 a.m. to 1:30 p.m.

Dress Code

Dress comfortably and consider bringing layers such as sweaters and jackets in case temperatures fluctuate indoors and out.

Continuing Education Opportunity

The University of San Diego's Division of Professional and Continuing Education will grant .5 units of graduate level extension credit for attending the conference or 1 unit of credit, which includes a writing assignment. Please go to <http://PCE.SanDiego.edu/>, click on "Affiliations" and click on "READ/San Diego" for more information.

Silent Auction

Bring your credit card or checkbook! Throughout the day, we'll hold a silent auction where you'll have the opportunity to bid on items such as gift certificates, tickets to local attractions, gorgeous gift baskets, jewelry and more! Be the highest bidder on any item and you'll take it home! Best of all, the proceeds benefit Friends of READ/San Diego and help to keep the registration fees for the conference low. American Express, Discover, Visa and MasterCard debit and credit cards are accepted with a \$10 minimum purchase. Cash and checks are also gratefully accepted.

Workshops

STRAND 1		BREAK	STRAND 2		LUNCH	STRAND 3		BREAK	STRAND 4		
8:30 - 9:45 a.m.			10:00 - 11:15 a.m.			1:45 - 3:00 p.m.			3:15 - 4:30 p.m.		
1	SARAH FEARNOW COMPONENTS OF NUMERACY AND ALGEBRA (PART 1)		7	SARAH FEARNOW COMPONENTS OF NUMERACY AND ALGEBRA (PART 2)		13	KATHY ST. JOHN TUTORING TIPS AT YOUR FINGERTIPS: FREE ONLINE RESOURCES TO TEACH READING (PART 1)		19	KATHY ST. JOHN TUTORING TIPS AT YOUR FINGERTIPS: FREE ONLINE RESOURCES TO TEACH READING (PART 2)	
	MATH			MATH			GENERAL			GENERAL	
2	AMY PREVEDEL COMPREHENSION PRACTICE: MAKING MEANING THROUGH STRATEGIC THINKING		8	AMY PREVEDEL COMPREHENSION PRACTICE: MAKING MEANING THROUGH STRATEGIC THINKING (REPEAT)		14	AMY PREVEDEL MAKING IT MEANINGFUL, MAKING IT MEMORABLE: TEACHING GRAMMAR THROUGH WRITING (PART 1)		20	AMY PREVEDEL MAKING IT MEANINGFUL, MAKING IT MEMORABLE: TEACHING GRAMMAR THROUGH WRITING (PART 2)	
	COMPREHENSION			COMPREHENSION			WRITING			WRITING	
3	ELENA MENDOZA COMPARATIVE APPROACHES TO TEACHING PHONICS		9	ELENA MENDOZA COMPARATIVE APPROACHES TO TEACHING PHONICS (REPEAT)		15	SHARON ZINKE RIME MAGIC: FAST SUCCESS FOR STRUGGLING READERS		21	SHARON ZINKE RIME MAGIC: FAST SUCCESS FOR STRUGGLING READERS (REPEAT)	
	PHONICS			PHONICS			READING			READING	
4	MARTIN KEHE UNDERSTANDING CONSTRUCTED RESPONSE (PART 1)		10	MARTIN KEHE UNDERSTANDING CONSTRUCTED RESPONSE (PART 2)		16	MARTIN KEHE/ARVA CARLSON MATHEMATICAL REASONING: BRINGING MATH TO LIFE FOR YOUR STUDENTS (PART 1)		22	MARTIN KEHE/ARVA CARLSON MATHEMATICAL REASONING: BRINGING MATH TO LIFE FOR YOUR STUDENTS (PART 2)	
	GED-LANGUAGE ARTS			GED-LANGUAGE ARTS			GED-MATH			GED-MATH	
5	JAYME ADELSON-GOLDSTEIN PROBLEM SOLVED! USING PROBLEM SCENARIOS TO TEACH LANGUAGE AND LITERACY		11	JAYME ADELSON-GOLDSTEIN PROBLEM SOLVED! USING PROBLEM SCENARIOS TO TEACH LANGUAGE AND LITERACY (REPEAT)		17	JAYME ADELSON-GOLDSTEIN PAVING THE WAY: LANGUAGE AND LITERACY DEVELOPMENT FOR WORKPLACE READINESS		23	JAYME ADELSON-GOLDSTEIN PAVING THE WAY: LANGUAGE AND LITERACY DEVELOPMENT FOR WORKPLACE READINESS (REPEAT)	
	ESL			ESL			ESL			ESL	
6	KRISTI REYES KNOWING A WORD v. OWNING A WORD: BEST PRACTICES FOR DEEPER VOCABULARY LEARNING		12	KRISTI REYES KNOWING A WORD v. OWNING A WORD: BEST PRACTICES FOR DEEPER VOCABULARY LEARNING (REPEAT)		18	KRISTI REYES LANGUAGE AND LITERACY DEVELOPMENT WITH SIMPLE TECH TOOLS THAT MOTIVATE		24	KRISTI REYES LANGUAGE AND LITERACY DEVELOPMENT WITH SIMPLE TECH TOOLS THAT MOTIVATE (REPEAT)	
	VOCABULARY			VOCABULARY			TECHNOLOGY			TECHNOLOGY	

Presenters & Workshops

Jayne Adelson-Goldstein facilitates ESL professional development for classroom teachers and tutors across the U.S. as well as internationally. She teaches in TESOL's online certificate program and is affiliated with the California Adult Literacy Professional Development Project (CALPRO). Her publications include *Listen First*, *The Oxford Picture Dictionary*, *Read and Reflect*, and *Step Forward*.

5/11 Problem Solved! Using Problem Scenarios to Teach Language and Literacy

8:30-9:45 a.m.
10:00-11:15 a.m. (repeat)

The moment our adult ESL learners enter the 21st century workforce, they are expected to have a command of essential soft skills along with the ability to communicate clearly and coherently. Employers are also looking for employees who are self-directed, think critically, problem solve, and demonstrate a willingness to expand their skills and knowledge. ESL tutors and instructors, with their focus on the needs of the learner, are in an ideal position to pave the way for their success in these critical areas.

In this workshop you will work with several ready-made and customizable tasks and tools to help learners at all levels develop and expand their career awareness and their soft skills while strengthening their language skills.

By the end of this session you will be able to:

- * identify general workplace topics and tasks that can be integrated into any level ESL lesson;
- * use Do/Say charts to successfully embed soft skill instruction into every class; and
- * select from a variety of checklists and rubrics to increase learners' self-direction.

17/23 Paving the Way: Language and Literacy Development for Workplace Readiness

1:45-3:00 p.m.
3:15-4:30 p.m. (repeat)

In order to meet their long-term goals, our learners need to be able to navigate 21st century workplaces, academic settings and the community at large. This requires self-direction, persistence, critical thinking and problem solving. Even if our ESL learners already possess these skills, they often don't have the language to demonstrate that they do. When we have learners read or listen to a problem scenario and follow a step-by-step procedure to determine the best solution, we ensure that the lesson content is both relevant and engaging. In this workshop you will experience the problem-solving technique using ready-made scenarios and identify how problem-solving lessons help develop your learners' language and literacy skills at all levels.

By the end of this session you will be able to:

- * create or adapt problem scenarios that address common workplace, community and cross-cultural issues;
- * successfully implement the steps in a problem-solving lesson; and
- * use questioning strategies that encourage learners to express their high-level thinking.

Sarah Fearnow has been an adult educator for the past 18 years and a trainer and coach for adult education math teachers for the past 5 years.

1/7 Components of Numeracy and Algebra

8:30-11:15 a.m. (double session)

In this interactive workshop, participants will experience sample math lessons plans that encourage learners to ask questions that help them develop conceptual understanding and prompt deeper mathematical thinking. Participants will explore what it means to be numerate using the *Components and Subcomponents of Numeracy* framework (Ginsburg, L., Manly, M., and Schmitt, M. J., NCSALL Paper, 2006). Particular focus will be placed on the cognitive and affective subcomponents, including building learners' conceptual understanding of mathematical concepts; capacity to think logically about the relationships among concepts; ability to formulate mathematical problems; ability to represent mathematical problems in tables, graphs and equations; and willingness to persevere in mathematical thinking and learning when problems get difficult. Participants will also have the opportunity to think through how they can adapt the lessons presented to fit the needs of their own classes.

Martin D. Kehe is Vice President of Assessment Services for GED Testing Service LLC, a joint venture between the American Council on Education (ACE) and Pearson. He formerly served as Deputy Executive Director, GED® Programs, for GED Testing Service, which until March 2011 was a program of ACE. Since his arrival at GED Testing Service in 2008, Mr. Kehe has been responsible for the design, development, and implementation of the GED® test in the U.S., Canada, and other countries.

Prior to his work with the GED® test, Mr. Kehe served for nearly a decade as the Chief of Assessment, Maryland State Department of Education. During his tenure in Maryland, he was responsible for the design and implementation of all of the State's K-12 assessments. Earlier in his career, Mr. Kehe worked in the area of education and assessment in the financial services industry, holding positions at Chase and at Merrill Lynch, where he was the director of the Merrill Lynch Executive Institute.

Mr. Kehe received a Bachelor of Science degree in Accounting from Arizona State University, an MBA from the Anderson School of Management at the University of California, Los Angeles, and did post-graduate studies at Loyola University, Maryland. He recently received his MS degree in Higher Education and is currently ABD in doctoral studies in Postsecondary and Adult Education at Capella University.

Arva Carlson has taught math for more than 30 years. She has designed math curriculum and taught in Adult Basic Education for the last 13 years. She is the recipient of awards, including the Presidential Award in Math and Science and COABE Teacher of the Year.

4/10 Understanding Constructed Response

8:30-11:15 a.m. (double session)

Take a dive into the essential skills that students need as well as a range of instructional techniques you can

use to develop skills in argumentative writing and using evidence. The workshop will include an opportunity to discuss using these instructional techniques and how to integrate them for your students. Participants will also have the opportunity to analyze responses at various score levels to understand better how to help students maximize their performance on constructed response items in Reasoning Through Language Arts, Social Studies, and Science.

16/22 Mathematical Reasoning: Bringing Math to Life for Your Students

1:45-4:30 p.m. (double session)

Why do many students hate math? One answer is that math seems to be a foreign language that many just don't understand. This session provides an overview of the critical reasoning skills for the "big ideas" for the 2014 GED® Mathematical Reasoning test that students need—not just to pass the test, but also for acquiring skills for life. The session will also build instructor awareness of selected instructional techniques that can be used to develop key skills in algebraic and quantitative reasoning, including the use of Performance Level Descriptors as a tool to focus lessons and guide student learning. The workshop will feature practice in using the TI-30XS calculator, formula sheets, and manipulatives in instruction and test preparation and will focus on strategies for problem solving, review of the most missed items on the test and review of common algebraic misconceptions about variable and equivalence.

Amy Prevedel started working in adult education 23 years ago as a volunteer tutor. Since then, she has supervised literacy programs in Oakland and Berkeley libraries, and at a social service agency in Chicago. She has also conducted literacy workshops and trainings throughout the Bay Area and nationally. Recently, Amy helped set-up and coordinate ESL classes for parents in community centers for the San Mateo Public Library.

As a freelance writer and curriculum developer, Amy co-created content for Tutor Ready and Access to Learning: Best Practices for Tutoring Adults. These online resources, created in partnership with LINCS and Portland State University, and the Santa Clara City and San Jose public libraries, respectively, make research-based tutoring strategies accessible to volunteers throughout the U.S.

2/8 Comprehension Practice: Making Meaning Through Strategic Thinking

8:30-9:45 a.m.
10:00-11:15 a.m. (repeat)

Does your learner have trouble understanding or remembering what you just read together? Making meaning of a text requires active, strategic thinking. As a good reader, you have many complex cognitive processes happening in your mind as you read, and this happens so automatically, it's difficult to recognize. As a tutor, it's critical to learn specific comprehension strategies you can teach explicitly to learners, one at a time, to help them become aware of their own cognitive processes during reading. In this workshop, we'll find out what research says about teaching reading comprehension effectively. Then we'll try out a variety

Presenters & Workshops

of comprehension strategies you can use with your learners. We want our learners to become their own best tutors over time!

14/20

Making it Meaningful, Making it Memorable: Teaching Grammar through Writing

1:45 - 4:30 p.m. (double session)

Through the lens of process writing, we will learn how to connect grammar practice with what's important in a learner's life, moving from life experience, to the spoken word, to words on the page. We will practice generating lasting "grammatical memories" that will help learners improve their grammar, first in speaking and then in writing. To do this, we'll utilize multi-sensory approaches to teaching grammar that include music and rhythm and graphic organizers, such as mind maps, T-charts, information grids, and color patterns. Along the way, we'll try out scaffolding techniques you can use to inspire confidence in learners at different levels of skill and ability. You'll walk away from this workshop with an extensive "playlist" of strategies you can use with confidence to teach grammar and other language skills.

Elena Mendoza began her work as an educational therapist shortly after completing her degree from California Polytechnic State University, San Luis Obispo. After leaving Lindamood-Bell Learning Processes, she received additional training in other methodologies including Orton-Gillingham and Wilson Language. Elena began her private practice and founded a learning center in 1997. In 2007 she sold her practice and relocated back to California. With over 20 years of experience she has founded her newest learning center, Integrative Learning, where she has several learning coaches.

3/9

Comparative Approaches to Teaching Phonics

8:30-9:45 a.m.

10:00-11:15 a.m. (repeat)

Ms. Mendoza will discuss the meaning of phonics, phonological awareness, and different programs that teach phonics. We will compare LiPS, Wilson Language, and Orton Gillingham through lecture and activities.

Kristi Reyes has taught ESL to adults in San Diego County since 1998 in credit and noncredit community colleges, refugee resettlement programs, and workplaces. She is currently a full-time instructor at Mira Costa College in Oceanside and a technology trainer, columnist, and consultant for the Outreach for Technical Assistance Network (OTAN), a division of Adult Education in the California Department of Education.

6/12

Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabulary Learning

8:30-9:45 a.m.

10:00-11:15 a.m. (repeat)

This interactive workshop will cover what it means to "know a word," how to choose words for explicit teaching, and how to apply research-based best practices to vocabulary teaching and learning. A brief review of the research and theoretical underpinnings

for vocabulary instruction will be covered. Discover how scaffolding and repetitive exposure to new words are necessary for learners to transfer new vocabulary from their receptive to productive knowledge, how criteria such as word frequency can be used to choose which words to teach, and how constructing activities using effective methods for teaching vocabulary can maximize learner comprehension, retention, and production. Techniques and activities for teaching vocabulary at all levels will be shared, and assessment types will be outlined. Resources such as web sites and apps for tutors' reference and students' vocabulary study will be provided.

18/24

Language and Literacy Development with Simple Tech Tools that Motivate

1:45-3:00 p.m.

3:15-4:30 p.m. (repeat)

Technology can be a motivating way for learners to practice language and build literacy, but technology integration is most effective when the tools are easy to use, appropriate to the learning objectives, and suited to the specific skills that learners need to develop. Attendees will view samples and demonstrations of free web sites and apps that learners can use together or individually to work on vocabulary, spelling, grammar, and writing, followed by hands-on practice. The tools include customizable flashcards, games, quizzes, avatars, comic strips, digital movies, and more. Print materials that include step-by-step instructions will be provided.

Kathy St. John taught English as a Second Language in Washington, D.C., Chicago, IL, and Madison, WI from 1989-1993. Her first work in basic literacy was as the Adult Literacy Assistant Coordinator and then Coordinator at the Blue Gargoyle Youth Services Center in Chicago from 1993-1995. Kathy supervised Read Santa Clara, the literacy program at the Santa Clara Public Library in California, from 1995-2001.

From 2001-2002, Kathy researched grant funding opportunities and wrote grant proposals for Literacy Volunteers of America. From 2003 to 2008 she was ProLiteracy America's Southwest Regional Representative working with state organizations and affiliates in six states. From 2004-2006, Kathy was the Project Manager for the Dollar General/ProLiteracy America Student Expansion Project and managed national research and dissemination projects on reducing student waiting lists and improving community student referral systems.

Kathy was the Training and Program Coordinator for OVAE/LINCS Regional Professional Development Center 4 from 2010-2012. She is currently a LINCS National Trainer and project manager. In addition, since 2002 she has been a freelance consultant in the areas of literacy and nonprofit funding, organizational and board development, strategic planning, and organizational capacity building.

13/19

Tutoring Tips at your Fingertips: Free Online Resources to Teach Reading

1:45-4:30 p.m. (double session)

Come learn about two brand new free, online resources to help your learners improve their reading skills. Learn about video demonstrations of tutors and

learners working together and explore answers to some common questions tutors ask about how best to help learners improve their skills in the following components of reading:

- * Phonemic Awareness,
- * Decoding,
- * Fluency,
- * Vocabulary, and
- * Comprehension.

Access to Learning is a series of videos showing real life tutors and learners demonstrating the most current, evidence-based reading strategies in clear, easy-to-replicate segments.

Tutor Ready focuses on topics relevant to adult literacy tutoring in the area of reading. The resources include the following:

- * A question and answer format that focuses on specific reading skills in each of the components of reading;
- * Practical, research-based explanations, suggestions and strategies for assessing and tutoring adult learners;
- * Examples of how to use recommended tutoring strategies; and
- * Videos and audio demonstrations of tutoring techniques.

The purpose of this workshop is to introduce tutors, teachers, and program directors to LINCS and other evidence-based resources that instructors of adult learners can use to inform their teaching practices with struggling readers and writers.

Sharon Zinke author of *The Decoding Solution: Rime Magic & Fast Success for Struggling Readers* (Scholastic, 2013), is a specialist in the area of literacy development and reading intervention. She has worked extensively with struggling readers at elementary, middle, and high schools in her years as a classroom teacher, reading specialist, and resource specialist. Most recently, she has worked with elementary and middle schools in the Bay Area to quickly raise the decoding and word recognition levels of students reading significantly below grade level.

15/21

RIME MAGIC: Fast Success for Struggling Readers

1:45-3:00 p.m.

3:15-4:30 p.m. (repeat)

Bring word recognition levels up FAST in young or older struggling readers! Get your students motivated and excited! Use easy-to-implement techniques, based on onset-rime, to help students experience instant success, immediately boosting their self-confidence as readers--critical for overcoming reading challenges. Whether in a classroom setting or a one-on-one tutoring situation, teachers and tutors will see significant results in a short period of time. English language learners will transition easily to English reading, and students with learning differences will get access to the middle of the word and decoding instruction that brings success. Tutors working one-on-one with students have a special advantage. Rime Magic instruction will be tailored to

the exact needs of your student!

Keynote Speaker

during which time he delved into the social and psychological issues ---termed “educational trauma”---facing many learners today.

In 2002, Dr. Liebman joined the Sagemont School, a PK 3-12 private college-preparatory school, serving as assistant principal to help them develop their hybrid educational model.

In 2004, he co-founded the University of Miami Online High School, and as CEO facilitated the rapid growth of the company, bringing on major partners including IMG Academies and Evert Academy. Under his leadership, the University of Miami Online High School, along with Virtual Sage curriculum publishing company, was acquired by the Washington Post Companies.

In 2010, Dr. Liebman founded Smart Horizons Career Online Education, the world’s first Advanced/SACS accredited, private online school district, which offers high school diplomas and career certificate programs for adults and older youth. He started the district with the belief that at least 75 percent of the nation’s 45 million high school dropouts were capable of obtaining a high school diploma. Under his leadership, the district has launched many innovative high school programs for older youth and adults, and forged groundbreaking partnerships with major corporations, public libraries, State Departments of Corrections, and non-profit organizations.

Dr. Liebman holds a Ph.D. in Education from Barry University, a master’s degree in Clinical Social Work from Florida International University, and a bachelor’s degree in Psychology from the University of Florida.

Better Understanding and Addressing Educational Trauma to Re-Engage Students Back into the Educational System

Most people would not associate the term “trauma” with the high school dropout experience, yet our educational team has found that it is the reality for many of the 45 million adults without a high school diploma in the U.S. How do high school dropouts respond to educational trauma? There is widespread belief that many students respond to educational failure---whatever the circumstances---in the same way they respond to a traumatic event.

For example, if you walk down an alley and you are mugged, every time you walk down an alley again whether you are conscious of it or not, you will have a “fight or flight” response. Most people have a flight response to trauma; they run and do not look back. A lifelong flight response to the academic environment is particularly problematic for high school dropouts, whose very economic and social stability is premised upon increasing their level of education.

So, the real challenge is, “how do we address this overwhelming problem and re-engage these students back into the educational system?” The keynote presentation will focus on educational trauma and effective strategies to help students overcome their resistance (i.e., fear of failure) to re-engage back into the educational system.



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Registration Form

Detach this registration form and return it with your payment in the enclosed envelope to:
 READ/San Diego ■ San Diego Central Library @ Joan A Irwin Jacobs Common
 330 Park Blvd. ■ San Diego, CA 92101
 Register online at <http://friendsofreadsd.org> or fax form to (619) 533-3217

- Enclosed is my **\$35 early registration fee** (until June 8th).
 Please make your personal check or money order payable to:
Friends of the READ/San Diego Literacy Programs.
- Enclosed is my **\$45 standard registration fee** (after June 8).
- Check here for **vegetarian lunch**.
- I cannot attend**, but I would like to sponsor another
 tutor(s). Enclosed is my tax-deductible contribution of \$_____.

 Name (please print)

 Organization/Affiliation (if applicable)

 Street Address

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 E-mail

Register early to secure a reservation in first-choice workshops.
 Assignments will be given at the check-in table on the day of the
 conference. To receive a confirmation of your selections in advance,
 check one of the appropriate boxes below:

- Mail Phone Fax E-mail

Strand 1
 8:30 - 9:45 a.m.

____ Components of Numeracy and Algebra (Part 1)
MATH

____ Comprehension Practice: Making Meaning Through Strategic Thinking
COMPREHENSION

____ Comparative Approaches to Teaching Phonics
PHONICS

____ Understanding Constructed Response (Part 1)
GED-LANGUAGE ARTS

____ Problem Solved! Using Problem Scenarios to Teach Language and Literacy
ESL

____ Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabulary Learning
VOCABULARY

Strand 2
 10:00 - 11:15 a.m.

____ Components of Numeracy and Algebra (Part 2 continued)
MATH

____ Comprehension Practice: Making Meaning Through Strategic Thinking (repeat)
COMPREHENSION

____ Comparative Approaches to Teaching Phonics (repeat)
PHONICS

____ Understanding Constructed Response (Part 2 continued)
GED-LANGUAGE ARTS

____ Problem Solved! Using Problem Scenarios to Teach Language and Literacy (repeat)
ESL

____ Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabulary Learning (repeat)
VOCABULARY

Strand 3
 1:45 - 3:00 p.m.

____ Tutoring Tips at Your Fingertips: Free Online Resources to Teach Reading (Part 1)
GENERAL

____ Making it Meaningful, Making it Memorable: Teaching Grammar Through Writing (Part 1)
WRITING

____ Rime Magic: Fast Success for Struggling Readers
PHONICS

____ Mathematical Reasoning: Bringing Math to Life for Your Student (Part 1)
GED-MATH

____ Paving the Way: Language and Literacy Development for Workplace Readiness
ESL

____ Language and Literacy Development with Simple Tech Tools that Motivate
TECHNOLOGY

Strand 4
 3:15 - 4:30 p.m.

____ Tutoring Tips at Your Fingertips: Free Online Resources to Teach Reading (Part 2 continued)
GENERAL

____ Making it Meaningful, Making it Memorable: Teaching Grammar Through Writing (Part 2 continued)
WRITING

____ Rime Magic: Fast Success for Struggling Readers (repeat)
PHONICS

____ Mathematical Reasoning: Bringing Math to Life for Your Student (Part 2 continued)
GED-MATH

____ Paving the Way: Language and Literacy Development for Workplace Readiness (repeat)
ESL

____ Language and Literacy Development with Simple Tech Tools that Motivate (repeat)
TECHNOLOGY

Please select your 1st through 4th choices in each of the four strands on this registration form.

THE DEADLINE FOR EARLY REGISTRATION IS 5 P.M. ON MONDAY, JUNE 8, 2015. REGISTRATIONS RECEIVED AFTER 5 P.M. WILL BE CHARGED AT THE \$45 RATE. FOR MORE INFORMATION, PLEASE CALL 619-238-6603.

THANK YOU to these fabulous folks and sponsors:

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Regina Seaton

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P.O. Box 712343
San Diego, CA 92171-2343

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