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# READ/San Diego's 28<sup>th</sup> Annual Tutor Conference

Saturday, June 9, 2018

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



**KEYNOTE SPEAKER**  
**Dr. Maryanne Wolf**

*How the Reading Brain Changes Our Understanding of Instruction, Dyslexia, and the Digital Culture*

**Dr. Maryanne Wolf** is the John DiBiaggio Professor of Citizenship and Public Service and Director of the Center for Reading and Language Research at Tufts University. In 2018-2019 she will be the Director of the newly formed Center for Dyslexia, Diverse Learners, and Social Justice at UCLA and the Chapman University Presidential Fellow. She is the author of *Proust and the Squid: The Story and Science of the Reading Brain*; *Tales of Literacy for the 21st Century*; and *Reader, Come Home: The Reading Brain in a Digital World* (forthcoming in August, 2018).



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

The Friends of the READ/San Diego Literacy Programs is a 501(c)(3) non-profit corporation (ID# 33-0522311) dedicated to the principle of literacy for everyone. It was established to support READ/San Diego, the adult literacy program of the San Diego Public Library.



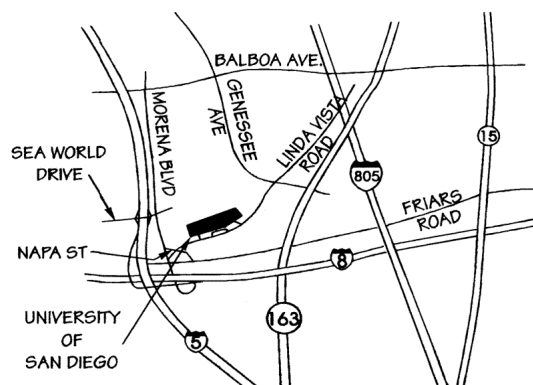
# ESSENTIAL INFORMATION

## READ/San Diego's 28<sup>th</sup> Annual Tutor Conference Saturday, June 9, 2018 • 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. Maryanne Wolf.

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 handicap spots 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 4, 2018. After June 4th, 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 it to:

The City of San Diego Public Library  
READ/San Diego  
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 senders 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 one unit of graduate level extension credit for attending the conference and completing a writing assignment. Please go to <http://PCE.SanDiego.edu> and click on "Affiliations," then 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.

# READ/San Diego's 28<sup>th</sup> Annual Tutor Conference

# 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://friendsofreads.org> or fax form to (619) 533-3217

- Enclosed is my **\$35 early registration fee** (until June 4th). 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 4th).
  - I cannot attend, but I would like to sponsor another tutor(s). Enclosed is my tax-deductible contribution of \$\_\_\_\_\_.
  - 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

Name (please print)	
Organization/Affiliation (if applicable)	
Street Address	
City, State, Zip Code	
Daytime Phone	Fax
E-mail	

Strand 1 8:30-9:45 a.m.	Strand 2 10:00-11:15 a.m.	Strand 3 1:45-3:00 p.m.	Strand 4 3:15-4:30 p.m.
<ul style="list-style-type: none"> <li>— Smartphones meet Literacy: Engage your Learner with an App!</li> <li>— The Understanding that Grew from Tupac: Poetry as a Bridge to Reading Comprehension (Double Session)</li> <li>— So that's why there is a &lt;g&gt; in sign, &lt;w&gt; in two and we spell every with three syllables! (Double Session)</li> <li>— Ten Strategies that Support Comprehension (Double Session)</li> <li>— Systematic Written Instruction from Language Building to Paragraphs</li> <li>— Helping Students with Workplace Communication</li> </ul>	<ul style="list-style-type: none"> <li>— How an App Can Accelerate Math Progress ABE to HSE</li> <li>— The Understanding that Grew from Tupac: Poetry as a Bridge to Reading Comprehension (Double Session)</li> <li>— So that's why there is a &lt;g&gt; in sign, &lt;w&gt; in two and we spell every with three syllables! (Double Session)</li> <li>— Ten Strategies that Support Comprehension (Double Session)</li> <li>— Sounds First™</li> <li>— Helping Students with Workplace Communication (Repeat)</li> </ul>	<ul style="list-style-type: none"> <li>— Smartphones meet Literacy: Engage your Learner with an App! (Repeat)</li> <li>— Learner as Author: Visual Storytelling as Literacy Tutoring Tool (Double Session)</li> <li>— Rime Magic: Fast Success for Struggling Readers</li> <li>— Ten Strategies that Support Comprehension (Double Session)</li> <li>— Worth a Thousand Words: Using Graphic Novels in Adult Literacy Learning (Double Session)</li> <li>— Teaching Civics and Citizenship to Immigrants (Double Session)</li> </ul>	<ul style="list-style-type: none"> <li>— How an App Can Accelerate Math Progress ABE to HSE (Repeat)</li> <li>— Learner as Author: Visual Storytelling as Literacy Tutoring Tool (Double Session)</li> <li>— Rime Magic: Fast Success for Struggling Readers (Repeat)</li> <li>— Ten Strategies that Support Comprehension (Double Session)</li> <li>— Worth a Thousand Words: Using Graphic Novels in Adult Literacy Learning (Double Session)</li> <li>— Teaching Civics and Citizenship to Immigrants (Double Session)</li> </ul>

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

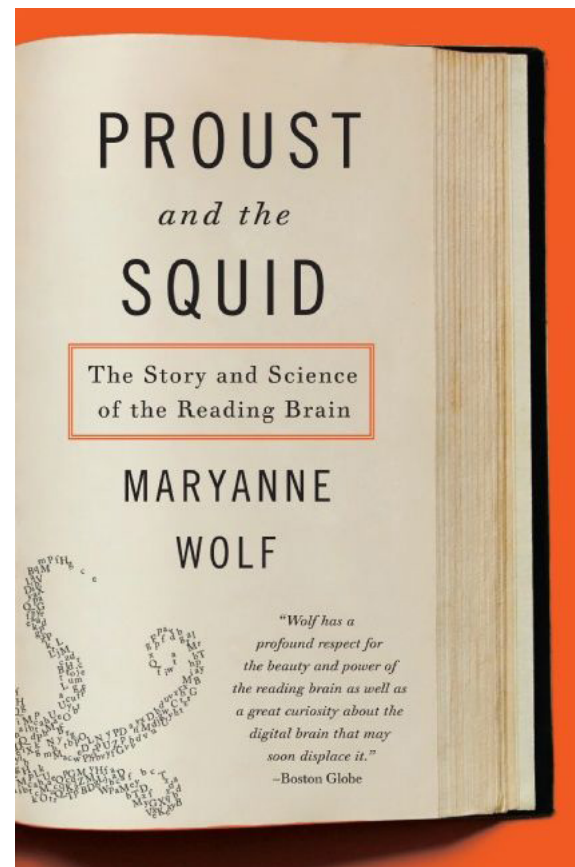
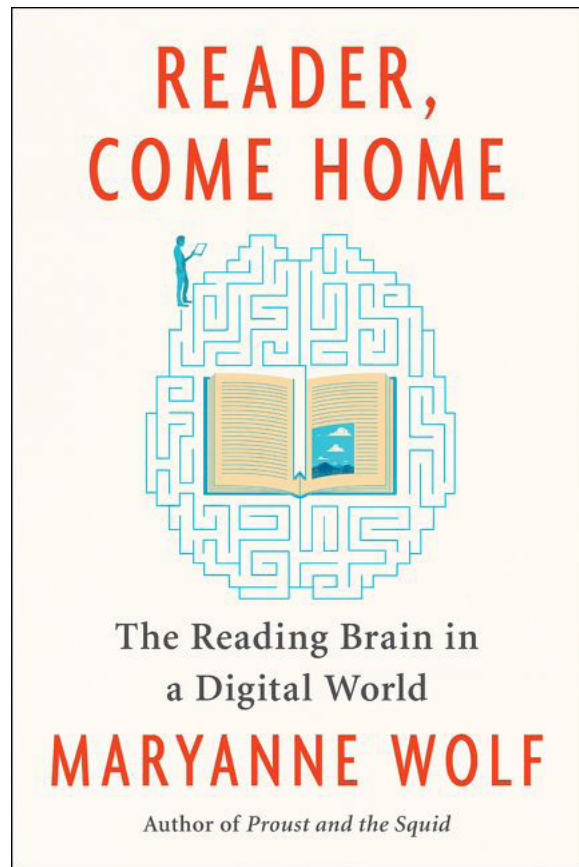
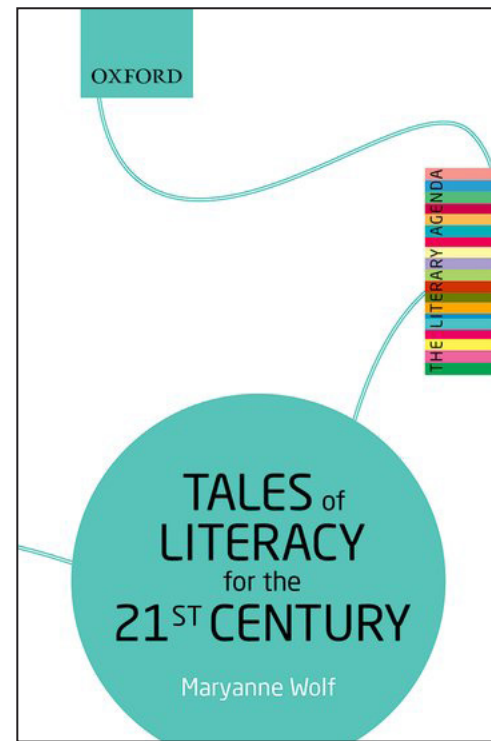
THE DEADLINE FOR EARLY REGISTRATION IS 5 P.M. ON MONDAY, JUNE 4, 2018. REGISTRATIONS RECEIVED AFTER 5 P.M. WILL BE CHARGED AT THE \$45 RATE. FOR MORE INFORMATION, PLEASE CALL 619-238-6603.



# Keynote Speaker

## Keynote Presentation:

We were never born to read. The reading brain emerged to meet the requirements of a new, cultural invention. Understanding how this happened gives educators whole new insights into reading development, reading failure, dyslexia, and instruction that meets the needs of different types of readers. This presentation will bring the reading brain's new circuit to life and provide varied insights about intervention for struggling readers and about what is happening to the reading brain in a digital world.



# WORKSHOPS

STRAND 1		BREAK	STRAND 2		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	VINOD LOBO <b>SMARTPHONES MEET LITERACY: ENGAGE YOUR LEARNERS WITH AN APP!</b>		7	VINOD LOBO <b>HOW AN APP CAN ACCELERATE MATH PROGRESS ABE TO HSE</b>	13	VINOD LOBO <b>SMARTPHONES MEET LITERACY: ENGAGE YOUR LEARNERS WITH AN APP!</b> (REPEAT)		19	VINOD LOBO <b>HOW AN APP CAN ACCELERATE MATH PROGRESS ABE TO HSE</b> (REPEAT)
	TECHNOLOGY			TECHNOLOGY		TECHNOLOGY			TECHNOLOGY
2	NORA KENNEY-WHITLEY <b>THE UNDERSTANDING THAT GREW FROM TUPAC: POETRY AS A BRIDGE TO READING COMPREHENSION</b> (DOUBLE SESSION)		8	NORA KENNEY-WHITLEY <b>THE UNDERSTANDING THAT GREW FROM TUPAC: POETRY AS A BRIDGE TO READING COMPREHENSION</b> (DOUBLE SESSION)	14	NORA KENNEY-WHITLEY <b>LEARNER AS AUTHOR: VISUAL STORYTELLING AS LITERACY TUTORING TOOL</b> (DOUBLE SESSION)		20	NORA KENNEY-WHITLEY <b>LEARNER AS AUTHOR: VISUAL STORYTELLING AS LITERACY TUTORING TOOL</b> (DOUBLE SESSION)
	COMPREHENSION			COMPREHENSION		WRITING			WRITING
3	KELLI SANDMAN-HURLEY/ TRACY BLOCK-ZARETSKY <b>SO THAT'S WHY THERE IS A &lt;g&gt; IN SIGN, &lt;w&gt; IN TWO AND WE SPELL EVERY WITH THREE SYLLABLES!</b> (DOUBLE SESSION)		9	KELLI SANDMAN-HURLEY/ TRACY BLOCK-ZARETSKY <b>SO THAT'S WHY THERE IS A &lt;g&gt; IN SIGN, &lt;w&gt; IN TWO AND WE SPELL EVERY WITH THREE SYLLABLES!</b> (DOUBLE SESSION)	15	SHARON ZINKE <b>RIME MAGIC: FAST SUCCESS FOR STRUGGLING READERS</b>		21	SHARON ZINKE <b>RIME MAGIC: FAST SUCCESS FOR STRUGGLING READERS</b> (REPEAT)
	GENERAL			GENERAL		DECODING			DECODING
4	CARMINE STEWART <b>TEN STRATEGIES THAT SUPPORT COMPREHENSION</b> (DOUBLE SESSION)		10	CARMINE STEWART <b>TEN STRATEGIES THAT SUPPORT COMPREHENSION</b> (DOUBLE SESSION)	16	CARMINE STEWART <b>TEN STRATEGIES THAT SUPPORT COMPREHENSION</b> (DOUBLE SESSION)		22	CARMINE STEWART <b>TEN STRATEGIES THAT SUPPORT COMPREHENSION</b> (DOUBLE SESSION)
	COMPREHENSION			COMPREHENSION		COMPREHENSION			COMPREHENSION
5	PATRICIA PADGETT <b>SYSTEMATIC WRITTEN INSTRUCTION FROM LANGUAGE BUILDING TO PARAGRAPHS</b>		11	PATRICIA PADGETT <b>SOUNDS FIRST™</b>	17	SUSANNE M. CRICHTON <b>WORTH A THOUSAND WORDS: USING GRAPHIC NOVELS IN ADULT LITERACY LEARNING</b> (DOUBLE SESSION)		23	SUSANNE M. CRICHTON <b>WORTH A THOUSAND WORDS: USING GRAPHIC NOVELS IN ADULT LITERACY LEARNING</b> (DOUBLE SESSION)
	WRITING			GENERAL		GENERAL			GENERAL
6	CAROLYN MCGAVOCK <b>HELPING STUDENTS WITH WORKPLACE COMMUNICATION</b>		12	CAROLYN MCGAVOCK <b>HELPING STUDENTS WITH WORKPLACE COMMUNICATION</b> (REPEAT)	18	IMMIGRATION SERVICES OFFICERS, SAN DIEGO <b>TEACHING CIVICS AND CITIZENSHIP TO IMMIGRANTS</b> (DOUBLE SESSION)		24	IMMIGRATION SERVICES OFFICERS, SAN DIEGO <b>TEACHING CIVICS AND CITIZENSHIP TO IMMIGRANTS</b> (DOUBLE SESSION)
	WORKPLACE ESL			WORKPLACE ESL		CITIZENSHIP			CITIZENSHIP

KEYNOTE SPEAKER

**Susanne M. Crichton** With a background in TESOL, Susanne has been a volunteer for Monterey County Free Libraries for four years. There, she facilitates a weekly conversation group and tutors one-on-one. Susanne has been involved in various special projects with MCFL, and has delivered a series of tutor training workshops. She has recently accepted a position in the Adult Literacy Program at Salinas Public Library, providing tutor training and support.

**17/23** **Worth A Thousand Words: Using Graphic Novels in Adult Literacy Learning**  
1:45-4:30 p.m. (double session)

Discover the rich and diverse world of graphic novels, and how they can be used to develop adult literacy skills. Get hands on and explore ways to integrate these high-interest, low-level resources into adult literacy programs. We will discuss how to help learners access the world of comics, and will give tutors the information and tools they need to support their students' learning. We welcome all participants to share their experience and knowledge with the group, and are looking forward to a fun, collaborative workshop.

**Immigration Services Officers, San Diego**  
Experienced staff with the U.S. Citizenship and Immigration Services Office in San Diego will deliver the content for this Citizenship training.

**18/24** **Teaching Civics and Citizenship to Immigrants**  
1:45-4:30 p.m. (double session)

This workshop will provide an overview of the U.S. Citizenship and Immigration Services (USCIS) and, in particular, District 24, the "San Diego District," with a focus on the naturalization process and procedures. A detailed discussion on eligibility for naturalization, the application procedure, application processing, biometrics, English language exemptions, the Civics and History Test and basic study materials, the interview, and the final hearing or naturalization ceremony. In addition, a review of the content of the USCIS website will be provided with special attention to the resources available to instructors. Lastly, the agency's ongoing initiative known as the Unauthorized Practice of Immigration Law (UPLI) will be discussed.

**Nora Kenney-Whitley**, Ph.D. has been teaching since 2003, primarily in urban settings. Dr. Kenney-Whitley completed her M.A. and Ph.D. in Language, Literacy, and Culture at the University of California, Berkeley Graduate School of Education.

She taught and ran afterschool programs for UC Berkeley and Oakland schools and community programs for over eight years. She also conducted similar work as a faculty member at the Deakin University School of Education in Melbourne, Australia. She currently teaches incarcerated students for Grossmont Adult Education and serves as Board Chair of the San Diego Council on Literacy.

**14/20** **Learner as Author: Visual Storytelling as Literacy Tutoring Tool**  
1:45-4:30 p.m. (double session)

In this workshop, Dr. Kenney-Whitley will guide attendees through the stages of visual story construction and show how to use this strategy to support literacy learners in powerfully authentic and creative ways. Workshop attendees will be provided with basic digital and non-digital materials of their choice, which they will use to create their own visual stories. They will be invited to share their stories at the end of the workshop and to later use as a model for their learners. Attendees may attend and work on visual stories together if they would like to enroll with a partner or partners. Also, if attendees would like to use particular personal photographs, art work, poems, songs, or any other components or materials, they are encouraged to bring these items and to use them to make their visual story. With this visual story construction method, attendees will see how to support literacy development in new ways that tap into learners' rich lives, talents, and skills.

**2/8** **The Understanding that Grew from Tupac: Poetry as a Bridge to Reading Comprehension**  
8:30-11:15 a.m. (double session)

This workshop will show attendees how to support learners who want to more deeply analyze and comprehend various texts. Dr. Kenney-Whitley will use the poetry of hip-hop legend Tupac Shakur to model close reading and to show attendees how to apply analysis methods to other poetry, literature, and non-fiction academic texts. In doing so, attendees will see how to help learners break down and more effectively articulate dense language and ideas, a skill with far-ranging applications. Attendees will have an opportunity to analyze texts of their choice and are encouraged to bring an especially challenging or provocative passage, song, poem, or other literary work; internet access and sample literature will also be available. This workshop will repeat strategies covered in Dr. Kenney-Whitley's previous Tupac workshops, but will include new materials and analysis application.

**Vinod Lobo** has worked with Adult Ed programs over the past 15 years. As the leader of Learning Upgrade's Adult Literacy XPRIZE team, he oversees development of a mobile app to help low-literate, low-income adults make literacy and math breakthroughs with their own smartphones. Working with literacy program instructors, he has developed a blended learning program for adult school ESL and ABE instructors to engage learners in class and at home through smartphones.

**1/13** **Smartphones Meet Literacy: Engage Your Learners with an App!**  
8:30-9:45 a.m.  
1:45-3:00 p.m. (repeat)

See how tutors and instructors blend smartphone-based literacy instruction into their own teaching. The Learning Upgrade app uses video, music, and games to keep learners engaged and coming back for more. Tutors can monitor progress and see a detailed assessment of each learner's reading abilities. This data can help the tutor tailor lessons to meet each learner's needs. We will look at the experience of Sweetwater Adult School with over 500 local adult learners. Bring your smartphone and join us for apps, music, and fun.

**7/19** **How an App Can Accelerate Math Progress ABE to HSE**  
10:00-11:15 a.m.  
3:15-4:30 p.m. (repeat)

Are you facing the challenge of moving learners through the long path from basic ABE Math to earning a HSE diploma? Try out new numeracy-focused apps that include instruction and practice on learners own smartphones. We will explore how Sweetwater Adult Education is using the Learning Upgrade app in ABE and HSE classes to accelerate math growth. See how instructors blend classroom and smartphone-based learning, including the use of detailed assessment reports. Expand your learners' horizons with apps that help them soar to new numeracy heights!

**Carolyn McGavock** has been teaching ESL to adult learners since 1991 after receiving a TESL Certificate from Seattle University. She has taught students from literacy to advanced levels of ESL in a variety of program settings in Seattle, New York City, and San Diego. Currently, Ms. McGavock is an ESL instructor in Continuing Education for the San Diego Community College District.

**6/12** **Helping Students with Workplace Communication**  
8:30-9:45 a.m.  
10:00-11:15 a.m. (repeat)  
How can tutors support students' employment goals? Explore workplace communication topics and activities for beginning high to advanced level English learners. Links to downloadable materials and suggested resources will be provided.

**Patricia "Trish" Padgett** is the co-author of the Writing Adventures system and a sought after speaker and consultant for multi-sensory language programs. She has presented at numerous conferences and workshops throughout the country, including the International Dyslexia Association, the Association of Educational Therapists, and Branch Affiliates of the American Speech and Hearing Association. Patricia has a Bachelor's degree in Speech Communication and a Master's degree in Education. She is an Educational Therapist who has been working in the areas of reading, spelling, comprehension, and writing for over 20 years.

**5** **Systematic Written Instruction from Language Building to Paragraphs**  
8:30-9:45 a.m.

Written expression remains a persistent problem for many students. Students demonstrate difficulty generating and organizing language for written tasks. Writing Adventures is an explicit, multi-sensory approach to the writing process. Review of the Writing Task Analysis guides a discovery of writing activities that emphasize the function and organization of language in sentences and paragraphs. Participants will receive materials and plans to implement the writing concepts and practice for mastery.

**11** **Sounds First™**  
10:00-11:15 a.m.

As tutors, we need to fill our toolkits with language and skills to set up our students and ourselves for success. Because English is a phoneme (sound) based language, tools that address sounds and rules are essential. Sounds First is an organization of consonant and vowel sounds and reading and spelling rules. During this workshop we will: 1) explore an organization of vowel sounds and syllable types, 2) learn basic reading and spelling rules, and 3) practice putting it all together. These concepts are elements of the foundational knowledge for teaching reading and are applicable to all reading programs.

**Kelli Sandman-Hurley**, Ed.D., and **Tracy Block-Zaretsky** met while working at READ/San Diego. Working with adults who were bright, but failed to learn to read in our school systems, led them both to learn more about dyslexia and how to teach those with print-based disabilities, such as dyslexia. Dr. Kelli even went back to school to get her Ph.D. in literacy, focusing on dyslexia. Their work and continued learning led them to open the Dyslexia Training Institute so parents, educators and private practitioners had access to information about dyslexia and how to teach and advocate for those with dyslexia.

**3/9** **So that's why there is a <g> in sign, <w> in two, and we spell every with three syllables instead of two!**  
8:30-11:15 a.m. (double session)

Ever wonder why there is a <g> in sign, a <w> in two, or why we pronounce every as a two syllable word, but spell it as a three syllable word? Understanding the answers to these questions will help students learn to spell these words. And, if you can spell a word you can read the word. Participants in this two part workshop will learn how the Structured Word Inquiry approach to investigating words can lead to understanding the structure of English words that will help improve reading, comprehension, spelling, writing, and vocabulary. Participants will discover through this approach a better way to teach students how to spell and read not only "Sight Words," but all words. Participants will become word detectives and learn how to teach their students to be word detectives.

**Carmine Stewart**, Ph.D., conducts professional development workshops for adult literacy instructors that provide them with strategies and tools useful for improving the instruction of all adult learners. Carmine is the President and CEO of Aspire Consulting and Educational Services, conducting research, evaluation, assessment, data analysis, teacher preparation, and professional development training for school districts and adult literacy agencies. Her research interests are teacher preparation and professional development in adult literacy education, developing emancipatory knowledge in adult literacy educators, and creating agency among the adult literacy population. Carmine is also an Adjunct Professor at Cleveland State University where she teaches future educators in the Adult Learning and Development and Curriculum and Foundations departments.

**4/10**  
**16/22** **Ten Reading Strategies That Support Comprehension**  
8:30-11:15 a.m. (double session)  
1:45-4:30 p.m. (double session)

In many classrooms reading comprehension is addressed by having students read passages and answer questions about what they have read. While this is definitely a necessary part of practice, it does not provide them with strategies to improve their ability to comprehend texts. In this session instructors will practice 10 specific reading strategies that they can use with students to help make the practices of successful readers a part of their classroom instruction.

**Sharon Zinke**, author of *The Decoding Solution: Rime Magic and Fast Success for Struggling Readers* (Scholastic, 2013), and *Rime Magic: Phonics-Powered Prevention and Intervention* (Scholastic, 2017) 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!