



THE CITY OF SAN DIEGO

READ/San Diego's 22nd Annual Tutor Conference

Saturday, June 9, 2012

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



KEYNOTE SPEAKER

Denise Eide

Uncovering the Logic of English: A Common Sense Solution to America's Literacy Crisis

Keynote speaker Denise Eide is the author of the multiple award-winning book, *Uncovering the Logic of English: A Common Sense Solution to America's Literacy Crisis*, and *The Logic of English* series of curriculum and learning materials. She is the founder and president of Pedia Learning, Inc., a company focused on improving English literacy worldwide through curriculum development, books, educational software and training. Denise is an educator, speaker and curriculum designer who has worked in the field of literacy instruction since 1995.

(continued on page 6)



ESSENTIAL INFORMATION

READ/San Diego's 22nd Annual Tutor Conference Saturday, June 9, 2012 • 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, enjoyable, hands-on workshops. 20 workshops are scheduled in 4 strands, with breaks midway through the strands. A catered luncheon will be served between the strands and will feature Keynote Speaker Denise Eide.

For more information call (619) 527-5475 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 1, 2012. After June 1 the registration fee is \$45.

Please complete and detach the registration form on page 7 of this brochure. Return it with your payment in the enclosed envelope and send to:

READ/San Diego
5148 Market Street
San Diego, CA 92114-2209

Or you can

Register online at <http://friendsofreads.org>

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 for some reason you cannot attend after registering, please call (619) 527-5475 so another tutor 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.

Silent Auction

As in previous years, you'll want to bring more than just pencils and book bags. Pack your wallet and checkbook! Throughout the day, we'll hold a silent auction where you'll have the opportunity to bid on items such as books, art, 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 low. American Express, Discover, Visa and Mastercard debit and credit cards are accepted with a \$10 minimum purchase. Also, cash and checks will be 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	MICHAEL LEWIS Unlocking Learning Challenges Using Visual Processing Activities (part 1) GENERAL		8	MICHAEL LEWIS Unlocking Learning Challenges Using Visual Processing Activities (part 2) GENERAL		15	MICHAEL LEWIS Unlocking Learning Challenges Using Visual Processing Activities (part 1) GENERAL		22	MICHAEL LEWIS Unlocking Learning Challenges Using Visual Processing Activities (part 2) GENERAL
2	SEAN CARUANA Effective Lesson Planning (part 1) GENERAL		9	SEAN CARUANA Effective Lesson Planning (part 2) GENERAL		16	SAN DIEGO INS Teaching Civics and Citizenship to Immigrants (part 1) GENERAL		23	SAN DIEGO INS Teaching Civics and Citizenship to Immigrants (part 2) GENERAL
3	CHRISTY HENDRICKSON Morphology: A Structured, Multisensory Approach GENERAL		10	CHRISTY HENDRICKSON Morphology: A Structured, Multisensory Approach GENERAL		17	ELENA MENDOZA Comparative Approaches to Teaching Phonics (part 1) PHONICS		24	ELENA MENDOZA Comparative Approaches to Teaching Phonics (part 2) PHONICS
4	ELIZABETH GRIFFIN Vocabulary: A Key to Reading Success (part 1) COMPREHENSION		11	ELIZABETH GRIFFIN Vocabulary: A Key to Reading Success (part 2) COMPREHENSION		18	PATRICIA PADGETT Discovering Structured & Systematic Written Instruction from Language Building to Paragraphs WRITING		25	PATRICIA PADGETT Adjectives, Verbs & Prepositions, OH MY! Using Diagramming to Build Comprehension WRITING
5	GUILLERMO VERDIN Evidence-Based Reading Strategies & Instructional Techniques to Improve Comprehension COMPREHENSION		12	GUILLERMO VERDIN Evidence-Based Reading Strategies & Instructional Techniques to Improve Comprehension COMPREHENSION		19	GUILLERMO VERDIN Research Based Writing Strategies and Techniques (part 1) WRITING		26	GUILLERMO VERDIN Research Based Writing Strategies and Techniques (part 2) WRITING
6	GRETCHEN BITTERLIN AND ALLISON PICKERING Teaching Grammar Effectively (part 1) ESL		13	GRETCHEN BITTERLIN AND ALLISON PICKERING Teaching Grammar Effectively (part 2) ESL		20	KIM NORIEGA AND HELEN WARNER Stories at Your Fingertips: The Magic of Story Necklaces FAMILY LITERACY		27	KIM NORIEGA AND HELEN WARNER Stories at Your Fingertips: The Magic of Story Necklaces FAMILY LITERACY
7	ANN GIANOLA Books That Motivate Adults to Read and Develop Fluency ESL		14	ANN GIANOLA Books That Motivate Adults to Read and Develop Fluency ESL		21	BETH RULAND, LIZA DIAZ-LOPEZ AND NANCY NORCROSS Health Literacy San Diego: A Collaborative Approach to Improving Health Through Literacy HEALTH LITERACY		28	BETH RULAND, LIZA DIAZ-LOPEZ AND NANCY NORCROSS Health Literacy Curriculum: Showcasing a Prescription for Health Education & Literacy HEALTH LITERACY

PRESENTERS & WORKSHOPS

Gretchen Bitterlin has been an English as a Second Language (ESL) instructor at the adult level for 30+ years and is currently an ESL Professor with the San Diego Community College District. She has also taught citizenship and family literacy ESL classes.

Allison Pickering has worked in adult education over the past 37 years. A strong advocate for adult education, Ms. Pickering has taught adults at every level of ESL and ABE instruction. She currently serves as the Assistant Principal of the Escondido Adult School and conducts a series of regional workshops for ongoing teacher training.

6/13 Teaching Grammar Effectively

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

Explicit and implicit approaches to teaching grammar will be discussed and demonstrated. Then, a lesson integrating grammar and speaking will be demonstrated, including activities for presentation, guided practice and communicative practice. Finally, tips on teaching verb tenses will be shared.

Sean Caruana holds an M.Ed. in Curriculum and Instruction and an M.A. in Counseling. He has 11 years teaching experience with the Sweetwater Union High School District where he has taught writing, English grammar, general math and algebra. In addition to being a site Teacher of the Year three times during his teaching tenure, he is the 2010 recipient of the Greater San Diego Math Council Teacher of the Year. He has presented at professional development workshops for SUHSD in lesson planning and course syllabus writing.

2/9 Effective Lesson Planning: What is a Lesson Plan, and What Should It Contain?

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

This workshop is beneficial to help ensure the success of your work with students. Topics include types of lesson plans, goals, objectives, materials, etc. Attendees will have the opportunity to create a lesson plan during the workshop. Please bring some material for the specific course you teach or tutor.

Ann Gianola is the author of twenty-two books published by New Readers Press. Her books provide relevant and entertaining reading material that motivates students to learn and develop fluency. Containing well-illustrated stories and follow-up language activities, these readers are specifically designed for students at the introductory, low-beginning, high-beginning, and low-intermediate levels. They are considered an invaluable resource in ESL classrooms and literacy programs, regarded by students and teachers as thought-provoking and enjoyable. Ms. Gianola has also been a longtime ESL/Family Literacy instructor on the Continuing Education faculty of the San Diego Community College District.

7/14 Books That Motivate Adults to Read and Develop Fluency

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

That's Life and *Life Goes On* are two sets of four student books that provide stories and activities—each specifically designed for introductory, low-beginning, high-beginning, or low-intermediate English language learners. *Novel Scenes* is a series of four readers that provide continuing stories and

activities written at the same levels. Recently published by New Readers Press, these books provide entertaining and relevant reading material that corresponds to key thematic units often studied by ESL students, such as health, housing, work, community, and transportation. The author's presentation will outline some useful strategies that will help teachers and students use these engaging classroom materials. There will be suggestions for pre-reading activities that focus on main concepts and vocabulary. There will also be several teaching tips for managing these readings and follow-up exercises, including ways to prepare for, carry out, and expand the activities included in each lesson or chapter.

Elizabeth Griffin is an adult education training consultant and writer from Los Angeles. Her 30-year background includes ESL, ABE, and Adult Secondary. She was an ABE adviser for LA Unified School District and participated in the federal STAR initiative in California. She is currently the lead trainer for CALPRO's Community of Practice on Evidence-Based Reading Instruction. She is also co-author of the *Words To Learn By* series (McGraw-Hill).

4/11 Vocabulary: A Key to Reading Success

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

Vocabulary is a key component of reading and integral to comprehension as well as academic and workplace success. Expanding a reader's vocabulary strengthens reading skills and builds confidence. This workshop will offer an evidence-based approach to vocabulary instruction for adult and young adult learners. Participants will learn how their students can benefit from instruction using high-utility words encountered in all academic content areas, as well as in the workplace and daily life settings. Through demonstration and interactive activities, participants will learn sequenced, meta-cognitive activities that build word knowledge, sharpen critical thinking skills, and develop both oral and written language skills. The instruction and activities are for students reading at 4th grade or higher level equivalencies.

Christy Hendrickson, MD, CET is an educational therapist and the director of Learning Connections located in Solana Beach. From raising a son with dyslexia and ADHD, she developed a keen interest in understanding learning and the brain. Her practice specializes in remediation for dyslexia, but she also works with students with other learning disabilities. Dr. Hendrickson's formal education includes her Medical Degree and a 20 year background in clinical medicine. She graduated from UC Berkeley in Psychology and holds a certificate in Educational Therapy from UC San Diego Extension. She is an experienced clinician in several Orton-Gillingham based multisensory reading programs, including Lindamood-Bell and RAVE-O. She has been an active board member of the San Diego Branch of the International Dyslexia Association for the past eight years. She feels it is a joy and a privilege to help students achieve their maximum potential.

3/10 Morphology: A Structured, Multisensory Approach

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

The study of morphology, using Latin and Greek roots, prefixes, and suffixes helps develop spelling,

and vocabulary skills. In this interactive session, she will demonstrate how to use multisensory procedures, including key words, gestures, manipulative and movement, to make instruction more lively, exciting, and memorable. Participants will leave this session with effective strategies to enhance their teaching of morphology.

Michael P. Lewis (teacher) is the developer/coordinator (with a group of dedicated teachers/administrators) of the highly successful Montgomery Adult School Vision Program. The Vision program at MOA has had great success with struggling learners and has earned the esteemed title of "Best Practices" and therefore will be in the district archives of all school districts throughout the state of California. He is also the founder and president of The Foundation for the Disabled Learner. As a teacher at Montgomery Adult School, his colleagues have voted him "Teacher of the Year" twice. Mr. Lewis began his career in education as a tutor at San Diego City College and San Diego State University.

Unlocking Learning Challenges Using

1/8 Visual Processing Activities (Part 1 & 2)

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

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

For individuals who have a difficult time learning, ADD, ADHD, Dyslexia, Brain Damage, Autism, label or no label, the missing link for those with these exceptionalities could be visual processing deficiencies. Participants in this workshop will have a renewing of their minds as they acquire the knowledge and the understanding of the visual pathways to the brain that are essential in all learning.

This workshop will teach you how to tap into these powerful visual pathways with simple techniques and procedures such as eye exercises, color enhancement and activities. You will discover how these activities can raise test scores, increase reading speed/comprehension, enhance mathematical word problem solving, increase note taking ability, and eliminate many other learning challenges that your students may have. You will gain the knowledge to permanently and positively change a struggling learner's life.

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. Ms. Mendoza began her private practice and founded a learning center in 1997. In 2007 she sold her practice and relocated back to California where she currently serves on the board of the San Diego Branch of the International Dyslexia Association. Ms. Mendoza continues to work as an educational therapist in San Diego.

Comparative Approaches to Teaching

17/24 Phonics

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

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

PRESENTERS & WORKSHOPS

Kim Noriega, Families for Literacy Coordinator, has 20 years experience with the San Diego Public Library and has extensive experience in managing family programming, youth services and literacy based curriculum development. Kim developed the story necklace concept for literacy application with Helen Warner.

Helen Warner earned a B.A. in Ethnic Studies from UCSD and a M.A. in Elementary and Secondary Education and Multiple Subject Teaching Credential from UC Irvine. Currently, Helen teaches at Gompers Preparatory Academy in San Diego. She worked for two years as a Literacy AmeriCorps member for READ/San Diego, the San Diego Public Library's Adult Literacy Program. Her prior experiences include facilitating family literacy classes, leading after school programs for English learners, and teaching writing workshops for adult learners.

20/27 Stories at Your Fingertips: The Magic of Story Necklaces

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

If you like stories, you'll love story necklaces! During this session you'll make your own *Where the Wild Things Are* story necklace and learn how to translate any story into a story necklace. You'll learn how to make story necklaces with families in literacy programs and kids in classrooms (even on a tight budget). You'll receive teaching materials, including a rubric detailing the literacy skills benefits of the process, and— you'll have lots of fun! Attendees will walk away from this session with:

1. Hands on, step by step experience (with supporting rationale for each step) in converting any great story into a story necklace for different ages in classrooms and library literacy programs.
2. The many benefits of using this process of creating a story necklace as a literacy tool in a variety of settings.
3. Their own *Where the Wild Things Are* story necklace.

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.

18 Discovering Structured & Systematic Written Instruction from Language Building to Paragraphs

1:45-3:00 p.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.

25 Adjectives, Verbs, and Prepositions, OH MY! Using Diagramming to Build Comprehension

3:15-4:30 p.m.

For many students and teachers "diagramming" sentences is a dreaded part of Language Arts. What's the point? When diagramming is approached from the perspective of "what is the function of the language in sentences?" we can use grammar concepts to build comprehension skills. Using simplified language and a meta-cognitive process, students and teachers discover the parts of speech within sentences. Participants will create "Code Cards" to use in their settings and learn how to apply this process with formal grammar programs.

Beth Ruland manages Community Health Improvement Partners' access to healthcare programs and efforts, including Health Literacy San Diego. Together with community partners, Ms. Ruland manages programs and projects that address the priority health needs of San Diego County, including suicide prevention, public health needs assessment, and care coordination. Ms. Ruland earned a B.A. in Anthropology and Environmental Studies from the University of Wisconsin-Madison. Before moving to San Diego, she taught English in Thailand and Indonesia.

Lisa Diaz-Lopez is a teacher on special assignment for SUHSD's Division of Adult Education. She coordinates the Division's Adult Basic Education and Adult Secondary Education programs. Ms. Diaz-Lopez became involved in the Health Literacy San Diego five years ago and chairs the Curriculum Sub-Committee. Ms. Diaz-Lopez holds a B. A. in Psychology, an M. A. in Counseling and holds both Teaching and Pupil Personnel Services Credentials. She's been working in education for over 15 years.

Nancy Norcross has worked for READ/San Diego since 1993 as a Tutor/Learner Coordinator. This title has encompassed the positions of computer lab instructor, teacher trainer, and evaluator. Her prior work experience includes refugee resettlement positions, ESL classroom instructor and workplace literacy/ESL skills trainer. Ms. Norcross holds a B.A. in Sociology and a fifth year Secondary Teaching Credential in Social Studies and English from the University of Massachusetts. Her graduate studies were in the fields of Linguistics and Cultural Sociology.

21 Health Literacy San Diego: A Collaborative Approach to Improving Health Through Literacy

1:45-3:00 p.m.

28 Health Literacy Curriculum: Showcasing a Prescription for Health Education and Literacy

3:15-4:30 p.m.

Health Literacy San Diego is proud to release Health Education and Literacy (HEAL), a cumulative health literacy curriculum that teaches health information through adult basic education (ABE) and English as a second language (ESL) English literacy lessons. HEAL is based on NIFL's Research Based Health Materials and Instruction Guide and customized to address the unique population and health challenges in San Diego County. Participants will gain a better understanding of health literacy and challenges pursuing health endeavors as a result of low literacy skills; learn about the development of an innovative program and partnership with a health

organization; and learn how to implement and teach HEAL in your program.

Guillermo Verdin has been teaching Reading and Language Arts to ABE adult learners since 1998. For the last four years, he has been heavily involved with Evidence-Based Reading Instruction (EBRI) in the classroom and most recently as a trainer for the CALPRO-EBRI Institute. Currently, Guillermo is an ABE-EBRI instructor for Belmont Community Adult School in Los Angeles.

5/12 Evidence-Based Reading Strategies and Instructional Techniques to Improve Comprehension

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

Do your learners get to the end of the paragraph or passage and NOT understand or remember what they have read? Do your learners ever tell you that they "CAN read, BUT it's the comprehension" that gets them? This workshop will provide you with some evidence-based reading strategies aimed to actively engage your learners with the text they read and ultimately improve their overall comprehension and retention of the material they read. Participants will acquire knowledge of some effective reading strategies that they will be able to apply at their next tutoring session with their learners. All strategies presented have been utilized first-hand in the classroom by the presenter/trainer for the CALPRO-EBRI Institute. Currently, Mr. Verdin is an ABE-EBRI instructor for Belmont Community Adult School in Los Angeles.

19/26 Research Based Writing Strategies and Techniques

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

Do you have learners who are reluctant to write? Would you like to help your students write more effective sentences? Research shows that short, frequent writing activities help learners improve their writing fluency and eventually overcome their reluctance to write. Research also shows that sentence combining helps learners write more effectively. Come learn about the federal TEAL initiative aimed at identifying research-based instructional practices in the content area of writing.

USCIS-San Diego Experienced staff with the U.S. Citizenship and Immigration Services Office in San Diego will deliver the content for the Citizenship training.

16/23 Teaching Civics and Citizenship to Immigrants

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

Overview of the work program of 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 (UPL) will be discussed.

KEYNOTE SPEAKER

Denise was trained in Curriculum and Instruction at the University of Minnesota. Her initial experiences in literacy education began in teaching English as a Second Language. In 2006 she was trained in a multi-sensory Orton-based approach to teaching reading and spelling. Upon completion, she began offering seminars to parents and teachers, training schools, tutoring, and speaking at conventions. Her most popular lectures were overviews of the material she called “The Logic of English” and “Teaching and Preventing Struggling Readers and Spellers.” Countless classroom teachers and reading specialists commented that they learned more in an hour than in all their graduate school training. Scientists, engineers and other professionals confided that they had always struggled with English and asked, “why didn’t someone teach me this way from the beginning?”

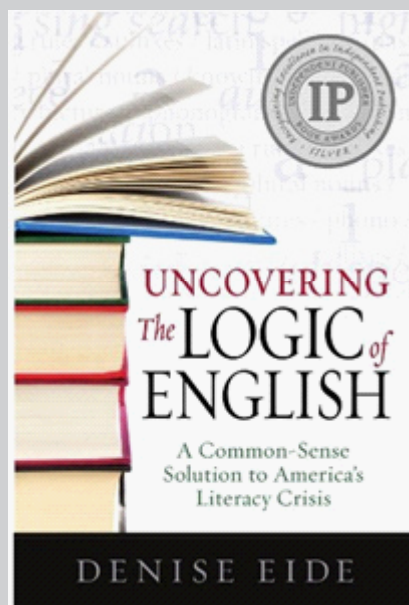
She has now expanded this material into her first trade paperback, *Uncovering the Logic of English*, which has been endorsed by Dr. Reid Lyon, Dr. Robert Sweet, Jr, and Dr. Temple Grandin.

The Logic of English: A Common-Sense Solution to America’s Literacy Crisis

Do you believe that English spelling is illogical and riddled with exceptions? This myth frustrates both students and teachers alike and has contributed to our society’s widespread struggle with reading and spelling. It doesn’t need to be this way! Rather than wrestling with countless exceptions, we can master 104 tools that logically explain 98% of English words. We will learn:

- Why does C say two sounds in *accent*?
- Why is there a silent final E in *have* and *give*?
- Why do we drop the silent final E in *servicing* but not in *serviceable*?

By revealing secrets of the complex code of English, we will discover a systematic phonics which moves beyond cat and dog and experience how the Logic of English has the potential to reverse the literacy crisis. Together we can make this knowledge as common as $1+1=2$ and provide all people with a solid foundation in reading.



The Friends of READ/San Diego will have copies of this book for purchase, and Ms. Eide will be available to sign them.

READ/San Diego's 22nd Annual Tutor Conference

Registration Form

Detach this registration form, return it with your payment in the enclosed envelope and send to:
READ/San Diego ■ 5148 Market Street ■ San Diego, CA 92114-2209
or register online at <http://friendsofreadsd.org>

- Enclosed is my **\$35 early registration fee**
- Enclosed is my **\$45 standard registration fee**
Please make your personal check or money order payable to:
Friends of the READ/San Diego Literacy Programs
- 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

City, State, Zip Code

Daytime Phone

Fax

E-mail

Register early to secure a reservation in first choice workshops.
Assignments will be given at the check-in table 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.

- _____**Unlocking Learning Challenges Using Visual Processing Activities (Part 1)**
GENERAL
- _____**Effective Lesson Planning (Part 1)**
GENERAL
- _____**Morphology: Structured, Multisensory Approach**
GENERAL
- _____**Vocabulary: A Key to Reading Success (Part 1)**
COMPREHENSION
- _____**Evidence-Based Reading Strategies & Instructional Techniques to Improve Comprehension**
COMPREHENSION
- _____**Teaching Grammar Effectively (Part 1)**
ESL
- _____**Books That Motivate Adults to Read and Develop Fluency**
ESL

Strand 2

10:30 - 11:15 a.m.

- _____**Unlocking Learning Challenges Using Visual Processing Activities (Part 2 continued)**
GENERAL
- _____**Effective Lesson Planning (Part 2 continued)**
GENERAL
- _____**Morphology: Structured, Multisensory Approach**
GENERAL
- _____**Vocabulary: A Key to Reading Success (Part 2 continued)**
COMPREHENSION
- _____**Evidence-Based Reading Strategies & Instructional Techniques to Improve Comprehension**
COMPREHENSION
- _____**Teaching Grammar Effectively (Part 2 continued)**
ESL
- _____**Books That Motivate Adults to Read and Develop Fluency**
ESL

Strand 3

1:45 - 3:00 p.m.

- _____**Unlocking Learning Challenges Using Visual Processing Activities (Part 1)**
GENERAL
- _____**Teaching Civics and Citizenship to Immigrants (Part 1)**
GENERAL
- _____**Comparative Approaches to Teaching Phonics (Part 1)**
GENERAL
- _____**Discovering Structured and Systematic Written Instruction from Language Building to Paragraphs**
WRITING
- _____**Research Based Writing Strategies and Techniques (Part 1)**
WRITING
- _____**Stories at Your Fingertips: The Magic of Story Necklaces**
FAMILY LITERACY
- _____**Health Literacy San Diego: A Collaborative Approach to Improving Health Through Literacy**
HEALTH LITERACY

Strand 4

3:15 - 4:30 p.m.

- _____**Unlocking Learning Challenges Using Visual Processing Activities (Part 2 continued)**
GENERAL
- _____**Teaching Civics and Citizenship to Immigrants (Part 2 continued)**
GENERAL
- _____**Comparative Approaches to Teaching Phonics (Part 2 continued)**
GENERAL
- _____**Adjectives, Verbs and Prepositions, OH MY!**
WRITING
- _____**Research Based Writing Strategies and Techniques (Part 2 continued)**
WRITING
- _____**Stories at Your Fingertips: The Magic of Story Necklaces**
FAMILY LITERACY
- _____**Health Literacy Curriculum: Showcasing a Prescription for Health Education and Literacy**
HEALTH LITERACY

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

THE DEADLINE FOR EARLY REGISTRATION IS 5 PM ON FRIDAY, JUNE 1, 2012. REGISTRATIONS RECEIVED AFTER 5 PM WILL BE CHARGED AT THE \$45 RATE. FOR MORE INFORMATION, PLEASE CALL 619-527-5475.

THANK YOU to these fabulous folks and sponsors:

CONFERENCE CHAIR

Valerie Hardie

REGISTRATION CHAIR

Belinda DiLeo

READ/SAN DIEGO STAFF

Valerie Hardie, *Literacy Program Administrator*
Nancy Norcross, *Literacy Tutor/Learner Coordinator*
Kim Noriega, *Family Literacy Coordinator*
Susan Vega, *Literacy Tutor/Learner Coordinator*
Regina Seaton, *Office Manager*

LIBRARY ADMINISTRATION

SAN DIEGO PUBLIC LIBRARY
Deborah Barrow, *Library Director*
Christine Siegel, *Deputy Director,*
Central Division

SAN DIEGO COUNCIL ON LITERACY

Karen Trimble, *Chair*
Jose Cruz, *Chief Executive Officer*
Valerie Hardie, *Network Affiliates Chair*

FRIENDS OF THE READ/SAN DIEGO LITERACY PROGRAMS BOARD OF DIRECTORS

Jackie Abrams, *President*
Cindi Brown, *Vice President*
Carlye Nystrom, *Secretary/Treasurer*
Sharon Barton, *Director at Large*
Jim Wadman, *Director at Large*
LuAnne Evenson, *Director at Large*

CALIFORNIA STATE LIBRARY

Gerry Maginnity, *Bureau Chief, Library*
Development Services
Carla Lehn, *Library Programs Consultant*
Jacquie Brinkley, *Library Programs Consultant*
Andrea Freeland, *Staff Services Analyst*

VOLUNTEER PRESIDERS

The Relief Society, Peñasquitos Third Ward
The Church of Jesus Christ of Latter-Day Saints



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.

NON-PROFIT
U.S. POSTAGE
PAID
PERMIT #2276
SAN DIEGO, CA 92199