



THE CITY OF SAN DIEGO

READ/San Diego's 24th Annual Tutor Conference

Saturday, June 14, 2014

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



KEYNOTE SPEAKER

Mindy L. Kornhaber

Multiple Intelligences: Expanding Views of the Learner

Keynote speaker Mindy Kornhaber is an associate professor in the Department of Education Policy Studies at Penn State. Her work is organized around a question: How can institutions, and the policies governing them, enhance human development on an equitable basis? She is currently spearheading studies on equity issues and the Common Core reform. Prior to joining Penn State, she worked as a principal investigator at Project Zero and the Director of K-12 research for the Civil Rights Project. She holds graduate degrees in both education policy and human development from the Harvard Graduate School of Education.

(continued on page 6)



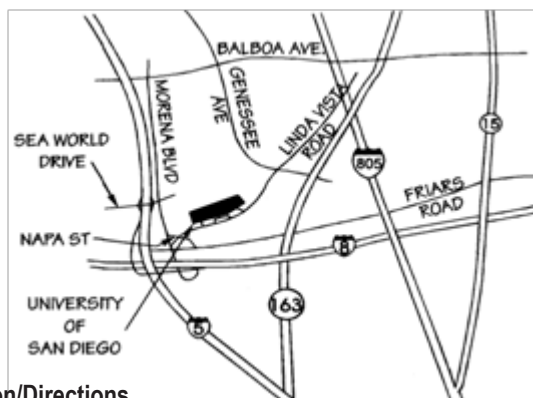
Essential Information

READ/San Diego's 24th Annual Tutor Conference

Saturday, June 14, 2014 • 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-eight 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 Mindy Kornhaber.

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 handicapped 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 9, 2014. After June 9, 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
San Diego Public Library @ 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, for some reason, 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

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 for the conference low. American Express, Discover, Visa and MasterCard debit and credit cards are

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	KATHY ST. JOHN ASSISTING STRUGGLING READERS AND WRITERS USING EVIDENCE BASED RESOURCES TO SUPPORT ADULT LEARNERS (PART 1)		8	KATHY ST. JOHN ASSISTING STRUGGLING READERS AND WRITERS USING EVIDENCE BASED RESOURCES TO SUPPORT ADULT LEARNERS (PART 2)		15	KATHY ST. JOHN LEARNING TO ACHIEVE: CONTENT LEARNING (PART 1)		22	KATHY ST. JOHN LEARNING TO ACHIEVE: CONTENT LEARNING (PART 2)
	GENERAL			GENERAL			GENERAL			GENERAL
2	GUILLERMO VERDIN EVIDENCE BASED READING & INSTRUCTION STRATEGIES TO IMPROVE COMPREHENSION (PART 1)		9	GUILLERMO VERDIN EVIDENCE BASED READING & INSTRUCTION STRATEGIES TO IMPROVE COMPREHENSION (PART 2)		16	GUILLERMO VERDIN RESEARCH BASED WRITING STRATEGIES & TECHNIQUES (PART 1)		23	GUILLERMO VERDIN RESEARCH BASED WRITING STRATEGIES & TECHNIQUES (PART 2)
	COMPREHENSION			COMPREHENSION			WRITING			WRITING
3	JAYME ADELSON-GOLDSTEIN REASONING & RIGOR FROM THE BEGINNING (PART 1)		10	JAYME ADELSON-GOLDSTEIN REASONING & RIGOR FROM THE BEGINNING (PART 2)		17	KARYN CROWE-RUIZ CRITICAL THINKING STRATEGIES FOR YOUR ESL STUDENTS		24	KARYN CROWE-RUIZ CRITICAL THINKING STRATEGIES FOR YOUR ESL STUDENTS (REPEAT)
	ESL			ESL			ESL			ESL
4	TOM BREWER THE NEW GED 2014 (PART 1)		11	TOM BREWER THE NEW GED 2014 (PART 2)		18	TOM BREWER THE NEW GED 2014 (PART 1 - REPEAT)		25	TOM BREWER THE NEW GED 2014 (PART 2 - REPEAT)
	GED			GED			GED			GED
5	SUSAN VEGA TAP THAT APP		12	MARGARET WATKINS ACCENT REDUCTION TECHNIQUES: TIPS FOR ADULT LEARNERS		19	MARGARET WATKINS ACCENT REDUCTION TECHNIQUES: TIPS FOR ADULT LEARNERS (REPEAT)		26	RICHARD LEDERER THE PLAY OF WORDS
	TECHNOLOGY			ESL			ESL			GENERAL
6	SUE PON EFFECTIVE LESSON PLANNING		13	SUE PON EFFECTIVE LESSON PLANNING (REPEAT)		20	ELENA MENDOZA COMPARATIVE APPROACHES TO TEACHING PHONICS (PART 1)		27	ELENA MENDOZA COMPARATIVE APPROACHES TO TEACHING PHONICS (PART 2)
	GENERAL			GENERAL			PHONICS			PHONICS
7	TAMARIE TIGH BANISH BOREDOM! ENGAGE-EM ACTIVITIES		14	TAMARIE TIGH BANISH BOREDOM! ENGAGE-EM ACTIVITIES (REPEAT)		21	TAMARIE TIGH BANISH BOREDOM! MATCH-EM CARD GAMES		28	TAMARIE TIGH BANISH BOREDOM! MATCH-EM CARD GAMES (REPEAT)
	GENERAL			GENERAL			GENERAL			GENERAL

Presenters & Workshops

Jayne Adelson-Goldstein conducts ESOL workshops for classroom teachers and tutors throughout the US and overseas. She teaches in TESOL's online certificate program and also works with the California Adult Literacy Professional Development Project. Her publications include *Listen First*, *The Oxford Picture Dictionary*, *Read and Reflect*, and *Step Forward*.

3/10 Reasoning and Rigor from the Beginning
8:30-11:15 a.m. (double session)

The ability to communicate effectively while tackling complex tasks is at the heart of college and career readiness; but is it at the heart of beginning level ESL? The newly minted College and Career Readiness Standards (CCRS) identify the ability to navigate complex texts and apply critical reasoning as essential to our ESL learners' success. In this session we will look at ways to apply the college and career readiness standards to beginning-level ESL instruction, learner tasks, and materials. Participants will explore a variety of instructional strategies such as sequenced questions and register shifts, and develop one or more tasks that increase learners' ability to demonstrate their higher-level thinking. By the end of the session, participants will have a collection of beginning-level materials (including problem solving scenarios, role-playing, low-level readings, and meaningful tasks) as well as checklists and several other instructional planning tools.

Tom Brewer has been teaching GED Preparation for 28 years and has been a trainer for the GED Academy I and II for 25 years. Tom has earned local, state and national awards as a teacher of excellence. He is currently an ABE/GED teacher in the San Juan Unified School District, Sacramento, CA.

4/11 The New GED 2014
18/25 8:30-11:15 a.m. (double session)
1:45-4:30 p.m. (double session repeat)

Prepare for the 2014 GED Test! This workshop will cover content of the new GED Test as well as offer valuable resources and teaching strategies that are effective for tutoring individuals who want to take the test. Find out if your students are ready and what skills they need to master to pass the test.

The workshop will address how to find out where your students are starting, how to design a learning plan for each student, and how to find and use resources and strategies that will enable the student to succeed.

Content includes overview, diagnostic methods, GED calculator, and math and writing activities. The workshop will also share activities and strategies for learners that are below the GED level in math, reading, and writing.

than 40 books about language, history, and humor, including his best-selling *Anguished English* series and his current books, *Amazing Words*, *Lederer on Language*, and *Monsters Unchained!*

Dr. Lederer's syndicated column, "Lederer on Language," appears in newspapers and magazines throughout the United States, including the *San Diego Union-Tribune*, and he is a founding co-host of "A Way With Words" on KPBS Public Radio. He has been named International Punster of the Year and Toastmasters International's Golden Gavel winner.

26 The Play of Words
3:15 - 4:30 p.m.

Play word games with *San Diego Union-Tribune* language columnist Richard Lederer and watch how language fun converts to language skill.

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 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.

20/27 Comparative Approaches to Teaching 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 compare LiPS, Wilson Language, and Orton Gillingham through lecture and activities.

Sue Pon has had the opportunity to work with many teachers throughout California on effective lesson planning and she looks forward to sharing her experience with participants in READ/San Diego Annual Tutor Conference. Sue has worked in Adult Education for 20+ years, including in CBET (Community Based English Tutoring) and Family Literacy programs. In addition to being the coordinator of Oakland Adult & Career Education, Sue is a trainer with the California Professional Development Project (CALPRO). Publications include "Sharing English Together," an instructional ESL DVD/workbook series.

6/13 Effective Lesson Planning
8:30-9:45 a.m.

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

"I'm teaching, but are they learning?"

Create a lesson plan for your next tutoring session. A lesson plan can be a powerful tool to guide instructors and tutors to provide effective learning experiences. While there are many lesson plan formats, common among them is a clear, measurable

learning objective. It provides focus and a purpose for the learning activities. Participants will prepare a lesson plan, starting with a clear objective and an evaluation of student learning (backward design). We will work with the WIPPEA lesson plan format, which connects the lesson to previous learning and to real life application.

Karyn Crowe-Ruiz holds a M.A.E. in Curriculum and Instruction and has worked in education for 15+ years as a teacher. Currently, she teaches ESL classes at Visalia Adult School, a position she has held for 7 years. Karyn has also taught high school credit recovery forums and Adult Basic Education (ABE) classes. In her classroom, Karyn focuses on language production in all aspects of the lesson by providing her students with frequent opportunities to speak, listen, read, write, and think critically. Additionally, Karyn leads both synchronous and asynchronous online professional development modules for California Adult Literacy Professional Development Project (CALPRO) as well as reformatting face-to-face modules for online facilitation.

17/24 Critical Thinking Strategies for your ESL Students

1:45-3:00 p.m.

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

"Critical thinking is a foundational skill for 21st century success" (www.p21.org) and it can be easily incorporated into your ESL instructional time. This workshop will prove to be both informative and collaborative as participants will be presented with material and be able to share additional ideas and strategies to help ESL students develop these attributes and skills. We will discuss problem-solving and decision-making activities which will help strengthen their ESL students' critical thinking skills. We will review and add to a list of questions that can assist in building an ESL student's metacognitive skills. Finally, we will discuss basic critical thinking instructional strategies and share ways of implementing them in our lessons. Participants will leave this session with teaching strategies and ideas for developing critical thinking skills that will best suit their ESL students.

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.

Presenters & Workshops

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.

1/8 Assisting Struggling Readers and Writers: Using Evidence-Based Resources to Support Adult Learners 8:30-11:15 a.m. (double session)

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.

After participating in this workshop, participants will be able to:

- Summarize major findings of recent research about the challenges that tutors and teachers face while teaching reading and writing skills to struggling adult learners.
- Identify research-based strategies that may prove effective in helping struggling adult readers and writers in developing skills.
- Navigate the LINCS collection to find resources that support reading and writing activities for low-literacy-skilled adults.
- Apply reading and writing strategies to text-based materials.
- Register for the LINCS communities of practice, create a profile, and join a community.

15/22 Learning-to-Achieve: Content Learning 1:45-4:30 p.m. (double session)

The purpose of this workshop is to introduce tutors and teachers to instructional approaches that can help adults with learning disabilities (LD) learn content from written materials. The following four questions will guide the discussion throughout this workshop:

- What is content learning?
- What are content learning challenges that adults with LD may face?
- How can explicit instruction support content learning for adults with LD?
- What role can graphic organizers play in content instruction and learning?

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 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.

2/9 Evidence-Based Reading Strategies & Instructional Techniques to Improve Comprehension 8:30-11:15 a.m. (double session)

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 toward actively engaging your learners with the text they read and ultimately improving 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.

16/23 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.

Margaret Watkins, M.A., Speech Pathology, is an adjunct professor at Golden West College in Huntington Beach, CA and her areas of teaching are interpersonal communication skills as a General Education requirement and pronunciation for non-native speakers of English. She has also maintained a private practice helping non-native professionals in all areas of speech communication to maximize their career potential. She spent a number of years in the real estate development industry and is an experienced presenter with both business and educational background in communications. She has loved the field of speech communications since the seventh grade when she took her first class.

12/19 Accent Reduction Techniques: Tips for Adult Learners 10:00-11:15 a.m. 1:45-3:00 p.m. (repeat)

Margaret will demonstrate a broad range of speaking skills including commonly mispronounced sounds of English. She will also give examples of the appropriate use of stress, intonation, small talk skills, rhythm, and nonverbal communication so learners can more fully express themselves in the correct patterns of American English while reading skills are being developed.

The workshop will be presented in an interactive format so that attendees have an opportunity to practice and teach the skills to one another. Questions about specific sounds of specific American communication patterns will be answered as requested.

The format will be presented from a speech perspective and will then be tied into how to implement the techniques within literacy training sessions.

Tamarie Tigh is a writer and trainer specializing in extended learning and literacy. She has more than 18 years experience working in library-based literacy programs, managing adult and family literacy services. In addition, she created the award winning WINGS program for the National School District. Tamarie specializes in interactive, multisensory teaching techniques. She believes that people learn the most when they "live the learning experience" through hands-on, project-driven activities.

7/14 Banish Boredom! Engage-em Activities 8:30-9:45 a.m. 10:00-11:15 a.m. (repeat)

Learn reading and comprehension activities that will engage your learners interactively. Enliven reading and assist learners to take ownership of information through multisensory interpretation. The strategies that will be introduced can be applied to any information that students need to learn and can be used with learners of all ages. Feel free to bring the most boring material that you have to teach and find out how to engage-em! Attendees will learn the importance of interactive learning and will receive complete instructions for 20 different activities, some of which will be practiced during the workshop.

21/28 Banish Boredom! Match-em Card Games 1:45-3:00 p.m. 3:15-4:30 p.m. (repeat)

Learn how to make and play card games that will engage learners of all ages and abilities. Whether working one-to-one, in a small group, or as a class, math, spelling, vocabulary, grammar, memorization... everything becomes fun to teach with a game! In this extremely highly interactive workshop find out how to create card games that are easily adapted to teach any subject. Attendees will learn the educational benefits of games, will receive complete game instructions, will create sample games, and will practice playing some of the games.

Susan Vega has been in the adult literacy world since 1995 as a volunteer tutor. What originally began as a six-month commitment became a 19-year journey during which she has worked in library literacy programs in Chula Vista, National City, Carlsbad, and San Jose. She is currently a Literacy Tutor/Learner Coordinator for READ/San Diego, the adult literacy program of the San Diego Public Library.

5 Tap that App 8:30-9:45 a.m.

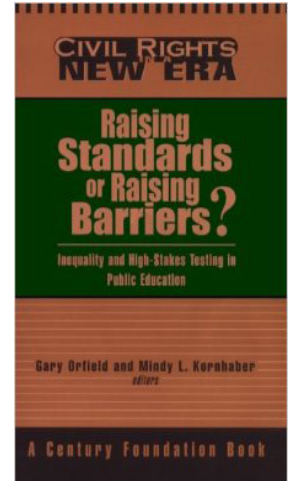
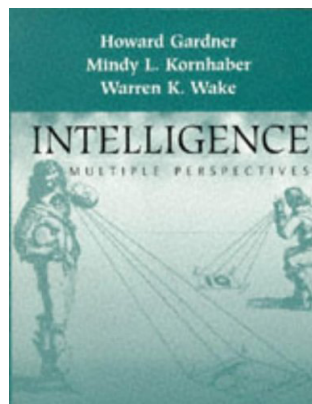
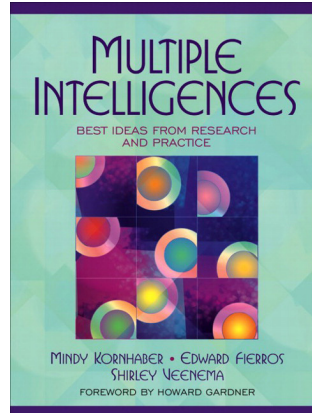
We often use our iPhones and iPads for texting, taking photos, or checking out Facebook. But you can also use your (or your student's) iDevice as a tool in your tutoring session. With a few simple apps (all free), you will leave with the tools to making virtual flash cards, paperless worksheets, and ebooks. We will also take a look at your iDevice's accessibility settings and how it can assist you or your student (did you know you can have your iPhone read to you?) Bring your own iDevice for a session of learning, exploring, and fun!

Keynote Speaker

Before graduate school, she served as an English-language tutor to Chinese immigrants in New York City.

Multiple Intelligence: Expanding Views of the Learner

In this presentation, participants will learn about the theory of multiple intelligences (MI), which was devised by Professor Howard Gardner. The theory argues against traditional notions that intelligence is a single ability that may be measured by IQ tests. Instead, all human beings possess multiple intellectual capacities, which they combine to tackle real-world challenges. Thus, the theory provides a framework for expanding how we think about learners, instructional practices and curriculum. MI has been used in a wide range of educational settings and with student populations across the United States and around the world. The theory can support efforts by tutors to individualize instruction for diverse learners. It can also help learners to recognize and draw on their own cognitive strengths.



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Registration Form

Detach this registration form, return it with your payment in the enclosed envelope and send to:

READ/San Diego ■ San Diego Public 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 9th).

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

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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.

**Assisting Struggling Readers
and Writers Using Evidence
Based Resources to Support
Adult Learners (Part 1)**

GENERAL

**Evidence Based Reading &
Instruction Strategies to Improve
Comprehension (Part 1)**

COMPREHENSION

**Reasoning & Rigor from the
Beginning (Part 1)**

ESL

The New GED 2014 (Part 1)

GED

Tap That App

TECHNOLOGY

Effective Lesson Planning

GENERAL

**Banish Boredom! Engage-em
Activities**

GENERAL

Strand 2

10:00 - 11:15 a.m.

**Assisting Struggling Readers
and Writers Using Evidence
Based Resources to Support
Adult Learners (Part 2 continued)**

GENERAL

**Evidence Based Reading &
Instruction Strategies to Improve
Comprehension (Part 2 continued)**

COMPREHENSION

**Reasoning & Rigor from the
Beginning (Part 2 continued)**

ESL

**The New GED 2014
(Part 2 continued)**

GED

**Accent Reduction Techniques:
Tips for Adult Learners**

ESL

Effective Lesson Planning

GENERAL

**Banish Boredom! Engage-em
Activities**

GENERAL

Strand 3

1:45 - 3:00 p.m.

**Learning to Achieve: Content
Learning (Part 1)**

GENERAL

**Research Based Writing
Strategies & Techniques (Part 1)**

WRITING

**Critical Thinking Strategies for
Your ESL Students**

ESL

The New GED 2014 (Part 1)

GED

**Accent Reduction Techniques:
Tips for Adult Learners**

ESL

**Comparative Approaches to
Teaching Phonics (Part 1)**

PHONICS

**Banish Boredom! Match-em
Card Games**

GENERAL

Strand 4

3:15 - 4:30 p.m.

**Learning to Achieve: Content
Learning (Part 2 continued)**

GENERAL

**Research Based Writing
Strategies & Techniques
(Part 2 continued)**

WRITING

**Critical Thinking Strategies for
Your ESL Students**

ESL

**The New GED 2014
(Part 2 continued)**

GED

The Play of Words

GENERAL

**Comparative Approaches to
Teaching Phonics
(Part 2 continued)**

PHONICS

**Banish Boredom! Match-em
Card Games**

GENERAL

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 9, 2014. 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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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.

