

READ/San Diego's 29th Annual Tutor Conference

Saturday, June 8, 2019

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



KEYNOTE SPEAKER

Judith J. Carta, Ph.D.

*How You and I and the World
Can Prevent the
"30 Million Word Gap"*

Judith J. Carta, Ph.D., is Associate Director of the Juniper Gardens Children's Project, a Senior Scientist in the Institute for Life Span Studies, and Professor of Special Education at the University of Kansas. She currently co-directs the Bridging the Word Gap National Research Network. Her science focuses on developing strategies to minimize the effects of poverty on children's outcomes and developing practices that teachers and parents can use to promote children's language, early literacy, and social outcomes.

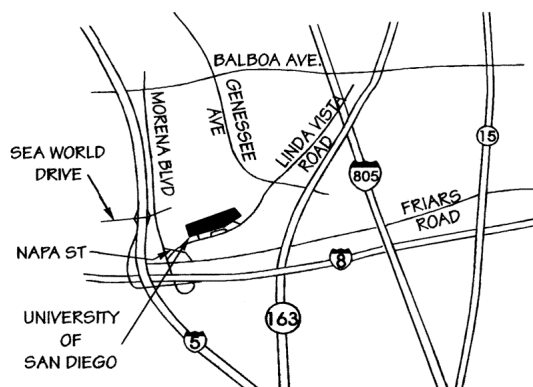
ESSENTIAL INFORMATION

READ/San Diego's 29th Annual Tutor Conference **Saturday, June 8, 2019 • 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 Dr. Judith J. Carta.

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 3, 2019. Starting 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 200 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 200 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.

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	KELLI SANDMAN-HURLEY/ TRACY BLOCK-ZARETSKY So THAT'S WHY THERE IS A<G> IN "SIGN," <W> IN "TWO," AND WE SPELL "EVERY" WITH THREE SYLLABLES INSTEAD OF TWO! (DOUBLE SESSION)		8	KELLI SANDMAN-HURLEY/ TRACY BLOCK-ZARETSKY So THAT'S WHY THERE IS A<G> IN "SIGN," <W> IN "TWO," AND WE SPELL "EVERY" WITH THREE SYLLABLES INSTEAD OF TWO! (DOUBLE SESSION)		15	KELLI SANDMAN-HURLEY/ TRACY BLOCK-ZARETSKY DYSLEXIA SIMULATION (DOUBLE SESSION)		22	KELLI SANDMAN-HURLEY/ TRACY BLOCK-ZARETSKY DYSLEXIA SIMULATION (DOUBLE SESSION)
GENERAL			GENERAL			GENERAL			GENERAL	
2	CARMINE STEWART ASSESSING & REMEDIATING PHONICS CHALLENGES (DOUBLE SESSION)		9	CARMINE STEWART ASSESSING & REMEDIATING PHONICS CHALLENGES (DOUBLE SESSION)		16	CARMINE STEWART USING FLUENCY ASSESSMENT & FLUENCY PRACTICE TO IMPROVE STUDENT COMPREHENSION (DOUBLE SESSION)		23	CARMINE STEWART USING FLUENCY ASSESSMENT & FLUENCY PRACTICE TO IMPROVE STUDENT COMPREHENSION (DOUBLE SESSION)
DECODING			DECODING			COMPREHENSION			COMPREHENSION	
3	DR. BARBARA BOONE LISTEN, LEARN & LOVE EARLY LITERACY AT HOME (DOUBLE SESSION)		10	DR. BARBARA BOONE LISTEN, LEARN & LOVE EARLY LITERACY AT HOME (DOUBLE SESSION)		17	DR. BARBARA BOONE LISTEN, LEARN & LOVE EARLY LITERACY AT HOME (DOUBLE SESSION)		24	DR. BARBARA BOONE LISTEN, LEARN & LOVE EARLY LITERACY AT HOME (DOUBLE SESSION)
FAMILY LITERACY			FAMILY LITERACY			FAMILY LITERACY			FAMILY LITERACY	
4	AMY EISENMANN MAXIMIZING YOUR CREATIVE POTENTIAL FOR FAMILY LITERACY PROGRAMS (DOUBLE SESSION)		11	AMY EISENMANN MAXIMIZING YOUR CREATIVE POTENTIAL FOR FAMILY LITERACY PROGRAMS (DOUBLE SESSION)		18	AMY EISENMANN MAXIMIZING YOUR CREATIVE POTENTIAL FOR FAMILY LITERACY PROGRAMS (DOUBLE SESSION)		25	AMY EISENMANN MAXIMIZING YOUR CREATIVE POTENTIAL FOR FAMILY LITERACY PROGRAMS (DOUBLE SESSION)
FAMILY LITERACY			FAMILY LITERACY			FAMILY LITERACY			FAMILY LITERACY	
5	KATHY ST. JOHN TUTOR READY READING: A FREE, ONLINE RESOURCE TO HELP TUTORS TEACH READING (DOUBLE SESSION)		12	KATHY ST. JOHN TUTOR READY READING: A FREE, ONLINE RESOURCE TO HELP TUTORS TEACH READING (DOUBLE SESSION)		19	KATHY ST. JOHN TUTOR READY WRITING: A FREE, ONLINE RESOURCE TO HELP TUTORS TEACH WRITING (DOUBLE SESSION)		26	KATHY ST. JOHN TUTOR READY WRITING: A FREE, ONLINE RESOURCE TO HELP TUTORS TEACH WRITING (DOUBLE SESSION)
COMPREHENSION			COMPREHENSION			WRITING			WRITING	
6	PATRICIA PADGETT DISCOVERING STRUCTURED & SYSTEMATIC INSTRUCTION FOR VOCABULARY & WRITING SKILLS (DOUBLE SESSION)		13	PATRICIA PADGETT DISCOVERING STRUCTURED & SYSTEMATIC INSTRUCTION FOR VOCABULARY & WRITING SKILLS (DOUBLE SESSION)		20	PATRICIA PADGETT SOUNDS FIRST™ (DOUBLE SESSION)		27	PATRICIA PADGETT SOUNDS FIRST™ (DOUBLE SESSION)
WRITING			WRITING			DECODING			DECODING	
7	MARSHA J. CHAN PRONUNCIATION AND LISTENING SUPPORT FOR BEGINNING ESL LEARNERS (DOUBLE SESSION)		14	MARSHA J. CHAN PRONUNCIATION AND LISTENING SUPPORT FOR BEGINNING ESL LEARNERS (DOUBLE SESSION)		21	MARSHA J. CHAN PRONUNCIATION AND LISTENING SUPPORT FOR BEGINNING ESL LEARNERS (DOUBLE SESSION)		28	MARSHA J. CHAN PRONUNCIATION AND LISTENING SUPPORT FOR BEGINNING ESL LEARNERS (DOUBLE SESSION)
ESL			ESL			ESL			ESL	

KEYNOTE SPEAKER

KEYNOTE
SPEAKER

Barbara Boone, Ph.D., is the Principal Investigator and Director of the federally funded Ohio Statewide Family Engagement Center at The Ohio State University. A sought-after trainer and speaker, Barbara's past experiences as a Director at the Ohio Department of Education, education consultant, program evaluator, college instructor, parent educator, and early childhood educator allow her to leverage skills and understanding from multiple perspectives. Her work has focused on improving partnerships between home, school, and communities for children of all ages through research, developing tools and resources, facilitating professional development, and leading state and local initiatives. Barbara has enjoyed helping thousands of families and educational professionals grow, along with local schools and her own family of five. A New Jersey native, Barbara is an avid hiker and beekeeper. You can find her on Twitter at @boonebuzz, or, follow the family engagement center at @OhioEngage.

3/10
17/24

Listen, Learn, and Love Early Literacy At Home (Part 1 and Part 2)

8:30-11:15 a.m. (double session)
1:45-4:30 p.m. (double session)

(Part 1) Home is where learning, love, and literacy grow. How can we empower, equip, and encourage families to support their child's developing language and literacy skills? And how can we learn from families to improve our practices? In this session the presenter and participants will explore how we can build trusting, respectful, and supportive relationships with all families. We'll consider how we can improve our communication and encourage more family-friendly, effective home supports for young learners.

(Part 2) Does all mean all? Families are unique, yet too often our outreach to families is "one size fits all." In this session we'll explore the mindsets and practices that will help us grow and expand our ability to meet families where they are, using our good ideas to design great practices. We'll share ideas and offer resources for your continued learning after the conference.

Marsha J. Chan facilitates professional development in person and online for teachers and tutors of ESL and early childhood development. Retired from 30+ years teaching ESL at Mission College, her travels include training abroad as an English Language Specialist for the U.S. Department of State. She serves on the CATESOL Board of Directors and its active organizations. Her publications include *Phrase by Phrase Pronunciation and Listening in American English*, *Look in the Lake Pronunciation Cards*, *College Oral Communication*, and *English for Child Development*. As a Pronunciation

Doctor, she offers over 2,000 free videos for English learners at www.youtube.com/pronunciationdoctor

7/14
21/28

Pronunciation and Listening Support for Beginning Adult English Learners

8:30-11:15 a.m. (double session)
1:45-4:30 p.m. (double session)

This workshop provides tutors with approaches for helping English learning adults improve their pronunciation and listening skills. You'll learn about Marsha's methodology that starts with listening, observation, and engagement. This approach enables learners to progress from speaking word-by-word to expressing thoughts phrase-by-phrase. You'll practice methods to hear, feel, and "see" speech. You'll use simple items such as paper and mirrors along with specific body movements to help learners speak more clearly. Together, we'll sing songs and play *Look in the Lake Pronunciation Card Games*. The selected activities involve sounds, intonation, stress, and rhythm to help develop pronunciation, listening, and speaking skills. In addition, they are chosen with phonics and writing patterns in mind to help learners with word recognition and vocabulary development. Come ready to engage and interact!

Amy Eisenmann brings over 10 years of experience in early childhood education, both in the classroom and the museum setting. In her current role as Early Education Advisor, she aims to bridge the gap between academic research and educational practice through training, writing, program evaluation, coaching, and consulting for the Center for Childhood Creativity. Previously, she spent 6 years directing early childhood education strategic initiatives at BADM and for COSI, the Center of Science and Industry. She was a classroom teacher, primarily for preschool, prior to her work in museums. She currently sits on the First 5 Marin Commission and was a founding member of the Leadership Team for the Association of Science and Technology Centers Early Childhood Community of Practice. She holds a Bachelor of Arts degree in Music and a Master of Education degree in Early Childhood Education.

4/11
18/25

Maximizing Your Creative Potential for Family Literacy Programs

8:30-11:15 a.m. (double session)
1:45-4:30 p.m. (double session)

Join us for a workshop on the CREATE Framework, the unique research-backed pedagogical framework developed by the Center for Childhood Creativity at the Bay Area Discovery Museum. The acronym CREATE illustrates key elements of learning environments and experiences that support the development of creativity for children

ages 2-10. Many of the ideas described are also relevant for older children, teens, and adult learners. Pulling from the academic fields of education, psychology, and neuroscience, the CREATE framework describes how educators can build children's creative problem-solving through intentional experiences. Leave with both practical ideas for programming in your library as well as a theoretical understanding of what is important to develop creative problem solving skills.

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. As an Educational Therapist, she has been working in the areas of reading, spelling, comprehension, and writing for over 20 years.

6/13

Discovering Structured and Systematic Instruction for Vocabulary and Writing Skills

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

Vocabulary and written expression remain a persistent problem for learners of all ages. Many learners demonstrate difficulty generating and organizing language for verbal and written expression. Writing Adventures® is an explicit, multi-sensory approach to the language and writing process. A review of the Writing Task Analysis organizes the skills used in the writing process and guides a discovery of vocabulary and writing activities that emphasize the function of language in sentences and paragraphs. These activities can then be applied to building vocabulary and skills in academics, the workplace, and community. Participants will receive materials and plans to discover writing concepts and practice for mastery.

20/27

Sounds First™

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

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.

1/8

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.

15/22

Dyslexia for a Day: A Simulation of Dyslexia

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

Participants will "walk through" five simulations for reading and writing tasks that will simulate the frustration and anxiety that many students with dyslexia feel when they are trying to read and write. These simulations are designed to help individuals gain a better understanding of and empathy for those children and adults who struggle with dyslexia. We will talk about accommodations to assist those with dyslexia to be more successful with required reading and writing tasks, and learn what appropriate remediation should include.

Kathy St. John has been in the field of adult basic literacy and English as a Second Language since 1989. She is currently a national trainer for LINCS and a national trainer, consultant, and

curriculum developer for Literacyworks. Her particular areas of expertise are reading, writing, and learning disabilities. She teaches beginning and intermediate ESL classes for Partners in Reading at the San Jose Public Library. She enjoys consulting at the local, state, regional, and national levels in the areas of adult literacy and nonprofit funding, organizational and board development, strategic planning and organizational capacity building.

5/12

Tutor Ready Reading: A Free, Online Resource to Help Tutors Teach Reading

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

If you have questions about how to help your adult learner improve his/her reading skills, we have the answers for you! Tutor Ready Reading provides the information tutors and staff are looking for to best learn and teach the four components of reading at all skill levels and for all purposes. Tutor Ready Reading was created to answer the questions real tutors and program staff across the country ask reading specialists during trainings. This free, online resource uses a question/answer format and contains bite-sized, research-based modules that can be used by tutors and program staff to help their adult learners gain and hone reading skills for real life purposes. During this workshop, participants will explore the Tutor Ready Reading learning plans, watch one of the videos, practice one of the recommended, research-based strategies for teaching reading, and discuss how they can use Tutor Ready Reading with their own learners.

19/26

Tutor Ready Writing: A New Free, Online Resource to Help Tutors Teach Writing

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

In this workshop, participants will learn about a new, free online resource for adult literacy and ESL tutors that was developed to complement Tutor Ready Reading. The presenter will demonstrate what is available in each of the topic areas covered in the resource and will lead a discussion on how this resource can equip tutors and program staff with the knowledge and strategies they need to teach their learners how to improve their writing skills.

Each short, user-friendly module is based on the most current writing research and presents suggestions and strategies for assessing and tutoring adult learners. Tutors can access the information any time they need it for review or "just in time" learning when they have a question about how to tackle a particular writing issue. The modules can also be used by programs to complement their pre-service and in-service tutor trainings.

During this workshop, participants will explore the Tutor Ready Writing learning

plans, watch one of the videos, practice one of the recommended, research-based strategies for teaching writing and discuss how they can use Tutor Ready Writing with their own learners.

Carmine Stewart, Ph.D., is the President and CEO of Aspire Consulting and Educational Services, conducting professional development workshops for adult literacy instructors since 2007. Carmine is the Program Director at Seeds of Literacy in Cleveland, Ohio, and an Adjunct Professor in the Adult Learning and Development and Curriculum and Foundations departments at Cleveland State University. In 2008 she began pursuing a Ph.D. in Urban Education from Cleveland State, with the hope of changing the current state of teacher preparation in the field. Carmine earned her doctorate in August 2012, after defending her dissertation, "Teacher Preparation and Professional Development in Adult Literacy Education."

2/9

Assessing and Remediating Phonics Challenges

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

Often in adult literacy, students struggle with reading comprehension. In this hands-on, session participants will learn how to use a simple phonics assessment to identify specific learner skill needs, provide targeted intervention to students, and monitor student progress. Participants will learn tips and tricks for helping students master phonics skills including the perception and production of phonics sounds, and for aiding students in developing strategies for approaching unfamiliar words. There is a high level of participation required for this session.

16/23

Using Fluency Assessment and Fluency Practice to Improve Student Comprehension

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

When adult literacy students struggle with reading comprehension, or seem to test below their intelligence, the real problem may be with the student's reading fluency. In this session participants will learn how to administer simple reading fluency assessments, how to score the assessments, types of interventions that they can use to improve students' reading fluency, and how to monitor student progress. There is a high level of participation required for this session.

Keynote Speaker

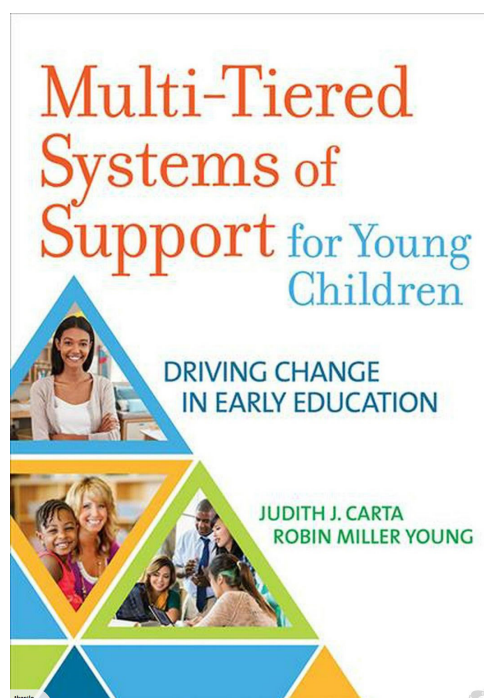
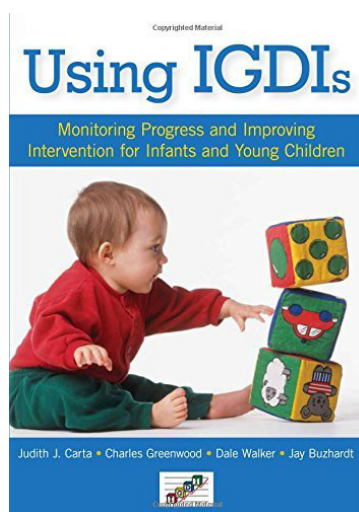
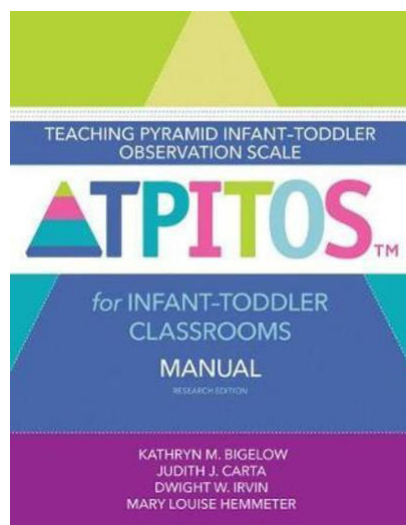
Dr. Carta's key research and policy interests include advancing the quality of children's caregiving environments, methods for monitoring the progress of young children, and strategies for promoting family engagement in early intervention programs. She has been the PI of several multi-site research projects and centers funded by the National Institutes of Health, the Institute of Educational Sciences, and the Administration on Children and Families.

She currently co-directs the National Bridging the Word Gap Research Network. She was a member of the Federal Advisory Panel on Head Start Research and Evaluation, Division of Early Childhood's Commission on Recommended Practices, and served as the editor of *Topics in Early Childhood Special Education*. Dr. Carta has authored and co-authored numerous articles, books, and chapters. She has mentored 19 post-doctoral fellows and advised dozens of doctoral students across multiple disciplines.

Dr. Carta specializes in response to intervention in Pre-K, evidence-based practices for young children, risk factors affecting children's development, monitoring progress in young children, and parenting interventions and effects on young children.

Keynote Presentation:

Dr. Carta will describe the developmental disaster called the "30 Million Word Gap," reveal how it happens, and discuss what parents, educators, and communities can do to reduce its likelihood and promote children's early language, literacy, and achievement.



READ/San Diego's 29th 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://friendsofreadsd.org> or fax form to (619) 533-3217

- ☐ Enclosed is my **\$35 early registration fee** (until June 3rd). 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 3rd).
- ☐ 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.

- ____ So That's Why There is a <g> in "Sign," <w> in "Two," and We Spell "Every" with Three Syllables! (Double Session)
- ____ Assessing and Remediating Phonics Challenges (Double Session)
- ____ Listen, Learn, and Love Early Literacy at Home (Double Session)
- ____ Maximizing Your Creative Potential for Family Literacy Programs (Double Session)
- ____ Tutor Ready Reading: A Free Online Resource to Help Tutors Teach Reading (Double Session)
- ____ Discovering Structured & Systematic Instruction for Vocabulary & Writing Skills (Double Session)
- ____ Pronunciation & Listening Support for Beginning Adult English Learners (Double Session)

Strand 2

10:00-11:15 a.m.

- ____ So That's Why There is a <g> in "Sign," <w> in "Two," and We Spell "Every" with Three Syllables! (Double Session)
- ____ Assessing and Remediating Phonics Challenges (Double Session)
- ____ Listen, Learn, and Love Early Literacy at Home (Double Session)
- ____ Maximizing Your Creative Potential for Family Literacy Programs (Double Session)
- ____ Tutor Ready Reading: A Free Online Resource to Help Tutors Teach Reading (Double Session)
- ____ Discovering Structured & Systematic Instruction for Vocabulary & Writing Skills (Double Session)
- ____ Pronunciation & Listening Support for Beginning Adult English Learners (Double Session)

Strand 3

1:45-3:00 p.m.

- ____ Dyslexia for a Day: A Simulation of Dyslexia (Double Session)
- ____ Using Fluency Assessment and Fluency Practice to Improve Student Comprehension (Double Session)
- ____ Listen, Learn, and Love Early Literacy at Home (Double Session)
- ____ Maximizing Your Creative Potential for Family Literacy Programs (Double Session)
- ____ Tutor Ready Writing: A Free Online Resource to Help Tutors Teach Writing (Double Session)
- ____ Sounds First™ (Double Session)
- ____ Pronunciation & Listening Support for Beginning Adult English Learners (Double Session)

Strand 4

3:15-4:30 p.m.

- ____ Dyslexia for a Day: A Simulation of Dyslexia (Double Session)
- ____ Using Fluency Assessment and Fluency Practice to Improve Student Comprehension (Double Session)
- ____ Listen, Learn, and Love Early Literacy at Home (Double Session)
- ____ Maximizing Your Creative Potential for Family Literacy Programs (Double Session)
- ____ Tutor Ready Writing: A Free Online Resource to Help Tutors Teach Writing (Double Session)
- ____ Sounds First™ (Double Session)
- ____ Pronunciation & Listening Support for Beginning Adult English Learners (Double Session)

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 3, 2019.

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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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.

