

READ/San Diego's 26th Annual

Tutor Conference



Saturday, June 11, 2016
Joan B. Kroc Institute
for Peace & Justice
University of San Diego

KEYNOTE SPEAKER

Dr. Danny Brassell

The Reading Makeover

Keynote speaker Dr. Danny Brassell affectionately known as “Jim Carrey with a Ph.D.,” has held a variety of titles and worked with leaders from a variety of fields and disciplines, but he has always considered himself first and foremost a teacher. He is a best-selling author of 15 books, including *Read, Lead & Succeed*. A gregarious, sought-after author, speaker, and business consultant, Danny is a recognized authority on leadership development, reading, motivation and communication skills. Thousands, from school districts to association conferences, have enjoyed his energetic, interactive and informative presentations. He has spoken to over 2,000 different audiences worldwide.

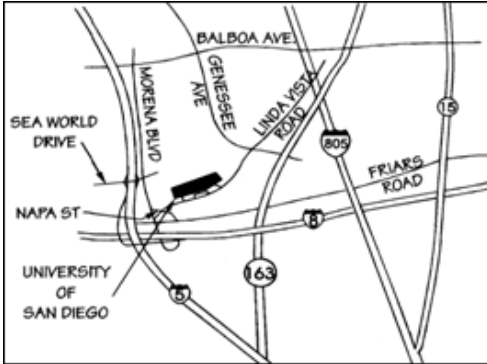


**READ/San Diego's 26th Annual Tutor Conference
Saturday, June 11, 2016 • Joan B. Kroc Institute for
Peace & Justice, University of San Diego**

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

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/>

Registration

The early registration rate of \$35 ends June 6, 2016. After June 6th, the registration fee is \$45.

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

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

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

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

Cancellations

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

Check-in

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

Workshops begin promptly at 8:30 a.m.

Meals

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

Dress Code

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

Continuing Education Opportunity

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

Silent Auction

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

<p>From the North</p> <ul style="list-style-type: none"> ■ 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. <p>From the South</p> <ul style="list-style-type: none"> ■ 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. 	<p>From the North</p> <ul style="list-style-type: none"> ■ 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. <p>Parking</p> <ul style="list-style-type: none"> ■ The Institute for Peace & Justice is the first building on the right side at the top of the hill. The entrance to the underground parking garage is on the right. ■ There are disabled parking spaces in the Institute for Peace & Justice garage. ■ Park in white-lined spaces ONLY or you may be fined/towed. If garage is full, park in the Lower West lot located near the campus West entrance, or any white-lined space on campus.
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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	PATRICIA PADGETT DISCOVERING STRUCTURED AND SYSTEMATIC WRITTEN INSTRUCTION FROM LANGUAGE BUILDING TO PARAGRAPHS		7	PATRICIA PADGETT ADJECTIVES, VERBS, AND PREPOSITIONS OH MY! USING DIAGRAMMING TO BUILD COMPREHENSION SKILLS	13	JERRY EDWARDS PLAN YOUR WORK AND WORK YOUR PLAN!		19	JERRY EDWARDS INTONATION & SPEED: THE ROAD TO BETTER COMPREHENSION
	WRITING			COMPREHENSION		LESSON PLANNING			COMPREHENSION
2	AMY PREVEDEL WHAT DID I SAY? I SAID, "LANGUAGE IS MUSICAL!" PRACTICING PRONUNCIATION		8	AMY PREVEDEL WHAT DID I SAY? I SAID, "LANGUAGE IS MUSICAL!" PRACTICING PRONUNCIATION (REPEAT)	14	AMY PREVEDEL TEACHING GRAMMAR AND OTHER LANGUAGE SKILLS THROUGH WRITING		20	AMY PREVEDEL TEACHING GRAMMAR AND OTHER LANGUAGE SKILLS THROUGH WRITING (REPEAT)
	PRONUNCIATION			PRONUNCIATION		WRITING			WRITING
3	SHARON ZINKE RIME MAGIC: FAST SUCCESS FOR STRUGGLING READERS		9	SHARON ZINKE RIME MAGIC: FAST SUCCESS FOR STRUGGLING READERS (REPEAT)	15	REBECCA BRAUN LITERACY AND VOCABULARY DEVELOPMENT		21	REBECCA BRAUN LITERACY AND VOCABULARY DEVELOPMENT (REPEAT)
	READING			READING		VOCABULARY			VOCABULARY
4	SUSAN VEGA APPS FOR LITERACY		10	SUSAN VEGA SOCIAL MEDIA FOR BEGINNERS	16	DEBI FAUCETTE/RAFAEL DIAZ HITTING THE MARKS FOR THE GED® TEST: SUCCESSFUL TEACHING STRATEGIES TO DRIVE INSTRUCTION (PART 1)		22	DEBI FAUCETTE/RAFAEL DIAZ HITTING THE MARKS FOR THE GED® TEST: SUCCESSFUL TEACHING STRATEGIES TO DRIVE INSTRUCTION (PART 2)
	TECHNOLOGY			TECHNOLOGY		GED			GED
5	LYNNE DIAZ-RICO EXPLORING AND TEACHING 30+ FACETS OF A WORD		11	LYNNE DIAZ-RICO EXPLORING AND TEACHING 30+ FACETS OF A WORD (REPEAT)	17	ALEXANDRA ERNST THE REFUGEE EXPERIENCE AND VOCATIONAL ESL		23	ALEXANDRA ERNST THE REFUGEE EXPERIENCE AND VOCATIONAL ESL (REPEAT)
	VOCABULARY			VOCABULARY		ESL			ESL
6	NORA KENNEY WHAT DOES COLLEGE-READY MEAN?		12	NORA KENNEY THE POETRY OF TUPAC SHAKUR AS A BRIDGE TO TEXT ANALYSIS AND CLOSE READING	18	NORA KENNEY DIGITAL STORYTELLING: HOW TO HELP YOUR STUDENT TELL AND SHARE THEIR STORY (PART 1)		24	NORA KENNEY DIGITAL STORYTELLING: HOW TO HELP YOUR STUDENT TELL AND SHARE THEIR STORY (PART 2)
	GENERAL			READING		TECHNOLOGY			TECHNOLOGY

KEYNOTE LUNCHEON

15/21 **Rebecca Braun** completed her undergraduate studies at Middlebury College, and her MA at the University of Arizona. She taught native language adult literacy in Honduras during her time in the Peace Corps. In 2008, she joined Orange County READ, the adult literacy services of the Orange County Public Libraries. She currently works with both native English speakers and ESL learners as principal trainer and Tutor/Learner Coordinator.

Literacy and Vocabulary Development

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

This interactive workshop will discuss the importance of systematic vocabulary instruction for both ESL and basic literacy learners. Participants will learn about various types of vocabulary, and have an opportunity to practice strategies for teaching vocabulary. The focus will be on providing a variety of options to help students with diverse learning styles engage with and assimilate new words.

5/11 **Lynne Diaz-Rico** is Professor of Education at California State University, San Bernardino where she coordinates the M.A. in TESOL program. Her books, *Course for Teaching English Learners*, *The Crosscultural, Language, and Academic Development Handbook*, and *Strategies for Teaching English Learners* are widely used in programs of teacher education to prepare teachers for culturally and linguistically diverse classrooms. She is a past president of CATESOL and frequent presenter at CATESOL and TESOL conferences on topics of literacy and language development, intercultural communication, and innovative teaching methods. Her favorite people are poets, and literacy and English-language development specialists.

Exploring and Teaching 30+ Facets of a Word

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

Vocabulary takes center stage in the education of English learners at every level of instruction. Words are not simple—each word has over 30 different aspects! How can literacy tutors embrace this complexity and make words memorable? This session “unweaves” the intricate web of a word to extract useful and enjoyable activities for individuals.

The challenge is to understand the 15 dimensions of a lexical item that are directly meaning-based, find matching learning strategies, and watch these work during tutoring as well as outside of class. The further challenge is to view the other 15+ indirect aspects of a word—acquired by the mind with rich form of cognition that operates “at the edges” of direct learning. People learn the most when they are with friends and family, entranced by the new, and eager to engage with it. Words can make this happen!

13/19 **Jerry Edwards** directed literacy services for the Santa Fe Springs City Library for 27 years. He created a training model for both the adult and children's programs, established a book discussion group for adult literacy, implemented an after-school tutorial program, along with a classroom based literacy program at five elementary schools serving 500 children each week. Over the years Jerry has presented workshops at numerous conferences and has been a guest trainer at many library literacy programs. Having retired

last year, he does whatever he wants (which is as good as it sounds!) including weekly tutoring with School on Wheels, and volunteering as a docent at Mission San Juan Capistrano.

Plan Your Work and Work Your Plan!

1:45-3:00 p.m.

Using a lesson plan can help you organize and strategize your approach to adult literacy. Do you run out of time or are not sure where you are going with your lessons? Do you find yourself spending an hour on one component (sight words, reading practice, word attack, etc.)? This workshop will help you focus on specific strategies and guide you through the use of a six-part lesson plan. A complete literacy lesson isn't simply drilling skills or listening to your student read for 1.5 hours! Following a well-rounded lesson plan, you expose your student to shorter segments of skills, comprehension, reading, and writing practice. If you aren't currently using a lesson plan or want to learn how to get more out of the time spent with your student, this is the workshop for you!

Intonation & Speed - The Road to Better Comprehension

3:15-4:30 p.m.

Do your students read word for word? Do they disregard punctuation? Do they struggle through (but finish) a sentence and wonder what they read? This workshop will explain how improved connected reading will lead to better comprehension. Learn how to use connected reading strategies to help students improve fluency thereby making sight words more automatic and increasing comprehension. Attendees will observe and then practice strategies for use with beginning to advanced students.

17/23 **Alexandra Ernst** was first introduced to the ESL field as a Peace Corps Volunteer while teaching vocationally specific tourism industry ESL at a local college in rural China. Upon returning to San Diego, she embarked on a career working with refugees at the International Rescue Committee (IRC) in both San Diego and El Cajon. As the Employment Training Supervisor, she oversees Vocational ESL and Work Readiness Training programs serving hundreds of clients from around the world to gain specific skills and language to work towards self-sufficiency.

The Refugee Experience and Vocational ESL Learning

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

This presentation will focus on how the “refugee experience” shapes the way refugee students learn. Refugees are immediately confronted with barriers to learning upon arrival; but, are expected to jump into mainstream classrooms or immediately embark on a path to financial self-sufficiency. This workshop will explore The IRC focus on bilingual and culturally sensitive approaches to rapid English language acquisition and US acculturation. We will have an opportunity to examine best practice for tutoring newly arrived refugee clients.

16/22 **Debi Faucette** joined GED Testing Service in January 2011 to serve as the Deputy Executive Director of Field Outreach. In 2012, as Senior Director of State Relationship Management, she supervised the transition to and implementation of computer-

based testing to prepare for the 2014 GED® Program. She is currently co-chair for the development and implementation of the GED Testing Service Professional Development. Her current role follows an extensive and robust career in adult education at the local, state, and national level from her home state of Louisiana. She formerly served as a Division Director in the Louisiana Department of Education and the Louisiana Community and Technical College System.

Rafael Diaz has worked for GED Testing Service since late 2013 as a State Relationship Manager working closely with stakeholders at all levels in seven states. He is a former college instructor and previous policy director for San Antonio City Council in Texas. His previous experience includes advocacy and public relations consulting for non-profits, elected officials and private sector companies. He is a Texas native and is based out of San Antonio.

Hitting the Marks for the GED® Test: Successful Teaching Strategies to Drive Instruction

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

Developing test-taker skills at the high school equivalency level can be aided by a powerful set of assessment indicators that drive improved student skills and performance. These “high impact” indicators focus on practical skills that cut across the content areas and lend themselves to direct instruction. Participants will learn what's behind these indicators and understand how achievement of these skills can be recognized in student work.

6/12 & 18/24 **Nora Kenney, Ph.D.**, has been teaching literacy, English, and education classes at the elementary, secondary, community college, and university level since 2006. She currently teaches English at Mira Costa College in Oceanside, CA., and is also the Interim Research Analyst for Mira Costa College Adult Education programs. Dr. Kenney has a B.A. in English from UC Davis, and an M.A. and Ph.D. degrees from the UC Berkeley Graduate School of Education. Her work focuses on multicultural literacy within underserved communities.

What Does “College-Ready” Mean?

8:30-9:45 a.m.

In this workshop, Dr. Nora Kenney will discuss how tutors, teachers, and educators can help prepare students for adult education, pre-transfer, transfer-and university-level courses. Her focus will be on reading, writing, and study skills. The purpose of the workshop is to provide attendees with the tools to inform and prepare future college students for expectations and learning outcomes.

The Poetry of Tupac Shakur as a Bridge to Text Analysis and Close Reading

10:00-11:15 a.m.

This workshop shows how to use poetry by hip-hop legend Tupac Shakur as a way to provide students with an accessible means for close reading and writing analytically about text. With these tools, students can apply textual analysis methods to cross-genre reading and writing assignments. This workshop also emphasizes how to tap into students' funds of knowledge, the areas of expertise students bring into the classroom.

Digital Storytelling: How to Help Your Student Tell and Share Their Story

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

During this workshop, Dr. Nora Kenney will walk participants through the steps of composing a digital story including written, visual, musical, and technical elements. Dr. Kenney's methods require minimal computer skills and enable children as young as seven and adults of any age to write and produce their own digital stories. These multimedia compositions combine literacy elements and provide powerful learning opportunities. Workshop participants will create their own digital story as a means of learning the process.

1/7

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.

Discovering Structured and Systematic Written Instruction from Language Building to Paragraphs

8:30-9:45 a.m.

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

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

10:00-11:15 a.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.

2/8 & 14/20

Amy Prevedel started working in adult education 24 years ago as a volunteer tutor. Since then, she has supervised literacy programs in Chicago and in Oakland and Berkeley libraries. She trained ESL teachers and

coordinated classes in community centers for the San Mateo Public Library. Amy presently works with the Alamada Free Library teaching tutors and adult learners. A sought-after presenter, she conducts literacy workshops nationally and throughout the Bay area.

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

What did you say? I said, "Language is musical!"

8:30-9:45 a.m.

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

We'll practice many features of American English pronunciation. The musicality of language will be the basis of our work. Adults learning another language tend to say new words and phrases in the rhythm and melody of their first language, making it hard to pronounce words, phrases, and sentences correctly. Given the way that American English speakers shorten, stretch, blend, and often drop sounds, adult language learners face many challenges understanding English and making themselves understood. In this workshop, we'll learn what research says about teaching pronunciation effectively. Then, we'll try out a variety of ear-training and pronunciation strategies. You can turn around and use these fun, multi-sensory activities with your learner, and your learner can turn around and use them in their everyday interactions.

Teaching Grammar and Other Language Skills through Writing

1:45-3:00 p.m.

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

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

4/10

Susan Vega has been in the adult literacy world since 1995, starting out as a volunteer tutor. What originally started out as a six month commitment became a 21-year journey during which she has worked in library literacy programs in Chula Vista, National City, Carlsbad, and San Jose. Susan is currently a literacy Tutor-Learner Coordinator for READ/San Diego, the adult literacy program of the San Diego Public Library.

Apps for Literacy

8:30-9:45 a.m.

If you've ever looked for literacy apps in iTunes or in the Google Play store, the amount of choices can be overwhelming! This workshop will help you decide which apps are appropriate for your tutoring sessions. Your smartphone or tablet may already have apps that you can use, and we will also look at apps that are available on iTunes or in the Google Play store.

Social Media for Beginners

10:00-11:15 a.m.

What is social media and what is its purpose? If you've ever asked that question, this workshop is for you! We will explore different social media channels like Facebook, Twitter, and Pinterest. We will look at ways we can use these channels to learn new tutoring techniques, and also how to incorporate them in tutoring sessions.

3/9

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

RIME MAGIC: Fast Success for Struggling Readers

8:30-9:45 a.m.

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

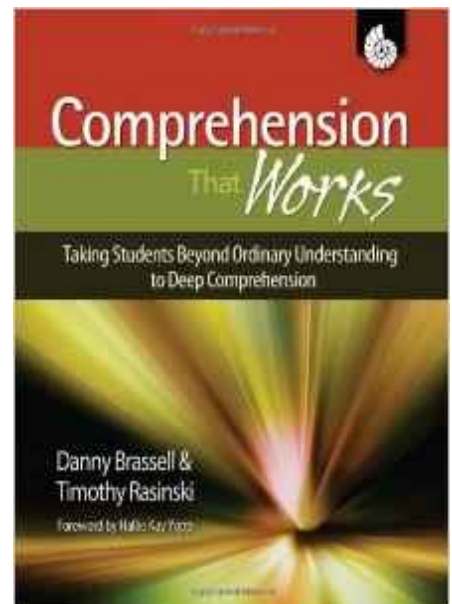
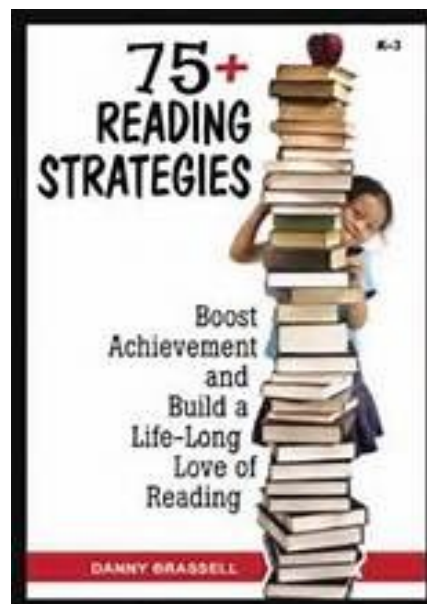
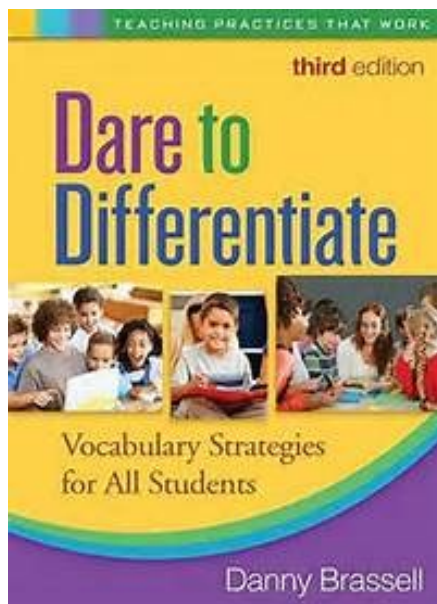
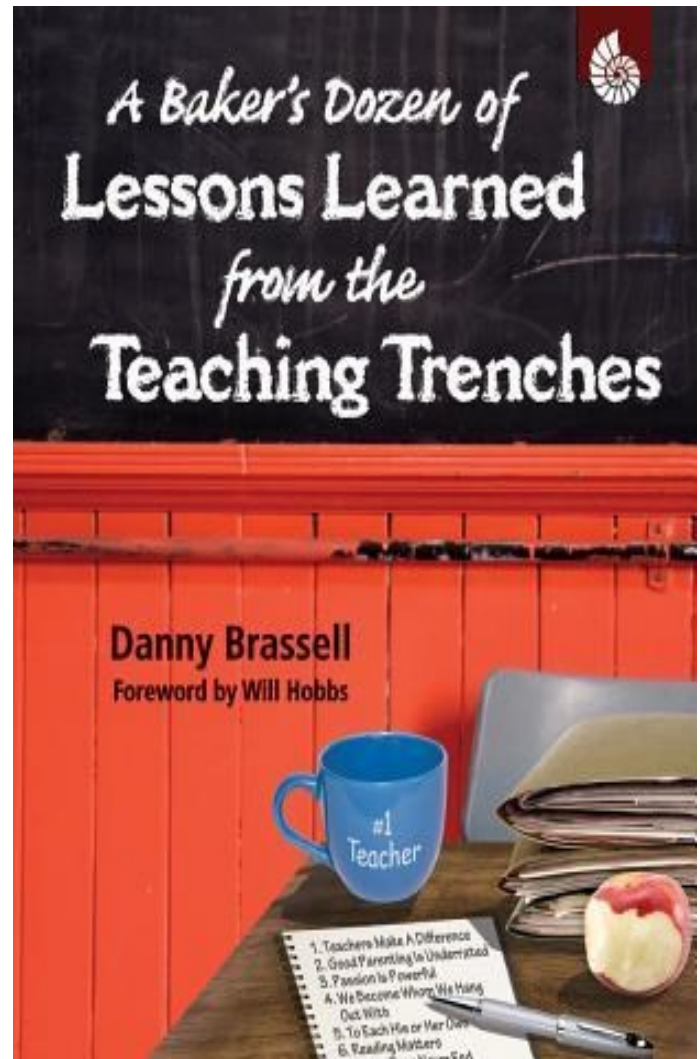
Bring word recognition levels up FAST in young or older struggling readers! Get your students motivated and excited! Use easy-to-implement techniques, based on onset-rime, to help students experience instant success, immediately boosting their self-confidence as readers--critical for overcoming reading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

The son of a librarian, Danny grew up hating reading. Ironically, he is now considered “America’s Leading Reading Ambassador,” as he is the founder of “The Lazy Readers’ Book Club,” found at www.lazyreaders.com, Google’s highest-ranked online book club for “cool, short book recommendations.” Dr. Brassell spent 20 years working in inner-city classrooms and founded Assignment: Books, a non-profit that donated over 80,000 books to school libraries and doubled the collections of books found in Compton, California schools. For eight years (two as Chairman) he served on the Board of Directors of BookEnds, a non-profit that recruited over 250,000 students to donate over 3 million books to under-resourced schools throughout North America. For five years he trained thousands of volunteers at over 200 Los Angeles-area schools how to work one-on-one with struggling and reluctant readers. Further, his dissertation was based on a home-lending library program he helped create at a Skid Row preschool serving homeless Latino families in downtown Los Angeles.

Most importantly, Danny is a proud husband and father to three children, who do not realize they can go to bed without reading books first.

The Reading Makeover

Get ready to get pumped-up about reading! Join internationally-acclaimed speaker and best-selling author Danny Brassell as he teaches you the “ABCs” of creating a successful literacy program. You’ll learn how to foster increased access to engaging reading materials and ways to facilitate a positive reading environment in this highly interactive keynote address.



READ/San Diego's 26th Annual Tutor Conference

REGISTRATION FORM

Detach this registration form and return it with your payment in the enclosed envelope to:
 READ/San Diego • San Diego Central Library @ Joan A Irwin Jacobs Common
 330 Park Blvd. • San Diego, CA 92101

Register online at <http://friendsofreads.org> or fax form to (619) 533-3217

Enclosed is my **\$35 early registration fee** (until June 6th). 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 6).

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

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

___ Discovering Structured and Systematic Written Instruction from Language Building to Paragraphs
WRITING

___ What did I say? I said, "Language is musical!"
PRONUNCIATION

___ Rime Magic: Fast Success for Struggling Readers
READING

___ Apps for Literacy
TECHNOLOGY

___ Exploring and Teaching 30+ Facets of a Word
VOCABULARY

___ What Does College-Ready Mean?
GENERAL

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

___ Adjectives, Verbs and Prepositions
OH MY! Using Diagramming to Build Comprehension Skills
COMPREHENSION

___ What did I say? I said, "Language is musical!" (repeat)
PRONUNCIATION

___ Rime Magic: Fast Success for Struggling Readers (repeat)
READING

___ Social Media for Beginners
TECHNOLOGY

___ Exploring and Teaching 30+ Facets of a Word (repeat)
VOCABULARY

___ The Poetry of Tupac Shakur as a Bridge to Text Analysis and Close Reading
READING

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

___ Plan your Work and Work Your Plan!
LESSON PLANNING

___ Teaching Grammar and Other Language Skills through Writing
WRITING

___ Literacy and Vocabulary Development
VOCABULARY

___ Hitting the Marks for the GED® Test: Successful Teaching Strategies to Drive Instruction (Part 1)
GED

___ The Refugee Experience and Vocational ESL
ESL

___ Digital Storytelling: How to Help Your Student Tell and Share Their Story (Part 1)
TECHNOLOGY

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

___ Intonation & Speed: The Road to Better Comprehension
COMPREHENSION

___ Teaching Grammar and Other Language Skills through Writing (repeat)
WRITING

___ Literacy and Vocabulary Development (repeat)
VOCABULARY

___ Hitting the Marks for the GED® Test: Successful Teaching Strategies to Drive Instruction (Part 2)
GED

___ The Refugee Experience and Vocational ESL (repeat)
ESL

___ Digital Storytelling: How to Help Your Student Tell and Share Their Story (Part 2)
TECHNOLOGY

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

THE DEADLINE FOR EARLY REGISTRATION IS 5 P.M. ON MONDAY, JUNE 6, 2016.
 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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Valerie Hardie

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Susan Vega, *Literacy Tutor/Learner Coordinator*
Regina Seaton, *Office Manager*
Jakub Kalina, *Library Aide*
Stephanie Contreras, *Family Literacy Assistant*

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Sheila Burnett, *Deputy Director, Support Services*

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