

VOLUNTEER GUIDE



LOS ANGELES PUBLIC LIBRARY OFFICE OF EDUCATION AND LITERACY

*Never doubt that a small group of thoughtful, committed citizens
can change the world.® Indeed, it is the only thing that ever has.*

—Margaret Mead (used with permission)

Mission Statement

The Carolyn and Henry Singleton Adult Literacy Center, the principal location of Adult Literacy Services at the Los Angeles Public Library, endeavors to provide learning opportunities and services that address unique individual and diverse community needs with the objective of improving adult literacy, basic technological competence, and job skills in the city of Los Angeles. The Center believes these abilities are necessary for Los Angelenos to remain effectively engaged as contributing members of their local community and the world at large.

Contact Information

Singleton Adult Literacy Center
Los Angeles Public Library
650 West 5th St.
Los Angeles, CA 90071

Phone: (213) 228-7037
E-mail: literacy@lapl.org
Website: www.lapl.org/adult-literacy

Program contacts:

Yvette Cabrera and Karen Chacon-Chale, Coordinators, One-on-One Tutors
Rinna Gomez, Coordinator, Conversation Teachers and Walk-in Tutors

CONTENTS	<u>Page</u>
Welcome!	3
Adult Literacy Services	3
Program Policies and Procedures	4
Additional Information	5
Literacy Center Collections	6
Characteristics of Adult Learners	7
ESL Levels	8
Strategies for Teaching ESL Learners	11
One-on-One Tutor Job Description	12
One-on-One Tutor Procedures, Strategies, and Reports	13
One-on-One Tutor Resources	15
Conversation Teacher Job Description	21
Conversation Teacher Procedures, Strategies, and Reports	22
Conversation Class Topics	23
Conversation Class Format	24
Sample Conversation Class Lesson Plan	25
Conversation Teacher Resources	27
Walk-in Tutor Job Description	38
Walk-in Tutor Procedures, Strategies, and Reports	39
Walk-in Tutor Resources	40
Los Angeles Public Library Rules of Conduct	46
Adult Literacy Services Pledge	48

Welcome!

Welcome to the Adult Literacy Services corps of volunteer tutors and teachers!

Through the generous endowment of your time, talent, and experience, you will enhance the work of Adult Literacy Services in improving learning opportunities for the citizens of Los Angeles. Although your material gains will be few, the greatest reward is the special feeling that comes to those who give of themselves for the betterment of others.

Please take the time to read this guide. It has been prepared to acquaint you with some of the details of the volunteer program. If you have any questions, please feel free to contact any member of the Adult Literacy Services staff.

We welcome you as a member of the Los Angeles Public Library family and thank you for choosing to volunteer your time with Adult Literacy Services.

Sincerely,
Adult Literacy Services staff

Adult Literacy Services

The Los Angeles Public Library is a department of the City of Los Angeles. There are seventy-three library locations within the city. Twenty-one of those locations contain literacy centers, where Adult Literacy Services operates. The Singleton Literacy Center at the Central Library is the flagship location, but other literacy centers are in library branches around the city. A listing of all literacy centers can be found at www.lapl.org/adult-literacy/literacy-centers. Adult Literacy Services is supported by the City of Los Angeles, California Library Literacy Services, and the Library Foundation of Los Angeles.

Adult Literacy Services offers three main programs: one-on-one tutoring, conversation classes, and walk-in tutoring. Volunteers in each of these programs work with adult learners, but each program serves learners in a different way. This guide offers information about each type of volunteer role, including job descriptions; procedures, strategies, and reports; and resources.

Recognizing that education is a continuum, Adult Literacy Services also offers a Career Online High School program for adults seeking a high school diploma. Information about this program can be found at www.lapl.org/diploma. Adult Literacy Services also works with other organizations, including the Los Angeles Regional Adult Education Consortium, to refer learners to adult schools and community colleges.

Information about the programs, volunteers, and learners of Adult Literacy Services is available in its quarterly newsletter, *Read*, available at library branches and at www.lapl.org/adult-literacy/newsletter.

Program Policies and Procedures

Policies

- Maintain confidentiality. Consultations or discussions pertaining to a learner must be held in private solely with a literacy coordinator.
- All learner information as well as program materials and data are the property of Adult Literacy Services and may not be used or disclosed in any manner without the written consent and permission of the program.
- Visitors are not allowed to sit in or audit tutoring sessions.
- Adult Literacy Services does not endorse any religion or political group. Activities such as proselytizing for a religion or advocating for a political group are prohibited.
- Adult Literacy Services is a free program. Tutors and teachers should not accept or give inappropriate or expensive gifts.
- Home tutoring is never allowed. Program activities take place only at library locations.

Procedures

- Be punctual and consistent in attendance. Learner turnout is affected by these.
- Notification of tardiness or absence must be made by calling your literacy center and speaking to a staff member or leaving a voice mail message when the center is closed. Prior notification in case of tardiness or absence gives staff the ability to cancel a tutoring session or class, call in a substitute, or hold a learner or group for a pre-determined amount of time.
- Complete and submit monthly reports on or before the expected due date.
- Ensure completion and proper filing of learners' sign-in sheets.
- Promptly inform staff of issues or problems relative to learner needs or inappropriate behavior encountered in the tutoring or teaching process as well as safety, equipment, or facility concerns and malfunctions. Volunteer confrontation of inappropriate behavior is strongly discouraged.
- Once the initial time commitment to the program is reached, volunteers may continue in their service on a day-to-day basis, provided that they remain in good standing with the program.
- It is understood that volunteers are busy and will take breaks, vacations, and time off.

Session Durations

- One-on-one tutoring sessions are ninety minutes per session, twice a week.
- Conversation class sessions are ninety minutes per session, once a week.
- Walk-in tutoring sessions are two hours per session, once a week.

Classroom and Walk-in Tutor Table Rules

- Food and drink are not allowed in the classroom and on the tutoring tables, except for water in closed containers.
- Volunteers will remind learners prior to the start of each class to silence their phones.
- Learners will behave in a respectful manner toward each other at all times.
- Walk-in tutor sessions will be with only one learner at a time.

Additional Information

Training

All volunteers must complete a Tutor Training Workshop and the orientation process. New conversation teachers and walk-in tutors will observe experienced volunteers in a classroom or walk-in tutoring session. Goals, our mission, and the variety of other services available to learners will be covered during training. In order to provide all volunteers with a more comprehensive understanding of the tutoring process, the Tutor Training Workshop will include lessons in one-on-one tutoring techniques.

Learners

Learners are of all ages and come from a range of economic, educational, and ethnic backgrounds. This diversity is most evident in conversation classes, where students may be at different English levels. New conversation teachers may want to treat the first class as an introduction in order to answer student questions about background, education, etc.

Observations

Conversation classes may be observed by either a coordinator or a new volunteer-in-training. Every attempt will be made to provide advance notice of an observation, but there may be circumstances where this is not possible.

Letters of Recommendation

Upon request, a thank-you/recommendation letter can be issued stating the total number of hours a volunteer has logged. Other items that can be included in the letter are:

- Pattern of attendance
- Punctuality
- Accuracy of record keeping and timeliness of reports
- Communication
- Adherence to program policies and procedures

Parking

Parking accommodations vary at each library location. Parking fees cannot be reimbursed at any library location.

Security

As a volunteer, this is your domain. If a learner or other library patron makes you feel uncomfortable at any moment during your session/class:

- Keep your cool.
- Stop the session/class.
- Do not engage with the learner/library patron.
- Seek assistance from a literacy coordinator.
- If you feel that you are in danger, call library security at (213) 228-7173.

Literacy Center Collections

Each literacy center has a collection of resources useful for both volunteers and learners. These materials are part of the greater library collection and can be checked out with a regular library card, available at any branch (visit www.lapl.org/about-lapl/borrower-services for more information). Browsing through the collection offers the chance to find materials that can be utilized for tutoring sessions and classes or recommended to learners. The Dewey Decimal System call numbers categorize nonfiction materials by subject headings and can be used to locate materials in the literacy center collections as well as the library's other areas, such as general nonfiction, the children's section, and reference. Library materials can be searched in the stacks or online, and materials can be requested online for delivery to any of the library's seventy-three locations. Below is a guide to call numbers for materials generally found in literacy center collections.

Dewey Decimal System Call Number Guide

220	Religion
325.1	Citizenship
332.01	Money
372.4	Reading
372.42	ESL (see also 428)
374	Adult Education
421.5	Phonics & Pronunciation
423	Dictionaries (see also 428.2)
423.1	Idioms (see also 428.2)
425	Grammar (see also 428)
425.2	Sentences
425.8	Verbs
425.9	Prepositions (see also 428.2)
427.9	Slang
428–428.2	English (see also 372.42, 423, 423.1, 425, 425.9)
428.3	Vocabulary
428.6	Pleasure Reading—Fiction & Nonfiction
500	Science
510–512	Math
613	Health
641	Food & Cooking
651–658	Jobs
759	Artists
793.4	Riddles
808	Writing
809.31	Folklore
912	Maps
92	Biography
973	U.S. History

Characteristics of Adult Learners

Adult learners may . . .

. . . represent a wide range of educational backgrounds. They may have from little to no formal education in their native language, to completion of university and advanced degrees in their native language. In addition, they may or may not have some previous education in English and/or in the United States.

. . . be goal-oriented and highly motivated. They have come to you for a specific reason. Their goal(s) may be long or short term. They should be involved in sharing and setting their learning goals.

. . . bring different skills, interests, backgrounds, and life experiences to the learning situation. They have rich life experiences, and the instructor should capitalize on this diversity in the learning environment.

. . . want or need immediate application. Adult learners need to apply what they are learning. The learning tasks must be practical, have a clear purpose, and directly relate to their everyday lives.

. . . have different learning styles. Adult learners often relate to their previous educational experiences. Some may learn by doing, others by listening, speaking, reading, or writing. Many students learn better when there are visuals (pictures) or realia (real things, such as articles of clothing) to use.

. . . be very busy. They may work more than one job in addition to going to school and taking care of their families. They may be tired during class and have difficulty staying on task for long periods of time.

. . . have different levels of proficiency. Student levels may differ in listening, speaking, reading, and writing in both their first and second languages.

. . . have a poor self-concept. Many people do not see themselves as learners. Some do not think they can learn or that they know how to learn.

—Excerpted from the *ESOL Starter Kit*, Virginia Adult Learning Resource Center, October 2002, p. C-2

ESL Levels

ESL Beginning Literacy Level [ESL Level 0]

Students who enter this level cannot read or write in English. They may have limited oral proficiency in English. They may or may not read and write in their primary language, a lack that may be the result of:

- Little or no formal educational experience in their native countries
- Absence of written forms of their primary languages
- Learning disabilities

- **Work**—Students are unable to function unassisted in any situation which requires the reading and writing of English.
- **Listening**—Students are unable to understand conversation in English.
- **Speaking**—Students depend mainly on their primary language or some basic gestures for communication.
- **Reading/Writing**—Students have had limited, if any, formal education in their primary language. They have virtually no skills in reading or writing English. Occasionally, students who can print or write their names and addresses in their primary language are able to do the same in English. If they can read and write their primary language, they probably use a non-Roman alphabet.
- **Comprehensibility**—Students are not understood even by English speakers who are used to dealing with nonnative speakers.

ESL Beginning-Low Level [ESL Level 1]

Students enter the beginning-low level with little or no ability to read or write in English. They are unable to function unassisted in a situation requiring spoken English.

- **Work**—Students cannot function unassisted in a work situation which requires English. They can handle only very routine work situations that do not require oral communication in English and in which all tasks can be easily demonstrated.
- **Listening**—Students may demonstrate comprehension of a few isolated words and phrases, but they are unable to understand conversation.
- **Speaking**—Students depend mainly on gestures, a few English words, or their primary language for communication.
- **Reading/Writing**—Students may have reading and writing skills in their primary language or have successfully completed instruction at the ESL beginning literacy level. However, they have no skills in reading and writing English except for recognizing some letters of the alphabet and single-digit numbers. Sometimes, they can write their names and addresses.
- **Comprehensibility**—Students are generally not understood, even by English speakers who are used to dealing with nonnative speakers.

ESL Beginning-High Level [ESL Level 2]

Students enter the beginning-high level with limited ability to read and write in English; they function in the use of English in a very limited way, speaking English in situations related to their immediate needs.

- **Work**—Students can function in a limited way to meet immediate needs at the workplace. They can handle routine work situations that involve only the most basic oral communication skills on a nontechnical level and in which all tasks can be demonstrated.
- **Listening**—Students are able to comprehend a range of high-frequency words used in context.
- **Speaking**—Students can communicate survival needs using very simple learned phrases and sentences.
- **Reading**—Students are able to get limited meaning from print materials with successive rereading and checking.
- **Writing**—Students are able to copy isolated words and phrases and generate short sentences based on previously learned material.
- **Comprehensibility**—Students can sometimes make their basic needs understood if context strongly supports interaction and in situations with English speakers who are used to dealing with nonnative speakers.

ESL Intermediate-Low Level [ESL Level 3]

Students entering this level function satisfactorily in the use of English in basic survival situations related to their needs.

- **Work**—Students can handle entry-level jobs or job training situations that involve limited oral communication skills on a nontechnical level if tasks can be clarified orally or demonstrated repeatedly when communication breaks down. They have difficulty in interpreting written directions.
- **Listening**—Students comprehend conversation containing some unfamiliar words when the words are used in familiar contexts. In face-to-face conversations, they can understand basic meanings.
- **Speaking**—Students can participate in basic conversations in routine social situations. Hesitations, misunderstandings, and errors may be frequent.
- **Reading**—Students can read simplified material on familiar subjects and can get limited meaning, with teacher assistance, from some authentic materials dealing with everyday matters.
- **Writing**—Students have sufficient control of the writing system to meet limited practical needs. They can write short messages or notes within the scope of their limited language experience but with some errors in word order. They can generate sentences into short, loosely organized paragraphs related to survival skills and personal topics but with frequent errors.
- **Comprehensibility**—Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with nonnative speakers. English speakers not used to dealing with nonnative speakers have difficulty understanding them.

ESL Intermediate-High Level [ESL Level 4]

Students enter the intermediate-high level with enough ability in the use of English to function independently in most familiar situations.

- **Work**—Students can function independently in their jobs, handling job training and work situations that involve oral communication skills on both a nontechnical and technical level. Written directions and materials may need to be simplified or clarified orally. Students at this level may offer help to beginning-level workers.
- **Listening**—Students comprehend conversations containing some unfamiliar vocabulary.
- **Speaking**—Students have some ability to participate in face-to-face conversations on topics beyond their survival needs. They have the ability to clarify meaning by asking questions or by simply rewording.
- **Reading**—Students can read simplified materials on familiar subjects and have limited success when attempting to read some authentic materials.
- **Writing**—Students can generate simple sequential paragraphs related to survival skills, personal topics, and nonpersonal topics with some errors.
- **Comprehensibility**—Students can usually be understood with some effort by English speakers who are not used to dealing with nonnative speakers.

ESL Advanced-Low Level [ESL Level 5]

Students enter the advanced-low level with the ability in the use of English to function effectively in familiar and unfamiliar social situations and familiar work situations.

- **Work**—Students function effectively in familiar work situations. They can handle job training and work situations that involve oral communication skills both among fellow employees and with the public, although pronunciation difficulties may inhibit communication somewhat. With some clarification or assistance, these students can interpret written materials which are technical and work-related.
- **Listening**—Students can comprehend conversations on unfamiliar topics and are beginning to understand essential points of discussions or speeches on topics in special fields of interest.
- **Speaking**—Students can engage in extended conversation on a variety of topics but lack fluency in discussing technical subjects. Students generally use appropriate syntax but lack thorough control of grammatical patterns.
- **Reading**—Students can read authentic materials on everyday subjects and nontechnical prose but have difficulty reading technical materials.
- **Writing**—Students can write routine correspondence and paragraphs about previously discussed topics, demonstrating control of basic grammatical patterns. Errors are common when using complex structures.
- **Comprehensibility**—Both oral and written communication of the students can be understood by English speakers not used to dealing with nonnative speakers, but with difficulty.

ESL Advanced-High Level [ESL Level 6]

Students enter the advanced-high level with the ability in the use of English to meet most routine social and work-related demands with confidence, though not without instances of hesitation and circumlocutions.

- **Work**—Students can meet most work demands with confidence. They can also function effectively in work situations that require interaction with the public, though sometimes with hesitation and circumlocutions. They can follow written instructions in technical work manuals. If their pronunciation inhibits fluency and communication, these students are able to adjust their language to be understood.
- **Listening**—Students can comprehend abstract topics presented in familiar contexts. They can also understand descriptive and factual material in narrative form.
- **Speaking**—Students are able to participate in casual and extended conversation. They show some hesitancy and grope for appropriate vocabulary when speaking on technical subjects or new and unfamiliar topics.
- **Reading**—Students can read authentic materials on abstract topics in familiar contexts as well as descriptions and narrations of factual material.
- **Writing**—Students can write descriptions, short essays, summaries, and responses to questions on most forms and applications.
- **Comprehensibility**—Although these students can be understood by the general English-speaking public, their errors in grammar and pronunciation sometimes interfere with the communication process.

—English as a Second Language: Model Standards for Adult Education Programs,
Sacramento: California Department of Education, 1992

Strategies for Teaching ESL Learners

- Simplify vocabulary/sentence structure.
- Provide concrete examples with hands-on activities.
- Elaborate understanding using “thinking aloud” and demonstrations.
- Emphasize key words and phrases; use intonation and repetition.
- Build associations/connections between the new and known.
- Use variety when presenting materials: oral, visual, graphic, etc.
- Elaborate on figurative language, idiomatic expressions.
- Summarize on the chalkboard or with transparencies as you speak and model.

—Instructional Adaptations for Students with Limited English Proficiency,
New Jersey State Department of Education

One-on-One Tutor Job Description

Position Overview and Impact

Nearly one million adults in Los Angeles lack basic literacy skills. Change a life by becoming a volunteer with Adult Literacy Services at the Los Angeles Public Library! One-on-one tutors are trained and then matched with a native or non-native speaker of English for a minimum of two ninety-minute sessions a week at the library. Be part of the team that helps adults gain the skills and confidence to achieve their personal and professional goals!

Key Responsibilities

- Tutor adults to reach learner-identified personal and professional literacy goals.
- Advise learners on study and life skills to encourage independent learning.
- Take the time to reflect and plan; come to sessions prepared to actively engage with learners.
- Share information with learners about library services, programs, and use of resources.
- Maintain contact with staff regarding concerns, questions, and needs.

Qualifications

- Reliability. Tutors are punctual, come prepared, and maintain accurate records.
- Patience. Tutors learn and employ best practices for tutoring adults in basic literacy skills.
- Compassion. Tutors are culturally competent and sensitive to learners' needs.
- Positive attitude. Tutors are friendly, courteous, and enthusiastic when encouraging learners.
- Creativity. Tutors take the initiative to prepare engaging sessions, adjusting lessons based on learner feedback.
- Strong command of spoken and written English.
- Ability to meet deadlines and follow instructions.
- Knowledge and use of computers and e-mail.
- Age eighteen or older.
- Minimum of high school diploma or equivalent required.

Training and Support

All training provided free to volunteers. Six-hour online training required prior to placement with a learner. Additional coaching and ongoing education provided. Staff always available for consultation and support.

Time Commitment

Minimum of two ninety-minute sessions per week.

Length of Commitment

Minimum six-month commitment; twelve-month commitment preferred.

One-on-One Tutor Procedures, Strategies, and Reports

Standard Procedures

- Tutors and learners are only allowed to meet at the library. Failure to do so will result in termination of the volunteer assignment.
- Tutors and learners are required to be in contact every week.
- If a tutor or learner needs to cancel/reschedule a tutoring session, a minimum of twenty-four hours notice should be given.
- Tutors and learners are expected to arrive prepared, with glasses, workbooks, writing instrument, reading material, etc.
- Tutors and learners are expected to dress appropriately, maintain good hygiene, and limit smoking prior to meetings.

Recommended Strategies

- The tutor's goal is to help the learner reach their personal goals by helping to improve their reading and writing skills in English.
- Tutoring a low-literate adult is not an easy task. Many such adults have struggled throughout their educational trajectory; nonetheless, these individuals are still motivated to improve their literacy skills. For this reason, it is important that tutors include learners in the planning process of tutoring sessions.
- Before the tutoring session begins, it is beneficial for the tutor to sit next to the learner to facilitate working together.
- The ninety-minute tutoring session should be broken up as follows:
 - Ten-minute warm-up (discuss with the learner what material or teaching strategies have been particularly helpful or unhelpful).
 - Forty minutes to work in a Laubach or Challenger series book; tutors will be notified of their learner's level.
 - Forty minutes to work toward learner objectives specified on the Roles and Goals form, such as reading a book, searching the Internet, writing a resume, writing checks/paying bills, or getting a driver's license.
- During the tutoring session, if the tutor or adult learner needs to take a break, no more than five minutes are allowed.
- Tutors need to listen and watch for patterns to determine their learner's learning style. This might take about four to six sessions. Keep in mind that everyone uses all four different learning styles—visual, auditory, kinesthetic, and tactile—but favor some over others. It is important to tailor the session to meet the learner's need.
- Tutors should ask learners if assigning homework is okay. Some learners don't have time for homework, and although tutors can encourage it, don't assign it if the learner is uncomfortable.
- Encourage learners to write every day in a notebook/journal. Some days a learner might just write a sentence; other days, a paragraph. This notebook/journal will allow tutors to find common errors in a learner's writing. Please refrain from correcting every word in the learner's journal, because this can cause a learner to not want to write anymore. One of the benefits of keeping a notebook/journal is that a learner will be able to track their growth. It is recommended that learners date their entries.

- If at any time during the session, a tutor feels unsafe, please notify a literacy coordinator immediately. If a literacy coordinator is not present, please notify a library staff member.

Completing the Monthly Report

- The report covers all sessions for the calendar month.
- Log in to Americalearns.net or simply click on the hyperlink included in the monthly report reminder e-mail (user login is your e-mail address; password is your first name).
- Complete the following required information: a) Select your library location; b) One-on-One Tutor Monthly Activity:

1. Time spent preparing
2. Time spent commuting
3. Time spent in professional development/workshops
4. Time spent with learner
5. Time spent with learner on FFL (if enrolled)
6. Time learner spent doing homework
7. Textbook used, as well as lesson number (if supplemental texts are used, please list them)
8. Strategies used (both successes and failures)

One-on-One Tutor Resources

Three types of resources are described below: A.) Tutor Handbook, B.) online resources, and C.) print resources. One-on-one tutors are encouraged to explore these materials and to share applicable resources with their learners. Additional online resources and print resources in the literacy center collections are described under Conversation Teacher Resources and Walk-in Tutor Resources.

A. Tutor Handbook

The thirty-page Tutor Handbook can be found online under the Tutor Training tab at the Adult Literacy Services website:

www.lapl.org/sites/default/files/media/pdf/literacy/Tutor%20Handbook%20%281%29.pdf

This document can be read online or printed out for reference. It includes an overview of the program, information about adult learners and learning styles, a description of the curriculum, tutoring strategies for reading and writing, and guides to the forms for lesson planning, ordering materials, and reporting. (These forms are also available under the Tutor Training tab.)

B. Online Resources

Also on the Adult Literacy Services website, under the Literacy Links tab, are online resources for tutors and learners:

www.lapl.org/adult-literacy/literacy-links

The links are divided into sections for learners, tutors, families, and ESL students.

Also online, under the Learn Online tab, are programs that learners can access from their computers and mobile devices:

www.lapl.org/adult-literacy/learn-online

C. Print Resources

Below are listed some titles (with online samples and reviews or publisher descriptions) that are generally available in the literacy center collections. The materials are grouped according to Roles and Goals categories. See also the Dewey Decimal System Call Number Guide provided under Literacy Center Collections. One-on-one tutors should ask their literacy center coordinator about other materials, such as citizenship flash cards, that are not catalogued.

Roles and Goals

My goals as a life-long learner

- 370.151 T2525 *Teaching Adults: A 2014 GED Test Resource Book* (Syracuse, NY: New Readers Press, 2013)

<https://www.slideshare.net/MeagenHowe/teaching-adults-a-2014-ged-test-resource-book-sampler>

This resource book will help GED test preparation instructors get ready for the new test. It offers detailed descriptions of the new Reasoning through language arts, Mathematical reasoning, Science, and Social studies tests, [and] will also give instructors techniques for motivating adult students, adding interdisciplinary topics to lessons, and facing the challenges of a computerized test.

- 379.2 F893 *LitStart: Strategies for Adult Literacy and ESL Tutors* (Okemos, MI: Michigan Literacy, Inc., 1999)

Sample: <http://fliphtml5.com/ircm/ccry>

LitStart provides tutors with the framework, guidance, and strategies to teach lessons that focus on students' personal goals and learning styles. It includes tutoring tips and tips for teaching phonics and writing, steps to prepare a lesson, sample lessons, checklists of skills, word lists, a chapter on checking progress, and more.

- 428.6 Oxford Bookworms Library

Sample: https://elt.oup.com/catalogue/items/global/graded_readers/oxford_bookworms_library/?cc=us&selLanguage=en

This award-winning collection of adapted classic literature and original stories develops reading skills for low-beginning through advanced students. Accessible language and carefully controlled vocabulary build students' reading confidence. Introductions at the beginning of each story, illustrations throughout, and glossaries help build comprehension. Before, during, and after reading activities included in the back of each book strengthen student comprehension.

- 808.6 P266 *Writing Letters: Personal and Business* (New York: Educational Design, 1991)

No sample available.

Learn how to write friendly letters, thank-you letters, invitations and replies, business letters, and so much more.

My goals as a family member

- 332.01 C7375-2 *Control Your Money* (Syracuse, NY: New Readers Press, 2015)

<http://fliphtml5.com/ircm/zjvc>

A quick and easy guide to money management. Topics include creating a spending plan, choosing the right bank, applying for a loan, what kind of insurance to buy, and planning for retirement. A number of easy-to-use worksheets are included.

- 372 S589 *The Confident Learner: Help Your Child Succeed in School* (Bloomington, IN: Grayson Bernard Publishers, 1998)

No sample available.

Discusses stress reduction, homework help, adult role models, and self-esteem; includes an annotated bibliography of resources for adults and children; and suggests confidence-building activities.

- 372.4 C514 *Help a Child Learn to Read* (Syracuse, NY: Literacy Volunteers of America, 1998)

No sample available.

This manual addresses best practices for tutoring children, appropriate children's books, assessment and instruction, working with the classroom teacher, adaptation of content-area materials to tutoring situations, age appropriateness and its relationship to tutoring, working with the limited-English proficiency (LEP) child, emerging literacy (with appropriate children's writings), responsibilities and legal issues, and documentation.

- 613 G434 *Health Stories: Readings and Language Activities for Healthy Choices* (Syracuse, NY: New Readers Press, 2007)

Sample: <http://fliphtml5.com/ircm/inxk>

A healthy dose of readings and language activities to help adults navigate the U.S. health care system.

- 641.1 M135 *Quick Check Food Guide for Heart Health* (Hauppauge, NY: Barron's, 2014)

Sample: <http://www.barronsbooks.com/cat/bookviews/html/bkvw1438003943.html>

This no-nonsense guide cuts through the confusion of complicated health claims and food labels to help readers make wise choices about what they eat. An extensive listing of food includes nutritional data, dietary guidelines, and shopping tips.

■ 641.5973 S545 *Picture Cook: See. Make. Eat.* (Berkeley: CA, Ulysses Press, 2013)

Sample: <https://www.goodreads.com/book/show/17572974-picture-cook>

Eclectic and delicious, *Picture Cook* is an innovative approach to cookbooks, delivering recipes in stylish and enchanting line drawings instead boring lists of ingredients and steps. Encouraging creativity and experimentation, this is the perfect guide for beginners as well as a charming collectible for seasoned chefs and cookbook enthusiasts.

My goals as a worker

■ 331.7 C2716 *Careers: The Graphic Guide to Finding the Perfect Job for You* (New York: DK Publishing, 2015)

Sample: <https://www.dk.com/us/9781465429735-careers/>

Covering more than four hundred jobs, *Careers* is organized in an easy-to-navigate, clear structure that helps guide readers. Check at-a-glance summary panels for chosen careers to learn about salary, working hours, training, and career paths. Cross-referenced job matrix tables offer another way to learn about all the options.

■ 428.2 B724 *English for Everyone: Business English* (New York: DK Publishing, 2017)

Sample: <https://www.dk.com/in/books/reference/9780241242346-english-for-everyone-business-english-level-1-course-book/>

Learn business English by reinforcing key language skills, grammar rules, and vocabulary with listening, speaking, reading, and writing exercises. This course book introduces business topics such as meetings and presentations, telephone language, company history, and business lunches.

■ 658.339 B6915 *What Color Is Your Parachute?: A Practical Manual for Job-Hunters and Career-Changers* (Berkeley, CA: Ten Speed Press, 2017)

Sample: https://www.amazon.com/What-Color-Your-Parachute-2017/dp/039957820X/ref=sr_1_2?s=books&ie=UTF8&qid=1523209535&sr=1-2&keywords=what+color+is+your+parachute+2017#reader_039957820X

This guide demystifies the entire job-search process, from resumes to interviewing to networking, expertly guiding job-hunters toward their dream job.

■ 658.339 G3944-3 *Get That Job!: Filling Out Job Applications* (Lincolnwood, IL: Contemporary Books, 1998)

No sample available.

Help students understand common terms and assist with completing job application forms. Topics include giving personal information, describing work experience, providing education information, and reference information.

■ 658.339 G3944-5 *Get That Job!: Finding Job Openings* (Lincolnwood, IL: Contemporary Books, 1998)

No sample available.

This book focuses on ways to look for job openings and to approach prospective employers. Topics include preparing to go to employment agencies or personnel offices, reading, and organizing personal data.

■ 658.339 G3944-7 *Get That Job!: Getting Ready for Interviews* (Chicago: Wright Group/McGraw-Hill, 1998)

No sample available.

This text focuses on helping students learn how to prepare for a job interview and understand the importance of getting to the interview on time. Topics include preparing interviewing information, appropriate clothing, when to arrive, and preparing for possible questions.

■ 658.339 P244 *The Damn Good Resume Guide* (Berkeley, CA: Ten Speed Press, 2012)

Sample: <http://insight.randomhouse.com/widget/v4/?width=600&height=860&isbn=9781607742654&shortCode=&author=Yana%20Parker%20and%20Beth%20Brown&title=The%20Damn%20Good%20Resume%20Guide%2C%20Fifth%20Edition&refererURL=www.penguinrandomhouse.com>

This guide includes contemporary sample resumes; tips on creating a functional, chronological, or hybrid resume; smart ways to deal with gaps in your work history and other less-than-ideal resume scenarios; instructions for writing cover e-mails and submitting resumes electronically; and advice for formatting, polishing, and proofing your resume so that it stands out in the right way.

- 658.339 S9425 *Success at Work* (Upper Saddle River, NJ: Globe Fearon, 2000)

No sample available.

This program is designed to help prepare students for working situations while focusing on the development of skills required to meet the expectations and challenges of a work environment.

My goals as a community member/citizen

- 325.1 P946 *Life in the USA: An Immigrant's Guide to Understanding Americans* (Ann Arbor: University of Michigan Press, 2009)

Sample: <https://www.press.umich.edu/pdf/9780472033041-ch3.pdf>

This book has been written to help those new to the United States. Nine broad topics (first impressions of America, body language, social customs and manners, relationships, celebrations and gifts, surviving the city, the workplace, schools, and health and personal matters) are covered through an engaging and easy-to-read question-and-answer format in the form of letters from immigrant students to their teacher.

- 325.182 W424-2 *Citizenship: Passing the Test: Civics and Literacy* (Syracuse, NY: New Readers Press, 2009)

Sample: <http://fliphtml5.com/ircm/tkeb>

Provides definitions of key concepts about American history and government used in the citizenship examination and interview.

Conversation Teacher Job Description

Position Overview and Impact

Help adult English learners build confidence, improve language skills, and gain cultural knowledge through interactive and engaging conversation in a small group setting. Conversation teachers in Adult Literacy Services facilitate a minimum of one ninety-minute session per week at the Los Angeles Public Library. Be part of a team helping immigrants break language barriers and reach their dreams!

Key Responsibilities

- Sign up for one ninety-minute session per week.
- Plan and facilitate discussion for groups of adults learning English as a second language, concentrating on skills required for success in personal and professional life.
- Aim for a 70 percent/30 percent learner/facilitator balance, focusing each session on exercises that foster participant conversation and pronunciation practice.
- Circulate the class sign-in sheet and maintain accurate records.
- Manage time wisely. End on time, especially when another conversation class or program is scheduled immediately following.
- Identify common needs of adult learners and share this information with staff.

Qualifications

- Reliability. Staff members and the public count on conversation teachers! Conversation teachers must be punctual and able to fill assigned shifts.
- Friendliness, courtesy, and enthusiastic attitude.
- Patience and good communication skills. Ability and interest in working with culturally, linguistically, and socioeconomically diverse groups of adult learners.
- Strong command of spoken and written English.
- Ability to meet deadlines and follow instructions.
- Knowledge and use of computers and e-mail.
- Age eighteen or older.
- Minimum of high school diploma or equivalent required.

Training and Support

All training provided free to volunteers. Six-hour online training required prior to first shift. Training includes general information about leading discussions, overview of materials available to support lessons, and review of procedures and reporting. Conversation teachers will observe experienced facilitators prior to beginning service. Staff always available for consultation.

Time Commitment

One ninety-minute session per week, plus planning time.

Length of Commitment

Minimum two months requested.

Conversation Teacher Procedures, Strategies, and Reports

Standard Procedures

- Arrive ten minutes before your class starts to do the following:
 - Obtain a sign-in sheet from the binder at the front desk.
 - Complete any preparations needed for the class.
- Conclude your class five to ten minutes before the official end time to ensure that the white board is clean and ready for the subsequent session, that all learners attending the class have signed in, and that all ALP learners attending have been appropriately identified on the sign-in sheet.
- File the sign-in sheet in the binder by your last name.

Recommended Strategies

- Your primary role as a teacher/facilitator is to maximize opportunities for every individual in your class (approximately three to twelve learners) to participate and practice their English language skills within the predetermined topic or subject of your choosing.
- The ratio of the learner speaking or actively participating in the discussion is strongly suggested to be about 70 percent (learners) to 30 percent (teacher).
- Ideally, the ninety-minute session should be broken up as follows:
 - Fifteen-minute introduction/review, with a warm-up activity that anticipates the current lesson or builds on the previous lesson.
 - Sixty-minute main lesson, divided into twenty-minute segments of conversation, reading, and writing (order is variable). If the chosen activity does not appear to be engaging or helpful, be flexible and switch to an activity that creates a higher level of participation and practice.
 - Fifteen-minute summary/challenge. Ask each learner what he/she learned, assign homework, solicit suggestions for a topic, talk about what learners can expect in the next class, etc.
- Amplify learning styles. Design activities that stimulate auditory, visual, and kinesthetic learning styles. Use vocabulary lists, puzzles, games, rhyming words, poetry, dictation, songs, and spelling exercises. Utilize the America Learns website, other websites, *News for You*, and the literacy center collections for lesson-planning ideas.
- Encourage students to write on the board, summarize, debate, query, role-play, and explain.
- Classroom equipment varies from site to site. Conversation teachers should discuss equipment needs with their coordinator.
- Should you need printouts for class material, please be aware that this request must be communicated at least one full week in advance of your class.
- Be mindful that there may be classes following yours; leave the room tidy and organized when you are done with your class.

Completing the Monthly Report

- Gather the month's sign-in sheets. The report covers all sessions for the calendar month.
- Log in to Americalearns.net or simply click on the hyperlink included in the monthly report reminder e-mail (user login is your e-mail address; password is your first name).

■ Complete the following required information: a) Select your library location; b) Teacher Monthly Activity:

1. Class name
2. Time spent teaching
3. Time spent preparing
4. Time spent commuting
5. Total number of students
6. Comments/suggestions*
7. Changes to personal info
8. Total number of ALP students

*Your comments and suggestions are an integral part of our improvement process. The staff is acutely interested in your narrative, the successes you have engineered (kudos to you, and we'll pass these on as proven examples to other teachers), and things that did not work so well (we'll help with recommendations and alternate approaches).

Conversation Class Topics

English Conversation is the topic offered most often across the library's twenty-one literacy centers. Other class topics include:

- | | |
|---------------------|-------------------------|
| ■ Book Club | ■ Pronunciation |
| ■ Computer Literacy | ■ Reading Comprehension |
| ■ Current Events | ■ Vocabulary Building |
| ■ Grammar | ■ Writing |

A literacy coordinator will help you select a class topic to meet the current needs of the learners at your location. Most class participants will be English-language learners, at a variety of different levels, so the focus of your class should be to help them acquire the English skills they need, whatever the topic you teach. The classes are currently open-entry/open-exit, meaning that learners come and go as they wish, which adds another level of complexity.

Conversation Class Format

The conversation class format was devised in order to encourage the development of different skills in each class session, to promote student interaction, and to help you be “the guide on the side” instead of “the sage on the stage.” A recommended ratio of teacher instruction to learner production is 70 percent SST (student talking time) to 30 percent TTT (teacher talking time). The format for each 90-minute class is as follows:

15 minutes: introduction/review

60 minutes: 20 minutes speaking, 20 minutes reading, 20 minutes writing (order can vary)

15 minutes: summary/challenge

The reading and writing segments extend the conversation by asking learners to reflect upon and react to the conversation topic using different skills. This is a recommended technique for effective teaching: “Every 15–20 minutes, either change your teaching method or change activities. Use different teaching methods in one session to keep the students’ attention and to reach students who have different learning preferences” (teachingcenter.wustl.edu/resources/teaching-methods/lectures/improving-presentation-style). A sample lesson plan is included below to demonstrate how these steps work.

Here is additional information about what to include in your class:

Instructional Standards

- Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
- Language tasks in the classroom consist of meaningful interchanges that enhance students’ communicative competence.
- Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
- Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
- A variety of grouping strategies (whole-group, small-group, pair work, individual work) are used in the classroom to facilitate student-centered instruction.
- Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of the students.
- Instructional activities integrate language and culture so that students learn about U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
- Learning activities develop the language necessary for students to access higher-level thought processes (analysis, synthesis, and evaluation).
- Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem-solving situations in their everyday lives.

—Excerpted from *Model Standards for Adult Education Programs: ESL*, California Department of Education, 1992

Sample Conversation Class Lesson Plan

Topic

English Conversation

Approach

Using a *News for You* article (see Conversation Teacher Resources) in a conversation class format

Materials

Sign-in sheet

Printouts or photocopies of *News for You* questions and multiple-choice answers (see Preparation)

Printouts or photocopies of *News for You* article (from online or print edition of *News for You*)

Printouts or photocopies of *News for You* reproducible exercise or discussion questions (from online or print edition of teacher's guide)

Board with markers or chalk and eraser, or flip chart and markers

Preparation

Obtain the weekly password for the edition of *News for You* that you will be using in the class (available in the upper right corner of the first page of the newspaper or teacher's guide (including the online pdf file). Or, consult with your literacy coordinator to obtain the online subscription password. On the *News for You* website (www.newreaderspress.com/news-for-you-online), enter the weekly password or the online subscription password in the sign-in box. The weekly password will allow access to the first two articles; the online subscription password will allow access to all seven articles. Click on an article headline and then Article Exercises in order to find an article with a multiple-choice exercise. Copy and paste the questions and multiple-choice answers into a separate word-processing file. Print out or photocopy the number of copies of this file that you will need for learners in your class. Also print out or photocopy the number of copies of the article and corresponding reproducible exercise or discussion questions that you will need for learners in your class.

Lesson

Introduction (15 minutes)

Have learners sign in on the sign-in sheet as they enter the classroom. Welcome learners to the class. Introduce yourself and state where you are from. Have learners introduce themselves and state where they are from. Tell learners that today's class will use an article from *News for You* as the basis for speaking, reading, writing, and vocabulary building. Write the name of the article on the board or flip chart. Distribute copies of the reading comprehension questions and multiple-choice answers for that article. Tell learners that you know they have not read the article yet and that you just want to find out how much they know about the topic in advance of reading the article. Have students silently read the questions and answers and mark any words they are not familiar with.

Speaking (20 minutes)

Ask a volunteer to read the first question aloud. Are there any words in the question that learners in the class are unfamiliar with? Write the word(s) on the board or flip chart. Can a student explain the word or rephrase the question to make it more understandable? Have students write definitions or synonyms for the words on the board or flip chart along with any rephrased questions. Next, ask if anyone wants to speculate as to what the correct answer to the first question might be. Ask the learner to explain why he/she chose the answer he/she did. Ask other learners if they agree with the answer. If other learners have a different answer, have them explain their reasoning. Continue with the rest of the questions, having learners record their answers to the ten questions on their papers.

Reading (20 minutes)

Distribute copies of the article. Ask learners to read the article silently and to mark any vocabulary they are unfamiliar with. Also ask learners to review their answers to the questions as they encounter pertinent information in the article. Once learners have read through the article and checked their answers, again review vocabulary and see if learners can provide explanations for the unfamiliar terms. Have learners write this information on the board or flip chart. Review the ten correct answers and ask learners if they are surprised by any of the answers. Depending on the level of your class, read the article aloud to learners and have them repeat after you, or read the article aloud and then have volunteers read aloud, or have volunteers read the article aloud.

Writing (20 minutes)

Distribute copies of the reproducible exercise or discussion questions that correspond to the article. These exercises vary, but each includes a discussion question segment. You can have learners complete the exercise (matching, error correction, using vocabulary words in sentences, listing, dictation, etc.) or have them write answers to the discussion questions. Learners can share their answers by writing them on the board or flip chart. Learners can discuss their answers, compare and contrast their answers, and correct, if necessary, the answers on the board.

Summary/challenge (15 minutes)

Ask learners to describe what was accomplished in today's class. Ask them to recall some of the new vocabulary words or concepts that were learned. Survey learners to see what kinds of news articles they would like to read in the future, and why. Ask learners to be on the lookout for free newspapers they can pick up at the library, the grocery store, and other places around town, which also have interesting articles and activities, like crossword puzzles, word search puzzles, and word scrambles. Have learners bring examples of other newspapers to class to share with their classmates.

Conversation Teacher Resources

Three types of teaching materials are described below: A.) *News for You*, B.) online resources, and C.) print resources. Conversation teachers are encouraged to explore these materials and to share applicable resources with their learners. Additional online resources and print resources in the literacy center collections are described under One-on-One Tutor Resources and Walk-in Tutor Resources.

A. News for You

www.newreaderspress.com/news-for-you-online

News for You provides adult English-language learners and struggling readers with news and human interest stories that are easy to read and understand. These articles can help learners build language, reading comprehension, vocabulary, writing, listening, and speaking skills. Seven new stories are published each Wednesday, based on reports from the Associated Press and Washington Post news services. *News for You* is available in two formats—print and online—and at three levels of access:

Print (newspaper)

Each literacy center receives fifteen print copies of *News for You* weekly, which are shared by conversation teachers, tutors, and learners. (Singleton receives twenty copies.) A separate newsprint teacher's guide accompanies each edition of the newspaper. The four-page newspaper contains seven stories illustrated with pictures and captions, plus a crossword puzzle and a list of vocabulary words keyed to each story. The four-page teacher's guide contains one complete lesson plan for one front-page story, three pages of reproducible exercises about the additional stories, and an answer key.

Limited Online Access

Any visitor to the *News for You* website can access a weekly opinion poll about an issue in the news, a pdf file of the teacher's guide, activity ideas (see below), and vocabulary from the current issue with mouse-over definitions. Each print issue of *News for You* and its accompanying teacher's guide (including the online pdf file) provides a weekly password in the upper right corner of the first page that grants additional access, including two front-page stories, audio versions of the stories, and interactive article exercises related to the stories.

Full Online Access

Additional online features (all stories; audio for all stories; interactive article exercises for all stories; interactive crossword puzzle; interactive word search puzzle; and comment section) can be accessed by signing in with the *News for You* online subscription password, available from your literacy coordinator.

Also available online are activity ideas for using *News for You*. Approximately sixty suggestions from teachers on how to utilize *News for You* in the classroom are listed under expandable headings, which are indexed in a column to the left of the headings. There is

also an hour-long YouTube video (Learn & Share - News for You Online - The Inside Scoop) on how to utilize *News for You*.

B. Online Resources

The Internet offers numerous ESL and literacy resources that conversation teachers and their learners can utilize. Listed alphabetically below are guides and teaching materials that have been selected for their applicability to the library's conversation classes. (Descriptions are usually from the sites themselves.)

■ Adult Education ESL Teachers Guide

www.paradisetefl.com/uploads/5/9/1/0/5910682/esl_teachers_guide.pdf

This manual from Texas A & I University is intended to be a survival guide for newly assigned teachers who have had little or no pre-service training in teaching ESL. The manual contains a set of beginning- and intermediate-level lessons that can be used for the first twenty to thirty hours of instruction in an ESL class. These lessons are accompanied by detailed instructions that will help to orient and train instructors in using the basic techniques for teaching ESL.

■ America Learns

americalearns.net

The America Learns website offers a searchable database of strategies for one-on-one, small group, and large group tutoring. Strategies are submitted and shared by volunteers within LAPL as well as nationally and can be searched by topic, keyword, or phrase. The strategies feature is accessible with an America Learns user login and password.

■ California Distance Learning Project

www.cdllonline.org/index.cfm?fuseaction=homepage

This website features news-related stories and online activities that can help adult learners with reading and life skills. The site is maintained by the Outreach and Technical Assistance Network for Adult Educators (www.otan.us), a program of the California Department of Education.

■ Conversation Questions for the ESL/EFL Classroom

iteslj.org/questions/

This project of the Internet TESL Journal lists hundreds of questions divided into categories—such as eye contact, meeting people, and stereotypes—that can be used for speaking or writing exercises in ESL classes.

■ ESL New Teacher Resource Guide

www.lasc.edu/students/bridges-to-success/documents/newinstructorcalpro.pdf

Although this handbook from the California Adult Literacy Professional Development Project (www.calpro-online.org) is aimed at credentialed teachers, it is useful for volunteers for its information about assessment, lesson planning, and managing a multi-level class.

■ ESOL Starter Kit

nevadaadulthoodeducation.org/userfiles/files/ESOLStarterKit.pdf

This online publication from the Virginia Adult Learning Resource Center is designed to help teachers and program administrators begin or improve an adult ESL program, including information on getting organized, assessing learners, preparing teachers, understanding adult learners, and planning lessons.

■ Florida Literacy Coalition, Tutor Help Center

www.floridaliteracy.org/tutor_help_center.html

Instructional resources for adult literacy tutors and teachers are gathered in one easy-to-navigate location on this website, sponsored by the Florida Literacy Coalition.

■ Frontier College: A Toolbox for ESL Tutors

atwork.settlement.org/downloads/linc/toolbox.pdf

This instructional guide from Frontier College in Canada provides life skills-oriented units valuable for teaching ESL to newcomers. The units include finding a job, using a telephone, and opening a bank account.

■ Learning English

learningenglish.voanews.com

Learning English is Voice of America's multimedia source of news and information for millions of English learners worldwide. The audio programs and captioned videos are written using vocabulary at the upper-beginner and intermediate levels, and the programs are read one-third slower than normal English speed. Online texts, MP3s, and podcasts let individuals read, listen, and learn American English through content drawn from world news, business, science, U.S. life, popular culture, and other topics.

■ Learning Resources

literacynet.org/cnnsf/home.html

This site, from the Bay Area Literacyworks office, offers Web-delivered instruction using CNN and CBS Broadcasting news stories. Each module includes the full text of each story and interactive activities to test comprehension. The learner can choose to read the text, listen to the text, or view a short video clip of the story. Each module is designed for ease of use so the learner can use it independently. The instructor can also incorporate any story into class activities and lesson plans.

■ Los Angeles Public Library

www.lapl.org

The home page of the library's website provides multiple tabs that lead to hundreds of links. Of particular note are the tabs for Adult Literacy, Online Learning, and Collections & Resources (including e-Media, Research & Homework, Research Guides, and Web Resources). Volunteer teachers are encouraged to explore these links and direct their learners to them. Browsing through the sites provides exposure to new ideas for teachers and independent activities for learners to pursue.

■ Reading for Life

mnliteracy.org/tools/reading-for-life

Reading for Life is a two-volume collection of worksheets and activities published by the Minnesota Department of Education and designed to enhance the teaching of life and work skills to adult ESL and ABE learners. Each lesson plan outlines three stages of addressing a competency: a real-life application, a list and links to applicable worksheets in *Reading for Life*, and links to multiple-choice worksheets and answer sheets.

■ Roles and Goals Curriculum

libraryliteracy.org/staff/rg/curriculum.html

California Library Literacy Services uses the Roles and Goals goal-setting process, where the reasons learners come for literacy help are identified. Literacy volunteers and staff from across the state have contributed to creating a Roles and Goals curriculum to bring together activities, ideas, games, materials, websites, tips, insider information, and sound advice for accomplishing many of the goals found on the Roles and Goals form (libraryliteracy.org/staff/rg/One_Page_Format_portriat.pdf).

■ South Coast Literacy Council

www.southcoastliteracy.com/teach.htm

The South Coast Literacy Council (Orange County) maintains a website with numerous online teaching tips and resources for volunteer teachers. Included, for example, are an English-language proficiency assessment and a lesson plan framework.

■ Tacoma Community House

www.tacomacommunityhouse.org/literacy-now-downloadable-materials

This website contains a wealth of downloadable materials from the Literacy Network of Washington's workshops, including such guides as *Teaching English Language Learners: A Handbook for Volunteers*.

■ Teaching Guide: ESL Volunteer Guide

writing.colostate.edu/guides/teaching/esl

This guide from Colorado State University presents basic strategies for teaching ESL as well as further resources to facilitate positive experiences in the many types of ESL programs that utilize volunteers. Literacy centers, libraries, refugee agencies, universities, and religious organizations are only a few of the places volunteer-based ESL instruction may be found. This guide addresses the needs of volunteers without a background in education and especially those who may have received little or no training as volunteers, with a focus on adult ESL learners.

C. Print Resources

Below are listed some titles (with online samples and reviews or publisher descriptions) that are generally available in the literacy center collections. The materials are organized according to Dewey Decimal System categories (see the Call Number Guide provided under Literacy Center Collections). Ask your literacy center coordinator about other materials, such as *Cathy's Cards: Instant Conversation in the Classroom*, that are not catalogued.

■ 372.42 C727 2009 *Tutor 8: A Collaborative, Learner-Centered Approach to Literacy Instruction for Teens and Adults* (Syracuse, NY: New Readers Press, 2009)

Sample: <http://fliphtml5.com/ircm/cdrd>

Tutor 8 is an essential resource for new tutors who want to be successful and effective teachers to adult learners. Based on a collaborative, learner-centered approach, it offers step-by-step instructions for working with basic literacy students in one-to-one, small group, or classroom settings.

■ 372.42 T2537-1 *Teaching Adults: An ESL Resource Book* (Syracuse, NY: New Readers Press, 2013)

Sample: <http://fliphtml5.com/ircm/fyln>

This go-to guide for ESL instructors covers the basics on English language and American culture learning: learning styles and multiple intelligences; listening and speaking, conversation and dialog; language experience stories; phonics and grammar; fluent oral reading with SQ3R [survey, question, read, recite, and review]; information grids for communication activities; and reproducible ready-to-use activities. For use with one-to-one or group instruction—activities include ideas for expanding or adapting to higher or lower levels.

■ 374 T2535 *Teaching Adults: A Literacy Resource Book* (Syracuse, NY: New Readers Press, 2013)

Sample: <http://fliphtml5.com/ircm/egkp>

This go-to guide for adult literacy tutors includes essential background on characteristics of adult learners: initial and ongoing assessment; reading fluency techniques; word recognition and vocabulary, including the 300 most frequently used words; reading comprehension and writing process; grammar activities; lesson planning and evaluation; and reproducible ready-to-use activities. For use with one-to-one or group instruction—activities include ideas for expanding or adapting to higher or lower levels.

■ 421.507 H235P *Pronunciation Games* (Cambridge: Cambridge University Press, 1995)

Sample: www.amazon.com/Pronunciation-Games-Cambridge-Copy-Collection/dp/0521467357

This book contains a collection of varied and imaginative activities for the practice of English pronunciation. The activities can be used as awareness-raising activities or for controlled practice or revision. The teacher's pages provide clear instructions for conducting each game, background information, and suggestions for adapting the games to the needs of particular groups of learners. These pages are followed, where necessary, by photocopiable material for learners. (Available at Singleton Literacy Center only.)

■ 425 M845 *Talk and Write!: A Photocopyable Collection of Writing Activities* (Brattleboro, VT: Pro Lingua Associates, 2011)

Sample: www.prolinguaassociates.com/Talk_and_Write/index.html

This book is designed to help native or non-native speakers of English develop their writing skills and enjoy the process of writing. Each unit has two pages: a teacher's page and a photocopiable learner handout. There is a step-by-step explanation of what the teacher and the learners will do. Typically these steps begin with a teacher-led discussion explaining the activity and its purpose. This is followed by pair work or small-group discussion. Then the handout is given to the learners, and they follow the instructions given there.

- 427.973 B9415 *Bumper Sticker: Witty, Thought-Provoking Sayings from North American Highways to Think, Talk, and Write About* (Brattleboro, VT: Pro Lingua Associates, 2013)

Sample: www.prolinguaassociates.com/Bumper_Sticker/index.html

This book is a collection of 363 bumper sticker sayings that express people's opinions on a great variety of subjects. The collection was chosen to prompt learners to think and talk about both language and culture. The book contains sixty photocopyable pages of bumper sticker sayings, an explanatory preface for the teacher, and an introduction for the learner. There is also a "Bumper Sticker Users Guide: 14 Teaching Techniques" and photocopyable blank forms for collecting new stickers.

- 428.2 C428 *Sequences: Picture Stories for ESL* (Niagara Falls, NY: Full Blast Productions, 2006)

Sample: www.amazon.com/Sequences-Picture-Stories-John-Chabot/dp/1895451612#reader_1895451612

This is a reproducible book for beginner English-language learners. It includes sixty units. Each unit contains a drawings page. On each drawings page there is a sequence of six drawings, mostly without words or captions. The drawings show the sequence of events that go with a particular activity, such as going grocery shopping or visiting a doctor. Learners, with teacher input when necessary, identify the items and actions in the drawings. Each drawings page is complimented by a page of vocabulary building exercises.

- 428.2 F342 *Power Talk: Strategies and Activities for Speaking* (Newington, CT: Madame Fifi Publications, 2015)

Sample: <https://www.tralco.com/samples/powertalk.pdf>

Develop oral communication with the strategies and activities in this resource manual. *Power Talk* contains over 2,300 cues and ideas. Included are: 50 ways to talk about pictures, 75 speaking activities, 100 survey topics, 250 people to interview, 258 categories, 105 acts of communication, 100 speaking tasks based on documents, 253 listing cues, 80 leads for reporter interviews, Chat Charts, speaking PROP-ellers and hundreds of other creative tasks to build speaking skills.

- 428.2 H586 *WOW!: Stories from Real Life: A Low-Beginning, Multi-Skills Text* (Provo, UT: Alta Book Center Publishers, 2008)

Video: www.youtube.com/watch?v=3kVQbX8FtUY

This dynamic multi-skills text unfolds true stories and an abundance of exercises skillfully designed to give low beginners all the practice they need. Each believe-it-or-not story taps into learners' own experiences, hopes, fears, and dreams via flexible exercises that allow

learners to work individually, in pairs, or in groups and enable even low-beginners to recall, talk, and write about their own experiences.

■ 428.2 L988 *Every Picture Tells a Story* (Lewiston, NY: Full Blast Productions, 2000)

Online: http://pupul.ir/FMT_23/root/RAPQRA63.pdf

This book consists of seventy-five reproducible black-and-white photographs. Different people from several cultural backgrounds are featured. The scenes in the photographs range from the everyday to the humorous and the dramatic. *Every Picture Tells A Story* makes for lively conversation . . . each photograph comes with an activities page to guarantee success. Besides the 5Ws and other questions, suggestions are given to prompt learners to use their imaginations or to get them to discuss wider world issues presented in or related to the photographs.

■ 428.2 O985 *Oxford Picture Dictionary* (New York: Oxford University Press, 2016)

Sample: <http://fliphtml5.com/ircm/zajp>

The third edition of the *Oxford Picture Dictionary* provides unparalleled support for vocabulary teaching to meet the needs of today's English language learners. It includes four thousand English words and phrases with meaningful, real-life contexts presented within twelve thematic units, including Everyday Language, People, Housing, Food, and Recreation. New and updated topics such as job search, career planning, and digital literacy equip learners with the language they need for everyday success. Revised practice activities prepare learners for work, academic study, and citizenship from the very beginning. Pre-reading questions build learners' previewing and predicting skills. High-interest readings promote literacy skills. Post-reading questions support critical thinking and textual analysis.

The third edition (2016) of the dictionary is also available in bilingual versions (2017) (English and Arabic, Chinese, French, Spanish, and Vietnamese). Workbooks that accompany the third edition of the dictionary are available in low beginning, high beginning, and low intermediate versions from literacy coordinators.

The second edition (2008) of the dictionary is available in English and additional bilingual versions (2009) (English and Farsi, Japanese, Korean, Russian, Spanish, and Thai). The first edition (1998) of the dictionary is available in English and additional bilingual versions (1998, 1999) (English and Arabic, Cambodian, Chinese, Japanese, Spanish, and Vietnamese).

■ 428.2 P771 *Zero Prep: Ready-to-Go Activities for the Language Classroom* (Palm Springs, CA: Alta English Publishers, 1997)

Sample: altaenglishpublishers.com/product/zero-prep-activities-for-all-levels-activities-for-the-language-classroom/

Zero Prep offers a collection of activities for the language classroom. The activities have been selected using three filters: 1) best activities to help participants learn and remember what they have learned; 2) easy-to-use activities that require zero preparation before or after class; and 3) adaptable activities that teachers can use over and over again to teach different content at different levels.

■ 428.2 R845 *Compelling American Conversations: Questions and Quotations for Intermediate American English Language Learners* (Los Angeles: Chimayo Press, 2012)

and

■ 428.2 R845-1 *Compelling American Conversations, Teacher's Edition: With Commentary, Supplemental Exercises, and Reproducible Speaking Activities* (Los Angeles: Chimayo Press, 2015)

Sample: www.compellingconversations.com/sample-chapters

Compelling American Conversations helps American immigrants and international students develop their fluency skills and academic vocabulary through conversation exercises. Each chapter includes two sets of conversation questions, vocabulary review, short writing exercises, paraphrasing exercises with proverbs, a discussion activity around pithy quotations, and an online “Search and Share” activity. Focusing on both daily experiences and American culture through proverbs, quotations, and speaking exercises, the materials help intermediate English language learners explore their lives, learn common American sayings and expressions, and develop vital discussion skills. The fluency-focused ESL textbook encourages learners to expand their working vocabulary in English—both inside and outside the English classroom.

■ 428.2 T1465 *TalkAbouts: 72 Everyday Situations Illustrated to Stimulate Conversation, Listening, Writing, and Vocabulary Development* (Brattleboro: VT: Pro Lingua Associates, 2012)

Sample: www.prolinguaassociates.com/TalkAbouts/TalkAbouts%20Samples.pdf

This photocopyable collection of pictures offers few words but plenty of possible conversations, descriptions, discussions, narrations, and dictations. At the back of the book, there is a possible script: the characters are given names; a story is told. However, learners should be encouraged to come up with their own interpretations of the pictures in their own words, either in conversation or writing.

- 428.2 Y65 *Talk-A-Tivities: Problem Solving and Puzzles for Pairs* (Palm Springs, CA: Alta English Publishers, 2002)

Sample: www.amazon.com/Talk-Tivities-Problem-Solving-Puzzles/dp/020109911X#reader_020109911X

Talk-A-Tivities develops speaking and listening skills through the transmission of information from person to person. Specific language functions include asking for clarification, describing details and locations, discussing alternatives, giving directions, making appointments, interpreting diagrams and maps, and understanding grids.

- 793.4 S5873 2013 *The Awesome Book of One-Minute Mysteries and Brain Teasers* (Eugene, OR: Harvest House Publishers, 2009)

Sample: www.harvesthousepublishers.com/data/files/excerpts/9780736949736_exc.pdf

Sharpen your creative thinking skills with one hundred clever conundrums and perplexing puzzles. Each one-page mystery is illustrated with a cartoon that presents an obvious (and obviously incorrect!) solution. Readers can turn to a page of clues, each one revealing more information until the a-ha! moment finally arrives.

- 809.3108 S528 *Stories to Solve: Folktales from Around the World* (New York: HarperTrophy, 1985)

Sample: https://books.google.com/books?id=ip_-jN3QTjOC&printsec=frontcover#v=onepage&q&f=false

The author aptly combines folklore and puzzles in this short collection of fourteen stories from around the world. The tales, not more than a page or two long, present situations in which someone figures out a problem or solves a mystery. Readers are then asked to suggest how it was done. For those who can't—and many of the stories are abstract—solutions are provided.

- 912 M383 *You Are Here: A Guide to Everyday Maps, Plans, and Diagrams* (Saddle Brook, NJ: Peoples Publishing Group, 1990)

No sample available

With clear, simple illustrations, this workbook covers the basics (map symbols, street grids, etc.) for understanding many kinds of maps and diagrams, starting with simple floor plans and proceeding to mall maps, weather maps, area code maps, bus maps, etc. Glossary and answer key included.

- 973 C585 *American Manners and Customs-1: A Guide for Newcomers* (Virginia Beach, VA: Eardley Publications, 2004)

Sample: cdn.shopify.com/s/files/1/0856/0540/files/american-manners-and-customs-sample-inside-pages.pdf?2736210530188647758

American Manners and Customs is an anthology of twenty-two easy-to-read “Culture Corner” articles from *Easy English NEWS*. It enhances social interactions, helps newcomers avoid embarrassments, explains culture, builds ESL vocabulary, and is perfect for ESL conversation practice.

Walk-in Tutor Job Description

Position Overview and Impact

Are you great in English? If so, use your language abilities to change a life! Volunteers with Adult Literacy Services at the Los Angeles Public Library assist a diverse group of learners with a diverse set of needs. Walk-in tutors coach learners in individual fifteen-to-twenty-minute sessions during a single two-hour shift each week. Be part of the team that helps adults gain the skills and confidence to achieve their personal and professional goals!

Key Responsibilities

- Sign up for a two-hour shift each week.
- Remain at the designated table during the shift, being visible to learners and staff.
- Manage time wisely. Use the sign-in sheet, clipboard, and clock to manage the waiting list. End sessions and shift on time, especially when another volunteer is scheduled immediately following.
- Assist learners one-on-one for fifteen to twenty minutes each with material they bring. This can include, but is not limited to, mail, bills, reading passages, computer applications, and mobile phones. Some learners may want to engage in conversation, where the volunteer can assist with grammar, sentence structure, and pronunciation.
- Take the initiative. Actively seek out adult learners who are signed up. Warmly greet learners as they come in and inform them of the assistance they can receive.
- Identify common needs of adult learners and share this information with staff.

Qualifications

- Reliability. Staff members and the public count on walk-in tutors! Tutors must be punctual and be able to fill assigned shifts.
- Friendliness, courtesy, and enthusiastic attitude.
- Patience and good communication skills. Ability and interest in working with culturally, linguistically, and socioeconomically diverse adult learners.
- Strong command of spoken and written English.
- Ability to meet deadlines and follow instructions.
- Knowledge and use of computers and e-mail.
- Age eighteen or older.
- Minimum of high school diploma or equivalent required.

Training and Support

All training provided free to volunteers. Six-hour online training required prior to first shift. Training includes general information about tutoring, materials available to support the activity, and review of procedures and reporting. Walk-in tutors will observe experienced volunteers prior to beginning service. Staff always available for consultation.

Time Commitment

Two hours per week.

Length of Commitment

Minimum two months requested.

Walk-in Tutor Procedures, Strategies, and Reports

Standard Procedures

- Obtain a sign-in sheet from the binder at the front desk.
- Sit at the table designated for walk-in tutors.
- Complete the heading of the sign-in sheet and display the sheet to ensure that potential learners can easily locate it or have access to it for signing up.
- Each student wishing to have a tutoring session must sign in.
- At the end of each individual session, indicate the type of tutoring assistance rendered beside the student's name.
- A student signed up for more than one session non-consecutively should be counted once only.
- At the conclusion of your day's tutoring shift, file the sign-in sheet in the binder by your last name.

Recommended Strategies

- Relax and be yourself. Bring a positive attitude to the session.
- Politely ask the student how you can be of help. Avoid a patronizing tone and attitude.
- If you are unable to render the tutoring assistance requested, refer the student to a literacy coordinator.
- Should the student need more time than the allotted twenty-minute period, you can continue the tutoring session provided there is no one else signed up and waiting. Should this be the case, you can suggest that the student sign up for another slot if you have sufficient time remaining in your tutoring shift.
- Be mindful that ALP students are entitled to thirty-minute tutoring sessions.
- Tutors may not provide any form of legal advice.
- Tutors may not write letters for students. Assistance should be limited to format and or correct syntax suggestions.

Completing the Monthly Report

- Gather the month's sign-in sheets. The report covers all sessions for the calendar month.
- Log in to Americalearns.net or simply click on the hyperlink included in the monthly report reminder e-mail (user login is your e-mail address; password is your first name).
- Complete the following required information: a) Select your library location; b) Walk-in Tutor Activity:

1. Time spent tutoring
2. Time spent preparing
3. Time spent commuting
4. Total number of learners tutored

Note: All fields must be filled in, otherwise the system will not allow you to submit the report. If you have no data to report in a required field, type n/a. Do not leave the field blank.

Walk-in Tutor Resources

Two types of resources are described below: A.) online resources, and B.) print resources. Walk-in tutors are encouraged to explore these materials and to share applicable resources with their learners. Additional online resources and print resources in the literacy center collections are described under One-on-One Tutor Resources and Conversation Teacher Resources.

A. Online Resources

The Internet offers numerous ESL and literacy resources that walk-in tutors and their learners can utilize. Listed below are websites organized by categories that have been selected for their applicability to the needs of walk-in tutors and their learners. (Descriptions are usually from the sites themselves.)

Career Online High School

■ Los Angeles Public Library

<https://www.lapl.org/diploma>

Career Online High School is an online high school diploma and career certification program available through the Los Angeles Public Library. Adult residents (nineteen and over) and employees of the city of Los Angeles who wish to earn their high school diploma are encouraged to apply.

Citizenship

■ U.S. Citizenship and Immigration Services

www.uscis.gov/citizenship

The Citizenship Resource Center offers information about and study materials for the naturalization interview, including audio files, flash cards, interactive exercises, and reading and writing vocabulary.

English

■ Merriam-Webster Dictionary

m-w.com

Useful for quick help with vocabulary words (parts of speech, pronunciation symbols, and definitions), this online dictionary features an audio clip of the pronunciation.

■ Merriam-Webster Visual Dictionary Online

www.visualdictionaryonline.com

With themes ranging from astronomy to transport and machinery, the clickable images offered here provide a way to identify vocabulary words by pictures.

■ Purdue Online Writing Lab

owl.english.purdue.edu/owl/section/1

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material to assist clients in their development as writers—no matter what their skill level.

Financial

■ MyCreditUnion.gov

www.mycreditunion.gov

From balancing a checkbook to understanding a credit card statement, this site provides helpful information on a range of financial matters.

General

■ wiki.How

www.wikihow.com/Main-Page

The aim of this website is to try “to help everyone on the planet learn how to do anything.” By simply completing a “How to” question, a user is led to visual/textual content on that and related questions.

Math

■ WebMath

www.webmath.com

This site generates answers to specific math questions and problems, as entered by a user. The math answers are generated and displayed in real time. In addition to the answers, WebMath also shows the user how to arrive at the answer.

Technology

■ DigitalLearn.org

digitallearn.org

This site provides both videos and pdf text versions of digital literacy courses on basic computer skills, such as using a mouse, searching online, and setting up passwords.

■ wikiHow.tech

www.wikihow.tech/Main-Page

The increasing sophistication of smart phones and tablets means ever-increasing complexity in learning how to use them. The simple format of this site allows a user to complete a “How to” question regarding technology, which leads to illustrated tutorials.

B. Print Resources

Below are listed some titles (with online samples and reviews or publisher descriptions) that are generally available in the literacy center collections. The materials are organized according to Dewey Decimal System categories (see the Call Number Guide provided under Literacy Center Collections). Ask your literacy center coordinator about other materials, such as *Cathy’s Cards: Instant Conversation in the Classroom*, that are not catalogued.

Applications

■ See One-on-One Tutor Resources (My goals as a worker)

Citizenship

■ See One-on-One Tutor Resources (My goals as a community member/citizen)

English

Conversation

■ See Conversation Teacher Resources (428.2)

Grammar

■ 423 A5126-9 *The American Heritage Student Grammar Dictionary* (Boston: Houghton Mifflin Harcourt, 2012)

Sample: https://www.amazon.com/American-Heritage-Student-Grammar-Dictionary/dp/054747265X#reader_054747265X

This dictionary presents 250 of the most useful terms and concepts of grammar, clearly and precisely defined. Each entry includes engaging and varied example sentences showing how grammatical concepts play out in English writing. Similar and related terms are cross-referenced to each other, so that no entry stands alone but each fits into the larger pattern of English grammar.

■ 428.2 P769 *English Questions: Practice Drills in All Active Tenses: Answer Key* (Los Angeles: Global Touchstones, 2014)

Sample: https://www.amazon.com/English-Questions-Answer-Practice-Drills/dp/0615944302/ref=sr_1_5?s=books&ie=UTF8&qid=1523216442&sr=1-5&keywords=english+questions+practice+drills+answer+key

The grammar and word order of English questions can be challenging for many language learners. This book provides extensive exercises in all the most common types of English questions. An accompanying skeletal chart at the end of the book highlights the grammatical form and syntax of each type of question in every active tense.

Pronunciation

■ 421.5 B317-1 *Sounds Easy!: Phonics, Spelling, and Pronunciation* ([Burlingame, Calif.]: Alta Book Center Publishers, 2002)

Sample: https://www.amazon.com/Sounds-Phonics-Spelling-Pronunciation-Practice/dp/1882483863#reader_1882483863

The pages in this completely photocopiable resource teach the sound system of the English language through simple, clear pictures and minimal print. The exercises are designed for beginning English language learners who have little academic background and who are learning the English alphabet while concurrently building their vocabulary, listening, and speaking skills.

Reading comprehension

■ 372.4 J76 *Painless Reading Comprehension* (Hauppauge, NY: Barron's Educational Series, 2012)

Sample of 2016 edition: https://www.amazon.com/Painless-Reading-Comprehension-Darolyn-Jones/dp/1438007698/ref=dp_ob_image_bk#reader_1438007698

Reading comprehension gets easier as students learn what kind of reader they are (avid or reluctant); how to warm up their brains before they start reading; how to keep that

information in their heads; and more. This handy guide transforms reading comprehension into an amusing activity that is both enjoyable and easy to master.

Writing

- 372.42 S912-1 *Painless Junior: English for Speakers of Other Languages* (Hauppauge, NY: Barron's, 2008)

Sample: https://www.amazon.com/Painless-Junior-English-Speakers-Languages/dp/0764139843#reader_0764139843

This textbook is for both children and adults who speak English as their second language. It acquaints students with English sentence construction, parts of speech, capitalization, punctuation, and spelling and offers tips on how to expand one's English language vocabulary.

- 029.6 F946-1 *Writer's Manual: A Student Resource for Improving Writing* (Lincolnwood, IL: Contemporary Books, 1997)

No sample available.

This manual contains a word spell-checker list as well as easily accessible rules for spelling, capitalization, punctuation, grammar, types and uses of writing, the writing process, story starters, and literary terms in a reliable student reference book.

Financial

- 511 M898 *Money Math* (New York: Educational Design, 1996)

No sample available.

Three sections of this book use money as a way of teaching math skills, with a fourth section including topics that extend the idea into banking, business, shopping, etc.

Jobs

- 658.3 L796 *150 Ways to Keep Your Job* (Portland, ME: J. Weston Walch, Publisher, 1994)

No sample available.

This book addresses the myriad of scenarios that employees face, from sexual harassment and job stress to teamwork and promotions. An ideal resource for life skills students, this guide includes pull-out sections of answers and vocabulary lists.

Math

- 511 K125 *Working Makes Sense* (Parsippany, NJ: Globe Fearon, 1997)

Sample: No sample available.

This program is designed to teach students the arithmetic, computational, and consumer skills needed to succeed in school and throughout their lives. With text that is accessible for students reading many levels below grade, students learn addition, subtraction, multiplication, and the use of fractions in everyday living.

Los Angeles Public Library Rules of Conduct

Welcome to the Los Angeles Public Library. The Library's first priority is public service. Every day, thousands of people visit the Los Angeles Public Library to read, select materials, use electronic resources, attend programs and request information from staff.

The Board of Library Commissioners has established Rules of Conduct so that library users and staff have a clean, pleasant and safe environment. We need your cooperation to reach this goal.

THE FOLLOWING ARE PROHIBITED AT THE LOS ANGELES PUBLIC LIBRARY:

1. Engaging in any activity prohibited by law.
2. Disruptive or unsafe behavior including interfering with library employees in the performance of their duties, or obstructing or intimidating patrons of the library, or entering non-public areas without authorization (California Penal Code Section 602.1(b)).
3. Use of loud, abusive, threatening or insulting language.
4. Sexual misconduct such as exposure or threatening touching.
5. Activities or behavior that may result in injury or harm to any library patron or staff member, including challenging another person to fight or engage in any fight. Weapons of any kind are prohibited on Library property.
6. Patrons with hygiene conditions, including, but not limited to, clothing odor, body odor and lice, that interfere with the use and enjoyment of the library by other library patrons or with the functioning of library staff.
7. Activities or behavior that may result in damage to library property, including making any attempts to damage computer equipment or alter software configurations.
8. Eating, drinking or displaying open food or liquid containers, except in areas designated for those purposes and/or when served with prior approval of the Library.
9. Sleeping, smoking or misuse of Library restrooms or water fountains (including bathing, shaving, and changing or washing clothes).
10. Animals, except for service dogs.
11. Bicycles, shopping carts, or other large wheeled conveyances are not permitted inside library buildings. Wheelchairs and strollers are only permitted if being used for the transport of an adult or child. Skates, skateboards, and collapsible scooters must be carried while on library premises.

12. Petitioning, soliciting or distributing/selling merchandise without the express permission of the City Librarian.

13. Unnecessary noise, including the use of cell phones, pagers, headphones, and other communication, audio and electronic devices which disturbs other patrons or staff.

14. Staring at, or following, a patron or staff in a manner that reasonably can be expected to disturb him or her, including photographing or filming persons without prior approval from a senior staff member.

15. Monopolizing library space, seating, tables, stairways or equipment to the exclusion of other patrons or staff, or obstructing aisles or doorways with personal belongings.

IN ADDITION:

The Library is not responsible for children who are left unattended in or on the grounds of the library. Misconduct or misuse of library property on the part of juveniles will be reported to their parents.

The Library is not responsible for personal items that are lost, stolen or damaged in or on the grounds of the library.

Patrons shall wear garments covering the upper and lower torso of their bodies. Shoes must be worn at all times.

ENFORCEMENT:

The above enumerated rules are not intended to be a complete list of violations, but are intended for guidance only. Library staff and/or local law enforcement officers are authorized to expel persons who, advised of the regulations above, fail to comply with them. Such personnel also reserve the right to take appropriate action(s) against any other behavior which can reasonably be deemed to be offensive to library patrons or staff.

The Los Angeles Public Library reserves the right to restrict the use of its facilities and premises to persons who do not abide by the Library's Rules of Conduct. Failure to comply with the Library's established rules and policies could result in expulsion from the Library and revocation of Library privileges for a period of one day to one year, or in arrest and prosecution under California Penal Code Section 602.1(b).

Any person whose privileges have been denied or revoked for more than 30 days shall have a right to appeal to the City Librarian. Except for violations of Rule 2, enforcement will be held in abeyance pending the appeal. The appeal must be filed within seven (7) calendar days of the date that the patron is notified that the patron's privileges have been revoked. The decision of the City Librarian shall be final and conclusive.

THE LOS ANGELES MUNICIPAL CODE SECTION 63.93 CITES
ADDITIONAL LIBRARY REGULATIONS.

Adult Literacy Services Pledge

Volunteers are fundamental to the success of library literacy services. The Los Angeles Public Library honors and values your commitment and support. We recognize that without volunteers it would be impossible to accomplish our mission.

Our Pledge to You:

- We honor the time and talents of our dedicated volunteers.
- We are dedicated to creating a pleasant and welcoming environment in which our volunteers are utilized to their highest potential.
- We recruit volunteers who reflect the culture, diversity, and understand the emerging needs of our communities.
- We invite exchanges of information and ideas with our volunteers to ensure quality service.
- We provide free and ongoing training and support to ensure volunteers are confident when working with adult learners.
- We respond to inquiries and issues in a timely manner.

Our Volunteers Pledge to:

- Conduct themselves in a professional manner as respected representatives of the Los Angeles Public Library.
- Conduct all tutoring sessions inside of a Los Angeles Public Library branch.
- Tutor, teach, coach, mentor, lead, and correct learners with compassion.
- Take time to reflect on service and plan for upcoming sessions.
- Share observations and experiences to help enhance services.
- Observe policies and procedures.
- Come prepared and on time.
- Ask questions to clarify instructions.
- Seek assistance when they have concerns.
- Submit to a background check.
- Notify their literacy coordinator in a timely manner if or when they decide to resign/end their volunteer service.

Volunteer signature

Date

Telephone number

E-mail address

Coordinator signature

Date

Literacy center

Start date