Introductions:
Volunteer Engagement Team

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Agenda

**PART 1 --- 55 minutes ---**
- Get to know 826 Valencia
- Get to know our students
- Get to know your volunteer role
- Get to know our programs

---------- B R E A K ---- 5 minutes----------

**PART 2 --- 55 minutes ---**
- Commitment to Diversity, Equity, Inclusion and Anti-Racism
- Writing Reflection

---------- B R E A K ---- 5 minutes----------

**PART 3 --- 55 minutes --- PRACTICE TIME**
- Tutor Tools
- Scenario Practice
- Writing Traits
- Volunteer Calendar & Exit Ticket
Community Agreement

Co-created with our students in our Youth Leadership Advisory Board

● Engaging fully (by working hard and being honest with ourselves and each other)
● Being kind, respectful, and patient with each other
● Listening to others with an open mind
● Speaking up to share ideas and asking for help when we need it
● Accepting our mistakes as learning opportunities
● Valuing differences
● Learning and growing together
Land Acknowledgement

We acknowledge that the land on which 826 Valencia operates is the occupied and unceded territory of the Ramaytush Ohlone ("Rah-my-toosh O-lone-ee") People, the original inhabitants of what is currently known as San Francisco.

Learn more alongside the Sogorea Te’ Land Trust, an organization led by urban Indigenous women that facilitates the return of Indigenous land to Indigenous people.
Orientation Goals

● Understand 826’s mission, tutor values, & programs.

● Build confidence and skills by engaging in self-reflection and collaborative learning.

● Be able to apply 826 Valencia’s tutoring values and tips to provide culturally responsive support to students.

● You are inspired and ready to sign up for your first tutoring shift and help us increase individualized support for our students.
Meet our students!
Who is in the room?

Share your name, your pronouns, and your one-word reflection.

Hello
my name is
Ashley
(he/him)

Why Pronouns?

Just like pronouncing someone’s name correctly, using someone’s correct personal pronouns is a way to respect them and create an inclusive environment, which we want to do here at 826.

https://www.mypronomes.org/

Pronoun examples: he/him, she/her, they/them, and more
826 Valencia is a nonprofit organization dedicated to supporting under-resourced students ages 6-18 with their creative and expository writing skills, and to helping teachers inspire their students to write.
History
826 Valencia was co-founded in 2002 by author Dave Eggers & educator Nínive Calegari.

Mission Center
est. 2002

Tenderloin Center
est. 2016

Mission Bay Center
est. 2019
Founding Concepts

✧ Reduce the student-to-teacher ratio
✧ Provide under-resourced youth with tools and resources for academic success
✧ Be responsive to our young people and communities
✧ Professionally publish and amplify voice
✧ Create a space that fosters creativity and
  ✨W✨O✨N✨D✨E✨R✨
Who are our students?

All of our programs are offered free of charge and predominantly serve students of color and English Learners from under-resourced communities.

Latinx, Hispanic: 57%
Black, African American: 9.6%
Asian, Asian American: 5.9%
White: 4%
Two or more races: 8.5%

Languages include:
Spanish, Mandarin, Cantonese, Arabic, Vietnamese, Tagalog
How many students do we serve?

Last school year, 2021-22, we served a total of:
5,682 students
in 3,726 program hours!
and produced 33 Publications

with the support of:
719 volunteers
volunteering an average of 17.5 hours a year each
for an average student-to-tutor ratio of 2.7:1
Where are our students in writing?

In California, only half of third graders read and write at grade-level proficiency.

There is currently a State-wide focus on reading.

But what about writing?
WHY WRITING?

BUILD CRITICAL THINKING
- processing the world around us
- reflecting on experiences
- mental health

ESSENTIAL FOR SUCCESS IN SCHOOL
- math, science, social studies, & language arts
- Common Core requirement
- academic achievement
- preparing for college

FOSTERS CREATIVITY
- inspiration
- authorship
- imagination

YOUTH VOICE MATTERS
- contributing to the national dialogue
- strengthening our democracy
- building a better, more inclusive world

CREATES EMPATHY & COMMUNITY
- shared experiences
- amplifying marginalized voices
- understanding across differences

CRUCIAL TO ALL CAREER PATHS
- innovation
- accessing opportunity
- communicating ideas

YOUR IDEAS HERE
Students, parents, and teachers reported our programs led to an increase in:

**SKILLS**  92%

**PRIDE**  91%

**CONFIDENCE**  89%

**TRANSFORMED RELATIONSHIP TO WRITING**  91%
Community Builder Activity

What is a time when a teacher or mentor made you feel seen and celebrated for who you are?
Volunteer Role

Expectations for you as a volunteer tutor!
826 Tutor Values

● We believe that all students want to learn and are capable of learning. → Everyone can learn

● We believe that every student is inherently worthy and deserving of respect. → Everyone deserves respect

● We believe in the importance of meeting each student’s unique needs. We adapt our approach for diverse learners. → Everyone learns differently

● We believe that tutoring (like writing) is a practice. → We’re all always learning and it takes practice
Your Tutoring Role

Table Support:

- Work with 2-4 students at a table or at their desks.
- You’ll work with students on a specific writing project, or on their homework, giving each of them individualized support.

Helpful Notes:

We’ll always have 826 staff members leading our programs.

Other 826 staff will be tutoring alongside you.
Session Structure: an example of a session schedule

Volunteer tutor briefing

Class or tutoring session begins for students

Tutoring at tables with 2-4 students

Class or tutoring session closes for students

Volunteer tutor debrief
826 Staff are here to help

Communicate to 826 honestly and clearly, before, during, and after sessions with your questions and feedback.
Our Programs
What to Expect

- You’ll receive an email confirmation with helpful information
- We’ll always have 826 staff members leading our programs
- Other staff members will be tutoring alongside you
826 Locations

Where programs take place

- At our 826 Centers
- In schools, in 826 Writers’ Rooms
- In schools, in classrooms
Programs At Our Centers

Storytelling and Bookmaking Field Trips
**Mon–Thu | 9:30 am–12 pm**
*with 2nd - 5th grade students*
- Visiting class of students from SFUSD schools
- Collaborative story writing
- Illustrated and published on the spot!
  - Can volunteer in variety of roles

After-School Tutoring
**Mon–Thu | 2:45–5:45 pm ; Tue & Thu | 6–8 pm ; Sun | 2:15–4:45 pm**
*with students ages 6 - 18*
- Homework help + creative writing projects
- Students attend twice a week
- Weekly shift encouraged!

Mission Center
826 Valencia St.
Programs At Our Centers

Podcasting Field Trips
Mon–Fri | 9:30 am–12 pm; 12 pm–2:30 pm with students ages 6 - 18
- Visiting class of students from SFUSD schools
- Recorded and published as podcast on SoundCloud!
- 1st shift: students write; 2nd shift: students record

After School Workshops
Mon–Thu | 3–5:30 pm with elementary and middle school students
- Creative writing projects
- Students from partner organizations
- Weekly shift encouraged!

Tenderloin Center
180 Golden Gate Ave.
Programs At Our Centers

Magical Adventure Field Trips
Fridays | 8:45 a.m. – 12:15 p.m. with students elementary school students
- Visiting class of students from SFUSD schools
- Students writing individual adventure stories

Mission Bay Center
1310 4th St.

After School Tutoring
Mon–Thu | 4–6 pm with elementary and middle school students
- Homework help + creative writing projects
- Students attend twice a week
- Weekly shift encouraged!
Programs At Partner Schools
# Programs At Our Partner Schools

<table>
<thead>
<tr>
<th>Elementary In-Schools</th>
<th>Secondary In-Schools</th>
<th>Elementary In-School Projects</th>
<th>Secondary In-School Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenderloin Community School</td>
<td>Mission HS</td>
<td>Mon–Fri 8a.m.–3:30p.m.</td>
<td>Mon–Fri 8a.m.–3:30p.m.</td>
</tr>
<tr>
<td>Bret Harte ES</td>
<td>SF International HS</td>
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<tr>
<td>Starr King ES</td>
<td>Downtown HS</td>
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<tr>
<td>Malcolm X ES</td>
<td>...and more!</td>
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</tbody>
</table>

### Buena Vista Horace Mann
(K-8 Bilingual Spanish school)
3351 23rd St.

<table>
<thead>
<tr>
<th>In-School Projects</th>
<th>After-School Program</th>
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</thead>
<tbody>
<tr>
<td>Mon–Fri</td>
<td>8a.m.–3:30p.m.</td>
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</tbody>
</table>
Signing up Volunteer Calendar

- Use the email that you completed the 'Volunteer Application' form with
- Email the staff contact listed with questions
Using the Volunteer Calendar

Once you receive an email saying that you’re approved as a volunteer (yay, you!), the Volunteer Calendar on our website will be your information hub. Using just your email address, you’ll be able to sign up for all our volunteer opportunities. Volunteer shifts range from 1-4 hour commitments. We encourage you to find a program you like and commit to a weekly schedule so you can develop relationships and see students grow over time. If you do not receive an email letting you know you’re approved to tutor within two weeks of orientation, please contact volunteer@826valencia.org.

**STEP 1** Go to CALENDAR at the top bar of our website (826valencia.org) and then click VOLUNTEER OPPORTUNITIES.
Using the Volunteer Calendar

**STEP 2** Now you’ll see all the volunteer opportunities in the current month. As you hover over an opportunity, you can see the number of volunteers we currently have and how many we still need. Use the arrows at the top to toggle to the next month.

You can look at everything at once, or you can look at particular programs.
Using the Volunteer Calendar

**STEP 3** Click the program you want to volunteer for and then click the blue “sign up” link at the bottom of the page, enter the email address you used to register as a volunteer, and you’re done. You’ll receive an automated confirmation immediately. If there’s information you need to know before the session, the 826 staff lead will email you on the day or morning before your shift.
Communication is Key!

Read all pre-session emails and documents, make time to ask clarifying questions.

Can’t make it or running late? Email staff ahead of time.

Don’t understand something during the tutoring session? Ask for help from the 826 staff.
Our Values
Commitment to Diversity, Equity & Inclusion (DEI)
826 National was inspired to take a stand on issues of inclusion and diversity in light of the many events that spotlighted social and racial injustices throughout the country. We as educators, volunteers, and caring adults need to be aware of the wide range of issues our students face on a day-to-day basis. We need to support these young people as they navigate through and try to make sense of the world and their own identities.

We stand for our students.
We stand for our students’ right to express their opinions—freely, creatively, and safely—and to provide them the space to do that, free of judgment and full of support.

We stand for our students’ right to tell their stories, share their experiences, and seek out information and answers.
We stand for connecting our students to caring adults—volunteers eager to listen as students search for answers and discover themselves.

Through our work and our actions, we must continuously support the development of our students’ voices and stories, and also celebrate those voices and stories.

We stand for building diverse and inclusive environments for our students, our volunteers, and our staff.
The 826 Stand continued...

We need the support and the feedback from our community to ensure 826 is living up to these standards. Through our inclusion statement, our internal diversity and inclusion group, cultural competency resources provided to staff and volunteers, and partnerships with other organizations, we are always working towards being a more inclusive and supportive organization.

We at 826 have the privilege of working with the next generation of scholars, teachers, doctors, artists, lawyers, and writers. It’s our job to make sure they are able to take their own stands.

As an organization committed to encouraging youth in their creative expression, personal growth, and academic success, 826 National and its chapters recognize the importance of diversity at all levels and in all aspects of our work. In order to build and maintain the safe, supportive 826 environment in which great leaps in learning happen, we commit ourselves to inclusion: we do not discriminate on the basis of race, religion, ethnicity, age, gender identity, sexual orientation, socio-economic status, nationality, marital status, English fluency, immigration status, parental status, military service, or disability.

The 826 National network is committed to encouraging youth to express themselves and to use the written word to effectively do so. We encourage our students to write, take chances, make decisions, and finish what they start. And 826 strives to do this in an environment free from discrimination and exclusion.
As an organization that cares deeply about our students’ development, we commit to cultivating diverse, inclusive and equitable environments where all are welcome and able to thrive.
“Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”

- NAC International Perspective: Women and Global Solidarity
Meaningful work with our students starts with deep reflection within ourselves and of our society.
Writing Reflection:
“I am…”

Individually: Write as many sentences beginning with “I am ______” as you can, making a list of identifiers that describe you.
Writing Reflection: “I am...”

“It is easy to point the responsibility away from yourself. Dealing the cards of accountability to all competitors before replenishing your hand. The “they” in question lives within us all. Before assigning blame recognize that we all play a part in the game.”

From Their hands leave no prints by MINIALUCE RUIZ-VETU
Excerpt from Young Author Book Project 2020

Writing Reflection:

What is your “part in the game”? How do you see these reflections relating to your tutoring practice?
The Landscape Of Trust

My Actions
My Values
My Intention
My Impact

© Julian Stodd
Understanding Implicit Bias

We all have biases, associations and assumptions that are informed by our identities and the communities we live in and move through.

It’s important to be aware of these factors and thoughtfully engage with both our students and others!
Example: A volunteer in After-School Tutoring at the Mission Center shares with a student that their COVID quarantine was great because they learned new hobbies.

What assumptions may be being made here? How could that impact the student in this scenario?
Interrupting Implicit Bias

1. **Name it**: Recognize the bias (informed by society and identity).
2. **Pause**
3. **Reframe**: Make sure your words/actions align with our tutoring values.
4. **Take note** of alternative examples that defy your implicit bias.

What actions could the volunteer in our last scenario take next time? What could they say in the moment if they notice a negative impact?
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Name it**: If appropriate in the moment, bring up what happened and consider an apology, without expecting forgiveness. | “I noticed that something seemed to change when I brought that up. Can we talk about that?”
|  | “I’m sorry, I wasn’t careful with what I said . . . I didn’t consider . . .” |
| **Pause**: Create space to process. | |
| **Reframe**: Lead with questions and avoid assumptions. | “What do you think about . . .?”
|  | “Do you want to share about your experience with . . .?” |
| **Take note**: Ask programs staff to talk through what happened, and be receptive to any feedback given. | “Can I discuss something that came up in my session today?”
|  | “Do you have a moment? I’d love some feedback on . . .” |
At 826 Valencia,
Part of Anti-Racism is...

A continued effort by those who work with our students (volunteers, interns, staff) to self-reflect about our own identities, privilege and power.
At 826 Valencia, Part of Anti-Racism is...

Supporting students in feeling seen and celebrated for who they are.
Writing is part of building a more inclusive world
## Language Matters

<table>
<thead>
<tr>
<th>Topic</th>
<th>Our students are:</th>
<th>Our students are not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/ethnicity</td>
<td>Primarily Black, Latinx, People of Color</td>
<td>Minorities</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>Primarily from under-resourced communities</td>
<td>Disadvantaged, under-privileged, poor, at-risk</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>LGBTQIA, heterosexual, and more!</td>
<td>Exclusively heterosexual</td>
</tr>
<tr>
<td>Gender identity</td>
<td>On the gender spectrum</td>
<td>Exclusively gender binary identified</td>
</tr>
<tr>
<td>Immigration</td>
<td>Varied statuses</td>
<td>Illegal, alien</td>
</tr>
<tr>
<td>Home Life</td>
<td>Loved, from a variety of family structures</td>
<td>Broken, neglected</td>
</tr>
<tr>
<td>Language</td>
<td>Bilingual, multi-lingual, English learners</td>
<td>Exclusively English-speakers</td>
</tr>
</tbody>
</table>
We are united to fight for our human rights, better education, health, housing and safety. We didn’t decide where to be born. But what we do decide is where we go for better opportunities in life and what we do to make the best accomplishments we can for a better world.

“Dreamers Won’t Give Up”
Carlos G. / age 18
Reflection + Break
Tutor Tools
826 Tutor Values

- We believe that all students want to learn and are capable of learning. → Everyone can learn

- We believe that every student is inherently worthy and deserving of respect. → Everyone deserves respect

- We believe in the importance of meeting each student’s unique needs. We adapt our approach for diverse learners. → Everyone learns differently

- We believe that tutoring (like writing) is a practice. → We’re all always learning and it takes practice
“I was so excited to learn something new! I can surprise myself every day and discover what I am capable of.

Throughout this journey as a musician, I have learned that even though things may seem difficult, if you believe in yourself, you can do anything you set your mind to.”

— “Musical Heart”, Gabriela Trujillo, Age 13
Growth Mindset

**Fixed Mindset**
- The belief that human qualities are set in stone
- Demoralizing
- Leads to a desire to look smart
- Tend to avoid challenges, give up easily, see effort as fruitless, ignore constructive feedback, and feel threatened by the success of others

**Growth Mindset**
- The belief that effort is the key to growth
- Motivating!
- Leads to a desire to learn
- Tends to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism, find lessons and inspiration in the success of others
Growth Mindset

**Ability Praise**

Some students were praised for their ability:

“Wow, you got eight right. That’s a really good score. You must be smart at this.”

When asked if they wanted more challenging problems, students generally responded no.

**Effort Praise**

Some students were praised for their effort:

“Wow, you got eight right. That’s a really good score. You must have worked really hard.”

When asked if they wanted more challenging problems, 90% said yes.
Yes!

We ask our tutors to communicate a resounding and unconditional “YES!” to every student who walks through our doors.

And...

We’re also here to transform our student’s relationship to writing, hence the “Yes! And…”
Socratic Method

Ask a lot of questions to provide challenges and independent thinking to problem solve.
Social-Emotional Learning

flexibility • predictability • connection • empowerment

- Challenges may impact student behavior AND students want to learn and need a sense of safety and tailored tools to do so
  - We support *all* our students in their full complexity
  - It is our role to be adaptive and empathetic supports

Supporting students through challenging times

- Acknowledge feelings
- Listen, adapt, and reflect on your own relationship (what comes up for you). You are a caring educator, not therapist
- Maintain compassion and authenticity
- Inform staff if you are worried about students
Time to Practice!
1. **Scenario Practice**

*Predictability + Flexibility*

You are working with two 3rd grade students Zoe (she/her) and Luis (he/him) on a writing prompt: *Invent a machine and describe what it does and why it matters.*

Zoe immediately begins working independently; Luis says to you: “This is too hard! I don’t want to do it.”

*How do you support both learners?*
You are working with three fourth-grade students, Jessica, (she/her) Miguel (he/him) and Lucas (he/him) in the Buena Vista Horace Mann Writers’ Room.

They were working hard on drafting superhero stories for the first fifteen minutes of program, but now Jessica is getting fidgety. She keeps initiating off-topic conversations and getting up out of her seat to talk to a student at another table.

Miguel and Lucas are beginning to lose focus as well.

**How do you get the group back on track?**
You’re at a Podcasting Field Trip with Mission High School, working with LaKeisha (she/her), a tenth grader.

The prompt asks students to choose from a range of current events topics to respond to in an op-ed. Though LaKeisha has chosen the topic of gentrification, she appears uninterested in brainstorming or proceeding with her draft.

She responds to your suggestions with shrugs and silence.

How do you proceed?
Scenario Practice

Predictability + Flexibility

You are working with Rodrigo (he/him), a second-grade English Learner in After-School Tutoring, who is becoming overwhelmed by his homework assignments.

While he is usually pretty upbeat, today he claims that he doesn’t remember how to complete any of his math homework.

When you ask him what number comes next in the number line, he exclaims: “I don’t know! Help me!” How do you support this student?
### Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
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</thead>
</table>
| Always begin with a check-in (introduce yourself, ask how they are, ask a community builder question) | “Hi I’m XX, I’m looking forward to working with you today. What’s your name?”  
“How are you? What have you been reading/watching lately?” |
<p>| Structure your time with students                                         | “I’m going to work with Luis first, and check in with you, Zoe, in 20 min. I’m excited to seeing what ideas you’ve drafted for your invention.” |
| Set clear yet flexible goals (but be sure to praise effort no matter what) | “Let’s see if we can come up with 5 ideas of different inventions and start writing about one by the end of today.” |</p>
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Be receptive to each individual's situation | “How can I support you in this session?”  
“I know it feels hard, but I also know you can do it, and I am here to help.” |
| Offer choices and breakdown assignment into manageable pieces | “Would you like to work on A or B first?” |
| Adjust your ideas of what a successful tutoring session looks like while maintaining high expectations. | Sometimes a student may write 2 pages, sometimes you may spend a session brainstorming and write 2 ideas. |
| Always praise student effort | “Thank you for your perseverance today.” |
Six Traits of Writing - The Map!

IDEAS

ORGANIZATION

WORD CHOICE

VOICE

SENTENCE FLUENCY

CONVENTIONS
START

The six traits on this map come from a research-based instructional approach to help students understand the elements of quality writing and develop their skills. The traits apply across grades, genres, and stages of the writing process, and our goal is that all of our tutors use the traits as a basis for providing support to students.

Chart a course. While every student and tutoring session is different, we suggest always starting with ideas—the main message or purpose for writing. Next, be sure to spend some time on organization, which will help you navigate drafting and revision. From there, you might find yourself moving between voice, word choice, and sentence fluency. We typically leave conventions for last, unless they interfere with meaning in the piece.

IDEAS
the main message

Define the focus
“What’s the main idea?”
“What are you trying to say? Why?”

Add relevant details
“Tell me more about…”

Refer back to the message
“How does this idea connect with your topic?”

I HATE WRITING!
Show compassion, but also be sure to assert the importance of their ideas, the power of writing, and that you’re here to help!

I DON’T NEED HELP!
Be persistent! Make conversation and ask questions about the task at hand.

WORD CHOICE
rich, colorful, and precise language

Identify and replace common or repeated words
“What’s a more specific word?”

Consider adding imagery or figurative language
“What are the most important parts? How can we make them come alive?”

Take me there. What do you see? Hear?

“Let’s try adding a simile or metaphor. What could we compare this to?”

I’M BORED!
Build rapport. Try to find a personal connection to the assignment by asking how they’re doing and getting to know their interests.

I’M DONE!
Celebrate their effort thus far and find specific ways to continue to strengthen their writing.

SENTENCE FLUENCY
the rhythm and flow of the language

Read aloud for flow
“How does that sound?”
“Are any words missing?”
“Does each sentence sound different or are they mostly the same? Let’s try to vary them.”

Add transitions between sentences and paragraphs
“How are these ideas related? How can we connect them?”

ORGANIZATION
the structure of the piece

Establish the organizational pattern
“What’s the focus of each paragraph?”
“Let’s draw up an outline to keep us on track.”

Provide options
“How do you want to order the ideas/events? Why?”
“How do you want to start/end the piece?”

I DON’T KNOW WHAT TO WRITE!
Point out strategies for writing: brainstorm, freewrite, outline, etc. See also ideas page.

VOICE
the personal tone and flavor

Identify the perspective
“How do you feel about the topic? How do you let the reader know what you feel?”

Repeat back the students’ words
“I heard you say . . . Write it down!”

Consider the audience
“Who is your audience? How can you draw them in?”

CONVENTIONS
the mechanics of writing (if time)

Read aloud and see what students already know
“What should we correct together?”
“What would you like to practice?”
“Try sounding it out one letter at a time.”

Look for error patterns and model how to correct them
“Let me show you how to . . . Now let’s try one together, and then you can try one on your own.”
### Drafting Questions

<table>
<thead>
<tr>
<th>What’s the question/prompt?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your writing all about?</td>
<td>What’s the main idea or message?</td>
</tr>
<tr>
<td>What details will keep your reader interested?</td>
<td></td>
</tr>
<tr>
<td>How do the details connect to the main idea?</td>
<td></td>
</tr>
</tbody>
</table>

### Revision Checklist

| I have re-read the question/prompt to make sure I have answered it |
| My writing has a main idea or message |
| I have included enough details to keep my reader interested |
| All my details connect back to the main idea |
**Drafting Questions**

What’s the beginning, middle, and end?

How do you want to organize your ideas?

What happens next?

**Revision Checklist**

I have an exciting beginning that draws the reader in

My writing has a beginning, middle, and end that make sense together

My ideas are easy to follow and well-paced
## VOICE
### PERSONAL FLAVOR

### Drafting Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you feel about the topic?</td>
<td></td>
</tr>
<tr>
<td>Who will read your writing?</td>
<td></td>
</tr>
<tr>
<td>How do you want your readers to feel?</td>
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</tbody>
</table>

### Revision Checklist

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>My writing sounds like me</td>
<td>✔️</td>
</tr>
<tr>
<td>My readers are:</td>
<td></td>
</tr>
<tr>
<td>I want my readers to feel:</td>
<td></td>
</tr>
</tbody>
</table>

- ________________________________
- ________________________________
- ________________________________
Drafting Questions

What do you see, hear, smell, taste, and touch?

How can you show instead of tell?

How can you paint a picture for your readers?

Revision Checklist

☐ I have used at least three sensory details

☐ I have used figurative language

☐ I have changed or added five words to make my writing more interesting
## Sentence Fluency

### How it sounds

<table>
<thead>
<tr>
<th>Drafting Questions</th>
<th>Revision Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the writing sound?</td>
<td>I have read my writing aloud to listen for flow</td>
</tr>
<tr>
<td>Do the sentences flow together?</td>
<td>All my sentences and words are in the right order</td>
</tr>
<tr>
<td>Have you used a mix of short and long sentences?</td>
<td>I have added transition words</td>
</tr>
<tr>
<td>Have you used transitions to show connections between sentences?</td>
<td>I have checked for fragments and run-ons</td>
</tr>
</tbody>
</table>
CONVENTIONS

FINAL TOUCHES

Drafting Questions*
What are you trying to say here?
How can we separate your ideas into sentences and paragraphs?
What are the most important words in the story?
Let’s make a word bank of key words

*for tutor use only when errors in conventions interfere with meaning

Revision Checklist
All my sentences start with a capital letter
Words aren’t capitalized unless they need to be
All my sentences end with a punctuation mark
All my dialogue is punctuated correctly
I have worked with my tutor to correct spelling
General Tutor Tips

- **Be personable:** Engage in conversation, ask the student how they are, and share about yourself before jumping into the writing.

- **Offer student choice:** Instead of deciding for the student, ask questions to prompt the student to think of ideas and keep the session flowing.

- **Check-in with all students:** Try to ask one of your students to work independently for a bit, remind them to share the mic.

- **Set clear expectations:** Keep track of time, set achievable goals for the session, check in often.

- **Meet students where they are:** Support their exploration of ideas and help in getting ideas written down.

- **Encourage effort:** Continue to offer support. Ex: “You are working so hard, thank you for your concentration.”
After reading either of the two writing samples, "Candy Galaxy" or "Ecuador", respond to the following questions using your map and tutor strategies for reference.

1. What’s the first thing you see, think, or feel in response to the writing?

2. How can you make a personal connection with the student over the text?

3. What will you praise in the writing? What are its strengths? (Writing Traits)

4. Which writing traits or aspect of the piece would you encourage your student to focus on or develop further? Why?

5. What guiding questions can you ask to encourage developing the story?

6. If this were the final session, what might you encourage the student to add to conclude the piece?
Candy Galaxy

If a washing machine were a portal, I would go to candy galaxy. Because I love candy, and I would have slides that are made of candy and you could eat the candy, but every time that you ate a candy in 3 seconds a new candy appears. And every time that it gets dark the candy will turn into beds. If you feel lonely the candy will turn in to people. And then you could play with your candy friends and then you could have a candy party, and then you could slide down all of the slides, and then you could invite as many people as you want because you could just say "candy!" and a lot of candy will turn into in to people!
Ecuador

The first time I went to Ecuador I was so happy because I had never been on a plane before in my life! I was so scared when I was on the plane because they told me that my ears would pop. So my mom told me to chew on gum. When we got to Ecuador, it was so hot and it was so cold over there. That is because Ecuador has a hot coast and cold mountains. I visited my family in both sides of the country. It was stunning to see the mountains where my dad grew up. It was also fun to visit the beaches where my mom grew up in Manta. I loved visiting Ecuador and getting to know where my parents grew up.
I am a rushing river, adapting to change. I can go with the flow, getting stronger with many storms.

From *A Bolt of Lightning*  
By Franklin H., age 11  
826 Valencia student author
Policies and Expectations
Volunteer Requirements, Policies, and Expectations document

Important guidelines outlined in document you will receive via email. Please read carefully and sign via DocuSign.

Reach out to us with questions!
Volunteer Expectations

Be Prepared
Carefully read the email from 826 staff the day before a session, which will contain essential assignment information, logistics, and directions. Ask the 826 staff member or teacher questions before you begin working with a student.

Be On Time
Please remember that all of our programs begin promptly at their listed time. We ask that you inform us as soon as possible via email if you are running late or if you must make a scheduling change. Allow ample time for transportation and arrive no later than the designated start time. We will have the chance to answer questions and review the plan before we meet students.

Be Engaged
Be an active listener. Take notes on what the student says. Show the student that you are eager to work with them. Look for what the student is doing well and let them know!

Be Flexible
Meet the student where they are in the writing process, even if you’re expecting to revise a draft and only see a brainstorm! Start there, and give the student the support they need in the allotted time. You can expect to encounter a wide range of writing strengths and needs—you will need to adjust your approach accordingly.

Be Confident
Show the student that you believe in them and are ready to work! Your role is to set a goal, chart a course, and monitor time (and to enjoy the experience). Do set clear boundaries and make multiple attempts to get students on track, but please reach out to teachers or 826 staff with questions regarding behavior or safety concerns.

Be Receptive
Your role is to help students to write personally meaningful pieces in their own voice. Get to know your students and incorporate their interests when possible. Ask open-ended questions. Give students creative control over their piece (to the extent possible/appropriate). Employ the Socratic Method to foster independence.

Be Communicative
826 Valencia staff primarily use email to communicate about volunteer shifts. Whenever 826 staff sends you emails, please read the details carefully and respond if you have any further questions. All volunteers, interns, and partners are expected to notify 826 Valencia staff ASAP if there is a need to cancel. 24 hours advance notice is preferred.
Tutor Expectations

**Attendance**
Please be on time.
Be present while you’re here.

**Communication**
Be clear with staff and students.
Email ahead of time to share if you can’t attend anymore.

**Boundaries**
Do not exchange personal information (email, phone, address).
Use respectful language.
Maintain confidentiality.
Never be alone with a student (including in virtual spaces).
Mandated Reporting

826 Valencia staff are mandated reporters in cases of suspected abuse or neglect.

If, in the course of a tutoring session, an intern or volunteer becomes concerned for a student’s safety, they are required to report this immediately to an 826 staff member.
Student Safety

I understand that, as a volunteer, I may not

- exchange contact information with students at any time,
- set up appointments with students outside of 826 Valencia,
- provide transportation to any students,
- or purchase anything for students without permission from 826 staff.

I understand that if a student says, writes, or suggests that they have been hurt, want to hurt someone else, or want to hurt themselves, I am mandated to report this to program staff. I understand that online sessions may be recorded for safety and training purposes.

I will not publish a student’s name, school, or any other identifying information, or share photographs of any students on social media or a personal blog, without the permission of 826 staff.
IN-PERSON GUIDELINES
For volunteers and staff working in 826 centers and school sites

Vaccinations

● Required to be up to date on COVID-19 vaccinations
  ○ Including booster doses, when eligible
● All 826 staff are required to be vaccinated as well

Masking

● All staff, volunteers and students* will wear masks at all times in our programs
● N95, KF94 & KN95 masks are recommended

*Students at school sites may follow SFUSD masking guidelines: currently "strongly recommended".
IN-PERSON GUIDELINES
For volunteers and staff working in 826 centers and school sites

Self Screening

Check yourself for these symptoms before going into a center:

- Headache
- Lost taste or smell
- Sore Throat
- Congestion
- Nausea or Vomiting
- Diarrhea
- Fever or Chills
- Cough
- Difficulty Breathing
- Fatigue
- Muscle or Body Aches

Stay home if you are experiencing any of these symptoms.

Notify the Volunteer Team by emailing volunteer@826valencia.org if you have to cancel a volunteer shift.
IN-PERSON SAFETY MEASURES
For volunteers and staff working in a center

Contact Tracing/ Positive Diagnosis
In case of a positive COVID-19 case, we will follow the DPH guidelines for notification.

- Notify us (volunteer@826valencia.org) if you become ill and/or test positive for COVID-19 within a week of your last tutoring shift. We will share with 826 Valencia HR and Executive Director.
- You will be notified by email if you were a close contact when a positive case was identified.
IN-PERSON GUIDELINES
For volunteers and staff working in 826 centers and school sites

Tuberculosis Screening

- Must complete a TB Risk Assessment with a licensed healthcare professional
- If TB risks are identified, or you know you have a higher risk of TB: Undergo TB testing and receive a negative result.
- Submit proof via email to volunteer@8v6alencia.org within 60 days of first volunteer shift
- Must be renewed at least once every 4 years while actively volunteering with 826 Valencia.
Next Steps

- Sign up for your first volunteer shift!
- Review the Volunteer Handbook, emailed soon!
- Sign the Volunteer Requirements, Policies, and Expectations via DocuSign.
- Complete and turn in your TB Risk Assessment.
- Join our Volunteer Community Facebook Group
- Complete our Exit Ticket!
Orientation
Exit Ticket

Please complete our quick survey:
https://tinyurl.com/vols826

![QR Code](image)
Volunteer Requirements, Policies, and Expectations

Don’t forget to sign through DocuSign!
Thank you!