

Official Multnomah County Library

Spanish Style Guide

Updated January 2025

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Purpose of the style guide:

This guideline serves as a starting point for the creation of documents, web pages, flyers and other written or printed communications in Spanish. The overall goals of setting a style guide are:

- To promote clarity and consistency through the use of accurate terminology, grammar and idioms
- To ensure that our community becomes familiar with our common language
- To ensure that the translated documents are of a quality comparable to their English language counterparts and are culturally relevant

For these reasons the following guidelines are set forth:

- **Always know who your audience is; use formal (Usted) voice for adults and informal (Tú) voice for children and teens.**
- **Use words that are familiar to a majority of our [Spanish-speaking patrons](#).**

Though census data shows that a good portion of Spanish speakers in Multnomah County come from Mexico, language and culture vary not only from one Spanish speaking country to another but also on a regional basis within the same country. For the most accurate picture of our community, the best practice is to look at the most current data available (such as the [American Community Survey and the Multnomah County Community Demographic Profile](#)) and to speak directly with library staff who serve that community on a daily basis.

- **Leave created library terms in English that are directly related to names of library groups, people, rooms or buildings.** E.g. *Estoy buscando el grupo Books 2 U.*
- **If a pre-existing translation exists** for organizations, groups, documents or items outside of the library (such as the ALA, Go Figure! or Gone with the Wind), use that translation. Consult with the group if such translation is not accurate and agree with another one together.
- **Do not place undefined English words in the middle of a sentence that is written in Spanish.** Rather, use the correct and valid alternative in Spanish; e.g. the word *greenhushing* is translated as *ecosilencio*: *El ecosilencio es también perjudicial para avanzar en la acción por el clima.*
- **If a word or phrase in English has not been adapted or translated to Spanish, write it in English (use italics or quotation marks to alert the reader) and follow**

with a Spanish clarifier in parentheses if there is any doubt whether the patron needs to know the meaning. The parenthesis should not be in *italics*. Example: La biblioteca no garantiza la ausencia de virus que puedan alterar el *hardware* (equipo de aparatos de una computadora) del usuario.

- **Use terms that give exact meanings rather than colloquialisms, cultural parallels or inferences.** E.g. Use *Clase de computación* instead of *Clase de tecnología* if the class is only about computers, but *Ayuda tecnológica* if individual help is provided with devices, etc.

- **Use simple and less wordy expressions** as long as the meaning is not sacrificed and information is not omitted. Although the use of passive voice is not incorrect, its use is much more limited in Spanish than in English because it can be more wordy and convoluted, therefore it is advisable to use more direct and simple alternate expressions when appropriate.

- **Translation must be free of grammatical and spelling errors.** If there is any doubt about the meaning of a word, how to write a word or phrase, or when to use a punctuation mark, consult the *Real Academia Española* at <http://www.rae.es/>

- **A translation should be culturally appropriate and deliver a clear message to the intended audience.** A translation does not duplicate another culture, rather it supports the unique and evolving culture of the Spanish-speaking staff and patrons of Multnomah County Library.

- **All translations should be proofread, specifically by a competent language translator or expert.**

Addresses and phone numbers

Addresses

- Addresses, street names and cities should be left in English. Note that some names like Oregón have a tilde (accent mark) in Spanish. However, if the address is in English, we will write either OR or Oregon, without an accent.

- Do not use periods with SE, SW, NE, NW and N (Effective Aug. 2012)

- It is not necessary to identify the quadrant twice at an intersection: NW 23rd Ave. and Savier St., not NW 23rd Ave. and NW Savier St.

- Do not use superscript with ordinal figures. Correct: SW 10th Ave.

- Always include St., Ave., Blvd., etc. Abbreviate unless spelling them out is desirable for design purposes.

- Most Portland compass points begin with a capital letter: Northeast Portland, North Portland, Northwest Portland, Southwest Portland, Southeast Portland. E.g. Belmont Library is located in Southeast Portland.

Phone numbers

- Use this format: 503.988.1234 instead of hyphen to separate numbers.

Capitalization, italics and quotation marks

Capitalization

- For the titles of any creative work, literary or artistic (books, CDs, DVDs, lectures, pamphlets, comics, movies, paintings, sculptures, plays, radio and TV programs) capitalize the first word and any words that are proper nouns: *Lo que el viento se llevó; La historia de la Biblioteca del Condado de Multnomah; La increíble y triste historia de la cándida Eréndira y de su abuela desalmada.*
- For the titles of periodicals such as magazines and newspapers, collections, legal and historical documents capitalize each initial letter of nouns and adjectives, and write in lowercase letters connecting words like prepositions or conjunctions: *El País, El Mundo Deportivo, Diario de la Tarde, Ley General del Sistema Educativo, Declaración Universal de los Derechos Humanos.*

Capitalize as well:

- Generic names of roads or urban spaces from English: *Russell Street, Quinta Avenida, Central Park*, as it is usual in this language.
- The nouns and adjectives that make up the name of entities, agencies, departments or administrative divisions, buildings, monuments, public establishments, political parties: *Ministerio de Hacienda, Biblioteca Central, Biblioteca Nacional, Teatro de Portland, Instituto de los Niños, Facultad de Medicina.*
- The nouns and adjectives that are part of the name of periodicals or collections: *Nueva Revista de Filosofía*
- For news headlines and titles of articles, capitalize the first word and any proper nouns; lowercase all other words: *Cuatro heridos en el derrumbe de un inmueble en Portland.*

- For titles in other languages write the title in italics capitalizing the first word and any words that are proper nouns. If the translation is included, write it in italics and in brackets [] to separate the translation from the title.

- Use lowercase letters for the names of tribes, languages and the origin of place: *el pueblo inca, los mayas, el español, los ingleses, los indígenas.*

Italics and quotation marks within the text

- Write book titles in italics when the text is in roman letters or vice versa, only capitalizing the first word and any proper nouns: “En el libro *El lenguaje en los medios de comunicación*, libro en el que han participado varios autores...”

- Use quotation marks and italics to cite the title of an article, a poem, or a chapter of a book: *Ha publicado un interesante artículo titulado “El léxico de hoy”.*

- Words that do not have direct translation, words written and pronounced as originally intended, should be written in either italics or in quotation marks: *En el salón de la Biblioteca de Midland han puesto una «boiserie» que les ha costado un dineral.*

- Write in italics or in quotation marks words to indicate an improper expression, words that are misspelled purposely or words written with a special meaning

COVID

The acronym COVID-19 and covid-19 are correct spellings to refer to the coronavirus disease. It is considered incorrect when it is written only with the initial c capitalized as Covid-19. Multnomah County Library uses the acronym COVID-19 spelling to avoid confusion, encourage standardization, and write it as the CDCs and the World Health Organization do. In cases where -19 is not used in English, we will write COVID in capital letters without the -19 in Spanish.

Although the articles *el* and *la* are correct to use before COVID, we will use only **la** for standardization purposes, unless it is specific to the word ‘coronavirus’, in such case, we will use **el** coronavirus. For more information consult [linguistic recommendations for all related to COVID-19](#).

Dates and times

Dates

- Days of the week, months of the year and seasons are written in lowercase letters, unless they appear as the first word of a sentence or new line of text (as in a table), or

when they are historical dates, holidays or part of a proper name. Correct: *lunes, martes, miércoles, etc.; abril, mayo, junio, etc.; invierno, primavera, verano, otoño. Primero de Mayo, Primavera de Praga, Viernes Santo, Hospital Doce de Octubre.*

- In context, the date precedes the month, and the article is used for numbers: *El autor viene el 21 de junio de 2022. El programa se ofrecerá desde el 3 hasta el 5 de mayo.*
- Use a comma between the place and the date, and between the name of the day and the date: *Portland, 21 de febrero de 2022. Lunes, 14 de marzo de 2022.*
- In a tabular or stand-alone listing of dates, the first letter is not capitalized and no comma is used: *viernes 6 de enero. 1-15 de mayo.*
- Use the preposition *de* instead of *del* before the year: *14 de marzo de 2022.*
- In Latin America, the ordinal 'first' is used to designate the first day of each month: 1.º de mayo, first of May; while in Spain the use of cardinal one is more common: 1 de mayo.

Times

- Use the 12 hour clock instead of the 24 hour clock.
- Exception to the rule: Although the standard Spanish grammar for abbreviations *a. m.* and *p. m.* is with periods and space between the abbreviation letters, MCL will use lowercase letters, space between numbers and letters, no space between letters of abbreviations, and no periods unless it is a period at the end of a sentence: *El autor Xavier Garza firmará libros a las 2 pm y a las 6 pm.*
- Omit extra zeros: *10 am* (not 10:00 am) *6 pm* (not 6:00 pm)
- Use *de... a* to separate start and end times unless space is limited; then use a long dash without spaces: *de 1 a 2 pm* or *1–2 pm*
- Write 12 pm, rather than *mediodía* for programs and for library hours: *Firma de libros por el autor antes de las 12 pm. La Biblioteca de Midland abre a las 12 pm los miércoles.*
- Separate hours from minutes with a colon: *10:30 am*
- For duration times, the abbreviations *h* and *min* will be used without a period, unless it is at the end of the sentence: *La Hora de Aprender durará 2 h 30 min. Habrá 15 min de intermedio durante la presentación.*
- Use am or pm only once when time does not change from morning to afternoon, and add a space after the time: *3–6 pm*

Figures and numbers vs. words

From the English Style Guide:

- The general rule is: spell out whole numbers below 10 [and] use figures for 10 and above.

- Do not mix numbers with letters. Do not write: *La biblioteca tiene capacidad para 10 mil clientes*; write instead: *La biblioteca tiene capacidad para 10 000 personas usuarias*.
- However, *millón*, *billón*, *trillón* y *cuatrillón*, are nouns and can be written with figures and letters. E.g. *14 millones de personas asistieron al evento*.

Note: Be aware that the *one billion* in English (one thousand million, with twelve zeros) is not equivalent to the *un billón* in Spanish (one million of millions, with nine zeros)

- Both international standards and the Language Academies have established that **groups of three figures are separated with a space not with a period or a comma**.
 - For ease of reading, numbers with more than four digits are written with spaces separating groups of three digits, starting from the right e.g. 12 315 for Twelve thousand three hundred and fifteen.
 - For numbers with four digits, the space is omitted, e.g., 3400
- Age — Use figures unless it's the beginning of a sentence. *Los niños de 5 años asisten a la hora de cuentos. Treinta y cinco personas asistieron a la presentación*.
 - Money — Use figures unless it's the beginning of a sentence. Prices start at 25 cents. Twenty-five cents is a great deal! My total bill was \$20.50 for four books.

Note: In Spanish it is recommended to avoid beginning a sentence with an amount written in numbers, although it is not a mandatory norm. The solution does not necessarily have to be to write the amount in letters. Many times it is enough to change the order of the sentence or write it in another way: *Docientas personas asistieron al evento. Asistieron al evento 200 personas*. This does not mean that it is wrong to start the sentence with a number. It is a general recommendation that, like other indications of style, it depends on several factors including context. If you opt for figures, the word that follows is in lowercase.

From RAE: Use figures or words when writing numbers based on the kind of text, its

use, and the complexity of the number. As a general rule, use figures in scientific and technical text, labels, signs, news media and advertising, and use words in literary or non technical documents unless the number is very complex.

School grades

For flyers such as Summer Reading, use dash for a range of school grades: *K–5*, *PK–12*.

Use this format for the ordinal school grades by using the letter o (º), do not confuse with the degree symbol (°) for centigrades: *Incluye orientación a nivel de grado sobre los siguientes pasos para alumnos de 9.º, 10.º, 11.º y 12.º grado(s)*.

Ordinal grammatical rule: When several ordinal numerals modify the same noun, they necessarily designate a plurality of things, since each ordinal indicates a different element within the series. If the ordinals are postponed, it is normal for the noun to be in the plural: *El ascensor llegó abarrotado desde los pisos primero y segundo*; if the ordinals are prefixed, the noun can be singular or plural, with a certain preference in the use of singular: *Adiviné la escena desde el ascensor, entre el cuarto y sexto piso*.

Write with figures:

- Decimal numbers: *El índice de natalidad es de 1.5 niños por mujer*. The unit of the decimal is expressed in plural. *0.5 millones de pesos (y no 0,5 millón de pesos)*.
- Percentages of numbers above ten. From 1 to 10 you can use either figures or words: *El 3% (o tres por ciento)*. The symbol % is read: *por ciento*. In the case of 100% you can use the figure or three different expressions using words: *cien por cien, cien por ciento o ciento por ciento*. Note that *cien por ciento* is the most common expression.
- Numbers of a series written after the noun: *página 3 (o pág. 3), habitación 317 (o hab. 317), número 37 (o núm. 37), tabla 7, gráfico 15, volumen 2, tomo iii, libro ii, capítulo iv, escena viii. etc.*
- Ordinal numbers written before the noun *3.er tomo, 12.º capítulo*

Note: It is not recommended to write numbers using both figures and words in the same statement, it is better to write them all in figures: *En la Biblioteca de Gresham hay 35 manuscritos y 135,226 volúmenes impresos, 134 de ellos incunables*.

Write with words:

- The numbers that can be expressed in one word: from one to twenty-nine, tens (*treinta, cuarenta, etc.*) and hundreds (*cien, doscientos, etc.*).
- The numbers that are expressed in two words (*ciento uno, trescientos mil, dos millones, etc.*) or in two words with the conjunction *y* (*hasta noventa y nueve*).

- The numbers that are approximations: *Creo que nació en mil novecientos cincuenta y tantos; Había unas ciento cincuenta mil personas*
- If the number is followed by the unit of measurement, write the number with words: *veinte kilómetros*; but if the unit is an abbreviation, write the figure not the word: *20 km, 5 cts., 45 págs., 2 vols. 35° C.*

Gender-Inclusive Language

Multnomah County Library strives to be welcoming, inclusive and reflective of the community it serves. The following guidelines for the use of gender-inclusive language are part of an evolving body of work based on community and staff input to serve our community in the broadest sense. The Spanish language translation team and library leadership recognize that these practices may not reflect the preferences of some staff members. We will continue to gather feedback and evolve our approach over time.

MCL will use gender-inclusive pronouns when communicating or referring to someone, or a specific group that uses a specific term to self-identify (e.g. *Latine* or *Chican@s*). At this time, there is no other standardized procedure in place but this can change in the future as the language usage changes. For internal communications, staff should address colleagues utilizing the terminology with which they identify.

The library will not use offensive or derogatory terms, including such terms derived from the identity of a specific group, outdated terms or overly clinical terminology in its communication, e.g. *no binario* instead of *disforia de género*.

Use of forward slash (/), parentheses () and hyphens for gender inclusiveness

Avoid using forward slash (/), parentheses () and hyphens to include multiple genders e.g. *Nombre del niño/a* or *Todos(as) están invitados(as) a participar*.

Their use is not recommended because they are not very legible, they are redundant and can distract from the intended message. It is also recommended **not** to use slash in forms, library card applications or any other library documents.

Hispano(a), Chicano(a), and Latino(a)

The terms ***hispano/a***, ***chicano/a***, and ***latino/a*** have varied and complex meanings and it is not always evident whether someone includes themselves in these groups. If we are required to use a term that describes the culture rather than the specific language in the library (as in Events & Classes descriptions), we use the word "*latino*"; it is a more inclusive term that recognizes people with Latin American roots, regardless of language

spoken and has been a term used for decades by Spanish language tv and radio broadcasting networks, musicians, artists and writers of Latin American descent in the United States e.g. *Tito Puente y Celia Cruz fueron grandes intérpretes de la música latina en los Estados Unidos durante la década de los setenta*. It has been coined Latin music, not Hispanic music.

Spanish-speaking patrons

The word *español* is a noun referring to the language as well as an adjective that is used to describe people, products or entities originating in the country of Spain. It does not, however, refer to any other people who may or may not speak the Spanish language. Spanish-speaking patrons are those who express themselves and use resources in Spanish regardless of their country of origin.

Use of “x” and “e”

It is important to note that the neologisms “*Latinx*” and “*Latine*,” which are terms that originated in the U.S., have been embraced by some Latinos in the recent past as gender-inclusive terms for people of Latin American heritage. However, the library will continue to follow the lead of authoritative Spanish language regulating bodies such as RAE (Royal Spanish Academy) by using the [established unmarked default gender](#) when referring to groups of people e.g. *Latinos, niños, todos, etc.*, in order to avoid possible confusion and difficulty reading the words as in *Día de lxs Niñxs, Todxs lxs latinx están invitadxs. Día de les Niñes y Día de los Libros*.

The inclusive **e** or **x** impact the content/meaning of words; for instance, in the phrase “*les niñes*,” the noun “*niñes*” invokes the word “*niñez*” (childhood) misspelled; and the pronoun “*les*” can be interpreted as a form of [leísmo](#) or give the sensation that there is no object. This impacts not only the word structure and sound, but also the meaning since the transformed words can be assumed to be in a different language (perhaps by error), thus confusing the reader, e.g. “*les*” means “*los*” in French, and “*elles*” means “*ellas*” in French (and Portuguese written “*eles*”), so the phrases “*les niñes*,” “*elles juegan*” and others derived from the use of **e** or **x** can confuse and mislead the reader to think that the phrase (or part of it) is in a language other than Spanish or that the words were misspelled.

Use of @

In the same way, the library will not use the symbol **@** to substitute word vowels for gender inclusive purposes. While this symbol has the intention of capturing both male and female genders, it does not represent nonbinary people. This strategy also tends to make reading difficult for visually impaired people who use electronic reading media,

and it represents the problem of difficult or impossible pronunciation of the resulting words. It can also cause a problem in electronically written documents and software as an unintended email address protocol.

In conclusion, the library will not use x, e, or @ in any written form (except when communicating or referring to someone or a specific group that uses a specific term to self-identify e.g. “*Latine*” or “*Latinx*”) **for the following reasons:**

- To ensure access to our materials and services for all people who are trying to use the library by adhering to consistent editorial standards, rules and practices, when communicating with the public in written form.
- To ensure consistency in communications to the public by avoiding the use of terms that are in a state of flux i.e. Latin@, then Latinx, then Latine, and so on. Because there is currently no consensus about how and when to use gender-inclusive pronouns, other than with groups who self-identify and use them, it's important to consider how far it is appropriate to change the language without alienating your audience. There needs to be a balance between inclusivity and readability – between the ideal inclusive language, and the language used daily by the intended audience. There also needs to be a consensus and a guideline with standardized grammar rules and terminology that translators/editors can follow to ensure consistent communication.
- To promote clear communication and avoid difficulty pronouncing and reading words in Spanish such as Chican@, Latinx, etc.
- To avoid confusion from readers since those terms are not widely known and/or used by native Spanish speakers according to a study conducted by the [Pew Research Center](#) (“*About One-in-Four U.S. Hispanics Have Heard of Latinx, but Just 3% Use It*”).

Further reading from FundéuRAE:

[Inclusive Language, a brief guide on everything that is happening](#)
[Informe de la RAE sobre el lenguaje inclusivo](#)

Recommendations for alternative useful and effective strategies that work toward gender inclusive language:

Writing library texts without using gender

- No visibilizar el género cuando no lo exige la situación comunicativa
Not making gender visible when the communicative situation does not require it
- Omitir el determinante ante sustantivos comunes en cuanto al género

Omit the determiner before common nouns regarding gender

- Emplear sustantivos colectivos y otras estructuras genéricas para referirnos a grupos de personas
Use collective nouns and other generic structures to refer to groups of people
- Usar la palabra *personas* o *gente* en lugar de hombres/mujeres
Use the word people instead of men/women
- Usar el pronombre relativo *quien(es)*, los pronombres indefinidos *alguien*, *nadie* y *cualquiera* y el adjetivo indefinido “*cada*” seguido de sustantivo común en cuanto al género
Use the pronoun who, the indefinite pronouns someone/somebody, nobody and anyone and the indefinite adjective “each” followed by a common noun in terms of gender
- Usar adjetivos sin marca de género en lugar de sustantivos
Use adjectives without gender instead of using nouns
- Usar la estrategia de desdoblamiento (bienvenidos y bienvenidas instead of bienvenidos)
Use the “unfolding” or “doubling up strategy” by writing both the masculine and feminine forms of nouns, adverbs and adjectives
- Emplear construcciones con “*se*” impersonal (se recomienda, se debatirá o se elegirá) / *Use constructions with impersonal it (it is recommended, it will be discussed, it will be chosen)*
- Omitir el agente / *Omit the agent*
- Usar el infinitivo y el gerundio / *Use the infinitive and the gerund*

Examples

Uso de / Use of (when referring to a person or people)	Sustituir por / Substitute for
el, los, aquel, aquellos seguidos del relativo que: el que/los que	quien, quienes, cada
artículo uno	alguien o cualquiera
indefinido masculino unos	aproximadamente
adverbios con marca de género: Más de la mitad de los artistas asistieron	En ocasiones, cuando los sustantivos son neutros se puede omitir el artículo:

a la capacitación	La mayoría de artistas asistió a la capacitación
los trabajadores / los empleados	el personal
los usuarios	las personas usuarias
los expectadores	las personas espectadoras
los alumnos	el alumnado
los jóvenes	la juventud/la gente joven
nueve de cada diez ciudadanos...	nueve de cada diez personas...
algunos opinan que...	hay quienes opinan que...
todos pueden asistir a la sesión	cualquiera puede asistir a la sesión
el desempleo entre los jóvenes	el desempleo juvenil
los interesados deben presentar el formulario en la oficina...	el formulario se debe presentar en la oficina...
los encuestadores llegaron a la conclusión de que...	con la encuesta se llegó a la conclusión de que...
los participantes mantendrán un debate	habrá un debate

Job titles

The new edition of the *Ortografía de la lengua española* (Spelling of the Spanish language) recommends the use of lowercase in all circumstances for job titles because they are common nouns.

MCL will write all job titles in lowercase:

- Whenever they appear before or after a person 's name: *La carta fue firmada por la directora de bibliotecas, Vailey Oehlke.*
- Use alone, without a person's name: *La directora de bibliotecas autorizó...*
- Set off from a person's name with commas: *La carta fue firmada por Vailey Oehlke,*

directora de bibliotecas.

- Note that job titles will be in feminine if the person in charge is a woman: *La bibliotecaria mostró su propuesta a la directora de servicios comunitarios, Jen Studebaker.*

Library groups

Use capital letters for nouns and adjectives, and lowercase all other words that are part of the name of entities, institutions, organizations, administrative departments, buildings, monuments, etc.

Amigos de la Biblioteca. *Friends of the Library.*

La Fundación de la Biblioteca. *The Library Foundation.*

El Gabinete de Asesores de la Biblioteca. *Library Advisory Board.*

La Asociación de Bibliotecas de los Estados Unidos. *American Library Association.*

Library Terms (MCL Spanish glossary)

Official [MCL Spanish glossary](#) with a full list of commonly used terms, including names of programs, services, events and locations.

Note: All public written communications in Spanish should adhere to the terminology in this glossary.

Literary awards

Use capital letters for nouns and adjectives that are part of the awards e.g. *Patricia Ramírez ganó la Medalla Caldecott y la Medalla Newberry por su ... Caldecott Medal winner, Caldecott Honor book Newbery Medal, Newbery Honor, Newbery Medal winner, Newbery Medal book.*

Do not use *Premio Caldecott* or *Premio Newbery*. You can describe the Caldecott or Newbery as *premio* with a lowercase *p*, but only if the text has already clarified whether it was the Medal or the Honor.

Names of Central Library locations

Use capital letters for nouns and adjectives, and lowercase all other words that are part of the name of entities, institutions, organizations, administrative departments, buildings, monuments, etc.

Words that do not have direct translation, words written and pronounced as originally intended, should be written in either italics or in quotation marks.

- Biblioteca de Niños Beverly Cleary
- Teatro para Cuentos Fundación Clark
- Galería Collins
- Centro de Aprendizaje de Computación
- Techo Ecológico
- Tienda Amigos de la Biblioteca
- Sala de Documentos Gubernamentales
- Centro de Información de Becas
- Humanidades Sala Norte o Literatura e Historia o Biblioteca de Literatura e Historia Helen Kroll o Humanidades Sala Norte
- Sala de Mapas
- Sección de Humanidades de las Tribus Confederadas de Grand Ronde
- Humanidades Sala Sur o Arte y Música o Biblioteca de Arte y Música Henry Failing o Humanidades Sala Sur
- Colección Especial John Wilson
- Periódicos, Sala/Sección de Periódicos
- Biblioteca Popular
- Ciencia y Negocios, Biblioteca de Ciencia y Negocios Meyer Memorial Trust, Sala/Sección de Ciencias y Negocios
- Sala Sterling, Sala para Escritores
- Sala U.S. Bank

Names of library locations

Administración / Administration

Administración de la Biblioteca / Library Administration

Servicios de Alcance a la Comunidad / Library Outreach Services

Use initial capital letter for libraries names; capitalize the word *Biblioteca* since this is part of the name (proper noun):

Biblioteca de Albina

Biblioteca Móvil

Biblioteca de Belmont

Biblioteca de North Portland

Biblioteca de Capitol Hill

Biblioteca de Northwest

Biblioteca de Fairview-Columbia

Biblioteca de Rockwood

Biblioteca de Gregory Heights

Taller Creativo de Rockwood

Biblioteca de Gresham

Biblioteca de St. Johns

Biblioteca de Hillsdale

Biblioteca de Sellwood-Moreland

Biblioteca de Hollywood

Biblioteca de Troutdale

Biblioteca de Holgate

Biblioteca de Woodstock

Biblioteca de Kenton

Biblioteca Central

Biblioteca de Midland

Centro de Operaciones de la Biblioteca

- *Central* doesn't use *de* since it is an adjective. Northwest does because the adjective is different in English

- Do not use article before a library's name: la Albina, la Midland are incorrect

- Call them *bibliotecas del vecindario* for neighborhood libraries or *bibliotecas locales* for local libraries, but do not use *sucursal de la biblioteca*. Use *ubicación de la biblioteca* for library location.

Name of the library system

Multnomah County -----Condado de Multnomah

Multnomah County Library-----Biblioteca del Condado de Multnomah

Multnomah County libraries -----bibliotecas del Condado de Multnomah

Multnomah County Library locations-----ubicaciones de las bibliotecas del Condado de

Multnomah

any Multnomah County library -----cualquiera de las bibliotecas del Condado de Multnomah

- Don't use *sucursal*, use the word *biblioteca*. E.g. *La Biblioteca del Condado de Multnomah tiene varias bibliotecas (no sucursales) en el este de la ciudad.*
- Never use the word *librería* to mean *biblioteca*.
- Do not use *la Biblioteca* with an uppercase B. The term *biblioteca* alone is a common noun, not a name, even when you are talking about MCL.
 - The full name of each library must be capitalized even when in the middle of a sentence, e.g., *La Biblioteca de Albina será renovada y ampliada, lo que permitirá disponer de 30 000 pies cuadrados de espacio.*

People with disabilities

Library statement:

All abilities are welcome. For disability accommodations, call 503.988.5123 or email help@multcolib.org 2-3 days before a program.

Todos son bienvenidos. Para acomodaciones por discapacidad, llame al 503.988.5123 o envíe un correo electrónico a help@multcolib.org 2 a 3 días antes de un programa.

Spanish Expression	English Expression
Hay acceso para personas con discapacidad	accessible
personas con discapacidad — no inválidos o incapacitados	people with disabilities — not handicapped or disabled people
personas con impedimentos auditivos (pérdida parcial del oído), personas sordas (pérdida total auditiva)	people with hearing impairments (partial loss of hearing), people who are deaf (total loss of hearing)
personas con movilidad reducida o personas con discapacidad física	people with mobility impairments
personas que usan silla de ruedas— no atado o confinado	people who use wheelchairs — not bound or confined

personas con impedimentos visuales (pérdida parcial de la vista), personas ciegas (pérdida total de la visión)	people with visual impairments (partial loss of sight), people who are blind (total loss of sight)
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Programs and services offered in Spanish

Official [MCL Spanish glossary](#) with a full list of commonly used terms, including names of programs, services, events and locations.

As an exception to the standard grammar rule for titles, which states that we capitalize only the first word of the title of any creative work, book, film, painting, sculpture, musical piece, radio or television programs, **MCL now capitalizes the first letter of nouns, adjectives, verbs and adverbs except for connecting words like prepositions or conjunctions in its program and event titles in Spanish to follow the English format.** This rule applies to specific and established classes, programs, performances, festivals, holidays, fairs, exhibitions, conventions. This makes it easier to identify the title of a Spanish program in a text. Example: Todas las familias son bienvenidas a la Hora de Cuentos.

Exception: The names of languages in Spanish will not be capitalized in program titles in order to avoid the appearance of a grammatical error. Correct: *Clase de inglés*

Note: The names of **school subjects** that do not constitute a library program receive the same treatment as if it were the title of a book or a lecture, that is, only the first word is capitalized: *Clase de inglés, Clases de computación, Introducción al teatro español, Historia de los sistemas*. However, if those names are used as a library program then use the MCL format for programs and services: *Clase de Computación*.

Spanish grammar

- Although country names are capitalized as in 'España', related adjectives, nouns, demonyms (gentilicios), describing inhabitants or language are not capitalized: *español, los españoles*
- If a letter requires a tilde, it is used regardless of whether the letter is capital or not: e.g. **SÁBADO**.
- According to Fundéu RAE, a single article can be used at the beginning of an enumeration as long as it agrees in number with all the nouns, whether singular or plural; but it is not necessary that it agrees in gender: *El estudio y descripción (o la*

descripción y estudio) de los seres vivos; las novelas y cuentos de Carlos Fuentes.

How to use commas:

- Do not use a comma before the conjunctions *y, e, o, u, ni* in a simple sequence or series: *Las personas usuarias aprendieron acerca de los servicios, programas y equipo electrónico que tiene la biblioteca.* See exception below.
- It is convenient for clarity purposes to write a comma after the words ‘*excepto, salvo y menos*’: *Todo es gratuito, excepto la comida. Abrimos todos los días, salvo cuando es día de fiesta nacional. Todos los artículos de la biblioteca se pueden tomar prestados, menos las tabletas.*
- It is convenient for clarity purposes to write between commas the author’s name when it is written after the title of his/her work: *La escultura El pensador, de August Rodin, es la más conocida de su creador.*
- If a sequence/enumeration is incomplete and there are only a few representative elements, there should not be a conjunction before the last item, but a comma. The list can close with ‘etcétera’ (or its abbreviation etc.), with an ellipsis (three periods) or simply with a period: *Acudió toda la familia: abuelos, padres, hijos, cuñados, etc.*

Estamos amueblando el salón para la hora de cuentos; hemos comprado el sofá, la alfombra, la lámpara... El salón de reuniones transmite paz: el clima, el silencio, las obras de arte.

- There may be cases when a comma is necessary after the conjunction: In a relation of complex elements that are separated by semicolon and comma, after the conjunction that introduces the last of the elements in a sequence: *Books2U, trabaja con primarias; La iniciativa Cada Niño, sirve a la comunidad preescolar; y, Hablamos su Idioma, se unió a la labor del programa de Lectura de Verano.*
- Comma will be used before the conjunction when the following element of the sequence is a separate predicate of the sentence, not part of the preceding element of the sequence: *Pagó su deuda, sacó libros en préstamo, y salió de la biblioteca. No sé si ir a Guadalajara a la Feria del Libro o ir a Nueva York a la Conferencia Nacional de Bibliotecas, o quedarme en casa.*

How to use of dash and hyphen (raya y guión):

- In Spanish there is only em dash, no end dash. The interpolation between dashes gives the idea of a bigger isolation from the text than the comma, but less than parenthesis. Use the punctuation em-dash (—) (for print) or two hyphens (--) (for the web) to introduce an interpolation. There should not be space between the opening and closing dash and the interpolation. Use space after the closing dash, unless what

precedes the dash at the end is a punctuation sign, then do not leave space between them: *Para él la sinceridad —cualidad que valoraba por encima de cualquier otra— era algo sagrado; El sitio web de la Biblioteca del Condado de Multnomah —multcolib.org— es otro recurso importante; Esperaba al autor de La sombra del viento —un gran amigo—, que, lamentablemente, no vino.*

• Use hyphen (-) to:

- Join two elements that form a composed word: *relaciones [franco-chinas](#), histórico-crítico, bomba-trampa*
- Express different types of relationships between simple words, similar to using a preposition or conjunction: *relación calidad-precio, dirección Norte-Sur, ferrocarril México-Querétaro.*
- Join a prefix to a word: *pro-Obama, anti-Mussolini, sub-21, but not with more than one word: pro Barack Obama, anti Benito Mussolini, pro Naciones Unidas*

The hyphen can also join names: *Antonio-Marcos, Sánchez-Cano, Tajo-Segura*

Voice

Spanish uses a formal and informal voice. The general guideline is: use formal (Usted) voice for adults and informal (Tú) voice for children and teens.

The formal voice ‘usted’ should be used:

- for instructional information about the library, e.g. how to get a library card, use the Internet
- for any general information pamphlets about the library
- any posted, recorded or written commands or instructions: *Si desea más información, oprima el número 6. No fume*
- in written or spoken form with any adult patrons, or when you are in doubt about what voice to use such as in electronic communications or when it is not clear if the person is an adult or adolescent.

The informal voice ‘tú’ should be used:

- when speaking with or creating materials or flyers for young children: *¡Ven! ¡Escucha un cuento!*
- on flyers or pamphlets when you want to establish an air of friendliness or informality

and the audience is children or adolescents: *Sabemos que tienes mucho para compartir...*

- if you feel comfortable addressing the adult patron or contact in an informal basis because you know them or if it is a child or adolescent

Signage

Writing in all capital letters has the intention to emphasize some phrases or words in texts:

- In informative texts the phrases that express fundamental content: *Por orden expresa de la dirección, se comunica a todos los empleados que, a partir de ahora, ESTÁ PROHIBIDO FUMAR DENTRO DE LA BIBLIOTECA.*
- On regulatory signs to ensure visibility: *SE RUEGA NO FUMAR; PROHIBIDO EL PASO.*

Note: Computer signs (Sign Up, Waiting List, Children's Station, etc.) and other signs are to be requested through the [Library Commons sign ordering page](#).

MCL statements

If you believe that material or content residing on the Library's website infringes a copyright, please report this via the library's takedown procedure .	Si cree que el material o el contenido que se encuentra en el sitio web de la biblioteca infringe un derecho de autor, por favor repórtelo a través del procedimiento de retirada de la biblioteca (disponible sólo en inglés).	url for takedown procedure: https://docs.google.com/document/d/1QsQJwYvRBnjTI_TdJnurbvfitpXxYljH/edit

Made possible by The Library Foundation	Hecho posible gracias a La Fundación de la Biblioteca.	
Made possible by gifts to The Library Foundation.	Hecho posible gracias a las donaciones a La Fundación de la Biblioteca.	
Made possible by gifts to The Library Foundation , a local nonprofit dedicated to enhancing our library's leadership, innovation and reach through private support.	Hecho posible gracias a las donaciones a La Fundación de la Biblioteca, una organización local sin fines de lucro dedicada a aumentar el liderazgo, la innovación y el alcance de nuestra biblioteca a través del apoyo privado.	
All abilities are welcome. For disability accommodations , call 503.988.5123 or email help@multcolib.org 2-3 days before a program.	Todos son bienvenidos. Para acomodaciones por discapacidad, llame al 503.988.5123 o envíe un correo electrónico a help@multcolib.org 2 a 3 días antes de un programa.	
(Only available in English)	(Sólo disponible en inglés)	

URLs o Direcciones de los sitios web de la biblioteca

- multcolib.org — include www if needed for consistency in a list, etc., but otherwise omit it
- facebook.com/multcolib
- twitter.com/multcolib
- flickr.com/photos/multnomahcountylibrary
- youtube.com/multcolib
- instagram.com/multnomahcountylibrary
- pinterest.com/multcolib

Note: the Spanish homepage for multcolib.org is multcolib.org/es. Similarly, many other webpages on MCL's website have an **es** such as multcolib.org/es/events

References and additional resources

Asociación de Academias de la Lengua Española <https://www.asale.org/>

Fundación del español urgente <http://www.fundeu.es/>

Por un Lenguaje Inclusivo

<https://www.anle.us/site/assets/files/1575/por-un-lenguaje-inclusivo.pdf>

Real Academia Española <http://www.rae.es/>

Vox Online Dictionary <http://www.diccionarios.com/>

Note: For questions regarding this style guide please consult Delia Palomeque Morales and/or Alán Gabriell