

The Library After the Bell

Name: _____ Date: _____

At Cedar School, the library closed fifteen minutes after the final bell. Its shelves held new books, but few students borrowed them after school. The library committee initially suggested buying more popular titles. Before spending its budget, however, it asked students to describe a typical afternoon. The answers shifted the discussion from what the library owned to who could actually use it.

Students with clubs reported that their meetings ended after the library closed. Others depended on a bus that left almost immediately after dismissal. Several said they wanted books but could not stay to choose them. These conversations revealed different barriers hidden behind the same low borrowing total. Listening did not solve the problem by itself, but it helped the committee stop treating every nonvisitor as an uninterested reader.

The committee could not extend every afternoon's hours. Staff members had other duties, and a later closing time would not change the bus schedule. Instead, it tested two limited changes for three weeks. On Tuesdays, a librarian stayed until the clubs finished. Students taking the early bus could reserve a book during lunch and collect it from a supervised cart near the exit. Each change responded to a particular barrier students had described.

During the trial, staff counted loans from the later session and the pickup cart separately. They also asked students whether the arrangements worked. The later session attracted club members, but the first pickup location became crowded. The cart moved farther from the doors, and students collected reserved books more easily. The committee learned something that a borrowing total alone would have concealed: a useful idea could still need adjustment.

At the next meeting, the committee recommended continuing both arrangements and reviewing them again after six weeks. It did not claim that every student now had equal access. Some students still needed help choosing books during the school day. Listening had helped define the barriers; a small trial had shown which responses worked and which needed revision. Together, those approaches gave the committee better reasons for its decisions than an immediate purchase would have provided.

Read closely. Find the evidence.

1. Which pair best states the two central ideas developed in the passage?

- A. New books attract readers, and clubs should end earlier.
- B. Students prefer carts, and libraries should stop buying books.
- C. Listening reveals barriers, and testing changes helps improve access.
- D. Bus schedules cause every problem, and loan totals provide every answer.

2. How do the student conversations and the cart's relocation develop the ideas differently?

- A. The conversations identify needs; the relocation shows how a tested solution can be refined.
- B. The conversations prove a solution works; the relocation identifies the original reading interests.
- C. Both show that borrowing totals are unnecessary.
- D. Both show that buying books is the best response.

3. How does the third paragraph connect the two central ideas?

- A. It replaces student input with staff opinions.
- B. It argues that the barriers cannot be changed.
- C. It presents unrelated services for all students.
- D. It shows the committee designing a small test around the needs it heard.

4. How does the final paragraph develop both ideas beyond the initial trial?

- A. It declares that all barriers have disappeared.
- B. It keeps the successful changes while recognizing more needs and planning another review.
- C. It abandons student conversations in favor of new books.
- D. It limits future decisions to counting loans.

Talk it through: Trace one central idea through paragraphs 1, 2, and 5 and the other through paragraphs 3, 4, and 5. Explain where they connect.