

The Library of Things

Original fiction · Read · Cite · Infer

Directions: Cite evidence for written responses; circle one option for MC; use extra paper if needed.

01 Read the Passage

[1] Lars proposed a school "Library of Things" to lend tools and gear. "It favours, or supports, equal access for everyone," he argued, polishing a donated camera. But Carmen frowned, pointing to a cracked lens. "Who pays when things break? If we use the student budget, it is unfair to those who do not borrow anything." Lars believed students would be highly responsible, but Carmen worried that without accountability, expensive items would quickly be ruined, leaving the school with nothing but bills.

[2] "We could run a weekly maintenance programme, which is a scheduled set of activities, to teach repair skills," Lars suggested. Carmen shook her head. "We cannot have unsupervised tool repairs; that is a major safety hazard. Plus, if we charge deposit fees to cover damage, we will exclude, or leave people out, who cannot afford them. That defeats the goal of fairness." Lars agreed that safety was paramount and that no student should be barred due to cost, but he still wanted to find a way to make the lending cupboard work.

[3] To resolve their disagreement, Carmen proposed a compromise: a structured, one-month trial plan. First, an adult supervisor must check all donated equipment before it is lent out to ensure it is safe. Second, instead of a compulsory deposit fee, they would rely on voluntary donations from those who could afford to contribute. This ensured that no student was financially locked out of the library, while still allowing a way to gather some backup funds for maintenance.

[4] Finally, they agreed to track all repair costs meticulously during the trial. Lars would log every cent spent on replacement parts, and they would review the budget after a month to see if the library was financially sustainable. "If the costs are too high, we will have to rethink the project," Carmen said. Lars agreed, confident that students would prove trustworthy. By combining Lars's vision of shared resources with Carmen's practical safeguards, they created a plan that balanced opportunity with responsibility.

02 Part A · Multiple Choice

1. What is Carmen's primary concern regarding the proposed 'Library of Things'?

- ☐ A. Students will not want to borrow the equipment.
- ☐ B. The cost of repairs will unfairly drain the student budget.
- ☐ C. Lars will not allow other students to use the camera.
- ☐ D. The school does not have enough space for the items.

2. What does the word 'programme' most likely mean as used in paragraph 2?

- ☐ A. A computer software application
- ☐ B. A scheduled plan of activities or lessons
- ☐ C. A list of actors in a play
- ☐ D. A commercial advertisement

03 Part B · Short Answer

1. How do Lars and Carmen differ in their viewpoints on how to handle damaged items? Use evidence.

2. How might Lars respond if repair costs exceed donations after the trial? Make an inference and support it with evidence from paragraph 4.

04 Part C · Vocabulary in Context

For each word, write its meaning as used in the passage, and quote the context clue that helped you.

Word from Text	Meaning in Context	Context Clue (quote the nearby words)
favours		
programme		
exclude		

05 Part D · Extended Response

What does this debate suggest about balancing fairness and access in a community? Answer in a developed paragraph with at least two cited details.

Reading Comprehension — Facilitator Guide

GRADES 6–8 • ELA • READING COMPREHENSION

Students read an original story about a school Library of Things. They practise comparing viewpoints, making supported inferences and using context clues. Designed for Grade 7, with support adjustable across Grades 6 to 8.

QUICK START

Learning target: I can cite direct evidence from the text to explain differing viewpoints, infer character attitudes, and determine the meaning of vocabulary in context.

TIME	GROUPING	MATERIALS
30–40 min	Individual reading, then partner discussion and independent writing	printed worksheet • pencil • paper

KEY VOCABULARY

favours

programme

exclude

compromise

sustainable

accountability

GUIDING QUESTIONS

How do Lars and Carmen's individual priorities shape their concerns about the Library of Things?

What compromise do they reach to balance equal access with financial responsibility?

Prerequisite knowledge: Students should be familiar with the concept of citing direct evidence from a text using quotation marks.

FACILITATION SEQUENCE

1 LAUNCH • 5 MIN

Students read the title and directions, then preview the questions in Parts A, B, and C to set a purpose for reading.

Watch for: Whether students notice the key terms 'favours', 'programme', and 'exclude' in the text as they do their first read.

TEACHING TIP • A useful prompt here is: "What does the title 'The Library of Things' make you think this library will lend out instead of books?"

TEACHING TIP • A useful prompt here is: "Look at the first question. What specific concern of Carmen's should we look for as we read?"

2 STUDENT WORK • 20 MIN

Students read the passage independently, annotate arguments, and complete Parts A, B, C, and D. Encourage students to draw a two-column comparison on scrap paper to support their analysis.

Watch for: Students relying on general assumptions rather than citing specific details. Note: No personal financial disclosure is required; offer a private written discussion option.

TEACHING TIP • Prompt: "Where in paragraph 1 or 2 does Carmen explain why she thinks the student budget shouldn't pay for repairs?"

TEACHING TIP • Prompt: "What does Lars say in paragraph 4 that shows how he expects students to behave during the trial?"

3 CONSOLIDATE & DISCUSS • 10 MIN

Students share their answers to the short-answer questions with a partner, comparing the specific quotes they used as evidence.

Watch for: Whether students are using direct quotes with quotation marks as instructed in the 'Read • Cite • Infer' header.

TEACHING TIP • A useful prompt here is: "How does your partner's quote from paragraph 4 support their inference about Lars's reaction to high repair costs?"

TEACHING TIP • A useful prompt here is: "How did the context clues in paragraph 2 help you define the word 'exclude'?"

Part A • Multiple Choice

- * **Question 1: B** (The cost of repairs will unfairly drain the student budget).
- * **Question 2: B** (A scheduled plan of activities or lessons).

Part B • Short Answer

- * **Question 1:** Lars values access and teaching repair skills. In paragraph 2 he proposes a "weekly maintenance programme". Carmen worries about costs and says unsupervised repairs are a "major safety hazard". They agree on adult equipment checks and voluntary donations. Accept accurate paraphrases supported by the passage.
- * **Question 2:** Lars might feel disappointed but accept revising the plan. In paragraph 4 Carmen says, "If the costs are too high, we will have to rethink the project"; the narrator then states, "Lars agreed". His earlier optimism makes disappointment plausible. Accept other inferences with relevant evidence and reasoning.

Part C • Vocabulary in Context

- * **favours:** Means *supports*. Context clue: "favours, or supports" (paragraph 1).
- * **programme:** Means *scheduled set of activities*. Context clue: "programme, which is a scheduled set of activities" (paragraph 2).
- * **exclude:** Means *leave people out*. Context clue: "exclude, or leave people out" (paragraph 2).

Part D • Extended Response (Model Paragraph)

A fair lending library needs to welcome students and manage repair costs. In paragraph 2, Lars agrees that "no student should be barred due to cost", which explains why deposits would limit access. In paragraph 3, "voluntary donations" provide a way to gather funds without requiring everyone to pay. Adult safety checks and a review after one month add practical safeguards. The compromise protects both access and shared resources. Accept other developed arguments supported by at least two relevant details.

LIKELY STUDENT RESPONSES, MISCONCEPTIONS, AND HELPFUL TEACHER MOVES

Anticipate these — and the response that moves thinking forward.

STUDENTS MAY...	WHAT THAT MIGHT MEAN...	A HELPFUL NEXT MOVE...
Choose a plausible option without checking the text.	The answer needs passage evidence.	Find Carmen's 'student budget' concern in paragraph 1.
Define 'programme' as computer software.	An everyday meaning is overriding this context.	Read the definition beside 'programme' in paragraph 2.

EQUITY, SEL, AND TRAUMA-INFORMED PROMPTS

EQUITY

Perspective invitations you can offer students — a second context, a missing voice, a different lived reality.

Invite students to discuss whose perspective might be left out if a school only offers activities that require expensive deposit fees, and how Lars and Carmen's compromise addresses this.

SEL

The emotional and interpersonal demands of this task — confidence, disagreement, frustration points, collaboration.

Help students navigate the constructive disagreement between Lars and Carmen, highlighting how they listened to each other's valid concerns to build a stronger, safer compromise.

TRAUMA-INFORMED

Participation safety and predictability — a private response option, lower-stakes sharing, predictable structure.

Offer a private written response or an optional partner check. Keep discussion about the fictional school; students do not need to disclose family finances.

UDL, DIFFERENTIATION, AND LANGUAGE SUPPORTS

IF STUDENTS NEED MORE SUPPORT

Scaffolds for the same core thinking: oral rehearsal first, sketch or sort before writing, a worked example, chunked steps.

Draw two columns on scrap paper: Lars and Carmen. Add each character's concerns and evidence before answering Part B.

IF STUDENTS ARE READY FOR MORE

Extensions that add complexity, not busywork: compare two approaches, justify a choice, transfer to a new context.

Ask students to write a brief follow-up proposal from Lars's perspective if the trial month ends up costing twice as much as the voluntary donations brought in.

LANGUAGE SUPPORTS

Name the language function (explain, compare, argue, justify) with sentence frames and oral rehearsal.

Name the language function: Compare and contrast viewpoints. Provide sentence frames: 'Lars argues that _____, whereas Carmen worries that _____. To resolve this, they decide to _____.'

CRITERION	WHAT IT LOOKS LIKE HERE	POSSIBLE EVIDENCE	HELPFUL NEXT STEP
Citing Direct Evidence	Using quotation marks and referencing specific paragraphs or character dialogue.	Student connects 'Lars agreed' in paragraph 4 to an inference that he would accept revising the plan despite his optimism.	Remind students to wrap their copied text in quotation marks to show it is a direct citation.
Analyzing Viewpoints	Distinguishing between Lars's focus on access/skills and Carmen's focus on budget/safety.	Student explains that Lars wants to teach repair skills while Carmen points out that unsupervised tool repairs are a safety hazard.	Ask students to identify the compromise in paragraph 3 that addresses both of these points.

Reteach signal: If more than half the class struggles to define 'programme' or 'exclude' using context clues, pause to model how to use the parenthetical definitions embedded in the text (e.g., 'exclude, or leave people out') as direct context clues.