

# NEWS BREAK

**Sunday's News Break selects an article from Sunday, May 8, 2016** of The Seattle Times e-Edition for an in-depth reading of the news. Read the selected article and answer the attached study questions. **Please remember to always preview the content of the article before sharing with your students.**

**Article: Equal libraries for all goal of school librarians (Main, A1)**

## Pre-Reading and Vocabulary

1. Before you read this article, as a class discuss what you think this story will be about. Write down any keywords from the title that you used to make your predictions.
2. **Vocabulary: Match the words to the numbered definitions in the chart below.**

A. advocating	1. (of a group, person, or idea) favoring or implementing social reform or new, liberal ideas.
B. allocate	2. The act of attempting to influence business and government leaders to create legislation or conduct an activity that will help a particular organization.
C. colleagues	3. space or equipment necessary for doing something.
D. confirmation	4. set apart or reserved for a specific use or purpose.
E. counterparts	5. intended for purposes of instruction, for teaching.
F. dedicated	6. an action or system by which a result is brought about; a method.
G. equitable	7. made certain as to truth, accuracy, validity, availability.
H. facilities	8. lacking of fairness or justice.
I. grants	9. characterized by equity or fairness.
J. inequities	10. dividing different or distinct elements.
K. instructional	11. distribute (resources or duties) for a particular purpose
L. lobbying	12. an action or event regarded as morally or legally wrong and causing general public outrage.

M. means	13. a sums of money given by the government, a university, or a private organization to another organization or person for a special purpose.
N. progressive	14. publicly recommending or supporting
O. scandal	15. one that has the same functions and characteristics as another; a corresponding person or thing.
P. separating	16. a person with whom one works, especially in a profession or business.

### Comprehension

1. While Seattle Public Schools provides money to each school that could be used for libraries, the principal and other school leaders decide whether to spend it that way. In \_\_\_\_\_ percent of Seattle schools this year, the leaders didn't choose to use that money in their libraries.
2. Overall, Seattle's district office provides only about a quarter of the \$535,096 that schools spent on library materials this year. Where does additional funding generally come from at individual schools?
3. On average, that means the district's contribution is only about \$\_\_\_\_\_ per student, barely enough to cover the cost of one magazine.
4. In a survey done by the Washington Library Media Association last year, more than half the 1,437 schools reported their districts spent \$\_\_\_\_\_ per student. The national average, according to a survey by School Library Journal, is \$\_\_\_\_\_.
5. Earlier this year, a small group of librarians decided there needed to be some sort of study when the members realized that none of them could remember when schools had all received an equal amount of money for library materials and staff. The group asked its colleagues to report on what key areas?
6. What did the librarian's findings show?
7. The Washington Library Media Association says most districts, like Seattle, let \_\_\_\_\_ decide whether money will go toward libraries. But some provide money specifically for library materials. Tacoma is one example, where officials gave \$750,000 — roughly \$26 per student — to update school library collections this year.
8. The association's study and other research show a connection between what two things?
9. In Seattle, the differences in libraries between have and have-not schools are most extreme at the elementary level, with \$28 per student separating the lowest and highest-funded schools, according to the librarians' survey.
10. In the case of the Northwest Seattle and West Seattle elementary schools, for example, the Northwest school has a full-time librarian and the West Seattle school just a half-time

one. And between this past September through February, the Northwest school's students checked out \_\_\_\_\_ more books and other materials than their West Seattle counterparts.

11. The concerned group of librarians want three things. What are they?

### **Additional Activities**

1. Have you thought about this issue before? What is your library like? Does it contain new books? Is a librarian staffed full-time? Why do you think there's such a disparity among libraries at different schools within the same school district? How does that make you feel? Should libraries be equal? How could that be done? Write a letter to the district library services manager expressing your feelings and thoughts on the issue.
2. Conduct a brief classroom simulation. Tell students that they have a specific amount of time to research a given topic and write a short paragraph on it. Allow one groups of students to use the computer/newer resources, and limit the resources that the other group can use. After students have written their paragraphs, facilitate a classroom discussion on how students from each group felt while completing the activity. Ask students how the activity related to the article – what was similar and what was different to what is actually happening with school libraries?
3. Visit [www.equalityhumanrights.com/en/lesson-plan-ideas](http://www.equalityhumanrights.com/en/lesson-plan-ideas) for additional ideas and lesson plans on equality and human rights.

News Break is posted to the Web on Wednesday and Friday. Please share this NIE News Break program with other teachers. To sign-up for the electronic edition for your class, please register on-line or call 206/652-6290 or toll-free 1-888/775-2655. Copyright © 2016 The Seattle Times Company

### Answer Key to Vocabulary

- A. 14
- B. 11
- C. 16
- D. 7
- E. 15
- F. 4
- G. 5
- H. 3
- I. 13
- J. 8
- K. 9
- L. 2
- M. 12
- N. 1
- O. 6
- P. 10

### Answer Key to Comprehension Questions

1. 38%
2. The rest come from PTAs, book fairs and grants.
3. \$2.55 per student
4. \$1-\$10 per student. The national average, according to a survey by School Library Journal, is \$10.
5. How much each library gets from the district, from grants and from parents. It also asked for the number of books in each library, the books' condition and how often they are checked out. Finally, the group wanted to know how many librarians work in each school.
6. The data collected didn't come as much of a shock. "It was confirmation of a problem that we knew existed, but that had never been brought to light," said Rebecca Wynkoop, the librarian at Daniel Bagley Elementary, north of Green Lake.

Wynkoop said the district hasn't had dedicated funding for library materials in three or four decades. And the district pays for only a part-time librarian at each elementary school, although some schools raise money from parents or other sources to keep libraries open longer. Schools

7. Good libraries and academic growth. Students who attend schools with certified teacher-librarians and high-quality facilities performed better and were more likely to graduate, regardless of school size and student income level, it said.
8. \$28
9. 21,000
10. Equitable funding for all Seattle schools, full-time librarians in every school and a new district library services manager. It suggested the district could require a certain amount of funding be spent on library programs and items. The group also wants staffing to be

consistent, based on the number of students in each school. And it asked the district to allocate \$10 per student for library materials each year.