Unit 1: Library Orientation

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **4-7 sessions**
Status: **Published**

Brief Summary of Unit

Students will develop an understanding for the physical environment and procedures of the Library Media Center. Students will review the layout of the school library media center and how to behave as responsible library citizens. Students will review responsible book care and use. Students will learn that there are appropriate ways to search for library materials for the various resources found in the library media center. Students will learn that there are ways to search for library materials found in the library media center. Students will review how to search for books using the Library World Online Patron Access (OPAC). Students will be able to locate and select resources based on purpose and informational needs. Topics related to unit taught in previous grades will be reviewed as necessary.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2023

Standards

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include critical thinking and using information resources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

P.1	Act as a responsible and contributing community members and employee.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
2.2	Recognize the skills needed to establish and achieve personal and educational goals
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
I.A.1	Formulating questions about a personal interest or a curricular topic.

I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.C.1	Interacting with content presented by others.
I.C.2	Providing constructive feedback.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
II.B.1	Interacting with learners who reflect a range of perspectives.
II.B.2	Evaluating a variety of perspectives during learning activities.
IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
IV.B.3	Systematically questioning and assessing the validity and accuracy of information.
IV.C.1	Accessing and evaluating collaboratively constructed information sites.
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
IV.D.2	Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.2	Understanding the ethical use of information, technology, and media.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
VI.B.1	Ethically using and reproducing others work.
VI.D.1	Personalizing their use of information and information technologies.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.B.1	Using a variety of communication tools and resources.
III.D.2	Recognizing learning as a social responsibility.

Essential Questions/Enduring Understandings

Students will keep considering...

- The library media center provides different types of resources.
- that being able to access and evaluate information is one of the most important skills students will need to have in order to be successful.
- that information is available in different formats.
- The library provides different types of resources.
- That being able to access and evaluate information is one of the most important skills students will need to have in order to be successful.
- How to locate, access and choose informational resources from the OPAC.

- That the Library Media Center is a place to foster independent learning skills.

- How does the understanding of the library media center organization affect how students access, evaluate, and use information?
- How can I use the Dewey Decimal System to locate various types of sources in the library media center?
- How can you find resources in the library media center by using the OPAC?
- How do I access WebPath Express in Follett Destiny?
- How do I care for books in a responsible manner?
- How does the OPAC help patrons locate any and all materials in the library media center?
- How is the library media center organized?
- What are the learning skills and strategies that students need to successfully find resources in the library media center?
- What are the library procedures for checking out materials?
- Why do all libraries utilize a system to locate materials within their collection?
- Why is it important to be able to navigate the library?
- Why is it important to be familiar with the different resources available in the library?

Students Will Know/Students Will Be Skilled At

- Access ebooks in Capstone, Epic, and Sora.
- An online catalog will enable students to locate resources available in a library.
- Books in a school library media center are systematically organized.
- Describe what resources can be found in a library media center,
- Following procedures and using proper behavior in the Library Media Center.
- How to be a responsible library citizen.
- How to independently locate books using the Dewey Decimal System.
- Identify the call number, title, author, and the availabiliy of each entry.
- Identifying which resource meets their information needs.
- Locating resources in the library media center using the Dewey Decimal System.
- Locating the search material in the library media center.
- That the library media center exists as an integal part of their school.
- The library media center is organized to able students to locate resources independently.
- the Library Media Center is organized using a systematic method, the Dewey Decimal System.
- There are different ways to locate materials: author, title, subject, series.
- What behaviors are expected within the school library Media center.
- What procedures to follow within the Library Media Center.
- Why is it important to use databases.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Formative: If needed, students will seek assistance from peers or media specialist.
- Formative: Students utilize OPAC to identify the title, author, availabilty, and location of searched material.
- Formative: Students will be able to access eBooks from Epic, Sora, and Capstone.
- Formative: Students will identify and locate the different areas of the library media center.
- Formative: Students will return materials on a regular basis.
- Formative: Students will self-assess their performance.
- Formative: Students will use technology/books in a proper manner. proper materials independently within a given time period.
- Formative: Students will use the call number to locate a book within the library media center.
- Summative: Students will locate proper materials independently within a given time period.
- Summative: Students will participate in a library scavenger hunt utilizing the OPAC to identify the availability and locations of specific materials and locate that material independently.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story or students going to a makerspace station so that the media specialist can assist and model proper checkout procedures with students.

Students will be oriented to the school library media center and how to behave as responsible library citizens. Students will learn that there are appropriate ways to search for library materials for the various resources found in the library media center. Suggested activities are listed below for this unit:

Week 1: Welcome to the Library and Library Layout

Week 2: 1st Checkout-Go over procedures for checkout. Make library cards.

Week 3: How to locate books in the library. Review OPAC for Follett Destiny. Show how to access WebPath Express on the OPAC.

Week 4: Review Book Care

Week 5: Scavenger Hunt for 5th Grade

Week 6: How to go to the Cranford Public Schools District Library Page and review what resources are available on the school library's Symballoo

Week 7: Available eBooks and How to Access the eBooks (Capstone, Epic, Sora)

- At the beginning of each year, provide an orientation to the library that includes procedures and behavior expectations
- Communicate with parents using an orientation letter and if needed, overdue notice.
- Introduce key vocabulary: library, library media center, media specialist, librarian, books, book care, checkout, check in, returning books, renewing, shelf marker, bookmark, call number, Dewey Decimal System.
- Mini lessons may include: Shelf organization, How to check out a book, Library Card Catalog (OPAC), Book care, Library patron responsibilities, Mapping the library media center, Capstone eBooks, Epic, And Sora, How to use the library's Symballo
- Preview the essential questions and connect to learning throughout the unit.
- Review the location of different areas of the library media center.
- Students will create a map highlighting the various sections of the library

Materials

Suggested Supplemental Resources:

Cranford Public School's Library Page

School's Symballo

Cranford Public School's Sora-How to access through the Google Waffle and set up settings to look in Cranford Public Schools and Cranford Public Library Sora books

Library's Epic Account-How to access Epic using the Google Waffle

Library's Capstone eBooks

Library Orientation with Digital Breakout reviewing the Library Media Center

Welcome Back To the Library - Four Corners

5th Grade Book and Computer Care Google Slides

BYU Library Youtube Videos for Book Care

Food https://www.youtube.com/watch?v=J3xNyCe6rTw

Waterbottle https://www.youtube.com/watch?v=5dkHoVPcSEA&t=1s

Writing in Books https://www.youtube.com/watch?v=owFlYNt_IxE

Directions on how to use WebPath Express in Destiny

Directions on how to make a works cited page

Google Slides on how to do a book citation for a works cited page

- Age appropriate online databases
- Age appropriate websites
- Library media center floor plan template for mapping activity
- Media specialist produced interactive materials/presentations/visual aids
- Quality library media center collection of print and nonprint relevant resources
- Student created bookmarks
- Student made shelf markers

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.