Unit 01: Orientation to the School Library Media Center

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **3-5 sessions**
Status: **Published**

Brief Summary of Unit

First Grade students will be introduced to the library media center and its media specialist. Procedures and behavioral expectations of the first grade students when visiting the school library media center will be introduced, modeled, and practiced.

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 2026

Standards

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.

Information Literacy: 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 the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; 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.

Information Literacy for Elementary Educators

	Language: System and structure, effective use, and vocabulary
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
L.VL	Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
L.VI	Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.IT	Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.TS	Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.PP	Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
R.MF	Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
SL.PE	Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.UM	Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through

	multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
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.
VI.D.1	Personalizing their use of information and information technologies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
III.A.2	Developing new understandings through engagement in a learning group.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge
III.C.1	Soliciting and responding to feedback from others.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.2.2.A.CS2	The core concepts of technology.

Essential Questions

- How are the library media centers an integral part of our school with many resources for student learning and discovery that are age appropriate?
- How can I become an effective user of the library media center?
- How can the library media center impact my personal reading growth?
- How do I locate, access, and choose informational resources in the library?
- What are behavioral expectations for students while using the school library media center?

Students Will Know/Students Will Be Skilled At

- Books and resources are selected based on personal interests and reading ability.
- Borrowing and caring for library resources.
- Following library routines, procedures, and behavioral expectations.
- Identifying different sections of the library media center.
- Library procedures and expectations help keep the library safe, organized, and welcoming.
- Selecting books that match their interests and reading abilities.
- The library media center has organized sections that help users locate resources.
- The library media center is a place for reading, learning, exploring, and accessing a variety of print and digital resources.
- Using shelf markers to locate and return books to the correct location.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative, summative and benchmark 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). Follow up diagnostic assessments are used to target skill remediation. 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.

- Benchmark/Alternative: Students will locate proper materials independently within a given time period.
- Formative: Demonstrate acceptable behavior for a library media center.
- Formative: Students will return materials on a regular basis.
- Formative: Students will self-assessment their performance.
- Summative: Role play appropriate library citizenship based on skills related to locating a book, book checkout, and proper use of a book.

Learning Plan

Media Specialist 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 so that the media specialist can assist and model proper checkout procedures with students.

First Grade students will be introduced to the library media center and its media specialist. Procedures and behavioral expectations of the first grade students when visiting the school library media center will be introduced, modeled, and practiced. Students will learn about the different sections of library book and how books are arranged. Students will review how to use a shelf marker and the procedures for checking out a book from the library media center. Suggested activites are listed below for this unit:

- Associate call numbers with sections of the media center.
- 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 notices.
- Demonstrate how to access age appropriate online resources.
- Demonstrate proper handling of technology tools.
- Introduce key vocabulary: library, library media center, media specialist, librarian, books, checkout, check in, returning books, renew, shelf marker, bookmark, laptop, mouse, computer, and call number.
- Locate author's books alphabetized on the library shelves.
- Mini Lessons may include: Tour of library media center, How to use a shelf marker to choose a book, How to pick an age appropriate book and check it out, Expected behaviors within the library media center, Where fiction and nonfiction books are located in the library, and What is the difference between fiction and nonfiction books.
- Model library procedures including how to properly search for a book, how to check out a book, how to return a book.
- Model use of a shelf marker and choose an appropriate book for checkout.
- Preview the essential questions and connect to learning throughout the unit.
- Read relevant fiction and nonfiction books.
- Students role play scenarios (ex: locating a book/using a shelf marker, returning a book to its proper location).

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Supplemental Resources:

Select this link to view the first grade Google Folder under media in the Grades K-5 folder.

Leilong the Library Bus (Liu, 2021)

School's First Day of School (Rex, 2016)

The Library Doors (Buzzeo, 2008)

The Library Gingerbread Man (Enderle, 2011)

Library Rules (Knudsen, 2007)

Beverly Billingsly Borrows a Book (Stadler, 2019)

Pigeon Goes to School (Willems, 2024)

Wild About Books (Sierra, 2004)

(Brain Pop Jr). The Library

(You Tube) Sammy the Shelf Marker

(Google Slides) Slides to introduce the library media specialist to students, library rules

- Age appropriate online databases (PebbleGo and Capstone)
- Age appropriate websites (Library Homepage/Symbaloo)
- Computers/chromebooks/ipads/tablets
- Interactive board technology (Smart Panel)
- Library Rules
- Media specialist produced interactive materials/presentations/visual aids
- Presentation software
- Quality LMC collection of print and nonprint relevant resources
- 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.