Unit 04: Library Search

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **6 sessions**
Status: **Published**

Brief Summary of Unit

Students will learn that there are ways to search for library materials found in the library media center. Students will be exposed to searching for books using the OPAC.

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

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.WP.2.4.A	Identify audience and purpose before writing.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.D.1	Continually seeking knowledge.
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
IV	Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal 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.
IV.B	Learners gather information appropriate to the task by:
IV.B.1	Seeking a variety of sources.
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.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
III	Collaborate: Work effectively with others to broaden perspectives and work toward common goals.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.B.1	Using a variety of communication tools and resources.
III.C.1	Soliciting and responding to feedback from others.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.6	Identify the structure and components of a database.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.

TECH.8.2.2.A.CS2	The core concepts of technology.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.

Essential Questions

- How can using the library catalog help us discover new books and topics that interest us?
- How can we find the books and information we need in the library?
- How do students locate, access and choose informational resources from the online catalog?
- How does the understanding of the library media center organization affect how students access, evaluate, and use information?
- What are the learning skills and strategies that students need to successfully find resources in the library media center?
- Why is it important to know how to search for books instead of just looking on the shelves?

Students Will Know/Student Will Be Skilled At

- Accessing the online catalog and navigating the options in a basic search, including author, title, subject.
- An online catalog will enable users to locate resources available in a library.
- Identify the call number, title, author, and availability of each entry.
- Locating the searched material within the library media center.
- The online catalog will provide information useful to the searcher.
- There are different ways to search for materials: author, title, subject.

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 demonstrate proficiency in using OPAC to search, identify necessary

information, and locating materials through an optional SGO Benchmark Assessment.

- Formative: If needed, students will seek assistance from peers or media specialist.
- Formative: Students utilize OPAC to identify the title, author, availability, and location of searched material.
- Formative: Students will identify and locate the different areas of the library media center.
- Formative: Students will use the call number to locate a book within the library media center.
- Summative: Students will participate in a library scavenger hunt utilizing the OPAC to identify the availability and location of specific material and locate that material independently.
- Summative: Students will self-assess their performance.

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.

Learning Plan Overview: Students will develop foundational library search skills by learning how to use the Online Public Access Catalog (OPAC) to locate library materials independently.

Key Vocabulary

- Laptop
- Mouse
- Computer
- OPAC (Online Public Access Catalog)
- Library catalog
- Author
- Title
- Subject
- Call number

Learning Activities

- Demonstrate proper care and use of technology tools.
- Introduce the OPAC (Destiny) and model how to search for library materials.
- Provide guided and independent practice using author, title, and subject searches.
- Teach students how to interpret search results and locate books on the library shelves.

Suggested Learning Plan

Week 1: Introduction & Pre-Assessment

Focus Question: How can we find books in the library?

Learning Activities

- Administer a pre-assessment of library search skills.
- Introduce the unit and key vocabulary.
- Continue the regular book hunt and checkout procedure.

Week 2: Introduction to the OPAC

Focus Question: How does the library catalog help us find books?

Learning Activities

- Introduce the Online Public Access Catalog (Destiny).
- Use Library Search: Second Grade Google Slides (Part 1).
- Model author, title, and subject searches.
- Continue the regular book hunt and checkout procedure.

Resources

- Google Slides: Library Search – Second Grade (Part 1)
- Destiny OPAC

Week 3: Interpreting Search Results

Focus Question: How do we use search results to find a book on the shelf?

Learning Activities

- Complete Library Search: Second Grade Google Slides (Part 2).
- Learn how to read search results.
- Practice locating books using call numbers.
- Continue the regular book hunt and checkout procedure.

Resources

- Google Slides: Library Search – Second Grade (Part 2)
- Destiny OPAC

Weeks 4–5: Guided Practice

Focus Question: How can we become independent library users?

Learning Activities

- Practice searching for books using the OPAC.
- Complete guided and independent search activities.
- Locate books on the library shelves.
- Continue the regular book hunt and checkout procedure.

Week 6: Assessment & Reflection

Focus Question: What have we learned about finding books in the library?

Learning Activities

- Complete a post-assessment of OPAC and library search skills.
- Reflect on strategies for finding library materials independently.
- Continue the regular book hunt and checkout procedure.

- Demonstrate proper handling of technology tools.
- Instruct students on the OPAC, giving guided practice.
- Introduce key vocabulary: laptop (chromebook), mouse, computer, OPAC, library search, author search, title search, subject search, call number.
- Mini lessons may include: How to use the OPAC (Destiny), Identify search options including author, title, subject, and Interpreting search results.
- Preview the essential questions and connect to learning throughout the unit.

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 second grade Google Folder under media in the Grades K-5 folder.

- Library Search (Google Slides)
- Library Search (Worksheet)
- Library Search SGO (Optional Benchmark Assessment)

Other Resources:

- Scavenger Hunt (Link Here)
- Library Mad Libs (Story Sheet)
- Library Search (Google Slides)
- Library Search (Worksheet)
- Library Search (Benchmark Assessment)

- Chromebooks/tablets/ipads
- Interactive Smart Panel technology
- Media Specialist produced interactive materials/presentations/visual aids
- OPAC (Destiny)
- Presentation software

Suggested Strategies for Modifications and Accommodations

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.