

Library Orientation: Grades K-5

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge <u>Content Standards:</u> 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.4.4 Seek appropriate help when needed. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	Transfer	
	Students will be able to independently use their learning to navigate the library and access library services.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - there are routines and procedures to be followed in the library. - libraries are organized according to a structure.	ESSENTIAL QUESTIONS How do I find what I'm looking for?
	Acquisition	
	Students will know... - that they can ask the librarian for help. - that there are different sections in the library. - that they are responsible for library materials. <u>vocabulary:</u> shelf markers, call numbers, spine labels, barcodes, circulation, renew, overdue, check out, fiction, nonfiction, picture books, chapter books, periodicals, reference	Students will be skilled at... - following circulation procedures. - finding materials in the different sections of the library. - taking care of library materials.
Content Area Literacy Standards		21st Century Skills
not applicable		- make judgments and decisions - solve problems - communicate clearly - access and evaluate information

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • CC.K.SL.1A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • CC.K.RL5 Recognize common types of texts (e.g., storybooks, poems). • CC.1.RL.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.	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

