

WFIS Media Center Lesson and Activity Plan 2026-2027 School Year

Month	Lesson	Activity	Library Media Strand
August	Library Orientation and Organization	Orientation Bingo	Information and Research/Reading Engagement
September	Library Website, KOHA, SORA	Call Number Scavenger Hunt	Information and Research/Reading Engagement
October	Genres	Beehive Book Trailers	Reading Engagement
November	Parts of a Book	Thanksgiving Book Tasting Author Visit - Jennifer Nielsen	Reading Engagement
December	TeachingBooks	Holiday Literacy Games	Reading Engagement
January	Reliable Primary & Secondary Sources How authors do research	Author Listening Activity	Information and Research/ Media Engagement
February	Evaluating Media & Analyzing Information	Fake News Slides	Media Engagement
March	Utah's Online School Library Gale in Context for Middle Schools	March Madness	Information and Research
April	Text Features	Non-Fiction Text Feature Scavenger Hunt	Information and Research/Reading Engagement
May		Book Collection	

Library Media Standards**Strand 1: Reading Engagement**

Reading to pursue intellectual, personal, and emotional growth for life

Standard 1:

Build reading behaviors for lifelong learning and enjoyment of reading.

- a. Select texts from a variety of genres and formats to read for enjoyment, to acquire knowledge, and to answer questions.
- b. Make personal connections while respecting the right to read, seek information, and speak freely.
- c. Demonstrate resilience, perseverance and stamina when reading a variety of texts.
- d. Contribute to a reading and learning community including recommending reading materials to peers.
- e. Connect with family, neighborhood, and community libraries.

Standard 2:

Comprehend literary and informational texts.

- a. Apply appropriate reading strategies in literary and informational texts.
- b. Read, listen to, view, and integrate information to build background knowledge.

Library Media Standards**Strand 2: Information and Research**

Defining an information problem and identify information needed

Standard 1:

Define an information problem.

- a. Analyze the task to identify the information problem.
- b. Seek clarification from teachers and others
- c. Select and narrow or broaden topics into a manageable focus.
- d. Conceptualize the form of the final product based on target audience, assignment constraints, and criteria for evaluation.

Standard 2:

Identify the information needed.

- a. Analyze the task and information needed in terms of students' previous knowledge.
- b. Compile and refine a range of significant questions by considering the amount, format, location and type of information to guide inquiry.
- c. Select and narrow or broaden keyword search terms.

Library Media Standards**Strand 3: Information and Research**

Identifying, evaluating, and selecting sources

Standard 1:

Determine a wide range of general and specific sources

- a. Develop an information search strategy.
- b. Identify potential information sources and access tools.

Standard 2:

Select relevant sources.

- a. Evaluate print and digital sources for relevancy, accuracy, validity, credibility, availability, currency, authority, accessibility within time limits, and ease of use.
- b. Apply an understanding of the difference between primary and secondary sources.

Library Media Standards**Strand 4: Information and Research**

Locating sources and accessing information.

Standard 1:

Locate identified sources and access information within sources.

- a. Understand the library layout, the library classification system, and the circulation process.
- b. Demonstrate how to navigate library catalogs, web browsers, and databases.
- c. Locate sources with divergent perspectives that answer research questions by considering primary and secondary sources, general and subject-specific references, and scholarly and popular articles.
- d. Locate potential digital, print, artifacts and human sources to meet the research need.
- e. Revise and focus search by demonstrating the effective use of location skills and advanced search strategies.

Standard 2:

Access information within sources.

- a. Apply relevant information access skills using table of contents, indexes, keyword searches, and related subjects.

Library Media Standards**Strand 5: Information and Research**

Engaging with and extracting information.

Standard 1

Engage with information by reading, listening, and viewing sources in a variety of formats.

- a. Use appropriate reading, viewing, and listening skills and strategies to gather evidence to support the research task.
- b. Build connections between prior knowledge and new information through engaging with information, and collaborate with others to broaden and deepen understanding.
- c. Gather information by surveying and interviewing others.
- d. Modify questions, sources, or strategies as needed to accomplish the research task.
- e. Monitor gathered information for gaps or weaknesses and seek additional sources as necessary.

Standard 2:

Extract relevant information that answers the information problem and meets task requirements.

- a. Apply critical thinking skills to evaluate and select information in terms of relevance, accuracy, validity, reliability, currency, authority, completeness, format, point-of-view, and timeliness.
- b. Distinguish between fact and opinion and evaluate for the presence of bias, prejudice, or propaganda.
- c. Validate and compare information in sources, noting differences, contradictions, and types of data or research.
- d. Use a variety of note-taking strategies.
- e. Abstract, summarize, and paraphrase.
- f. Credit appropriate sources using accepted citation format.

Library Media Standards

Strand 6: Information and Research

Organizing, synthesizing, and presenting information

Standard 1:

Organize information from multiple sources.

- a. Establish a clear purpose for the learning product.
- b. Analyze and organize information to support conclusions.
- c. Use technology and other information tools to integrate and organize textual, numerical, and pictorial information from multiple sources.
- d. Evaluate critically whether or not the selected information supports the proposed conclusions.
- e. Follow ethical and legal guidelines in using information, avoiding plagiarism and copyright violations.
- f. Create, revise, and refine drafts of the learning product.
- g. Finalize the learning product by applying criteria for quality and craftsmanship based on existing models, including assignment criteria and personal standards.

Standard 2:

Present research learning products.

- a. Present research learning products, using a variety of media formats effectively to promote new understanding.
- b. Update and publish learning products, individually or collaboratively, considering fair use and Creative Commons licensing.

Library Media Standards

Strand 7: Information and Research

Evaluating the process and product.

Standard 1:

Assess the process and product for efficiency and effectiveness.

- a. Compare and evaluate the process and product with criteria from the original task definition.
- b. Assess ability to select sources that are current, valid, authoritative, and relevant to the task.
- c. Reflect on personal growth, development of technology skills, ability to collaborate, and personal performance during the research process.
- d. Assess development of time-management skills during and after the research process.
- e. Critique the quality and effectiveness of the process and product and determine areas needing improvement and how to make changes in the future.

Library Media Standards**Strand 8: Literacy: Media Engagement**

Demonstrating that media literacy is a life skill integral to modern citizenship and informed decision-making.

Standard 1:

Understand and use basic terms and concepts of media with their potential impact, advantages and limitations.

Standard 2:

Evaluate and select media for appropriate personal, educational, and professional use.

- a. Consult reliable sources to critique and evaluate personal media choices.
- b. Evaluate and select media materials to meet educational, personal, and career needs.
- c. Determine whether the amount of time and attention devoted to media, including social networking, Internet gaming, and texting, is in balance with other activities.