1. Effective literacy centers are organized and managed so that students can work successfully and independently.			
Does Not Meet Standards			**Meets Standards**
• *Centers change often so children need a great deal of observation, support, and management to understand what the task is and how to engage in it.* • *Materials are not in easy reach or organized in such a way that children can quickly become engaged or an adult is needed to find and support use of materials (e.g. logging into a computer program; getting out manipulatives).* • *Children don't know what to do when they finish an activity or have trouble understanding a center.* •			○ Management tools, such as work boards, directions, and choice boards, are located within easy view, materials are clearly labeled, and pocket charts are used in several locations. ○ Furniture and dividers are arranged so that the teacher has a full view of the classroom. Noisy and quiet areas are distinct. ○ Books are integrated into the literacy centers and are easy to locate and return. Effective literacy centers provide a variety of readily available materials (poems, charts, big books, and other print materials) so that students can work successfully and independently. ○ There are designated places for students to store their works in progress and their finished products.
2. Effective literacy centers are both motivating and engaging.			
• *Children quickly become bored because the center is either too challenging or simplisitic.* • *There is only way way to finish or complete the center and no opportunities for choice or independent though or action.* • *Students have limited opportunities to interact with their peers and engage in language practice and problem solving.* • *Limited to no opportunities for choice or interest to inform interaction.*			○ The center activities are sufficiently open-ended to allow for creativity while structured enough for students to know when they have met expectations. ○ The center provides an opportunity for students to work independently and successfully without supervision. ○ The center allows students of varying abilities to work together ○ The activities in the center provide opportunities for authentic learning

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3. Effective literacy centers have a consistent structure throughout the year that never-the-less provides the kind of choice, differentiated access, and opportunity for individual action so that motivation and engagement remain high			
Does Not Meet Standards			**Meets Standards**
• Literacy centers are completely different week to week or change rarely. • There is limited to no opportunity for differentiation for learner ability within a center.			○ While the structure of the center can stay the same, the activities within them can change. This consistency helps the students focus on instructional content rather than on the materials' organization.
4. Effective literacy centers are aligned with curriculum standards and instructional purpose			
• Centers are focused on fun practices with little explicit connection to standards. • There is no clear tie to instructional goals for specific learners or for targeted learning outcomes for the week. • Task are analyzed based upon completely and not on conceptual understanding or learning.			○ The literacy curriculum standards and expectations, serves as the foundation for all activities in the literacy center. ○ The goals and procedures for the center are displayed and describe how they will help students meet the curricular guidelines. ○ Lesson plans include notations about how the center activities are aligned with the curriculum and instruction
5. Effective literacy centers are based on ongoing assessment.			
• All students participate in the same literacy centers regardless of skill or need. • Center focus areas change based upon time of year or them and not on students learning needs. • There is no effort to track learning from student activity during centers (i.e. no build in accountability or analysis of student engagement or practice during the center).			○ Teachers use assessment and observation to determine student needs and then design specific literacy center activities to target these needs. ○ Analysis of formative data might lead to questions like, "Do students need repeated practice with the text? Do they need to read with a partner to better understand the text? Do they need to write a response to what they have read? Would listening to the text on tape help with fluency?" The answers help teachers develop and determine the activities in the literacy centers.

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