



# Primary Literacy Centers Aligned to Common Core

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# Purposes of Centers

- Reinforce concepts
- Practice skills already taught
- Foster ability to work independently
- Promote positive partner and small group interaction

# Engage Students

- ⇒ Play a game
- ⇒ Make something
- ⇒ Talk with a partner
- ⇒ Do a puzzle
- ⇒ Assign jobs
- ⇒ Move
- ⇒ Act it out
- ⇒ Do something novel



# Permanent Centers

<b>WRITING:</b>	Prompt Sticks Sticker Books
<b>LISTENING:</b>	Books and Tapes
<b>WORD WORK:</b>	Scrambled Eggs Syllable Puzzles Fish for It
<b>DRAMA:</b>	Puppet Theater Readers' Theater
<b>OTHERS:</b>	Classroom Library Overhead Big Book Buddy Reading

# Tips for Success

- Focus on practice and purpose
- Link to your teaching
- Slow down to speed up
- Balance practice and product
- Less is more/ simplify
- Use novelty
- Anticipate Problems

Word Bank:

Link  
Novelty  
Practice  
Process  
Simplify



**Literacy Centers According to Common Core Strands for Reading**

## **Key Ideas & Details**

(theme, main idea, literary elements)

### **1. Beach Ball:**

- Use a beach ball with questions printed on it.
- Toss it around the center (carefully) and have fun answering the questions in either written or oral form.

### **2. Character Cube:**

- Decorate a square Kleenex box.
- List the main characters with describing words and affix them to sides of the box.
- You could also cut out pictures of characters from magazines and affix them to sides of the box.
- This could be rolled (like a giant die) and characters could be described based on what side came up.

## **Craft & Structure**

(author's craft, genre study, opinions, features of non-fiction, point of view)

### **1. Nonfiction features:**

- Students go on a scavenger hunt to find different features of nonfiction texts.

### **2. Fact/Opinion Card Sort**

- Students sort cards into two groups: fact and opinion. This could be done on a picket chart.
- Students record the statements on a T chart and underline the key words in the opinion column.

## **Integration of Knowledge and Ideas**

(compare/contrast more than one text source)

### **1. Diagram:**

- Take ideas or concepts or ideas from two books and compare them using a Venn diagram.
- Use string or hula hoops to construct a Venn diagram on the bulletin boards to use in categorizing and comparing the two concepts or ideas.
- Put sticky notes in the two circles and then put the common responses in the overlapping part of the string Venn diagram.

### **2. Basket of Books:**

- Set up basket of books with different genres, perhaps related to the same topic.
- Have students make some type of web map that compares them.

## Academic Vocabulary

### 1. The Unknown Word:

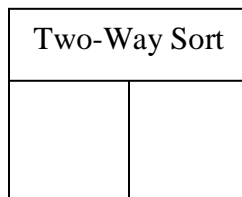
- Words are written on an index card.
- The student writes on the back of the card what they believe to be the word's definition.
- They check the dictionary for accuracy.
- Then they turn the card in for the weekly drawing (Word Bank Box).

### 2. Word Family Work:

- Using one word family, have students brainstorm as many word family words as they can.
- Write 1 to 5 sentences using as many of the words as possible; silly sentences are allowed.

### 3. Word Work:

- Using some familiar and new vocabulary terms, have students do two-way or three-way closed sorts (may vary with open sorts).
- Cut or have students cut out words.
- Students will sort words in a pocket chart and record on a worksheet. Example:



- Provide glue stick, scissors (optional) and worksheets.

### 4. Magnetic Words:

- Put magnetic letters on the side of a file cabinet.
- Students spell out sight words.
- One student reads words, a second student spells word.

## Fluency

### 1. Taping of Self-Reading:

- Students read a passage on tape along with the taped presenter.
- Each student has their own audio tape – read short paragraph into tape recorder. Listen to it and think about rate, rhythm, and fluency.
- Open microphone, poetry.
- Child reads along with tape to hear a model of phrased, fluent reading. Child then reads into a recorder, timing with a timer. Child listens to his/her tape and rates his reading using a rubric.

- Tape voices at various times throughout the year. It becomes a way to chart their progress in fluency.

## **2. Timed Repeated Readings:**

- Partners – 1 uses timer while other reads.
- Graph of number of words read per minute.
- Student tracks own progress on a chart.

## **3. Multiple Leveled Books:**

- Leveled books, tape recorder, audiotapes.
- Students can listen to and read along with lower leveled readers.
- Students can record themselves reading with success on low, moderate leveled readers.
- Students can listen to modeled fluent reading for higher-level readings and then record themselves after repeated exposures to the text.
- Students can record their fluency rates and monitor/chart their progress according to improved fluency levels.

## **Literacy Centers According to Common Core Strands for Writing**

### **Text types and purpose**

(Narrative, Persuasive, Expository)

#### **1. Pick-A-Stick Writing Prompts:**

- Students select a stick with either an expository, narrative or persuasive essay prompt on it from the can.
- Students write a rough draft of their response.

### **Production**

(editing, revising, digital tools)

#### **1. Editing Station**

- Students use the computer to revise and edit their writing.

### **Research to Build Knowledge**

(project based)

#### **1. Research Station**

- Students use the computer and print resources to research topics of interest to them.
- They record notes and sources.

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