

## A-E-I-O-U: VOWELS OF EARLY LITERACY

### AFFIRMATION

- Hart-Risley research indicates children with strong school success experienced higher number of encouragement and lower number of discouraging statements from birth to 48 months (along with more words and more questions from adults)
- Use the child's name, make it specific!

### ENVIRONMENT--EDUCATE—EXPLICIT INSTRUCTION

- Literacy rich environment:
  - Books: access (all around the room in many centers), number (8-10 per child; 75% regular, 25% revolving by theme, and type)
  - Writing center; sign in
  - Read/Write/Talk
  - Environmental print.
- Literacy-rich schedule: activity areas, vocabulary words, theme based, involve the children in brainstorming classroom changes, helping with tasks (i.e., changing hospital to pet store)! 45-60 minutes of activity/center time.
- Intentional direct instruction in developmentally appropriate manner (**fun and function**; scaffold according to individual needs)

### INTERACTION

- Sensitive (read cues), responsive (contingent), positive
- Small group, 1:1, large group
- Questions—closed, open, challenging (“what would happen if you...?”)
- Conversation: 5x turn-taking volleys

### OPPORTUNITY

- All children need opportunities to learn and practice—children do not automatically get ready to learn to read—they need adults to model, talk about, and LOTS of practice!
- Successful outcomes are based on OPPORTUNITIES, not innate abilities—this is one area where the role of “nurture” is clear.
- Use every opportunity to play with language: rhyme, alliteration, letters, vocabulary, conversations

### USE:

- **ALL** portions of the daily schedule (greeting: sign in; art: child writes name)
- **ALL** areas of the room: read/write/talk
- **LITERACY PROPS:** Authentic, functional, fun
- **ASSESSMENT**—helps teachers know what children need, design instruction accordingly

**At first people refuse to believe that a strange new thing can be done,  
then they begin to hope it can be done, then they see it can be done—then it is done and all the  
world wonders why it was not done centuries ago.**

*(The Secret Garden, Frances Hodgson Burnett, 1911)*

Foundations of Early literacy training... Vicki Hawley