

Literacy Acquisition Perception Profile (LAPP)

--Developed by Rebecca McMahon, 1996

Introduction:

The purpose of this instrument is to determine teachers' perceptions of children's literacy acquisition. There are no right or wrong reactions to the statements.

Directions:

Please read each item carefully. Identify the response (from Strongly Disagree to Strongly Agree) that best represents your feelings about children's literacy acquisition. Circle the number that corresponds with your response.

Legend:

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

- | | |
|---|-----------|
| 1. In order to learn to read, a child needs to know the letters of the alphabet and the corresponding letter sounds. | 1 2 3 4 5 |
| 2. Becoming literate is a continuous, developmental process that begins very early in life. | 1 2 3 4 5 |
| 3. Beginning reading and writing practices exhibited by young children result from direct instruction. | 1 2 3 4 5 |
| 4. Meaning, rather than phonic cues, should be emphasized during children's early experiences with print. | 1 2 3 4 5 |
| 5. Beginning reading and writing practices appear naturally in young children with exposure to environmental print. | 1 2 3 4 5 |
| 6. In order to become literate, young children must be provided with numerous and varied opportunities to read and write. | 1 2 3 4 5 |
| 7. Oral reading mistakes should be corrected immediately. | 1 2 3 4 5 |
| 8. Repetition of new words will guarantee their inclusion in a child's sight vocabulary. | 1 2 3 4 5 |
| 9. It is the teacher's responsibility to control the child's development in becoming a literate individual. | 1 2 3 4 5 |

10. Learning to read is a social process often influenced by children's search for meaning. 1 2 3 4 5
11. Learning to read and write involves taking risks. 1 2 3 4 5
12. Opportunities for children to engage in reading and writing activities should be provided throughout the day in all areas of curriculum. 1 2 3 4 5
13. Play is one of the best ways for young children to learn about written language. 1 2 3 4 5
14. Proficiency in the basic reading subskills has to be acquired before one can act in a literate way. 1 2 3 4 5
15. Reading is essentially the mechanical skill of decoding, or turning printed symbols into sounds that are a language. 1 2 3 4 5
16. The teaching of literacy must be systematic and sequential in operation. 1 2 3 4 5
17. When presented with an unknown word, children should be taught to sound it out. 1 2 3 4 5
18. Root words should be taught to beginning readers prior to inflectional endings. 1 2 3 4 5
19. Children acquire valuable information regarding written language when engaged in voluntary, spontaneous play. 1 2 3 4 5
20. Children acquire literacy as a response to printed language in their social environment. 1 2 3 4 5

LAPP KEY

ADD THE FOLLOWING:

1. _____
3. _____
7. _____
8. _____
9. _____
14. _____
15. _____
16. _____
17. _____
18. _____

TOTAL A: _____

ADD THE FOLLOWING

2. _____
4. _____
5. _____
6. _____
10. _____
11. _____
12. _____
13. _____
19. _____
20. _____

TOTAL B: _____

TOTAL A = INDIVIDUAL LEANING TOWARD READING READINESS SKILLS PERSPECTIVE.

THE HIGHER THE NUMBER, THE STRONGER THE LEANING (ON A SCALE OF 1-50).

TOTAL B = INDIVIDUAL LEANING TOWARD EMERGENT LITERACY PERSPECTIVE.

THE HIGHER THE NUMBER, THE STRONGER THE LEANING (ON A SCALE OF 1-50).