

## Section I

# *Literacy Attitudes*

### **Rationale**

It has become increasingly clear that learning from text does not take place in a deep or meaningful way without the student's focused commitment to pursue knowledge. The reader must realize some personal connection or pleasure from engaging with text. In order to get students to read often and well, educators must consider what individual interests will serve as a catalyst for the student to actively use literacy skills in intentional ways to comprehend and construct text. Additionally research has clearly documented the importance of practice in reading text to extend and expand a child's ability to read, develop a broader vocabulary, and enhance comprehension skills (Cunningham and Stanovick 1998). In order to monitor and document the texts that students are reading and writing outside of school either independently or with support, teachers are encouraged to use the reader's/writer's logs, which have been included in this assessment tool kit. Valuable information can be gained about a child's perception of the purposes for reading/writing through analysis of these logs.

In addition to the reading and writing logs, the teacher and student gain useful information from the reflective interview forms. This interview process guides the teacher's efforts to access the student's meta-cognitive thinking about her/his literacy choices. These prompts allow the teacher to bring to the mind of the child the communicative purposes that reading and writing serve. Prompting the student to think about her/his personal goals for reading and writing provides important connections between school and the world beyond school.

A third strategy for gaining information about the literacy attitudes of a child is observation. The observation survey documents what the teacher observes about the child's literacy behaviors. The statements that the teacher gains during the interview process and teacher observation of the student's literacy behaviors provide an opportunity to compare and contrast the ways the child is able to realize her/his perceptions about literacy.

These tools help teachers gather information regarding what individual children know about their own literacy attitudes. They also provide a record of the teacher's observations about the child's literacy attitudes and motivation in order to establish instructional priorities for each child in the early stages of literacy development.

Literacy attitudes viewed as a milestone behavior is based on research from:

Alexander, Patricia A and Jetton, Tamara L (2000) Learning from Text: A Multidimensional and Developmental Perspective

Morrow, Leslie Mandel and Gambrell, Linda B (2000) Literature Based Reading Instruction in Handbook of Reading Research III

Michael L. Kamil, Peter B. Mosenthal, P David Pearson, and Rebecca Barr (Eds.) 2000

## **Definition**

Literacy attitudes are reflective of a consistent, learned reaction to experiences in oracy, reading and writing. These attitudes are often the result of a complex pattern of emotional intellectual and physical involvement.

## **Assessment Guidelines**

### **Student Self-Reflection about Reading and Writing**

The teachers' use of this document is based on the child's development. If the child is not yet managing writing and reading independently, the teacher asks the interview questions and records the child's response. As a child becomes more confident in her/his literacy skills the teacher will gain new information from this self-reflection process.

### **Reading and/or Writing Log**

The reading log requires that the student record the date, text type/title, the author, and genre of the text. This provides information regarding the child's understanding of common text elements. The student is expected to write informational comments about the text so that the teacher may gain insights regarding what is important to the student from the reading of the text. A reading or listening partner signs each entry on the log providing information about the availability and/or preference of reading/listening partners for the student. The last cell on the chart is for the partner to provide feedback to the student in response to the student's ideas about the text. Capturing the communicative and response element on this log will reinforce the focus of shared ideas in literacy.

The categories on the writing log are different from the reading log. The student again records the date of the entry. The text type cell is used to record the format of the writing, i.e. a letter, a list, a report. The audience is recorded to remind the student that writing is for the purpose of communicating ideas to a specific audience. The next cell requires the student to record the purpose for the writing. The audience and purpose are directly related. The cells requesting a reading/listening partner and reviewer comments reinforces the concept of editing writing for clarifying and improving the communication of ideas.

At the end of a specified time, the teacher collects these reading/writing logs. They are filed in the student's portfolio and referred to as needed in order to provide information about the range of reading and writing preferences each student demonstrates.

### **Teacher Observation Survey**

The teacher observes and records the child's literacy behaviors at the beginning, middle, and the end of the school year. Careful observation of a child during times when activities are self-selected will provide the teacher with information in relationship to the child's comfort level with literacy experiences. The teacher will also be able to observe a child's application of literacy skills when the topic is of interest or outside the child's interest area. The value that a child places on literate behaviors may be seen when a teacher practices focused observation.

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## **Analysis**

Analysis over time, of the reading/writing logs includes categorization of the child's genre preferences, text level used independently, purposes for which the child reads/writes, and the individuals who provide the listening support. Consideration of this information in relationship to the classroom performance and responses to the other literacy attitude tools will allow the teacher to refine the instructional choices s/he makes.

When the teacher considers the responses from the child's reading/writing self-reflection, s/he should ask the following questions: "Does the performance of the student in the classroom setting match what s/he states about literacy?" "Based on the child's thoughts about her/his reading/writing strengths, are there opportunities for the child to be successful in the classroom literacy experiences?"

The teacher observation tools allow the teacher to consider and take anecdotal notes about the application of reading/writing knowledge, skills and preferences during small group and independent work time. The child may work most effectively individually or in a small group. The child may choose to always have a partner for reading and writing that provides interactive discussion to facilitate the construction of meaning. All of this information will help the teacher shape instructional experiences in the classroom to provide the greatest opportunity for student achievement.

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## ***Thinking About Yourself As A Reader***

### **Procedure**

The teacher can feel free to reword the questions to match the child's developmental level. The teacher will need to be the reader and recorder when using this survey with pre-literate students in the earliest stages of learning to read and write. Additional information may be gained by allowing the student to draw pictures that reflect her/his responses to some of the following prompts. Students able to read and write independently may respond to the following prompts without assistance.

1. What kinds of reading have you done?
2. What kinds of reading do you like to do most?
3. What kinds of reading do you least like to do?
4. What do you think about as you choose what you will read?
5. After you have read a book, what do you talk about with others?
6. What things do you think carefully about as a reader?
7. What have you learned about yourself as a reader?
8. What are your future goals as a reader?
9. Looking back over your answers in questions number 2 and 3, what do you notice?

# Student Response Sheet

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>Thinking About Yourself as a Reader</b>	
<b>Prompt</b>	<b>Student Response</b>
1. What kinds of reading have you done?	
2. What kinds of reading do you like to do most?	
3. What kinds of reading do you least like to do?	
4. What do you think about as you choose what you will read?	
5. After you have read a book, what do you talk about with others?	
6. What things do you think carefully about as a reader?	
7. What have you learned about yourself as a reader?	
8. What are your future goals as a reader?	
9. Looking back over your answers in questions number 2 and 3, what do you notice?	

## *Thinking About Yourself As A Writer*

### **Procedure**

The teacher can feel free to reword the questions to match the child's developmental level. The teacher will need to be the reader and recorder when using this survey with pre-literate students in the earliest stages of learning to read and write. Additional information may be gained by allowing the student to draw pictures that reflect her/his responses to some of the following prompts. Students able to read and write independently may respond to the following prompts without assistance.

1. What kinds of writing have you done?
2. What kinds of writing do you like to do most?
3. What kinds of writing do you least like to do?
4. What do you think about as you choose what you will write?
5. After you have written something, what do you talk about with others?
6. What things do you think carefully about as a writer?
7. What things do you believe you do well as a writer?
8. What are your future goals as a writer?
9. Looking back over your answers in questions number 2 and 3, what do you notice?

# Student Response Sheet

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>Thinking About Yourself as a Writer</b>	
<b>Prompt</b>	<b>Student Response</b>
1. What kinds of writing have you done?	
2. What kinds of writing do you like to do most?	
3. What kinds of writing do you least like to do?	
4. What do you think about as you choose what you will write?	
5. After you have written something, what do you talk about with others?	
6. What things do you think carefully about as a writer?	
7. What things do you believe you do well as a writer?	
8. What are your future goals as a writer?	
9. Looking back over your answers in questions number 2 and 3, what do you notice?	

**Reader Log**  
**Student Response Sheet**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Date: March 21, 2001		
Text: TV Guide	Author:	Genre: Non-fiction magazine
Reader Comments:  This gives me good information.		
Reading Listening Partner: Please Sign Mrs. Rockafellow	Partner Review Comments: Sam can read this to me and then we decide what programs Sam can watch.	
Date: March 30, 2001		
Text: Harry Potter and the Chamber of Secrets	Author: Rowland	Genre: Fiction
Reader Comments: This book is not as good as the last one. I wonder why I feel this way?		
Reading Listening Partner: Please Sign James	Partner Review Comments: I like the kid who is the main character.	
Date:		
Text:	Author:	Genre:
Reader Comments:		
Reading Listening Partner: Please Sign	Partner Review Comments:	



## Reader Log Student Response Sheet

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Date:		
Text:	Author:	Genre:
Reader Comments:		
Reading Listening Partner: Please Sign	Partner Review Comments:	
Date:		
Text:	Author:	Genre:
Reader Comments:		
Reading Listening Partner: Please Sign	Partner Review Comments:	
Date:		
Text:	Author:	Genre:
Reader Comments:		
Reading Listening Partner: Please Sign	Partner Review Comments:	

**Writer's Log**  
**Student Response Sheet**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Date Written: March 21, 2001		
Text Type: Letter to my aunt	Audience: Adult relative	Purpose: Thank her
Writer Review Comments: Nice thank you letter		
Reading Listening Partner: Please Sign	Comments about the text: I received a cool game for my game boy from Aunt Aisha.	
Date Written: March 30, 2001		
Text Type: Grocery list for party	Audience: adult	Purpose: Remind me
Writer Review Comments: This sure helped plan for the party		
Reading Listening Partner: Please Sign James, my friend	Comments about the text: Mom said I had to help so I wrote what we needed to have for my birthday sleepover.	
Date Written:		
Text Type	Audience:	Purpose:
Writer Review Comments:		
Reading Listening Partner: Please Sign	Comments about the text:	

## Writer's Log Student Response Sheet

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Date Written:		
Text Type	Audience:	Purpose:
Writer Review Comments:		
Reading Listening Partner: Please Sign	Comments about the text:	
Date Written:		
Text Type	Audience:	Purpose:
Writer Review Comments:		
Reading Listening Partner: Please Sign	Comments about the text:	
Date Written:		
Text Type	Audience:	Purpose:
Writer Review Comments:		
Reading Listening Partner: Please Sign	Comments about the text:	

Observe the child during story time or center/choice time, and then assess him/her on the behaviors listed. Additional observations should take place during other classroom literacy activities.

<b>Teacher's Observations of Student's Literacy Behaviors—Reading</b>	not observed	rarely observed	sometimes	usually observed
Listens to a short text in an attentive manner.	0	1	2	3
Indicates understanding of a story read to her/him through facial expressions, body language, verbal and auditory responses, etc.	0	1	2	3
Chooses to read texts when given choice time.	0	1	2	3
Requests that stories be read to him/her.	0	1	2	3
Shows evidence of thinking about her/his own reading (When I read this part, I thought..., but when I read the next passage I knew that...) Child is able to <i>Think aloud</i> .	0	1	2	3
Chooses to read silently in order to construct meaning of <b>informational</b> texts.	0	1	2	3
Chooses to read silently in order to construct meaning of <b>narrative</b> texts.	0	1	2	3
Actively participates in conversation using justification statements with teacher or peers about what s/he has read.	0	1	2	3
Spontaneously shares interesting parts of texts with friends.	0	1	2	3
Often chooses to read silently during free time.	0	1	2	3
Other observations:				

Observe the child during story time or center/choice time, and then assess him/her on the behaviors listed. Additional observations should take place during other classroom literacy activities.

<b>Teacher's Observations of Student's Literacy Behaviors—Writing</b>	not observed	rarely observed	sometimes	usually observed
Spontaneously shares interesting parts of journals or notes with friends.	0	1	2	3
Actively participates in substantive conversation using justification statements with teacher or peers about what s/he has written.	0	1	2	3
Engages in writing texts during choice time.	0	1	2	3
Engages in writing messages to other individuals during choice time.	0	1	2	3
Organizes self through the use of lists or other text.	0	1	2	3
Independently takes notes about topics of interest in pictorial or written format.	0	1	2	3
Requests conventional spelling of words needed for communication.	0	1	2	3
Readily uses phonetic approximations of words needed when writing.	0	1	2	3
Other observations:				