

Survey Indicator	Never	Sometimes	Often	Always
When I plan, I include opportunities for structured student-to-student content dialogue.				
I integrate formative writing processes (exit slips, graphic organizers, journals, etc.) into my instructional plans.				
I ask students to read a variety of content-specific print sources (magazines, text book, graphs, art, media, websites, etc.) in my classroom.				
I intentionally select complex text for my students to read and learn about content ideas.				
I model how to use a strategy before expecting students to use it independently.				
I plan before-, during-, and after- reading activities to support my students' comprehension of content text.				
I plan for and use higher-level questions to engage my students in learning about important content ideas.				
I adjust my instructional approach in response to ongoing evidence of students' learning.				
I am selective and intentional in the literacy strategies I use to support learning in my discipline.				
I provide individualized and specific feedback to students about how to make their work better.				
I expect students to use content vocabulary when they speak.				
I expect students to use content vocabulary in their writing.				
Content resources are readily available and accessible for students in my classroom.				
I post student work to spotlight the kind of thinking I hope to foster.				
My classroom space is flexible to accommodate individual and small group learning.				
I engage in conversations with my colleagues, reflecting and planning how to improve student literacy skills and learning.				

Survey Indicator	Never	Some-times	Often	Always
I have the chance to discuss what I'm learning with other students during class.				
I have opportunities to write during class to help me learn the content.				
In class, I have the chance to read a variety of materials about what we are learning.				
We read things in class that are difficult or challenging to understand.				
My teacher shows me how to use a strategy before expecting me to use it on my own.				
My teacher asks me questions that make me think deeply about the content.				
My teacher will change how he/she is teaching if the class is having a hard time learning the content.				
My teacher tells me that he/she expects a lot from me.				
My teacher provides feedback to me about how I can make my work better.				
In this class, I read, write, and talk with others in ways that help me learn.				
In this class, we talk about interesting things related to what we are learning.				
In this class, I have opportunities to write about what I do and do not understand.				
I use different strategies to help me understand what I am reading.				
My teacher expects students to explain their thinking about what we are learning.				
Students in this class participate with interest.				
The room is a good place to work on my own.				
The room is a good place to work in small groups.				
The teacher puts student work on the walls of the classroom.				
Information about what we are studying can be found on the classroom walls.				
In this room, there are books, resources, and posted information about the content.				
Students regularly use the books and other materials in this classroom.				