

## Wayside Literacy Vision

Wayside teachers foster an understanding of and appreciation for the literate habits that empower all scholars on their path towards college, career, and leadership in our community. Scholars understand that reading, writing, and discussion are conduits to learning about content, identities, cultures, and people. Through reading, writing, speaking, and listening, literacy classrooms cultivate critical thinking, independence and the tools scholars need to have a voice in our world.

Wayside Literacy Values	Wayside Literacy Guiding Principles
<p>Our scholars are <b>close and critical readers</b>. They understand that reading is a tool that positions them to pursue information, better understand multiple perspectives, and deconstruct the relationship between language and power.</p>	<p><b>Focus on Meaning</b> In every lesson, teachers and scholars prioritize uncovering the deepest meaning of the text. Reading strategies and skills are developed in tandem with the pursuit of meaning, not in isolation.</p>
	<p><b>Foundational Skills</b> Teachers provide students with a strong foundation in reading skills. Phonological and phonemic awareness are the building blocks of reading fluency. The ability to read fluently allows readers to focus on comprehension.</p>
	<p><b>Complex and Relevant Texts</b> Teachers (and scholars) choose rich, complex, and culturally relevant texts across genres that speak to the diversity of the human experience and connect to the lives of the scholars. Texts spark inquiry and discussion about the scholars’ role as actors for equity. Teachers build world knowledge intentionally in every class to deepen scholar understanding of current and relevant topics across the curriculum.</p>
	<p><b>Critical and Close Reading</b> Teachers and scholars engage in thoughtful, critical analysis of texts, focusing on significant details or patterns in order to develop understanding of the text form, craft and meaning.</p>
	<p><b>Joy and Love of Reading</b> Teachers foster a deep appreciation for reading and guide scholars to discover themselves as readers. Teachers model their own passion for the discipline and work to establish a reading culture in their classroom. Teachers ensure that scholars have daily independent reading time. Teachers create a classroom environment that resounds with the joy of reading through displaying, talking about, and providing students with access to a wide variety of books.</p>
	<p><b>Vocabulary and Language Development</b> Teachers explicitly teach and purposefully review vocabulary, knowing that scholars learn words best through multiple exposures and conceptually linked word relationships. Teachers thoughtfully consider the language objectives of their lessons and plan intentional accommodations and supports for students who are learning English.</p>
<p>Our scholars are <b>writers</b>. They write to think, learn, and express themselves. They write with an understanding of audience and purpose.</p>	<p><b>Writing for varied purposes</b> Teachers provide a purposeful, regular mix of low-stakes writing opportunities that help scholars develop their voice and expand their thinking as well as “high-stakes” writing tasks that are creative, narrative, informational, persuasive, and analytical. Teachers also provide opportunities for scholars to choose their own topics and genres in order to increase agency and student engagement. Scholars write across disciplines in order to deepen comprehension and explain their thinking.</p>
	<p><b>Conventions and mechanics</b> Teachers honor diverse home literacies and languages all while guiding scholars to master the conventions of Standard English in order to prepare for high-stakes assessments, college, and careers. Scholars apply their knowledge of conventions and mechanics through the process of editing and revising their own writing.</p>
	<p><b>Feedback and revision</b> Teachers guide scholars to give and receive concrete, constructive feedback that scholars are able to implement, knowing that revision is an important and ongoing part of the writing process. Teachers will conference with students and engage in coaching conversations to guide scholars through improving their writing.</p>

<p>Our scholars are <b>deep thinkers</b>. They engage in authentic reading and writing experiences where they leverage their intellectual curiosity, grapple with open-ended questions, and persevere through rigorous texts, tasks, and discussions.</p>	<p><b>Habits of Discussion</b>  Teachers explicitly teach scholars how to actively listen and respond to peers thoughtfully and respectfully. Teachers leverage scholar-to-scholar interactions as an important way for scholars to communicate different perspectives and deepen understandings.</p>
	<p><b>Curiosity</b>  Teachers foster intellectual curiosity in scholars, creating multiple opportunities for scholars to ask questions, seek and evaluate information, collaborate, and debate about a variety of topics. Scholars grapple with meaning through speaking and writing in a variety of formats (whole group, small group, turn and talk, etc.) throughout the day.</p>
	<p><b>Evidence-based Thinking</b>  Teachers ask scholars to demonstrate understanding through oral and written responses, using sound and sufficient evidence to support their ideas.</p>