

Structured Literacy to Support ALL Learners – Winter 2024



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Use this webinar companion document to further explore the webinar topic with colleagues. Below is a list of discussion prompts and resources to guide conversation and deepen your understanding of the topic.



- How can literacy instruction support educational equity across the grade levels?
- What do teachers need to know about dialect to support an inclusive classroom culture?
- How can leaders create the type of communities that allow all students to thrive?

More to Explore



Read the *Linguistic Differences and Learning to Read for Nonmainstream Dialect Speakers* **ARTICLE** by Brandy Gatlin-Nash, Lakeisha Johnson, and Ryan Lee-James.

- Linguistic differences can be an asset to the classroom culture. What are some ways teachers support nonmainstream dialect speakers to create a positive culture for students of all dialects?
- How is dialectal variation taken into consideration during your site’s assessment and instruction?
- Several programs, including DAWS, ToggleTalk, Codeswitching Lessons, and similar programs named in the article can help students become bidialectal. How might these programs be beneficial to your practice?



Listen to the Research Education Advocacy (READ) **PODCAST**, Episode 31, *From Translation to Implementation with Nicole Patton Terry, Ph.D.*

- What role does community play in students’ growth?
- Dr. Patton Terry explains that building educational equity is a process that involves leaders and decision-makers who help move students forward toward positive outcomes. How is this seen in your community?
- How can systems be organized to create the type of multidisciplinary team that leads to larger-scale success for students?



Watch the **WEBINAR** titled *Integrating the Science of Reading and Culturally Responsive Instruction as a Path to Equity*, featuring Zaretta Hammond.

- In this presentation, Zaretta Hammond briefly reviews the differences between multicultural, social justice, and cultural education. How can your classroom, school, or district move closer to a model she discusses?
- “Productive struggle” is a valuable tool. How can educators ensure that students are taking risks and working on productive struggle?
- How might you include games like Coder Breaking and Making Meaning into your instructional practice? What might be the benefits?

