



District TOSAs

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Presenters...

Welcome!

Thank you for joining in on the
Language and Literacy
conversation

- ★ Skilled Reading
- ★ Bridging Language and Literacy
- ★ Application for ALL educators



COMPREHENSION

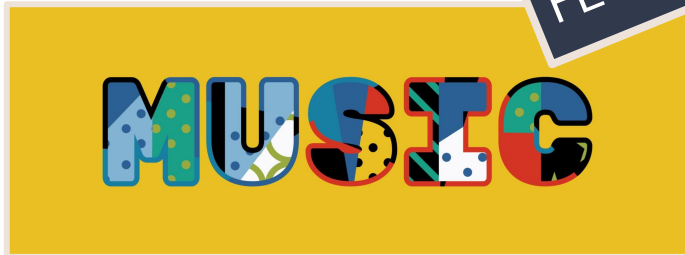


PHONICS & PHONEMIC AWARENESS

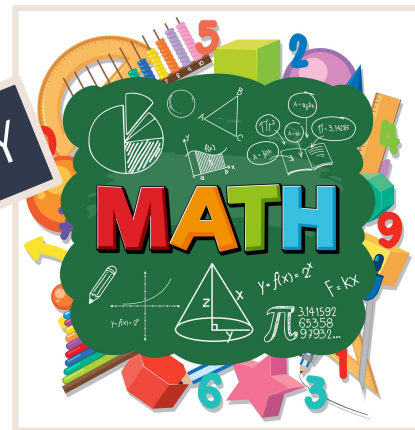


VOCABULARY

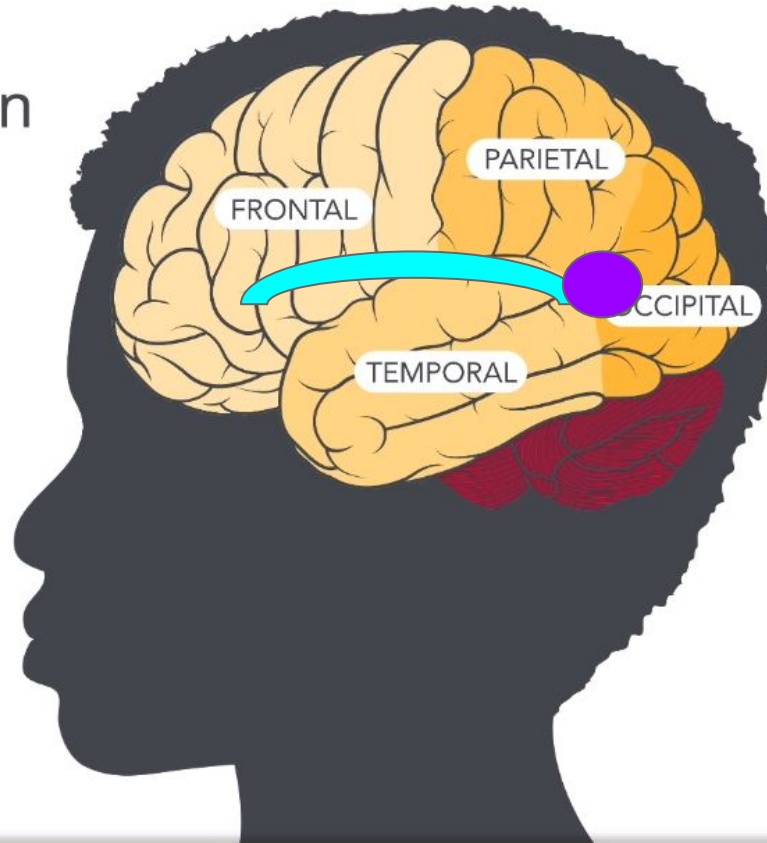
ORAL LANGUAGE



FLUENCY



The Reading Brain



Explicitly teaching reading builds bridges.

The Simple View of Reading

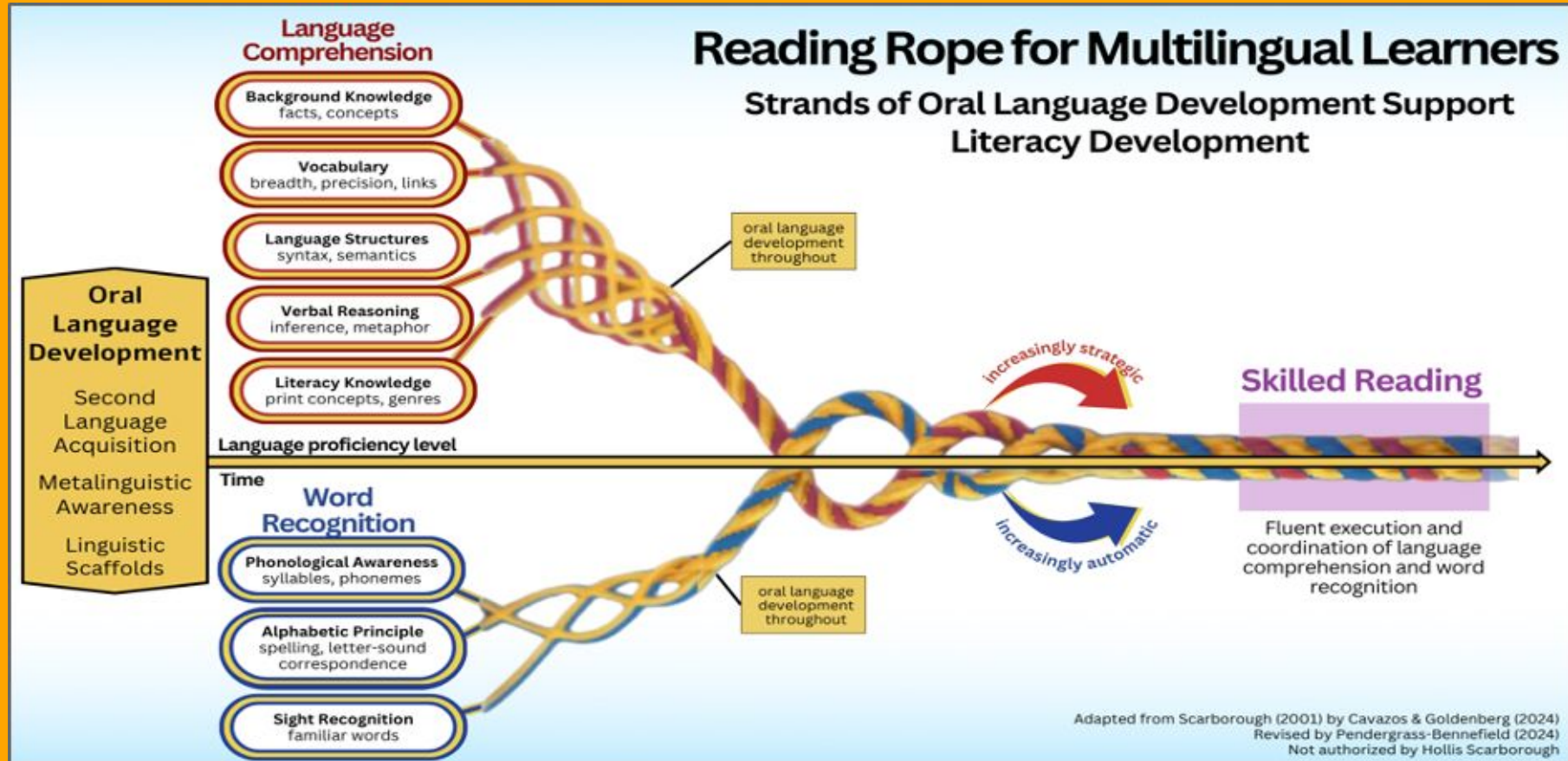


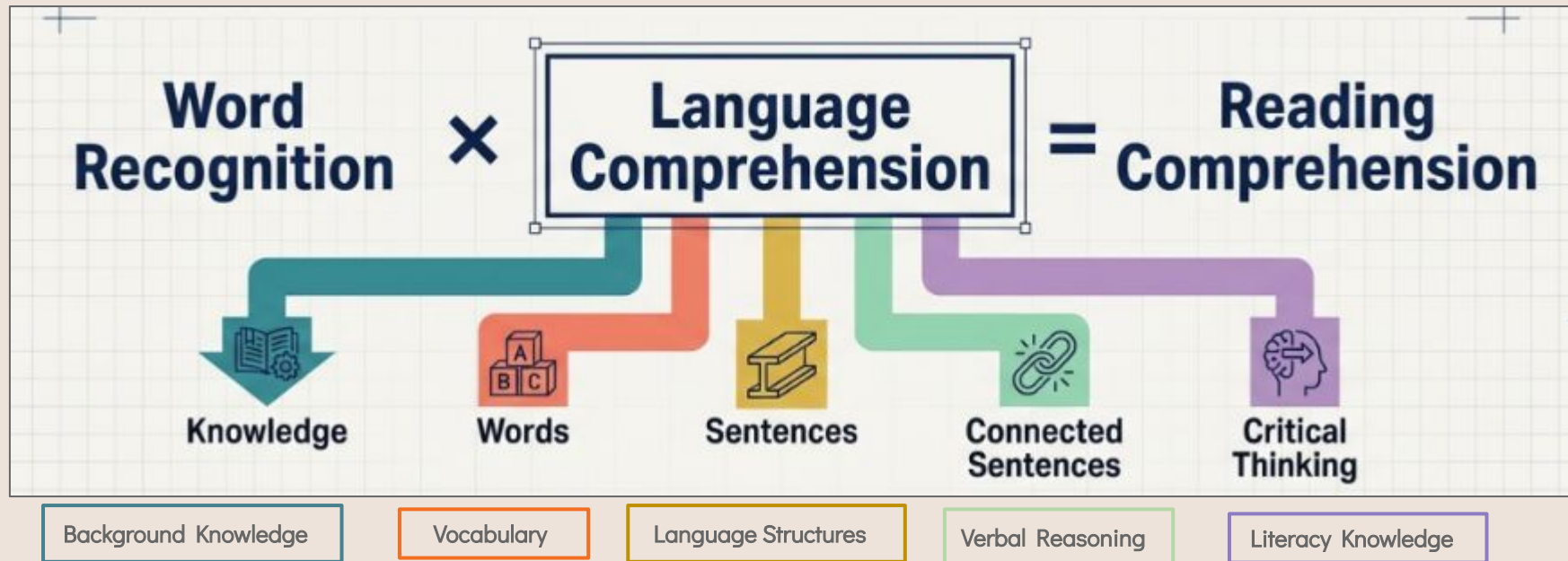
Gough and Tunmer, 1986

Weakness in one domain cannot be overcome by strengths in another domain



Figure 1.9 Reading Rope
(Scarborough, 2001)





Students Learn Language Through Language

Background Knowledge	Knowledge: Building context and activating prior experiences.
Vocabulary	Words: Explicitly teaching high-utility academic vocabulary and morphology.
Language Structures	Sentences: Expanding simple sentences and analyzing connectives in complex syntax.
Verbal Reasoning	Connected Sentences: Identifying narrative (story arc) and informational (cause/effect) text structures.
Literacy Knowledge	Critical Thinking: Inferencing using Text Clues + What I Know.

Classroom Application



Decoding words is only half the battle; students must also understand what those words mean in context. Language comprehension is systemic, and teachers can intentionally build it by focusing on **five core pillars**.

The 5 Key Language Comprehension Skills to Build

1. Knowledge

- **What it is:** The world knowledge and context a student brings to a text.
- **Why it matters:** It acts as the scaffolding for new information. A student who already knows about oceans will comprehend a book about coral reefs much faster.
- **Teacher action:** Use text sets (multiple books/articles on the same topic), multimedia, and pre-reading discussions to build schema before diving into a complex text.

2. Words

- **What it is:** Knowledge of word meanings, how words relate to each other, and how they change (morphology).
- **Why it matters:** You can't understand a sentence if you don't know what the words mean.
- **Teacher action:** Explicitly teach "Tier 2" words (high-utility academic words used across subjects) and teach word roots, prefixes, and suffixes so students can independently unlock new words.

3. Sentences

- **What it is:** Understanding how sentences are put together (syntax) and how word choice affects meaning (semantics).
- **Why it matters:** Written language is often much more complex than spoken language, featuring passive voice, clauses, and inverted word order.
- **Teacher action:** Use "sentence unscrambling" exercises or have students break down long, complex sentences into smaller, bite-sized ideas to analyze how punctuation and grammar dictate meaning.

4. Connected Sentences

- **What it is:** The ability to read between the lines, grasp metaphors, and make inferences.
- **Why it matters:** Texts rarely state everything explicitly. Students need to combine what is written with their own logic to find the deeper meaning.
- **Teacher action:** Use think-alouds during shared reading to model *how* to make an inference (e.g., "*The author says the character slammed the door, so I'm inferring they are angry.*")

5. Critical Thinking

- **What it is:** Familiarity with mechanics, text structures, and literary genres; moving from "what text says" to "what text means."
- **Why it matters:** Students read a recipe differently than they read a fairy tale. Knowing how different texts are structured helps them navigate the layout and anticipate the content.
- **Teacher action:** Explicitly point out text features (headings, glossaries, diagrams) in nonfiction and teach the predictable arcs of fiction (setting, problem, climax, resolution).

The Takeaway: Language comprehension isn't a single switch you flip—it's a collection of strands woven together. By intentionally targeting these five areas during daily read-alouds and content lessons, teachers can help students move from basic word-callers to deep thinkers.

Note Catcher



Note Catcher and Processing Tool

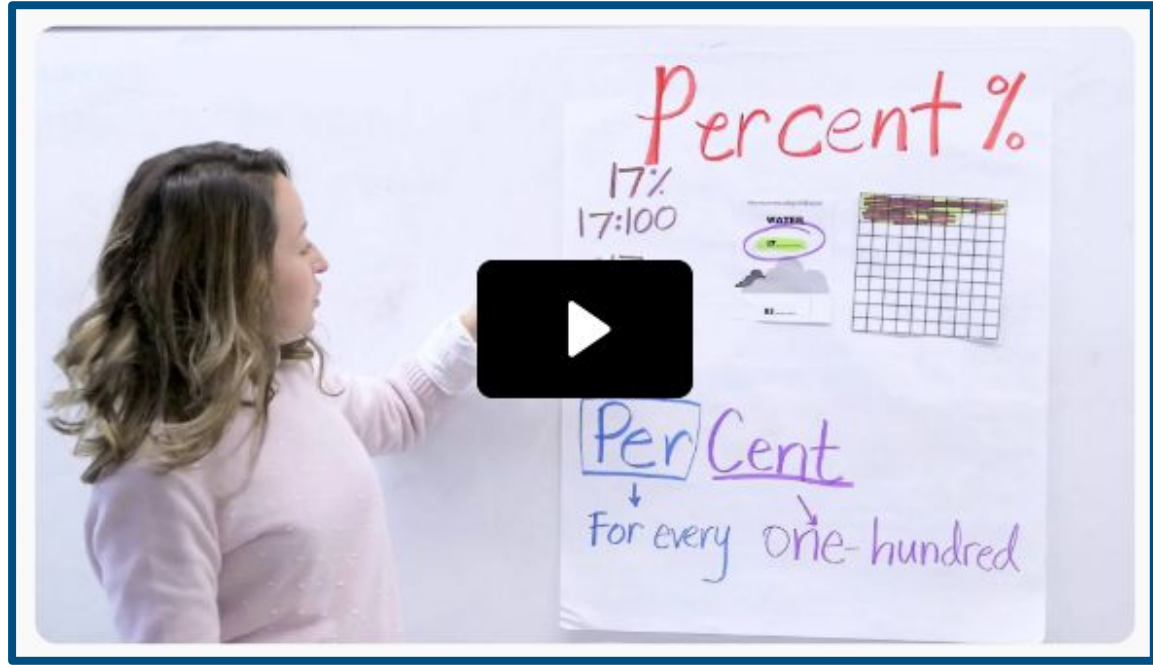
As we view these videos, look for evidence of the **5 key language comprehension skills** the teacher is intentionally building with each instructional strategy. Think about the classroom management that is in place to make these instructional strategies possible, and the steps to take to build stamina for students to be able to successfully engage in the classroom tasks.

Video #1: Anchor Charts	
Language Comprehension Skill:	Noted Evidence from Video
☐ Knowledge <i>(Background Knowledge)</i>	
☐ Words <i>(Vocabulary)</i>	
☐ Sentence <i>(Language Structures)</i>	
☐ Connected Sentences <i>(Verbal Reasoning)</i>	
☐ Critical Thinking <i>(Literacy Knowledge)</i>	

Video #2: Directed Discourse	
Language Comprehension Skill:	Noted Evidence from Video
☐ Knowledge <i>(Background Knowledge)</i>	
☐ Words <i>(Vocabulary)</i>	
☐ Sentence <i>(Language Structures)</i>	
☐ Connected Sentence <i>(Verbal Reasoning)</i>	
☐ Critical Thinking <i>(Literacy Knowledge)</i>	

Relevant Application to Instructional Setting and Identifying Opportunities for Oral Language Development

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Collaboration & Processing





Collaboratio n & Processing



Exit Ticket

Students learn language through language. Every conversation, investigation, and writing task is an opportunity to strengthen the foundation of reading comprehension.



Name:
Site:
Role:

One language comprehension practice I will intentionally strengthen in my classroom this year is _____ because _____



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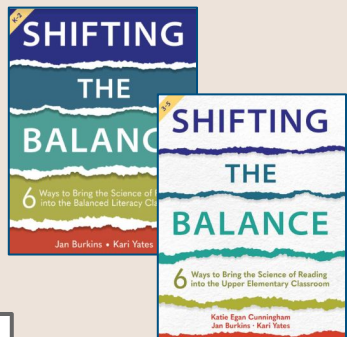
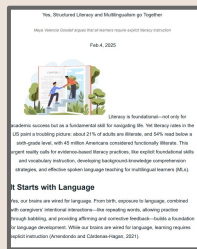
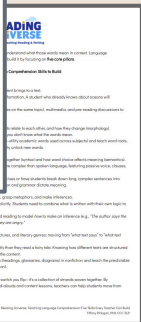
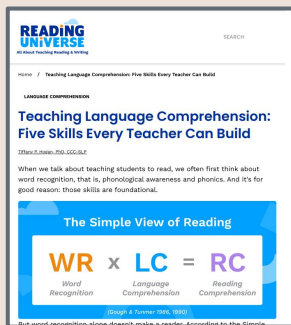


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Thank
you!

Resources

Elsa Cardenas-Hagan
Claude Goldenberg
Linda Cavazos
Jan Burkins
Kari Yates



English		Spanish
a	➡	a
e	➡	e
i	➡	i
o	➡	o
u	➡	u

Similar to English /o/ like in father.
Similar to English /e/ like in met, but a bit tenser.
Similar to English /ee/ like in the word see.
Similar to English /o/ like in go.
Similar to English /oo/ like in food.

