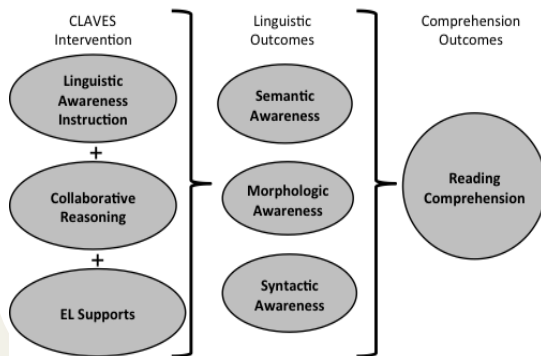


The CLAVES Intervention Project

Comprehension, Linguistic Awareness, and Vocabulary in English and Spanish



CLAVES is a federally-funded, ongoing collaboration between Boston College and the University of Maryland. Our work is focused on the language and reading development of bilingual and English-learning elementary school students.



What are we learning?

- Language skills that predict reading include vocabulary, morphology, syntax, and semantics
- Students in classrooms where teachers address these skills have greater language proficiency gains compared to students with teachers who don't
- 75% of all classroom talk is teacher talk. Only small percentages of teacher talk address linguistic skills
- Bilingual students with well-developed Spanish literacy skills tend to outperform their less Spanish proficient peers in English

Exploratory Goals 2009 - 2013

- To unpack "instructionally malleable" components of language proficiency and understand their role in predicting reading comprehension
- To explore what teaching approaches facilitate the acquisition of both language and reading among bilingual learners in elementary school
- To understand how language operates in relation to reading comprehension among bilingual learners

Development Goals 2014 - 2017

- To develop the CLAVES intervention, which will target linguistic awareness and reading comprehension through direct instruction, small-group discussion, and targeted bilingual supports
- To assess the feasibility of implementation of the CLAVES intervention
- To evaluate the potential effectiveness of the CLAVES intervention