

# 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 whose teachers address these skills show stronger linguistic gains compared to students whose teachers do not address these skills
- Only a small percentages of teacher talk addresses these linguistic skills, and 75% of all classroom talk is teacher-driven
- Bilingual students with well developed Spanish literacy skills tend to outperform their less Spanish proficient peers in English
- Small-group, text-based instruction on language skills PLUS interactive discussions shows great promise

## **Exploratory Goals 2009 - 2013**

- Identify "instructionally malleable" linguistic skills and understand their role in predicting reading comprehension
- Explore what teaching approaches facilitate the acquisition of both language and reading among bilingual learners in elementary school
- Understand how language operates in relation to reading comprehension among bilingual learners

## **Development Goals 2014 - 2017**

- Develop the CLAVES intervention, which will target linguistic awareness and reading comprehension through direct instruction, small-group discussion, and targeted bilingual supports
- Assess the feasibility of implementation of the CLAVES intervention
- Evaluate the potential effectiveness of the CLAVES intervention