**CLAVES Principles**

**1. Metalinguistic Awareness**

In CLAVES, focusing on language means explicit instruction on specific words (vocabulary), word parts (morphology), and grammatical structures (syntax). These dimensions of language are teachable, and reflecting on them helps students develop metalinguistic awareness, or an understanding of how language works and how to manipulate it. In teaching vocabulary, teachers ask for and provide: definitions, contextual examples, translations, and activities. Doing so engages students in talk that supports them in making connections across words and their multiple meanings. In teaching morphology, teachers teach meanings of word parts as they appear in key vocabulary and play with prefixes and suffixes to change word meanings and parts of speech. In teaching syntax, teachers teach parts of speech and sentence structures using manipulatives and gaming approaches. These language-based approaches have been designed to make room for students to incorporate their own experiences and understandings of language, while also supporting the development of metalinguistic awareness all in the service of supporting students to become independent language users who can creatively and effectively generate understanding through interactions with the texts, their teacher, and each other.

* Explicit Instruction on:
	+ Specific words (vocabulary), word parts (morphology), and grammatical structures (syntax)
* Focus on how language works
* Active verbal reflection
* Room for lived experiences of students

**2. Dialogic Teaching**

In CLAVES, instruction is driven primarily through dialogic approaches. Lessons have been designed to provide opportunities for students to use their language, or languages, in conversation with their teacher and their peers so that there is better distribution of labor and power dynamics between teachers and students. In centering dialogic approaches to teaching, conversations about ideas and evidence in text are linked with students’ lived experiences and understandings about the worlds they live in. Engaging in this kind of text- and experience-based talk gives students space to contribute their understandings, whether they are emerging from the text, grounded in prior experience, or both. During guided readings of text and language-based instruction, students are supported to share what they are thinking and to participate in collaboratively constructing meaning about text and language. Students should be encouraged to contribute to discussions about text, language, and the big question using all of their language resources to engage in each lesson. Instruction includes:

* Centering student voices and language repertoires
* Pulling evidence from text
* Drawing on personal experiences
* Active contribution and engagement
* Keeping students participating and engaged

**3. Multimodality**

In CLAVES, texts have been chosen based on the unit themes, degrees of representation, and interest to students. The lesson plans are multimodal in that they bring together both static and video texts, as well as web-based activities that allow students to manipulate, or “tinker with”, language. CLAVES texts are also selected because of their rich language use and the potential to stimulate critical conversations about language and the big idea. Each text cycle contains a static anchor text, along with additional video texts that provide supplementary information about the cycle topic. Additionally, gamification of vocabulary, morphology, and syntax takes place in online environments where students can manipulate words, word parts, clauses, and sentences to generate understandings about language and how it works. Finally, for writing, students can work as a whole small group, in pairs, or individually, and choose from a range of structured graphic organizers that support awareness of the structural and linguistic features of spoken and written argumentation.

Instruction includes:

* Understanding that “text” is not just words on paper, it is digital, visual, aural, and physical
* Scaffolds that are provided but not required. That is, students "pull" the support, rather than have it "pushed" on them
* Gaming activities with language parts and functions to make morphology and syntax more engaging

**4. Multilingualism**

In CLAVES, teachers encourage all of their students to use all of their linguistic resources to make insights into language and to communicate with each other. To be multilingual can definitely mean to speak different languages, but it also refers to the many different ways that we all use language. In other words, all of us engage in “languaging” that includes spoken languages and registers, but also includes non-verbal modes of communication, for example, gestures, movement, and drawing). The goal of languaging in a multilingual context is expression and meaning-making. Taking a multilingual perspective requires a broader commitment to respecting how we understand what language is and what counts as acceptable language use. There is not one way to talk about text in school that is better than other ways. Teachers provide opportunities to extend knowledge of language and intentional meaning-making by centering, not marginalizing, children’s languages and ways of speaking that allow their students to best reflect what they know and who they are. In this sense, at the individual level, we are all multilingual because we all have different linguistic resources that we engage differently depending on the contexts in which we find ourselves. Instruction includes:

* Encouraging students to use all their languages and linguistic repertoires when they talk about text and language
* Comparing and contrasting how language works across different languages
* Having students become language teachers for others in the group
* Acknowledging that language experiences are lived experiences and should be shared