

LA 3.1 Jigsaw Wright Reading



Learning Outcome	Pedagogical Intent	Student Position
<p>Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguisticsystems to support English language learners’ development of literacy</p>	<p>Teachers can advocate for their students when they know the advantages and disadvantages of the program models their students are part of at their schools.</p>	<p>Teachers can advocate for their students when they know the advantages and disadvantages of the program models their students are part of at their schools.</p>
<p>Assessment: 25 pts.</p>		
<p>TA: 40 Minutes</p>		

Instructions

1. The facilitator will divide the class into two expert groups.
 - a. The first expert group will review chapter 5 of Wright, and focusing on bilingual models of education for ELLs, fill in one side of [compare/contrast Venn diagram](#).
 - b. The second expert group will review chapter 5 of Wright, and focusing on English medium models of education for ELLs, fill in the one side [compare/contrast Venn diagram](#).
2. The class will now form groups of four, with two from the bilingual models expert group and two from the English medium models expert group in each group of four. These four will work together to complete both sides of the compare/contrast Venn diagram.
3. Under the direction of the facilitator, compare and contrast bilingual and English medium models of instruction in a class discussion.



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