

LA 5.2: Program Models

Reading With Purpose



Learning Outcome

Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.

Assessment: 25 pts.

TA: 50 Minutes

Pedagogical Intent

Teachers who understand the history of educating ELs can select models, strategies, and practices to effectively teach English language learners.

Student Position

Students have explored the legalities involved in the modern history of educating English learners in the United States. They are now prepared to read about programming responses to those legalities.

Instructions

1. Form groups of three.
2. Read all six of the program model summaries on the following pages.
3. Click and download the [Program Models doc](#) to fill out the chart. For each program complete the “Important Points About the Model” row.
4. Divide the next three rows among the members of your group. Each person will fill out the corresponding row of the program analysis chart, responding to the prompts in each row. For the second row, refer to the summary of SLA facts on page (6-10). For the third and fourth rows, use the program information from the book and your homework 5.1 about enrollment and classification. The last row will be assigned as homework from this session. It need not be completed until the next session.
5. Go through the program chart as a group, adding in the missing information from each row.
6. Participate in the class discussion about these programs when you have finished.



Pinnegar, S. E. & Doxey, L. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education

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