

Figure 3.13 Checklist for Collaboratively Planning Based on the 12 Dimensions of Scaffolding

SCAFFOLDING DIMENSIONS	WAYS TO ADDRESS THE 12 DIMENSIONS IN THE DUAL LANGUAGE CONTEXT
Critical	<ul style="list-style-type: none"> Connecting teaching to social context Addressing social justice and equity Interpreting and engaging with material from the perspectives of marginalized groups Modeling authentic discourse (written and oral) for balanced program language use Practicing how to assess and respond to the language and power dynamics inside and outside of the school
Cultural	<ul style="list-style-type: none"> Connecting text selection to social context Facilitating academic oracy with cultural relevance Learning topics that enrich students' multilingual identities Structured debate techniques with multilingual connections Exploration of home, community, and school cultures
Digital	<ul style="list-style-type: none"> Multilingual multimedia presentations Digital recordings in both program languages Digital storytelling in both program languages Multilingual e-books, blogs, web-based books Digital whiteboards Instructional apps
Environmental	<ul style="list-style-type: none"> Maintaining high expectations for all students Multilingual, print-rich classroom Class displays reflect students' cultural and linguistic diversity from an assets-based stance Instructional resources meet students' learning preferences Areas for learning meet with students' preferences for feeling safe and comfortable
Graphic	<ul style="list-style-type: none"> Outlines Charts Maps Tables Timelines Thinking Maps™ Graphic organizers
Instructional	<ul style="list-style-type: none"> Questioning techniques: Surface to deep (Bloom's taxonomy) Modeling in the partner languages according to your program design Demonstrating Guided practice Chunking information Mentor texts that are authentic to the program language Teacher clarity

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Interactive/ Collaborative	<input type="checkbox"/> Whole-group learning <input type="checkbox"/> Small-group learning <input type="checkbox"/> Paired learning <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Jigsaw reading <input type="checkbox"/> Project-based learning
Linguistic	<input type="checkbox"/> Contextualizing key terms/phrases <input type="checkbox"/> Sentence frames and starters <input type="checkbox"/> Building fluency through collaborative participation
Multilingual	<input type="checkbox"/> Translanguaging <input type="checkbox"/> Multilingual resources made available <input type="checkbox"/> Multilingual modes of expression embraced
Multimodal	<input type="checkbox"/> Richly illustrated print-based texts in both program languages <input type="checkbox"/> Digital resources—films, video clips, interactive web pages <input type="checkbox"/> Incorporating speaking, writing, interacting, reading, and listening (SWIRL) <input type="checkbox"/> Multilingual graphic representations of concepts <input type="checkbox"/> Student choice
Multisensory	<input type="checkbox"/> Realia (real objects) <input type="checkbox"/> Manipulatives <input type="checkbox"/> Illustrations <input type="checkbox"/> Audio representations <input type="checkbox"/> Video representations <input type="checkbox"/> Songs, dance, and movement
Social-emotional	<input type="checkbox"/> Community building <input type="checkbox"/> Micro-teaching (supporting individual students as needed) <input type="checkbox"/> Offering frequent and targeted feedback <input type="checkbox"/> Using multiple group configurations to encourage interaction <input type="checkbox"/> Daily emotional check-ins <input type="checkbox"/> Individual goal setting <input type="checkbox"/> Collaboratively establishing norms and expectations <input type="checkbox"/> Equitable approach to both program languages

Source: Adapted from Honigsfeld and Dove (2022)

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