

Figure 6.21 Checklist for Collaboratively Planning: Nine Dimensions of Scaffolding

| SCAFFOLDING DIMENSIONS | WAYS TO MEET THE DIMENSIONS |
|------------------------|---|
| Instructional | <ul style="list-style-type: none"> — Questioning techniques: Surface to deep (Bloom’s taxonomy) — Modeling — Demonstrating — Guided practice — Chunking information — Mentor texts — Teacher clarity |
| Linguistic | <ul style="list-style-type: none"> — Translanguaging — Contextualizing key terms — Sentence frames and starters — Building fluency through collaborative participation—for example, <ul style="list-style-type: none"> — Fishbowl — Literature circles — Reader’s Theatre |
| Multimodal | <ul style="list-style-type: none"> — Richly illustrated print-based text — Digital resources—films, video clips, interactive webpages — Incorporating speaking, writing, interacting, reading, and listening (SWIRL) — Graphic representations of concepts — Student choice |
| Multisensory | <ul style="list-style-type: none"> — Realia (real objects) — Manipulatives — Illustrations — Audio representations — Video representations — Songs, dance, and movement |
| Graphic | <ul style="list-style-type: none"> — Outlines — Charts — Maps — Tables — Timelines — Thinking Maps™ — Graphic organizers |

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|-------------------------------|---|
| Digital | <ul style="list-style-type: none">— Multimedia presentations— Digital recordings— Digital storytelling— E-books, blogs, web-based books— Digital whiteboards— Instructional apps |
| Interactive/ Collaborative | <ul style="list-style-type: none">— Whole-group learning— Small-group learning— Paired learning— Reciprocal teaching— Peer tutoring— Jigsaw reading— Project-based learning |
| Social-emotional | <ul style="list-style-type: none">— Community building— Micro-teaching (supporting individual students as needed)— Offering frequent and targeted feedback— Using multiple group configurations to encourage interaction— Daily emotional check-ins— Individual goal setting— Collaboratively establishing norms and expectations |
| 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— Instructional resources meet students learning preferences— Areas for learning meet with students preferences for feeling safe and comfortable |

Retrieved from the companion website for *Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners* by Andrea Honigsfeld and Maria G. Dove. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2022 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.