

SOME PRACTICAL EXAMPLES OF SCAFFOLDING WRITING INSTRUCTION

Grammatical scaffolding: exercises designed to target particular grammatical structures

Outlining and writing frames: exercises providing 'skeleton' outlines, perhaps with sentence prompts, key vocabulary or pre-arranged paragraphs, to give writers a structure to write in

Cloze procedures: exercises in which texts with missing elements - words, phrases, sentences - have to be completed by the student

Re-writing: exercises which provide language elements of a text but which require rewriting in some way, perhaps re-arranging in an appropriate order or changing the tone

Genre scaffolding: using models or samples to discover and then imitate language features, which are commonly used in a particular genre, such as description or explanation

Rhetorical Models: using models to compare how texts perform rhetorical moves such as making an argument, giving examples or presenting personal opinions - always followed by practice exercises involving imitation or 'improving' a bad or incomplete example

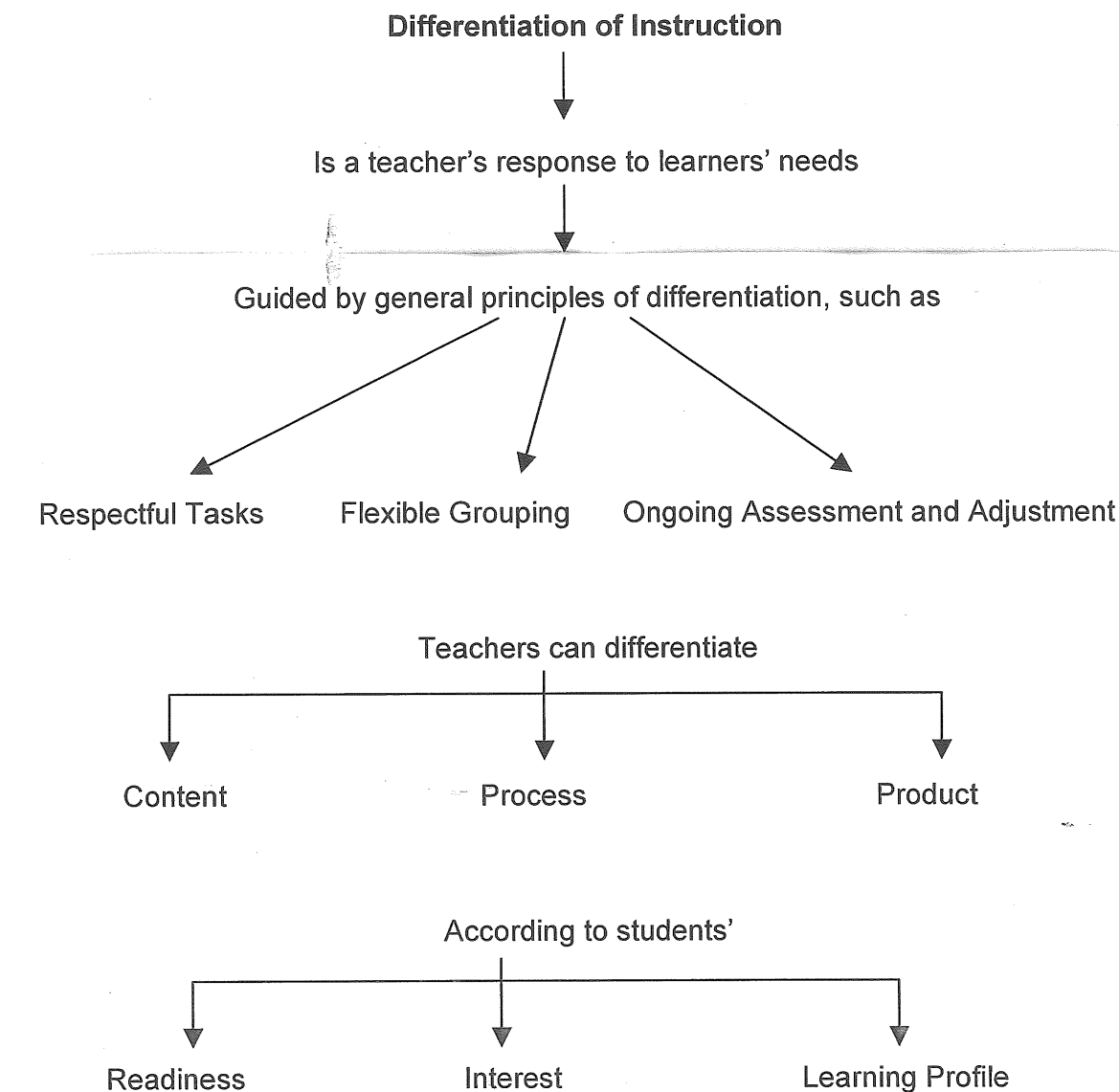
Joint Construction: an exercise where a group of learners construct a text together, for example on an overhead projector or a flipchart, with the teacher as the 'scribe' and 'mentor', suggesting possible words and phrases but also writing down what the learners say to build up a text (this approach can also be used effectively for revising a first draft)

Peer Response Feedback: an exercise where learners work in pairs or small groups, perhaps using prompts provided by the teacher, to respond to each other's writing

Teacher Feedback: can be used not just to grade and evaluate, but also to scaffold future writing

Oliver, Rob. Notes on Teaching Writing.

<http://writingapproaches.blogspot.com/2005/08/scaffolding-writing.html>



Through a range of instructional and management strategies, such as:

Multiple Intelligences "Jigsaw" Activities Taped Material Anchor Activities Varying Organizers Varied Texts Varied Supplemental Materials Literature Circles	Tiered Lessons Tiered Centers Tiered Products Learning Contracts Small Group Instruction Group Investigation Orbitals Independent Study	4-MAT Varied Questioning Strategies Interest Centers Interest Groups Varied Homework Compacting Varied Journal Prompts Complex Instruction
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Source: Tomlinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ways to Differentiate Content

- Reading partners/Reading buddies
 - Read/summarize
 - Read/question/answer
 - Visual organizer/summarizer
 - Parallel reading with teacher prompt
- Choral reading/Antiphonal reading
- Flipbooks
- New American lecture
- Split Journals (double-entry/triple-entry)
- Books on tape
- Highlights on tape
- Digests/"Cliff Notes"
- Note taking organizers
- Varied texts
- Varied supplementary materials
- Highlighted texts
- Think-Pair-Share/Preview-Midview-Postview

Source: Tomlinson, C. A. (2000, September). Reconcilable differences: Standards-based teaching and differentiation. *Educational Leadership*, 58(1), 6-11.

A Few Roads to a Differentiated Classroom

Readiness	Interest	Learning Profile
Varied texts	Exploratory studies	Vary teacher presentation
Varied supplementary materials	Concepts/principles through lens of interest	• Auditory
Varied scaffolding	Entry points	• Visual
• Reading	Open student choice	• Kinesthetic
• Writing	Independent study	• Whole-to-part
• Research	Orbitals	• Part-to-whole
• Technology	Design-a-day	Vary student mode of expression
Tiered tasks	I-searches	• Gardner's 8+
Tiered products	Mentorships	• Sternberg's 3
Flexible time use	Group investigation	Working choice arrangements
Small group instruction	Interest groups	4-MAT
Homework options	Interest centers	Flexible environment
Tiered or scaffolded assessment	Negotiated criteria	Complex instruction
Compacting	Selecting audiences	Multiple modes of assessment
Mentorships		Organizers
Negotiated criteria		Varied approaches to organizing ideas and information
Varied organizers		

Keep adding . . .

Source: Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Teacher Attends to Student Differences

In differentiated classrooms, the teacher is well aware that human beings share the same basic needs for nourishment, shelter, safety, belonging, achievement, contribution, and fulfillment. She also knows that human beings find those things in different fields of endeavor and according to different timetables. By attending to human differences she can best help individuals address their common needs. Our experiences, culture, gender, genetic codes, and neurological wiring all affect how and what we learn. In a differentiated classroom, the teacher unconditionally accepts students as they are and she expects them to become all they can be.

Source: Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Principles That Govern Effective Differentiation

- A differentiated classroom is flexible.
- Differentiation of instruction stems from effective and ongoing assessment of learner needs.
- Flexible grouping helps ensure student access to a wide variety of learning opportunities and working arrangements.
- All students consistently work with “respectful” activities and learning arrangements.
- Students and teachers are collaborators in learning.

Source: Tomlinson, C. A. & Allan, S. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Beliefs About Teaching and Learning

- Human beings share common feelings and needs, and schools should help us understand and respect those commonalities.
- Individuals also differ significantly as learners; these differences matter in the classroom, and schools should help us to understand and respect the differences.
- Intelligence is dynamic rather than static, plural rather than singular.
- Human capacity is malleable, and the art of teaching is the art of maximizing human capacity; a central goal of schools ought to be maximizing the capacity of each learner.
- We probably underestimate the capacity of every child as a learner.
- Students should be at the center of the learning process, actively involved in making sense of the world around them through the lenses we call “the disciplines.”

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- All learners require respectful, powerful, and engaging schoolwork to develop their individual capacities so that they become fulfilled and productive members of society.
 - A major emphasis in learner development is self-competition for growth and progress.
 - Teachers and other adults need to help learners accept responsibility for their own growth and progress.
 - Individuals and society benefit when schools and classrooms are genuine communities of respect and learning.
 - Effective heterogeneous classrooms are essential to building community in our schools.
 - Effective heterogeneous classrooms are powerful venues because most students spend most of their school time in such classrooms.
 - All effective heterogeneous classrooms recognize the similarities and differences in learners and robustly attend to them.
 - Excellent differentiated classrooms are excellent first and differentiated second.

Source: Tomlinson, C. A. & Allan, S. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Guidelines for Planning Differentiated Instruction

(Use portions applicable to your teaching/learning needs.)

1. Are you clear on what you want the student to
 - Know (facts, information),
 - Understand (principles, generalizations, ideas), and
 - Be able to do as a result of this/these learning experience(s)?
2. In deciding on content, have you thought about and selected
 - Alternate sources/resources,
 - Varied support systems (reading buddies, tape recordings, digests, direct instruction groups, organizers, extenders), and
 - Varied pacing plans?
3. Have you made plans to pre-assess student readiness so you can make appropriate content or activity assignments? Does the pre-assessment give a picture of understanding and skill versus facts only? Does the pre-assessment focus squarely on items in number one above?
4. As you assign students to groups or tasks, have you made certain that
 - All of them call for high level thinking?
 - All of them appear to be of about equal interest to your learners?
 - If readiness-based, they vary along the continua of the equalizer?
 - If interest based, students have choices to make about how to apply skills and understandings or how to express them?

- There are opportunities for varied modes of learning to accommodate varied learning profiles?
 - Each activity focuses squarely on one (or a very few) key concepts and generalizations?
 - Each activity requires all students to make sense of (own) the key concept(s)/generalization(s)?
 - Student choice is maximized within teacher-generated parameters needed for focus and growth?
 - Appropriate skills have been integrated into the activity requirements?
 - Expectations for high-quality task completion are clearly delineated for students?
 - You have a plan for gathering ongoing assessment data from the activity?
 - You have a plan/mechanism for bringing closure and clarity to the tasks?
5. When creating assignments for differentiated products, have you made certain that
- They vary along the continua of the equalizer-based student readiness?
 - They require all students to use the key concepts, generalizations, ideas, and skills to solve problems, extend understandings, and create meaningful products?
 - They maximize student choice options within parameters necessary to demonstrate essential understandings and skills?
 - They include a core of clearly delineated and appropriately challenging expectations for the content of the product (what understandings and skills it must demonstrate, what sorts of resources must be used, etc.), processes involved in production (planning, goal setting, time line use, use of a process log, self-evaluation, drafts/stages, etc.), and production requirements for the product (what will constitute an effective video or speech or proposal or photo essay, etc.)?
 - They provide for additional criteria for success to be added by the student, and by the teacher for individual students?
 - There are plans for formative evaluation and modification of the product?
 - There are plans for summative evaluation by the teacher, student, peers, and others (e.g., parents, real audience) based on the product criteria?
 - You have involved or informed parents as appropriate?
6. Have you also thought about
- Use of instructional strategies such as contracts, centers, interest groups, compacting, etc., which might help you vary learning options?
 - Use of small groups for direct instruction (re-teaching, extension)?
 - Sampling students to assess understanding, group processes, and production needs?
 - Meaningful tasks for reinforcement, extension, and exploration when students complete required work?

Source: Tomlinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ukrainian refugees in Russia asking “now what?”

By Los Angeles Times, adapted by Newsela staff

Sep. 18, 2014 1:00 AM



Boys play soccer in a refugee camp about 10 kilometers from the Russian-Ukrainian border, Aug. 18, 2014. This refugee camp near the Russian town of Donetsk was organized in April by Russia's Ministry of Emergency. It is the place where refugees from eastern Ukraine come to after they cross the border.

DONETSK, Russia—Dressed in just a robe and flip-flops, Tatiana Poludnitsina fled her home in eastern Ukraine after artillery bombs hit it in mid-August.

With the help of strangers, she crossed the border into Russia, where she now lives in a temporary refugee camp outside the small border town of Donetsk.

“I have nothing anymore, nowhere to go, no apartment ...and all my documents and personal belongings were burned,” Poludnitsina, 25, said as she sat in a tent she shares with a family of four.

It is a story that echoes among the tens of thousands of Ukrainian refugees here. They fled their homes when fighting grew worse in August between pro-Russia rebels and Ukrainian government forces. The rebel fighters want sections of Ukraine to become part of Russia.

Refugee Numbers Are Growing

An estimated 814,000 Ukrainians have entered Russia since the beginning of the year, according to the United Nations High Commissioner for Refugees.

Local humanitarian workers say that most of the refugees appeared to have ethnic or family ties to Russia.

The number of Ukrainians who have fled their homes but remained in the country doubled during three weeks in August, bringing the total to 260,000 since Jan. 1, the U.N. agency said. The actual number, though, is probably higher.

The camp in Russia near Donetsk is one of four temporary shelters opened by the Russian government in Moscow since the rebels seized cities across Ukraine's eastern region and the Ukrainian military fought back. At times, the tents, which were meant to house 1,000 people, have held 3,000.

Camps Are Unhealthy

Many refugees have found shelter with friends, relatives or host families or managed to rent apartments. Most who remain in the camp lack passports or other official documents, which would allow them to move on or be resettled by the Russian government in cities elsewhere.

As they wait, flies swarm inside the stuffy tents, where the temperature can soar to nearly 90 degrees. Wooden-board walkways crisscross the sand and dirt between the shelters. But the oppressive heat and frequent wind gusts make it nearly impossible to stay clean.

"We wash our hair with cold water," said Yevgenia Melikyan, 35, who arrived at the camp from in early August with her 76-year-old father and teenage son and daughter. "Mothers heat the water to bathe their children."

There are no books, no television, no Internet. Children play in the dirt. Many appear frightened by loud noises, camp administrators said.

"There's not a day that we don't hear explosions," Melikyan said.

Meals include porridge enriched with stewed canned meat. Poludnitsina said she longed for a hot dog.

Melikyan, whose family shares a tent with Poludnitsina, said they left Luhansk after food became scarce, the water supply was shut off and electricity became irregular. Most nights the family huddled in the basement of their home terrified by the sound of gunfire and bombs.

Melikyan said she feared for her husband, who chose to remain in Luhansk.

Much Blame To Go Around

Many of the refugees in Russia blame Ukrainian President Petro Poroshenko for their plight, or unfortunate situation. They also blame President Barack Obama and leaders of other Western nations that have sided with the Ukrainian government.

“I wish they could live for one day like we lived, hiding from shelling in the basement,” said Irina Pavlenko, 30, who arrived at the camp with her family. “I wish their children would suffer the same way our children have suffered.”

Many of the refugees claimed the pro-Russia fighters were ordinary citizens, volunteers who were fighting to protect the lives and interests of ethnic Russians who live in Ukraine. They express gratitude to the government of Russian President Vladimir Putin, whom Ukraine blames for backing an invasion of the country.

“America and Ukraine did not take in any of us refugees or give us any humanitarian assistance. It’s only Russia that’s helping us,” said Poludnitsina, who wants to remain in Russia and become a citizen.

Volunteers Have Stepped Up

Adrian Edwards, a spokesman for the U.N. agency on refugees, said that more than 250,000 Ukrainians had applied to stay in Russia since the beginning of the year.

Many Russian citizens have stepped forward to help.

In the Russian town of Rostov-on-Don, about 100 miles south of Donetsk, Anatoly Kotlyarov started sheltering friends four months ago. Word spread, and soon friends of friends and strangers were being sent his way.

Kotlyarov helped establish a volunteer organization that provides emergency help to refugees. The group gives out baby formula, disposable diapers and other goods and has helped 5,000 refugees move to various parts of Russia by providing tickets for transportation, Kotlyarov said.

“The biggest problem for them is money and information,” he said. Refugees “arrive here and they’ve lost contacts—they don’t know what they’re going to do or where they’re going to go.”

Choosing To Stay Behind

On a recent afternoon at Rostov's central train station, dozens of refugees curled up in chairs or slept on the floor while they waited for trains to take them to destinations across Russia.

Marina Dolgopolova, 29, and her fiancé, Constantine, were preparing for their Sept. 12 wedding when their home in the Donetsk region of Ukraine was bombed. Dolgopolova said the couple sold their wedding rings to pay for bus tickets to Rostov.

She arrived with a pair of jeans, two T-shirts and a laptop computer.

Tears welled in her eyes as she spoke of the parents she left behind. Her mother refused to abandon the family dog and seven cats, four of which belonged to a neighbor who fled.

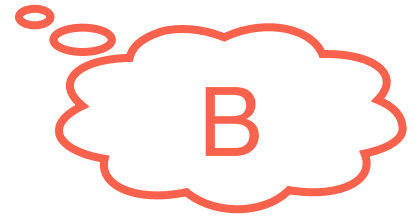
The young couple was headed to Samara, about 650 miles from their hometown, where they don't know anyone.

But that didn't matter, Dolgopolova said. "The main thing is to find a job and somewhere safe to live."

Russia takes in Ukrainian refugees

By Los Angeles Times, adapted by Newsela staff

Sep. 18, 2014 1:00 AM



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DONETSK, Russia—Tatiana Poludnitsina fled her home in eastern Ukraine after it was bombed in mid-August.

With the help of strangers, Poludnitsina crossed the border into Russia. She now lives in a refugee camp outside the small border town of Donetsk.

“I have nothing anymore, nowhere to go, no apartment ...and all my documents and personal belongings were burned,” Poludnitsina said as she sat in a tent she shares with a family of four.

Her story is shared by tens of thousands of Ukrainian refugees here. They fled Ukraine because of a war between pro-Russia rebels and the Ukrainian military. The rebels want parts of Ukraine to become part of Russia.

About 814,000 Ukrainians have entered Russia since the beginning of the year, according to the United Nations High Commissioner for Refugees.

Most of the refugees appeared to have ethnic or family ties to Russia.

Camp Conditions Are Tough

The fighting seems to be getting worse. Since Jan. 1, around 260,000 Ukrainian refugees have fled their homes and found shelter in Ukraine, although the actual number is probably higher.

In neighboring Russia, the government has opened four refugee camps since the rebels seized cities across Ukraine's eastern region. The camp near Donetsk is one of them.

Many refugees have gone to stay with friends, relatives or host families or rent apartments. Most who remain in the camp lack passports or other official documents that would allow them to move on or live in Russia.

As they wait, flies swarm inside the stuffy tents. On some days, the temperature reaches 90 degrees. Wooden-board walkways crisscross the sand and dirt between the shelters. The heat and frequent wind gusts make it nearly impossible to stay clean.

"We wash our hair with cold water," said Yevgenia Melikyan, who arrived at the camp in early August with her 76-year-old father and teenage son and daughter. "Mothers heat the water to bathe their children."

There are no books, no television, no Internet. Youngsters play in the dirt. Many appear frightened by loud noises.

"There's not a day that we don't hear explosions," Melikyan said.

Meals include porridge mixed with stewed canned meat. Poludnitsina said she longed for a hot dog.

Little Food; No Water Or Electricity

Melikyan said her family left Luhansk in Ukraine after food became hard to find, the water supply was shut off and electricity became unreliable. Most nights the family huddled in the basement of their home terrified by the sound of gunfire and bombs.

Melikyan said she feared for her husband, who remained in Luhansk.

Many of the refugees in Russia blame their situation on Ukrainian President Petro Poroshenko and Western leaders like U.S. President Barack Obama, who support the Ukrainian government.

"I wish they could live for one day like we lived, hiding from shelling in the basement," said Irina Pavlenko. "I wish their children would suffer the same way our children have suffered."

Many of the refugees claimed the pro-Russia fighters were ordinary citizens fighting to protect Russians in Ukraine. They expressed gratitude to the government of Russian President Vladimir Putin. Ukraine blames Putin for backing an invasion of its country.

“America and Ukraine did not take in any of us refugees or give us any humanitarian assistance. It’s only Russia that’s helping us,” said Poludnitsina, who wants to remain in Russia and become a citizen.

Emergency Help For Many

A U.N. spokesman said more than 250,000 Ukrainians had applied to stay in Russia since the beginning of the year.

Many Russian citizens have stepped forward to help them.

In the Russian town of Rostov-on-Don, about 100 miles south of Donetsk, Anatoly Kotlyarov started sheltering friends four months ago. Word spread and soon friends of friends and strangers were being sent his way.

Kotlyarov helped establish a volunteer group that provides emergency help to refugees. The group gives out baby food, diapers and other goods. It also has helped 5,000 refugees move to different parts of Russia, Kotlyarov said.

On a recent afternoon at Rostov’s train station, dozens of refugees curled up in chairs or slept on the floor. They waited for trains to take them to destinations across Russia.

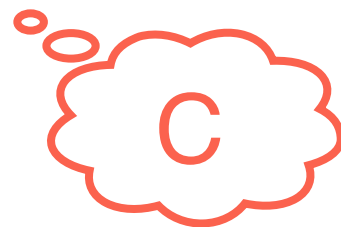
A New Life “Somewhere Safe”

Marina Dolgopolova, 29, was preparing for her Sept. 12 wedding when her home in Ukraine was bombed. Dolgopolova said that she and her husband-to-be sold their wedding rings to pay for bus tickets to Rostov.

She arrived with a pair of jeans, two T-shirts and a laptop computer.

The young couple was headed to Samara, about 650 miles from their hometown, where they don’t know anyone.

But that does not matter, Dolgopolova said. “The main thing is to find a job and somewhere safe to live.”



Many Ukrainians will stay in Russia

By Los Angeles Times, adapted by Newsela staff

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DONETSK, Russia—Tatiana Poludnitsina has nothing. Her home in Ukraine was bombed last month. Everything she owned was destroyed.

Poludnitsina had to leave the area. She crossed the border into Russia. Now she lives in a camp for refugees, people who have escaped war or other disaster in their homeland.

“I have nothing anymore, nowhere to go, no apartment,” Poludnitsina said.

There are tens of thousands of people with similar stories. A war in eastern Ukraine is forcing people to leave their homes.

The fighting is between the Ukrainian army and pro-Russia rebels. The rebels want part of Ukraine to break off and join Russia.

It's Hard Living In Camps

About 814,000 Ukrainians have entered Russia since the beginning of the year, according to the United Nations. Many of them have family in Russia.

The Russian government has opened four refugee camps near the border. Inside tents in a camp, it can get as hot as 90 degrees. Wind blows sand and dirt everywhere, making it impossible to stay clean.

"We wash our hair with cold water," said Yevgenia Melikyan. She arrived at the camp in early August with her father and two children.

There are no books, no television, no Internet. Children play in the dirt. Many are frightened by loud noises. The fighting is nearby.

"There's not a day that we don't hear explosions," Melikyan said.

Meals include hot cereal and canned meat. Poludnitsina said she wished for a hot dog.

Melikyan explained why she and her family had to leave their home. Food was hard to find. The water was turned off. The electricity sometimes stopped working. The family huddled together in the basement, terrified by the sound of bombs and gunfire.

Help For The Refugees

The refugees here mainly take Russia's side in the disagreement. They blame the Ukrainian government and the U.S. government for their situation. They say the rebels are just regular people who are fighting to protect Russians who live in Ukraine.

"It's only Russia that's helping us," Poludnitsina said. She added that she wants to become a Russian citizen.

More than 250,000 Ukrainian refugees have asked to stay in Russia.

Many Russian citizens have stepped forward to help them.

Anatoly Kotlyarov started a group that provides emergency help to refugees. It gives out baby food, diapers and other supplies. The group helps the refugees pay for transportation to other parts of Russia.

Waiting For Trains To New Lives

On a recent afternoon at the train station, dozens of refugees waited for trains. They curled up in chairs or slept on the floor.

Marina Dolgopolova, 29, was one of them. She was preparing for her wedding when her home in Ukraine was bombed. She and her fiance sold their wedding rings to pay for bus tickets.

She arrived with a pair of jeans, two T-shirts and a laptop computer.

The young couple was going to a town 650 miles from their home. They don't know anyone there, but that does not matter, she said. "The main thing is to find a job and somewhere safe to live."