

Scaffolding	Rescuing
Planned - we have a specific idea of where the instruction is going and stick to it	Unprepared – we’re not sure exactly where we’re going with the lesson, but hoping for the best
Easy to learn – we dig our heels into the Zone of Proximal Development, supporting readers in just the right way so they feel safe taking risks when things are challenging	Easy to give up - our teaching behaviors encourage readers to abandon their attempts, sit back, and let someone else do it
Intentional – every move we make is exact, decided, and well-reasoned	Chance – we’re grabbing at straws and unsure of whether our teaching moves are appropriate
Proactive – we anticipate student behaviors and needs as we prepare our lessons	Reactive – our teaching decisions are knee-jerk at best often leaving us unsure of their effectiveness
Derived from knowledge – we make sound decisions based in what we know about the reader and best instructional practices	Arrives from discomfort and uncertainty – we aren’t sure what to do, so our dissonance prompts us to jump in without reflecting
Assumes innate ability - we know our reader has the strength inside to take on the task at hand as we wait, trust, and facilitate	Assumes helplessness – perhaps unconsciously, we may not trust the reader to step up and may be unsure if he can be successful without us
Deliberate – we plan ahead, stay focused, and fill our bag of tricks with appropriate, intentional teaching moves derived from our own professional development	Accidental – our teaching moves can be rash and hit or miss, and while we may score some terrific teaching moments, we aren’t always sure why or how they occurred
Calculated – our lessons and conversations are tightly focused, and we don’t lose sight of the goal	Impulsive – the lesson is loose and hurried, leaving our teaching feeling vague and scattered
Student focused – every move we make is dependent on the student taking some level of responsibility, and we strive to promote strategies students will use when reading independently	Instructor focused – we’ve taken so much responsibility that when we step out of the situation, the reading stops or reverts back to its previous status
Plan for removal – we understand that all scaffolds are built to be removed eventually and we move forward with that end goal in mind	No plan for removal – our instructional language and prompts are the same for most of our lessons making them inadvertently stagnate

<p>Intentionally shared workload – we understand that scaffolding takes two and are mindful of the dual responsibilities of the reader and the teacher</p>	<p>Teacher doing most of the work – in an effort to move the lesson along, we control the conversation and the text while the student lets us</p>
<p>Empowering – both reader and teacher walk away from the lesson feeling valued and capable - a natural byproduct of true reciprocal learning</p>	<p>Exhausting – both reader and teacher are tired from the instructional push and pull and overall disconnect of the lesson</p>
<p>Expects active readers – we address apathy in our teaching as well as our learners and insist that they sit up, participate, and ‘take the bull by the horns’</p>	<p>Generates passive readers – we allow readers to take part as a quasi-involved participant, unintentionally training them to do the same when it comes time to read independently</p>