well situated to rethink reading instruction because they are among the first to decide whether a particular instance of scaffolding at a particular juncture in the reading curriculum will either hinder or promote students becoming independent readers. Hiebert (2013) describes the Text Complexity Multi-Index (TCMI), which is a four-step, CCSS/ELA-motivated process for matching texts, including complex ones, and students. Hiebert (2013) explains in detail how a teacher might implement the TCMI four-step protocol:

Implementing Text Complexity Multi-Index

1. *Collect and Use Quantitative Data.* Describe two main features of complex texts: syntax and vocabulary. The number of words (or syllables) per sentence measures syntax, while the words in a text compared to a vocabulary list keyed to different grade levels serves as a metric for vocabulary.

2. *Qualitatively Benchmark Texts.* Compare texts with an existing set of benchmarked texts. Similar to guided reading levels, the qualitative TCMI benchmarks are based on matching texts with model or anchor books. Thus, teachers in a school or district can obtain a general, shared sense of which grade level a particular book fits into within a continuum of benchmarked texts. According to Hiebert (2013), characterizing and using benchmark texts is an effective and practical way for teachers within a school or district to objectively judge what it means to be a proficient reader.

3. *Qualitatively Analyze Texts.* Qualitative analysis of texts encompasses four facets of complexity: levels of meaning, knowledge demands, language conventions, and structure (CCSS). Each of these four facets can be rendered as a rubric for practical, consistent, meaningful analysis.

4. *Match Readers, Tasks, and Contexts.* The teacher settles on how best to use complex texts in a classroom. Relying on professional knowledge, teaching experience, and objective assessment of students' needs in learning to read, teachers are ideally suited to decide which students should read which high-quality, complex books and for what specific purposes.

Types of Kindergarten Reading Instruction

Reading Instruction

Definition	Goals	Grouping	Implementation
Teacher reads to children, who primarily listen to the story.	• Positive attitude toward reading and desire to read • Greater cognitive development • Better sense of story structure and organization • Increased vocabulary • Better understanding of how print and books work	• Whole class • Small group • Individual	• Teacher introduces book and then reads from it. • Children may comment about what they hear and see. • Teacher leads optional follow-up discussion.
Teacher follows basic procedures of Read-Alouds but with more extensive, in-depth teacher-student interactions.	• Assist students needing extra literacy support	• Small group • Individual	• Teacher solicits students to think about and comment upon a book before and while it is read. • Through an interactive dialogue, teacher and children explore the book being read and expand vocabulary. • Teacher and children continue with follow-up discussion about what they all learned from the book just read.
Teacher listens to a child or children telling a story and transcribes it to paper.	• Making meaning through partnership between children and teacher • Observe the role of print in story making • Greater confidence in reading ability • More insight into how books are used • More reflection on story (plot, events, characters)	• Individual • Small group • Whole class	• Child or children make/s up story from memory or imagination or both. • Child or children dictate/s story. • Teacher writes down the story child or children tell/s. • Teacher reads story. • Child or children read/s story. • Child or children illustrate/s completed story.
Teacher models reading to children, who are asked to comment extensively about the story they are listening to.	• Making meaning through partnership between children and teacher • Increasing confidence in reading ability • Gaining insight into how books are used • Reflecting more on story (plot, events, characters)	• Small groups	• Teacher selects book or Big Book and introduces it. • While reading book, teacher models reading and pauses to ask children for their questions, comments, and personal views. • Children undertake follow-up activities.

TABLE 10.4 Continued

Type of Reading	Definition	Goals	Grouping	Implementation
Guided reading	• Children read aloud from copies of same book while teacher guides them to effective cueing systems and reading strategies.	• Learn and practice reading strategies • Facilitate children's becoming independent readers • Follow-up to read-alouds and shared reading	• Small group	• Teacher groups children by de levels. • Children form reading groups. • Teacher matches groups with a books. • Teacher models how to use cu and reading strategies. • Through questions and commu directs children's attention to c systems and reading strategies gradually apply to their reading
Literature circles	• Small groups of children read copies of same trade or literature book and, under teacher supervision, discuss their thoughts, opinions, and feelings about what they have read.	• Critically thinking about a story • Expression of views, ideas, critiques about books • Individual and shared exploration of plot, characters, events, illustrations	• Small group	• Teacher selects books that chil likely to be most interested in r • Teacher presents a "book talk" books. • Teacher lets children select two books and puts those who have preference into the same group. • Teacher establishes group's "ru meeting time; number of pages • Teacher meets every day with or discuss assigned reading.
Reading workshop	• Teachers design a comprehensive, systematic way to organize and integrate children's literature or basal readers into the classroom curriculum.	• An adaptable framework and protocol for combining and coordinating key aspects of reading instruction	• Small group • Whole class	• Five phases: — Teacher-led sharing time — Mini-lessons for teaching rea and strategies — State-of-the-class assessment monitors student work and k on task — Self-selected reading and resp — Student sharing time

Strategy	Description	Benefits	Grouping	Implementation
Sustained silent reading (SSR)	Children select books that they try to read or at least interact with in a readinglike manner.	• Improved reading through regular practice • Recognition that reading is important • Progress toward independent reading • Enjoyment in reading alone • Learn about something from reading books	• Whole class	• Schedule SSR as a daily activity. • Explain to children the guidelin... • Children read their selected box... • Children may share their thoug... what they read with each other... the teacher.
Paired (partner) reading	Two children help each other read or pretend to read a book.	• Recognition of reading as a form of communication • More practice reading orally and silently	• Two same-aged children	• Teacher pairs off children and s... time for children to read toget... • At scheduled time, children en... particular activity, such as takin... reading, asking each other que... indicating what interests them
Independent reading	Children read or pretend to read on their own without direct assistance from someone else.	• Greater personal control over and responsibility for reading • More progress toward independent reading • Enhanced confidence as a reader	• Individual	• Teacher schedules uninterrupte... provides a place for children to... own. • Children select books they wis... • Children undertake follow-up... related to what they read and ... literature response group meet...
Buddy (supported) reading	Older child tutors younger child in reading aloud.	• Reading improvement in older child • More practice reading for younger one	• Older child paired with a younger one	• Teacher identifies and prepare... • Teacher sets up weekly reading...
One-to-one reading	Teacher, volunteer, or older child reads to a child, who can interrupt to ask questions, make comments, or otherwise respond to what he hears and sees.	• Improved reading in children experiencing difficulties in learning to read • Individualized instruction meeting specific needs	• Adult or one older child with one child	• Teacher implements essential... way as read-alouds.
Supported reading	Adult volunteer in class or parent at home tutors child in reading. Read-along CDs and computer software used alone or by volunteer tutor to assist children as beginning readers.	• Individualized, extra instruction in class or at home • Reading instruction aided by educational technology	• Adult paired with one child	• Teacher contacts prospective parents and provides training supporting materials, such as read-along tapes and CD-RO... that are used with children.