

Tier 2

Fluency

Tier 3

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genre, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading

“CORE INSTRUCTION” = TIER 1 INSTRUCTION
INCLUDES ALL STUDENTS
INCLUDES ALL PARTS OF THE ROPE

Recommended Allocation of ELA Instructional Time by Grade Level		
SIMPLE VIEW OF READING (Skilled Readers)	WORD RECOGNITION	LANGUAGE COMPREHENSION
Kindergarten	60 minutes • Phonological Awareness/Phonemic Awareness (Hegarty) • Alphabet Knowledge Routine • Alphabet Arcs • HFW Routine & Decodable Text	50 minutes • Background Knowledge • Vocabulary & Oral Language • Read Aloud (Language Structures, Verbal Reasoning, Literacy Knowledge) • Writing (response to text & process writing)
1 st Grade	50 minutes • Phonological Awareness (Hegarty) • Decoding Primary • Handwriting	60 minutes • Background Knowledge • Vocabulary & Oral Language • Language Structures • Verbal Reasoning • Literacy Knowledge • Writing (response to text & process writing)
2 nd Grade	50 minutes • Phonological Awareness (Hegarty)* • Decoding Primary • Handwriting	60 minutes • Background Knowledge • Vocabulary & Oral Language • Language Structures • Verbal Reasoning • Literacy Knowledge • Writing (response to text & process writing)
3 rd – 5 th Grades	30 minutes • Phonological Awareness (Hegarty Extension)* • Decoding Intermediate (3 rd Grade) • Syllabification (4 th Grade) • Morphology (4 th & 5 th Grades) • Handwriting	80 minutes • Background Knowledge • Vocabulary & Oral Language • Language Structures • Verbal Reasoning • Literacy Knowledge • Writing (response to text & process writing)

Increasingly strategic

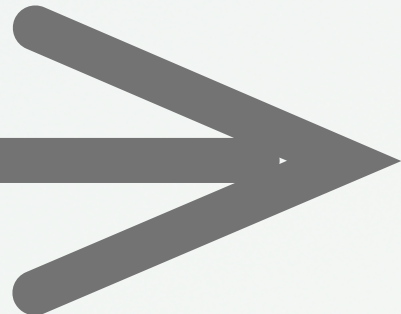
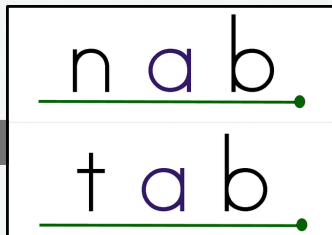
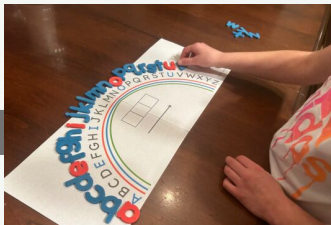
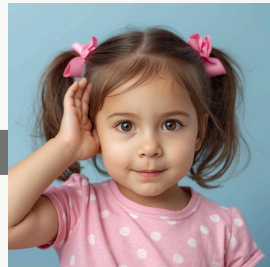
increasingly automatic

Skilled Reading

Fluent execution and coordination of
language comprehension and word recognition

Scarborough's Reading Rope (2001)

READING INSTRUCTION IN
WICHITA PUBLIC SCHOOLS
KINDERGARTEN-5TH GRADES



Tier 1

Tier 1 reading refers to the core instruction that all students receive as part of the general education curriculum. In Wichita Public Schools, this typically includes 110 minutes of daily English Language Arts instruction for every student, using district-approved resources and structured literacy practices. Instruction at Tier 1 is explicit, systematic, and engaging, combining whole-group lessons with scaffolds, differentiated instruction, and independent activities. The focus is on the “Big Five” components of reading—phonological awareness, phonics, fluency, vocabulary, and comprehension—aligned to grade-level standards.



Assessments & Screeners:

All students, specific skills by grade level, red flag indicator, aligned to KSDE’s Dyslexia requirements; grade level proficiency scales

Programs:

Word Recognition: Routines by grade
Comprehension: Journeys

Professional Learning & Supports:

LETRS, weekly professional development and team time, handbooks, checklists, protocols, lesson planning templates, etc.



Tier 2

Tier 2 reading instruction is supplemental, targeted support provided to students who show some risk in literacy skills based on screening data. It occurs in addition to Tier 1 core instruction and typically involves 30 minutes of daily, skill-specific small-group instruction for 4 or more days per week. Instruction focuses on areas such as phonics, fluency, vocabulary, and comprehension using evidence-based interventions.



Students who flag at risk are given a diagnostic assessment to determine need.

Programs:

Multiple options focused on increasing oral reading fluency and comprehension.

Professional Learning & Supports:

Yearly training, building-level supports.



Tier 3

Tier 3 reading instruction is the most intensive level of support, designed for students with significant reading challenges who require individualized intervention beyond Tier 1 and Tier 2. Instruction is highly structured, explicit, and multisensory, focusing on foundational skills such as phonemic awareness, phonics, decoding, encoding, fluency, and comprehension. Students typically receive 30-50 minutes of intervention at least four days per week.



Students who flag at risk are given a diagnostic assessment to determine need.

Programs:

Really Great Reading
Intensive Phonics Lesson Library

Professional Learning & Supports:

Yearly training, building-level supports.