



**NEVADA**  
Department of  
Education



TOPIC: **DYSLEXIA**

## Grades K-12: Sources

### IES Practice Guides

The Institute for Education Sciences (IES) has developed a series of high-quality, user-friendly guides summarizing evidence-based practices in reading instruction and intervention. Some of the most relevant to dyslexia are listed here, but there are other practice guides on writing, mathematics, school readiness/pre-K, and behavior.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Available: <https://ies.ed.gov/ncee/wwc/practiceguides>

Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). *Providing Reading Interventions for Students in Grades 4–9* (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Available: <https://ies.ed.gov/ncee/wwc/practiceguides>

### Teaching students to read complex words:

Kearns, D. M., & Whaley, V. M. (2019). Helping students with dyslexia read long words: Using syllables and morphemes. *Teaching Exceptional Children*, 51(3), 212-225.

### Effective phonics instruction:

Beck, I. L., & Beck, M. E. (2013). *Making sense of phonics: The hows and whys* (2nd edition). Guilford Publications.

## Recent Reviews and Meta-Analyses

The following resources are recent reviews and meta-analyses on effective instruction and intervention for students with word-level reading difficulties:

Shanahan, T. (2021). A review of the evidence on tier 1 instruction for readers with dyslexia. *Reading Research Quarterly*. Available: <https://doi.org/10.1002/rrq.438>

Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., Conner, C. L., ... & Kehoe, K. F. (2022). Forty Years of Reading Intervention Research for Elementary Students with or at Risk for Dyslexia: A Systematic Review and Meta-Analysis. *Reading Research Quarterly*. Available: <https://doi.org/10.1002/rrq.477>

Al Otaiba, S., McMaster, K., Wanzek, J., & Zaru, M. W. (2022). What we know and need to know about literacy interventions for elementary students with reading difficulties and disabilities, including dyslexia. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.458>

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