



NEVADA
Department of
Education



TOPIC: **DYSLEXIA**

K-5 READERS

Reading Instructional Supports for Students With or At-Risk for Dyslexia



All Students Should Read Every Day!

Students need frequent, repeated opportunities to read words to form connections between word spellings and pronunciations in memory. Students with or at-risk for dyslexia need more of these opportunities than typically developing readers. This must be student reading. Teacher read-alouds can benefit students' vocabulary skills and background knowledge, especially for early readers, but should not replace time for students to read.



Recommendations By Reading Level

Beginning and Pre-Readers

- **“Reading”** should include interaction with print such as identifying letters, letter-sound correspondence, and using letter tiles to build simple words.

K-5 Readers

- Use **highly decodable texts** for students to use their decoding skills in a connected text.
- Include opportunities for students to read **authentic texts** at an appropriate reading level
- Students should also be provided with supported opportunities to read **“stretch”** texts that are slightly more challenging than their current level.
 - A skilled reader should be present to help preview the text, provide feedback for word reading, and provide support.

- Students should **read aloud** to a teacher or skilled reader who can provide corrective feedback.
 - Struggling readers do not benefit from silent reading, because it allows their reading errors to go unnoticed and uncorrected, developing bad word identification habits (like guessing)
 - Independent (silent) reading is OK when you are confident that students can read with very few errors (e.g., at least 98% accuracy, or one error out of every 50 words)

- Provide **feedback** for reading errors.
 - If students cannot be expected to decode the word correctly because they have not yet been taught letters or letter combinations in the word or the word is much longer than the words they have been exposed to before, provide them with the word, have them repeat it, and continue reading.
 - If students can be reasonably expected to decode the word, provide assistance with letter-sounds, letter combinations, blending, or adjusting an approximate pronunciation as needed. Have them repeat the word.
 - DO NOT prompt students to guess at a word based on its shape, its initial letter, pictures/illustrations, or what they think the story is about. These are habits of students with dyslexia because of their underdeveloped decoding skills.
 - Prompt students to sound out as their go-to word attack strategy. Pictures and story context can be used after to confirm or adjust their decoded pronunciations, but attention to the letters in the word should always come first.

- Support **reading comprehension** skills.
 - Although word reading accuracy problems are usually the primary factor that inhibits reading comprehension for students with dyslexia, instruction in skills that support reading comprehension are still important. This includes instruction in vocabulary, relevant background knowledge, inference-making, and useful comprehension strategies such as main idea identification, summarization, and text-structure identification.

- Identify student **hobbies and interests**, and when possible, provide opportunities for students to read high-interest texts for enjoyment.

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