Researchers conducted a meta-analysis involving studies conducted between 1980 and 2020 that aimed to improve reading outcomes for Grade K-5 students with or at risk for dyslexia. They were interested to know which factors and characteristics may be consistently associated with effective interventions.

**WORD READING**
Students with or at risk for dyslexia benefited from interventions targeting word reading skills.

**DOSAGE MATTERS**
Amount of time spent on reading intervention is important with results showing that students receiving more intervention showed greater gains.

**EARLIER IS BETTER**
Effects were larger for students in grades K-2 compared to grades 3-5.

**FUTURE RESEARCH**
Future research is needed to understand what other components are most effective for intervention with students with or at risk for dyslexia.