

Background: There has been considerable momentum around passing legislation aimed at identifying and improving outcomes for individuals with dyslexia worldwide. Despite this legislative momentum, the notion of dyslexia may be considered as both a misunderstood and an ill-defined construct. Like many other health impairments that occur along a continuum (e.g., anxiety problems, depression, autism, obesity), determining the specific criteria and cut point for the diagnosis of dyslexia is challenging. This special issue will provide a context for addressing many of the misunderstandings related to identifying, instructing, and better understanding dyslexia.

Call: Misunderstandings regarding what dyslexia represents lead to confusion and disagreement about what causes dyslexia, how to assess and identify it, and how to intervene. Therefore, *Reading Research Quarterly* is developing a special issue on dyslexia that aims to provide greater clarity on the research base of dyslexia, including assessment, identification, and educational practice. The special issue will involve a combination of invited articles and articles generated from this call for abstracts. Specifically, we are looking for papers pertaining to early identification, advances in interventions, or longitudinal outcomes. A priority will be placed on empirical studies; however, commentaries will also be considered. **Abstracts should be one page, which if accepted, would yield articles of 3,000-6,000 words (approximately 12–25 manuscript body pages). We are aiming for a target online-only publication date of December 2022.** The goal is to present a collection of scholarship that will inform policy, research, and practice. *Overall, what is important is that the work clearly builds trustworthy and accurate understandings of dyslexia.* With this in mind, we invite syntheses, empirical studies, documented commentaries, and other methodologies that contribute to our understanding of dyslexia. The one-page abstract should provide enough detail to establish these criteria. Please email abstracts to nathan.clemens@austin.utexas.edu.

Timeline: Due to the urgency of this work, we anticipate a typical schedule of moving from abstract acceptance, to manuscript development, through review and revision, and ultimately, to publication. Acceptance of an abstract does not guarantee publication; all manuscripts will go through the peer review process. Authors who are asked to submit manuscripts will be expected to work quickly through this process.

- **April 26, 2021:** Abstracts due
- **May 17, 2021:** Abstract authors informed of whether they can proceed to submission of a paper
- **January 10, 2022:** Final date for manuscript submissions
- **March 21, 2022:** The first peer review phase should be completed and decision letters sent to authors
- **June 20, 2022:** Final date for revised manuscript submissions
- **August 22, 2022:** The second peer review phase should be completed and decision letters sent to authors
- **September 26, 2022:** Final date for final manuscript submissions

Authors will be encouraged to share these accepted manuscripts and disseminate broadly via summaries, infographics, blogs, social media posts, podcasts, videos, etc. In addition, ILA's communications team will offer robust support to encourage engagement.

Guest Editors for the Special Issue

Sharon Vaughn and **Nathan Clemens**, both in the College of Education at The University of Texas at Austin, will serve as guest editors, adjudicating all papers for this special issue of *Reading Research Quarterly*.