



Reading, Writing, and Arithmetic: Typical and Atypical Cognitive Development

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Message from the Guest Editors

Dear Colleagues,

The goal of this Special Issue is to increase our understanding of how children acquire the proverbial three Rs: reading, writing, and arithmetic. Several cognitive skills such as phonological awareness, orthographic knowledge, and rapid automatized naming have been recognized as fundamental for reading and writing development. Likewise, number sense and counting have been pointed out as crucial for the development of arithmetic skills. Recent research has even suggested a considerable overlap in the cognitive predictors of reading, writing, and/or arithmetic skills. Clarifying cross- and within-domain predictors is important since they may carry significant implications for cognitive developmental theories and practice. Within this scope, we welcome contributions from research groups worldwide, focusing on typical and/or atypical acquisition of reading, writing, and arithmetic skills.

We intend to select new empirical research and studies that use a systematic framework that has not been published elsewhere. Research issues may be addressed employing quantitative methodologies or provide a systematic review on a topic of the three Rs.

