

# Special Issue

## Reading Fluency

### Message from the Guest Editors

Fluency has been a controversial topic for years. Allington described it as a neglected goal of the reading curriculum in 1985. The National Reading Panel (2000) provided empirical evidence of its importance in reading development. Measurement approaches to fluency have given rise to fluency as nothing more than fast reading, and recent surveys of experts in the field have consistently identified reading as a “not hot” issue and one that does not deserve to be hot. Based on our own research and interest in fluency, as well as work by other scholars, we are convinced that fluency is a critical competency for readers to gain full reading proficiency. Given your own interest and expertise in this area we are delighted to invite you to submit an article for this issue. We define the theme for this issue, Reading Fluency, in rather broad terms. It can encompass conceptualizing reading fluency, fluency development at various ages, assessing and measuring fluency, and effective fluency instruction.

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### Guest Editors

Prof. Dr. Timothy Rasinski

Prof. Dr. William Rupley

Prof. Dr. David Paige

Prof. Dr. Chase Young

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### Deadline for manuscript submissions

closed (15 January 2020)



## Education Sciences

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### Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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### Editor-in-Chief

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