



Dear *IEJEE* readers,

Dr. Rasinski has shown his scholarly passion to get us understand the importance of reading fluency once more. But this time, he has made his contribution to the field of reading as a special issue editor and author. He gathered a group of active reading fluency experts and materialized this unique special issue of International Electronic Journal of Elementary Education. We just want to show some sample pieces from their scholarly well written articles below. We wish you a fluent reading!

*"Reading fluency is made up of two distinct components at two ends of the reading spectrum – automaticity in word recognition and expression in oral reading that reflects the meaning of the text. In a sense, reading fluency is the essential link between word recognition at one end of the spectrum and reading comprehension at the other."*

Dr. Timothy RASINSKI, Kent State University, USA

*"If educators hope to improve either the oral reading fluency or the reading comprehension of struggling readers then expanding reading volume, it seems, must necessarily be considered."*

Dr. Richard L. ALLINGTON, University of Tennessee, USA

*"The hallmark of a truly fluent reader is the ability to engage in reading appropriately challenging and interesting self-selected texts. Providing students with scaffolds needed to support the development of reading fluency during independent, silent reading time will require major revisions in teacher and student behaviors, roles, and expectations."*

Dr. D. RAY REUTZEL, Utah State University, USA

Doctoral Candidate Stephanie JUTH, Utah State University, USA

*"In order to infuse expression and volume in a speech, the student must first consider the intended meaning of the speech. Then, the student adjusts his or her expression to match the meaning."*

Dr. Chase YOUNG, Texas A & M University, USA

Dr. James NAGELDINGER, Elmira College, USA

*"Fluency is an adaptive, context-dependent process. On a text of an appropriate level of difficulty for the reader, it involves the extraction of maximum meaning at maximum speed in a relatively continuous flow, leaving spare simultaneous processing capacity for other higher order processes. Various components of the reading process are involved in fluency, and Paired Reading offers a way of working with many of them – so that in a pair, two readers who have different reading strengths and weaknesses can learn to compensate for them in an interactive process."*

Dr. Keith J. TOPPING, University of Dundee, SCOTLAND

*"Research indicates that when the texts being used were not sufficiently challenging, students did not make significant progress. It is the scaffolding of challenging texts provided through the Fluency Oriented Reading Instruction (FORI), Wide Reading Fluency Oriented Reading Instruction (Wide FORI), and Fluency Development Lesson (FDL) approaches, whether through repetition or modeling (e.g. the use of echo, choral, and partner reading), that allows students to read text that would otherwise be considered frustrating. "*

Dr. Melanie KUHN, Boston University, USA

Dr. Timothy RASINSKI , Kent State University, USA

Dr. Belinda ZIMMERMAN, Kent State University, USA

*"In order to understand fluent reading it is helpful to discuss what is not reading fluency, or what is often called "disfluent" reading. To begin with, fluency is not reading excessively fast. Very quickly "scanning" the text, hoping to get the general gist or idea is not fluent reading. Fluent reading is not reading that is excessively slow, even if the text is read with high accuracy. Reading at a conversational pace while mispronouncing the words is not fluent reading and monotone or flat, expressionless reading is not fluent either."*

Dr. David D. PAIGE, Bellarmine University, USA

Dr. Theresa MAGPURI-LAVELL, Bellarmine University, USA

*"Successful reading requires readers to not only decode (sound) the words in print; they must also access the meaning of the words they decode. Although word decoding is easier in Turkish than English, if readers are not automatic in their word recognition, Turkish readers, like readers of English, must employ their cognitive resources for word recognition that could otherwise be used for higher level comprehension tasks. "*

Dr. Kasım YILDIRIM, Muğla Sıtkı Koçman University, TURKEY

Dr. Timothy RASINSKI, Kent State University, USA

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Sincerely,

**Editors in Chief**

Dr. Kamil ÖZERK, University of Oslo, NORWAY

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