

The Science of Reading (SOR) is a broad and evolving body of empirical research about reading processes, components, instruction, and assessment. SOR extends beyond fundamental aspects such as phonics, encompassing endeavours to enhance students' reading comprehension, interest, and literary lives. Given its crucial role, reading is typically presumed to be thoroughly understood by researchers. However, reading as a research field is characterized by complexity and contention, encompassing diverse methodologies, emerging and shifting definitions, and questions regarding optimal approaches toward reading instruction.

Adding to this complexity is the question of the extent to which reading science centers equitable instruction and asset-based pedagogies. We conceptualize asset-based pedagogies as an approach to reading research and instruction that eliminates deficit framing concerning readers' backgrounds or histories and that centers the perspectives, cultures, languages, and contexts of students who come from minoritized communities (López, 2024). Asset-based pedagogy can be understood as an umbrella term that encompasses culturally relevant pedagogy (Ladson-Billings, 1995), culturally responsive teaching (Gay, 1995), and funds of knowledge (Gonzalez et al., 1995), among other terms.

In this special collection from *Reading Research Quarterly*, our attention is directed toward the integration of the science of reading with asset-based approaches to research and instruction. We are particularly interested in applications of asset-based approaches to studies that involved the use of technologies and digital media as these are currently under-represented in the field. **We invite researchers to submit 500-word abstracts based on recent empirical studies, literature reviews, or commentaries on asset-based approaches to the science of reading.** Abstracts should be emailed to natalia.kucirkova@uis.no and chattan@unc.edu no later than **September 29, 2024**.

From the abstracts, 8–12 authors (and their collaborators) will be invited to submit full manuscripts for peer review. We welcome submissions from early-career researchers and researchers who come from historically minoritized communities, as well as more established scholars. We strongly encourage methodological plurality with both qualitative and quantitative approaches, as well as varied or integrated theoretical perspectives. We encourage the use of asset-based language when discussing participants, such as students or teachers.

Some of the topics we are interested in including in the special collection are:

- Foundational skills (e.g., phonological awareness, decoding)
- Decoding in transparent (not opaque) and less orthographically complex languages
- Comprehension, especially across multiple texts and modalities
- Activating and building background knowledge
- Reading motivation and engagement
- Multilingualism
- Effective digital reading scaffolds and digital learning approaches
- Equitable assessment practices
- The role of culture and context in reading
- Reading–writing connections
- Instructional practices

To the extent possible, we encourage integration across topics.

Timeline: Due to the urgency of this work, we anticipate an expedited 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.

- **September 29, 2024:** Abstracts due
- **October 29, 2024:** Abstract authors informed of whether they can proceed to submission of a paper
- **January 15, 2025:** Final date for manuscript submissions
- **March 1, 2025:** The first peer review phase should be completed and decision letters sent to authors
- **April 15, 2025:** Final date for revised manuscript submissions
- **June 30, 2025:** The second peer review phase should be completed and decision letters sent to authors
- **August 15, 2025:** Final date for final manuscript submissions

BIBLIOGRAPHY

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- Gonzalez, N., Moll, L.C., Tenery, M.F., Rivera, A., Rendon, P., Gonzales, R., & Amanti, C. (1995). Funds of knowledge for teaching in Latino households. *Urban Education*, 29(4), 443–470.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165.
- López, F. (2024). Asset-based pedagogy. In P.A. Schutz & K.R. Muis (Eds.) *Handbook of educational psychology* (4th edition, pp. 433–457). Routledge.