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Day 40
CAPITALIZATION:
1. the cathedral of hagia sophia, located in istanbul, turkey, and once part of the eastern orthodox church, is now a museum.

PUNCTUATION:
If the entire sentence is not a direct quotation, place quotation marks only around the required item. However, place a period or a comma within quotation marks.
Ex: Have you read the article, “Imagine”? I have read the article, “Imagine.”

PART OF SPEECH: PRONOUNS
Remember:
Nominative pronouns can serve as the subject or a predicate nominative of a sentence. Nominative pronouns include I, he, she, we, they, who, you, and it.

Subject: Who opened the door?
Predicate Nominative: The art-contest winner was he.

Write 1 if the pronoun serves as a subject. Write 2 if the pronoun serves as a predicate nominative.

1. a. _______ Before lunch in a cafe, they went to a home-supply shop.
   b. _______ My aunt is she in sandals.

SUBJECT-VERB AGREEMENT:
Underline the subject once and the verb or verb phrase twice.

4. a. That group of girls (dance, dances) at professional basketball games.
   b. A stroke (result, results) in a sudden loss of brain activity.

SENTENCE COMBINING:
6. Hannah is a disc jockey.
She owns her own company.
Her company is called Roundabout Entertainment.

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Call for Manuscripts

Note: English Journal will have new editors beginning with the September 2013 issue. Submit all manuscripts to Julie A. Gorlewski and David A. Gorlewski, Coeditors, through the English Journal Editorial Manager at http://www.editorialmanager.com/ncteej/.

Submission Guidelines

- Manuscripts should be double-spaced throughout (including quotations, endnotes, and works cited), with standard margins. Paper submissions should be sent only when email is impossible. Please save copies of anything you send us. We cannot return any materials to authors.
- In general, manuscripts for articles should be no more than 10 to 15 double-spaced, typed pages in length (approximately 2,500 to 3,750 words).
- Provide a statement guaranteeing that the manuscript has not been published or submitted elsewhere.
- Ensure that the manuscript conforms to the NCTE Guidelines for Gender-Fair Use of Language. (See address below.)
- Number all pages.
- Use in-text documentation, following the current edition of the MLA Handbook. Where applicable, a list of works cited and any other bibliographic information should also follow MLA style.
- List your name, address, school affiliation, telephone number, and email address on the title page only, not on the manuscript. Receipt of manuscripts will be acknowledged by email, when possible, or by mail.

English Journal is refereed, and virtually all manuscripts are read by two or more outside reviewers. We will attempt to reach a decision on each article within five months. The decision on pieces submitted in response to a specific call for manuscripts will be made after the call deadline.

Prospective contributors should obtain a copy of the Guidelines for Gender-Fair Use of Language from the NCTE website at http://www.ncte.org/positions/statements/genderfairesoflanguage.

Interdisciplinary Synergy: Teaching and Learning in Collaboration
Deadline: May 15, 2013
Publication Date: January 2014

As a central component of both culture and identity, language represents an important aspect of how teachers and learners experience the world. Although schools are often divided into content-specific departments, we know that thinking is not bound by time or space. Students don’t turn off their “math brains” when they enter science classes, nor do they stop being analytical thinkers in art class. English teachers, as facilitators of the language in which most learning experiences occur, have particular opportunities—and responsibilities—with respect to interdisciplinary instruction.

In this issue, we seek to explore the challenges and possibilities of interdisciplinary instruction. Issues to consider and expand on include the following: How are English classes enhanced and strengthened by collaborating with teachers in other disciplines? How are studies in each content area enhanced and strengthened by collaborating with teachers in other disciplines? What kinds of institutional supports can encourage interdisciplinary collaboration? How does cross-content planning and instruction influence student learning?

In the spirit of interdisciplinary collaboration, we especially encourage manuscripts that are coauthored by colleagues working to achieve synergy across content areas. We hope authors will help to explore and reveal how English classrooms can bridge disciplinary boundaries in the service of authentic teaching and learning.

Literacy and Literature: Making Meanings in English Classrooms
Deadline: July 15, 2013
Publication Date: March 2014

According to Mark Twain, “the man who does not read books has no advantage over the man that cannot read them.” The field of English teaching, like language itself, is undergoing constant change. Most recently, the term literacy has saturated classrooms and, in some cases, created concern about how this focus may affect teachers’ ability to engage students with literature.

In this issue, we hope to explore your experiences (both successes and frustrations) in connecting and disconnecting the concepts of literacy and literature in the field of English. We seek articles that explore the complexities of these words, in theory and in action. What does it mean to be “literate” in today’s world? Are English teachers also literacy experts? How does literacy education fit into the work of English teachers? How do literature and literacy interact? Are these ideas mutually supportive or mutually exclusive? How do you and your colleagues interpret these terms and apply them in the classroom? And does literacy matter if students do not learn to love literature? Do nonfiction or “informational texts” count as literature? How do you teach literacy and literature in your classroom? What classroom practices support the skills and dispositions students need to be successful in academics and beyond? What kinds of instructional activities and assessment strategies work well in helping students read Freire’s “the word and the world”?

We seek articles that investigate and consider the multiple meanings that teachers and students make as they interact with each other and multiple forms of texts. Additional topics also include new literacy, classic literature in contemporary classrooms, and reinterpreting literature in a digital world.

From Novice to Expert: The Development of Professional Educators
Deadline: November 15, 2013
Publication Date: July 2014

Teaching is a complex interpersonal and intrapersonal activity that involves engagement in numerous spheres. It requires investment in intellectual, physical, psychological, and emotional domains; and, as we know from understanding childhood and adolescent development, growth in various domains is neither simultaneous nor parallel. Progress occurs in fits and starts—and entails errors, occasional regression, and critical reflection to be meaningful and lasting.

The path from novice to expert is circuitous, slippery, and steep. Teacher travelers need stamina, support, scaffolding, and comfortable shoes. They need regular breaks, areas where they can stop to admire the landscape, and—once in a while—a boost.
Given the challenges of the educator’s expedition, this issue explores how teachers can support one another on the journey from novice to expert. What strategies have worked for you? How does mentoring affect the process of professional development? How are novice teachers different from expert teachers? What do you wish you had known when you were a novice? And how is student learning influenced by the experiences of teachers who are, themselves, reflecting on their practice and seeking continuous improvement? What evidence can we present to demonstrate to the public the importance of professional development for teachers? How can we advocate that school districts devote the resources necessary for ensuring teachers receive appropriate opportunities for ongoing development?

We seek researched-based articles that investigate and consider the professional journeys of English teachers as they move from novice to expert status.

General Interest
May submit any time

We publish articles of general interest as space is available. You may submit manuscripts on any topic that will appeal to EJ readers. Remember that EJ articles foreground classroom practice and contextualize it in sound research and theory. As you know, EJ readers appreciate articles that show real students and teachers in real classrooms engaged in authentic teaching and learning. Regular manuscript guidelines regarding length and style apply.

Ongoing Features
Speaking My Mind: We invite you to speak out on an issue that concerns you about English language arts teaching and learning. If your essay is published, it will appear with your photo in a future issue of English Journal. We welcome essays of 1,000 to 1,500 words, as well as inquiries regarding possible subjects.

Student Voices: This is a forum for students to share their experiences and recommendations in short pieces of 300 words. Teachers are encouraged to submit the best responses from their classes, not whole class sets, please. Individual students are welcome to submit as well.

• How do your experiences in your English classes connect with learning in other subjects? How do these connections affect learning? (Deadline: May 15, 2015)

Teacher to Teacher: This is a forum for teachers to share ideas, materials, and activities in short pieces of 300 words.

• What challenges and benefits have you experienced from interdisciplinary planning and instruction? (Deadline: May 15, 2015)

Original Photography

Teacher photographs of classroom scenes and individual students are welcome. Photographs may be sent as 8 × 10" black-and-white glossies or as an electronic file in a standard image format at 300 dpi. Photos should be accompanied by complete identification: teacher/photographer’s name, location of scene, and date photograph was taken. If faces are clearly visible, names of those photographed should be included, along with their statement of permission for the photograph to be reproduced in EJ.

Original Cartoons

Cartoons should depict scenes or ideas potentially amusing to English language arts teachers. Line drawings in black ink should be submitted on 8½ X 11” unlined paper and be signed by the artist.

Columns and Column Editors
Continuous Becoming: Moving toward Mastery
Editors: Victoria P. Hankey and Dawn L. Ryan

Mastery in teaching is not a destination; it is a principle that guides professionals toward continuous improvement. Good teaching is never static. In this dynamic profession, educators are responsible for meeting the needs of students whose futures are yet to be defined. The best teachers never stop being students themselves, and each teacher’s professional journey is unique. The common thread is the guidance we can offer one another.

Learning to teach well begins with the desire to make a difference for students. That desire often gets lost in the realities of classroom life. There is no roadmap to mastery.

This column invites novices, veterans, and everyone in between to share significant experiences that have enhanced their craft. What has made you a better teacher? How do you stay invested? How do you project professionalism in this era of high scrutiny? What professional options exist for growth, leadership, and advancement in education? How do you cultivate relationships to obtain the support you need?

The goal is to offer suggestions, ideas, and experiences to help teachers discover their own roadmaps toward mastery.

Please send submissions of 1,200–2,000 words to Victoria Hankey@bvbsd.org. Inquiries and suggestions for future columns are also welcome.

Cover to Cover: Professional Texts That Guide Practice
Editor: Jeanette Toomer

This column invites book reviews from writers, researchers, and educators on how minds—of teachers and students—can be opened by books and reading. Reviews that consider literacy instruction practices from classroom teachers and community educators are welcome. The editor seeks book reviews that explore successful reading and writing programs as well as practices for inservice teachers and for students.

This column also invites reviews of multicultural and bilingual books and curriculum programs that seek to address the needs of English Language Learners. Our cover to cover initiative aims to reach out to all racial, ethnic, and cultural groups to report on effective literacy instruction, differentiation strategies, and ways to improve learning and achievement for students across the curriculum.

Questions to consider for submissions include the following: What books have informed teaching and learning of literacy practices? What texts have helped me become a more culturally responsive educator? What texts and models have strengthened my professional knowledge of instruction and assessment?

Submissions should be 800–1,200 words and must include full bibliographic reference information of the text reviewed. Send submissions and queries to Jeanette Toomer at jtoomer@dramadiscoveryandlearning.com.
Disabling Assumptions
Editor: Patricia A. Dunn

This column seeks submissions addressing how a disability studies perspective in English language arts can address disabling assumptions and make our society more inclusive for everyone. The interdisciplinary field of disability studies explores assumptions about disability in our society. It examines how society sometimes constructs architectural or attitudinal barriers that exclude people with disabilities. Stairs disable people who use wheelchairs. Ramps and elevators bypass the stairs that are the true disablers. Like stairs, some teaching practices inadvertently construct barriers to learners who are deaf or blind, or who are on the autism spectrum, or who learn differently. This column will explore teaching practices that can work like ramps and elevators to provide better access to all.

In an English class, a disability studies perspective would help teachers and students pose more critical questions about stereotypical depictions of characters with disabilities. It would help us select texts that show well-developed characters with agency and voice. It would listen to the voices of people with disabilities, encouraging literary, artistic, or other productions. It would help us design research projects, assessments, and modes of delivery that allow more students to live up to their full potential.

We invite readers to address questions such as these: What texts are you reading that depict characters with disabilities living well-rounded lives? How can disability-themed material help all students explore how students with disability are excluded or seen as “other” in the classroom or schoolyard? (This exploration is not merely to invoke sympathy or pity for “them,” but instead to help students and teachers see disability as a “normal” part of the human condition.) How can classic or canonical texts that depict stereotypical characters be resisted or questioned so that these stereotypes are not re-inscribed? What are the stories of teachers with disabilities? To paraphrase the Universal Design for Learning standards, what are some multiple ways of engaging students, representing material, or having students produce a variety of texts?

Inquiries, submissions, or suggestions for future columns should be directed to Patricia A. Dunn at Patricia.Dunn@stonybrook.edu. Submissions of 800–1,200 words should be sent as an attachment.

Envisioning Assessment
Editor: Jed Hopkins

Practices, done in the name of assessment, have made an undeniable impact on the work of teachers and the way students experience school.

Imagine a different world!

This column invites us to explore the roles assessment might be playing in the “bureaucratization” of our education system and entertain an ideal educational world where assessment is supportive of education; where teachers and departments are not pressured to teach to the test; where the crafting of assessment is understood to be creative, useful, productive, and owned equally by students, parents, and teachers; and where the default form of assessment is always authentic.

What would such schooling and teaching look like? What situations embody or threaten such an ideal? Can assessment be dialogical—a truly mutual experience for students and teachers? Can we help students to be responsible for assessing their own learning? How can we prevent the potential for toxic effects of standardized assessment (or any form of assessment, for that matter)?

This column invites discussion and a sharing of experiences, real or imagined, that might help us collectively take back the educational meaning and potential of assessment; to start to understand it less as a science (for accountability and sorting) and more as an art (for promoting human and humane possibilities).

Submit an electronic Word file attached to your email to the column editor, Jed Hopkins, at jhopkins@edgewood.edu. Contributors are encouraged to query the column editor and share drafts of column ideas as part of the submission process.

Lingua Anglia: Bridging Language and Learners
Editor: Pamela J. Hickey

As teachers and students, we bring the languages of our communities into schools. However, the language of academics, professions, and power and access is Standard English. As our student populations continue to grow in cultural and linguistic diversity, it is imperative that we find meaningful, equitable, and culturally relevant ways to support all students in their acquisition of Standard English. Research demonstrates that effective teachers value students’ home languages and welcome them as a bridge to Standard English development.

As we move forward into this linguistically rich and diverse world, we are all learners. There is much we can learn from our students, including those who speak languages or language varieties other than Standard English. Additionally, as English teachers we are all teachers of language. This column provides a forum to explore questions such as, How do diverse classrooms affect English language learning for all students? What kinds of reading, writing, speaking, and listening activities can bridge the gap between home language and Standard English? How can language learning be culturally responsive and academically challenging?

This column seeks to discuss critical, transformative, and powerful ways to support students’ acquisition of Standard English. Narratives, discussions of epiphany and teacher-learning, and culturally relevant and critical suggestions for Standard English support are welcome.

Submit an electronic Word file attached to your email, subject heading: Lingua Anglia, to Pamela J. Hickey at hickeyp@newpaltz.edu. Contributors are encouraged to query the column editor and share drafts of column ideas as part of the submission process.

Poetry
Editor: Nancy C. Kirin

In Lu-Chi’s Wen Fu: The Art of Writing, the first ars poetica of China, we find this: “When the vein of Jade is revealed in the rock, / the whole mountain glistens.” In his poem “Juggler,” Richard Wilbur writes: “It takes a sky-blue juggler with five red balls / To shake our gravity up.” Finally, scribbling inside a cell in Bedlam, Christopher Smart gave us: “For echo is the soul of the voice exciting itself in hollow places.”

Poets who teach, teachers who write, students are all invited to submit well-crafted poems to EJ. Choose those that seem a fit, either explicitly or implicitly, with announced themes of
Submit an electronic Word file attached to your email to the column editor, P. L. Thomas, at paul.thomas@furman.edu.

Soft(a)ware: Instructional Technologies in the English Classroom
Editor: Tom Liam Lynch

Over the last decade, software has become ubiquitous in both our personal and professional lives. More and more, we share, shop, work, and learn in online spaces. Software powers these spaces.

In schools, emphasis has been placed on using data systems to track student achievement, to expand online courses, and to leverage new devices in instruction. Software powers these spaces as well.

Though we don’t often talk about it explicitly, we are all empowered and encumbered by software in our everyday lives. Given the cultural ubiquity of software (and the ever-increasing political encouragement it is receiving), we need to talk openly and critically about the ways software affects our lives as teachers, administrators, and learners.

This column is devoted to identifying the ways in which our teaching and learning lives are influenced by software. We focus on a single question: How does software both enable and inhibit our professional practices? Each column will offer a vignette based on readers’ professional experiences with software as well as a critical look at what the software enables and inhibits.

Contributors are encouraged to contact the column editor and share drafts of column ideas as part of the submission process. Please submit an electronic Word file attached to your email to the column editor, Tom Liam Lynch, at tom@tomliamlynch.org.

upcoming issues. We welcome new voices. We do not consider previously published poems or simultaneous submissions.

Send by email attachment, for blind review, up to five poems with only phone number and initials on the page. In your email message, include brief biographical information. Poets whose work is published will receive two copies of the issue in which their work appears. Send submissions to epoetry2013@gmail.com. Send correspondence to Nancy Krim at nckrim6m@gmail.com.

Speaking Truth to Power
Editor: P. L. Thomas

‘If education cannot do everything, there is something fundamental that it can do. In other words, if education is not the key to social transformation, neither is it simply meant to reproduce the dominant ideology... The freedom that moves us, that makes us take risks, is being subjugated to a process of standardization of formulas, models against which we are evaluated... We are speaking of that invisible power of alienating domestication, which attains a degree of extraordinary efficiency in what I have been calling the bureaucratizing of the mind” (110–11). (Freire, 1998, Pedagogy of Freedom: Ethics, Democracy, and Civic Courage)

This column seeks to explore the experiences and possibilities that arise when educators speak Truth to power. It is also intended to be an avenue for teachers to speak Truth to power through teacher narratives about the “the bureaucratizing of the mind,” about best practice in critical literacy against scripted and tested literacy, and about creating classrooms that invite students to discover, embrace, and develop their own voices and empowerment.