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July 2014: Insights and Inquiries

In these unthemed issues, we feature your current questions and transformations as educators, community members, students, and researchers. Many directions are possible in this issue. What tensions do you see in literacy education today? What do readers of Language Arts need to notice and think about? What inquiry work have you done that can stretch the field of literacy and language arts? Describe your process of learning about literature, literacy, culture, social justice, and language. What new literacy practices do you see in communities, after-school programs, and classrooms? What supports these practices? What is getting in the way of change? What connections are adults and children making as they engage in the art of language? Join us in creating a collection of inquiries and insights.

Submission deadline: March 15, 2013

September 2014: Kids as Researchers

Current educational contexts do not necessarily recognize the powerful nature of children becoming co-constructors of knowledge. What happens when teachers and students jointly construct meanings and understandings and the focus of inquiry is student generated? Children can offer perspectives that we, as adults, may not consider. They ask different questions, have different frames of reference, and have access to a kid-peer culture, all of which can offer valuable insights and original contributions. In this issue, we seek manuscripts that celebrate learning events whereby children are positioned as researchers and co-constructors of knowledge. In some cases, children are gathering and assessing data to make changes in their local settings; in other instances, they are working alongside teachers investigating issues in the classroom. What are some of the celebrations and challenges when research is conducted with and by children? Submission deadline: May 15, 2013

November 2014: The Arts in Language Arts

The term “21st century literacies” has become shorthand for meaning-making within digital environments. However, a range of forms and formats of expression, digital and nondigital, continue to be an essential part of language arts curricula. For this issue of Language Arts, we focus on how drama, visual art, dance, music, poetry, fiction, etc. are developed in elementary classrooms as part of 21st century literacies. How are students and teachers creating projects that work with traditional art forms as well as digital art forms as part of language arts instruction? What are the implications for literacy teaching and learning in classrooms that conceptualize the arts as necessary and vital components of a 21st century education?

Submission deadline: July 15, 2013

New to Language Arts!

All submissions must include sidebars from at least two of the following categories:

- **Now Act!** applies or extends the information in the manuscript to classrooms and communities. This sidebar (between 250–350 words): 1) provides teachers with explicit steps for taking your ideas into their classrooms; or 2) offers practical suggestions for how readers can act upon the information to improve or impact their communities.

- **For Inquisitive Minds** is a list of five to seven resources for readers who would like to find out more about the topic of your article. The list should be annotated, thus providing a brief summary or description of what the resource is and how it adds to the article itself.

- **By the Numbers!** lists three to five interesting statistical facts about the topic of your article. This sidebar should provide brief, unusual facts that would intrigue and inform readers. Citations for the information should be included.

Authors may write these sidebars themselves or invite colleagues and/or students to write one; however, all sidebars must be submitted at the time of manuscript submission and will be evaluated as part of the manuscript review process.