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Editors’ Note: All incoming manuscripts must be submitted through Editorial Manager at www.editorialmanager.com/langarts/default.asp. Identify the issue for which you are submitting in the Editorial Manager “Comments” section. For additional calls, please see http://www.ncte.org/journals/la/call.

Commentaries: For all issue calls, we invite submissions that are commentaries of 350 words or fewer (in addition to our more traditional submissions of research studies, literature reviews, and theoretical pieces that are 6,500 words or fewer). Commentaries should present an opinion or idea that is relevant to the issue theme. When submitting a commentary to Electronic Manager (EM), please indicate the issue number and a “C” in the “comments” field (e.g., May 2015-C).

September 2015: The Body Literate

Oftentimes literacy and language arts are thought of in connection with made texts: books, articles, images, films, etc. Language arts classrooms are sites where students learn to create, analyze, and critique such texts. But sometimes hidden in literacy discussions is the role of bodies in meaning making—the child’s physical experience of engaging with texts, readers’ emotional responses when caught up in a story, students’ playful interactions with the environment while living literate lives. In this issue of Language Arts, we invite articles that explore literacy and embodiment, the ways in which students experience and literally “make sense” of their lives through bodies situated in cultural and physical places. Some questions to consider are: How do children understand their lives by manipulating a material world through sensations and movement? In a digital age increasingly marked by online learning and virtual spaces, how are literacies active and embodied? How do notions of bodies and literacies impact discussions of ability and dis/ability?

Submission deadline: May 15, 2014

November 2015: Taking Ownership over Teacher Performance Assessment in Language Arts

Guest Editors: Mark W. Conley, University of Memphis, and Robyn Seglem, Illinois State University

Big shifts are occurring across the US that define how teachers are assessed. How can teachers take ownership over their own assessment in light of the burgeoning use of teacher performance assessments? What is the knowledge and what are the practices that underlie expert classroom performance? Who should be involved in the assessment process and what role(s) can peers play? How can teachers determine what generates the greatest impact on their own students? This issue will present research about teachers and teacher performance assessment. It will include commentary from teachers and researchers about teacher performance assessment. For this call, we invite commentaries of 350 words or fewer in addition to our more traditional submissions (research studies, literature reviews, and theoretical pieces of 6,500 words or fewer).

Submission deadline: July 15, 2014

January 2016: Insights & 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: September 15, 2014

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