Save the Date!

2016 NCTE Annual Convention
Faces of Advocacy

Atlanta, Georgia
November 17–20, 2016
Workshops: November 17, 20–22

For more information, visit
www.ncte.org/annual.
Through case studies of individual students and lively portraits of elementary classrooms, editor Diane Stephens and colleagues explore how artful PreK–5 teachers come to know their students through assessment and use that knowledge to customize reading instruction. Throughout the book, the educators profiled—classroom teachers, reading specialists, and literacy coaches—work together to take personal and professional responsibility for knowing their students and ensuring that every child becomes a successful reader. The teachers detail the assessment tools they use, how they make sense of the data they collect, and how they use that information to inform instruction.

Like the other books in the Literacy Assessment strand of NCTE’s Principles in Practice imprint, Reading Assessment is based on the IRA–NCTE Standards for the Assessment of Reading and Writing, Revised Edition, which outlines the elements of high-quality literacy assessment. These educators show us how putting those standards in action creates the conditions under which readers thrive.
LUCY CALKINS AND COLLEAGUES

UNITS OF STUDY

Reading • Writing

“Good teaching pays off. When you provide students with constant opportunities to read and to write, and when you actively and assertively teach into their best efforts, their literacy development will astonish you, their parents, the school administrators—and best of all, the students themselves.

But it is not only students’ work that is transformed when teachers are supported in the teaching of reading and writing; teachers’ work is also transformed.

Over the years, teachers have repeatedly told me that this kind of teaching has given them new energy, clarity, and compassion, reminding them why they went into teaching in the first place. I understand what these teachers mean, for it has done all this—and more—for me as well.”

― LUCY CALKINS

Fast becoming essential parts of classroom life in tens of thousands of schools around the world, the Units of Study for Teaching Reading, K–5 series and the Units of Study in Opinion/Argument, Information, and Narrative Writing, K–8 series serve as both curricular support and professional development. These two groundbreaking series will:

★ provide all the teaching points, minilessons, conferences, and small-group work needed for a comprehensive workshop curriculum

★ help teachers assess students’ reading and writing work, develop their use of self-monitoring strategies, and set them on trajectories of growth

★ give teachers opportunities to teach and to learn teaching through strong scaffolding and on-the-job guidance from Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project.
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Artful Teachers, Successful Students

Diane Stephens, editor

ISBN 978-0-8141-3077-3 • No. 30773
$24.95 member/$33.95 nonmember

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To learn more and download Samplers, visit unitsofstudy.com
Calls for Manuscripts

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.

March 2017

Viewpoints and Visions

For this unthemed issue, we invite manuscript submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today’s readers of Language Arts? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understandings of language arts instruction? How does your research illustrate the range of ways in which young people are engaged with the language arts? What trends do you see in the field of language arts? What innovative literacy practices do you see in the diverse spaces of classrooms and community settings? Within a digital age, how are our understandings of children’s literature, writing instruction, and literacy learning shifting? These are just a few of the many questions that can be explored in this issue. Join us in crafting an assortment of articles that helps to expand our viewpoints and visions about language arts. Submission deadline: March 15, 2016

May 2017

Trauma, Loss, and Literacies

For this issue of Language Arts, we seek manuscripts exploring how traumatic events and experiences are storied within spaces of teaching and learning. What happens when children share or read stories of loss, economic hardship, and/or trauma? How are students drawing on multiple modalities to express these stories or their responses to them? What responsibilities do educators have to those who share trauma narratives and to those who witness the narratives? How do collective experiences of traumatic events (e.g., police shootings, environmental disasters) find expression in the language arts classroom? What happens when these stories are silenced? How do educational institutions, assessment practices, and curricula serve as sites of struggle and loss for students? In this issue, we also invite authors to write about how the language arts can serve as sites of possibility and hope for students experiencing trauma and loss. Submission deadline: May 15, 2016

July 2017

Poetry

For this issue, we are interested in exploring the reading, writing, teaching, and performing of poetry. Recently, nonfiction has received increased attention, largely due to the implementation of the Common Core State Standards, but poetry, often a neglected genre, deserves attention as well. Poetry has the potential to awaken the senses, sharpen language skills, and inspire political activism.

Questions to pose related to poetry include: Which pedagogical practices successfully engage children in reading and responding to poetry in meaningful ways and across the content areas? How can poetry titles be utilized to support children in writing poetry themselves? How have poetry books evolved over time? For instance, a number of recently published books by Joyce Sidman and Douglas Florian include nonfiction information along with the poems. What might content analyses of poetry books by poets such as Janet Wong, Pat Mora, Marilyn Nelson, and others (e.g., past recipients of the NCTE Excellence in Poetry for Children Award) uncover? What are children’s poetry preferences and how are they shaped by the books teachers select, read aloud, and make available? How are young poets finding expression and reaching audiences with digital tools, multimedia platforms, and spoken word events? How do young people orchestrate multiple modalities when crafting and performing poems? Submission deadline: July 15, 2016