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May 2018

Changes in Children’s Literature

In this issue, we invite Feature Article and Perspectives on Practice submissions that address the ways in which children’s literature is changing and how these changes are shaping young people’s reading of and responses to literature. Some changes, such as the availability of ebooks and picturebook apps, reflect the digital age in which we live. Other changes, like the rise of multigenre texts, reflect imaginative and playful takes on the very notion of “genre” itself. In light of these transformations, long-standing definitions and understandings of authorship, readers, genre, books, and meaning-making are in flux. How are these shifts in children’s literature transforming language arts instruction in today’s classrooms and in other settings? When introducing texts that are highly interactive, that feature multiple perspectives, and that contain indeterminate meanings, how are teachers engaging students in interpreting and analyzing these texts? What are some promising strategies for reading the visual elements and design features in boundary-pushing texts such as graphic novels, digital fiction, etc.? How are children using social media to read and respond to books or to communicate with children’s book authors and illustrators? In what ways have recent advancements in print and digital self-publishing inspired young writers and artists? Share your studies and stories in this themed issue.

Submission deadline: May 15, 2017

July 2018

Viewpoints and Visions

For this unthemed issue, we invite Feature Article and Perspectives on Practice 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: July 15, 2017

September 2018

Youth Culture(s) and Childhood

This issue focuses on the relationship among youth culture(s), childhood, and language arts teaching. Feature Articles and Perspectives on Practice submissions might focus on analyses of children’s interactions with cultural texts, such as books, music, television, film, technology, and toys produced for, consumed by, and/or marketed to youth; children’s own cultural productions, such as games, stories, songs, videos, and play; and/or teaching strategies for using youth culture in the language arts classroom. Questions to consider might include: What is “popular” or “in” now, and what do these texts teach us about contemporary childhoods? How do teachers’ views of childhood influence their selection of curriculum materials and instruction? How might educators incorporate youth culture into their teaching of the language arts and/or encourage critical literacies? How do current marketing trends or multimedia franchises (e.g., Harry Potter) influence the kinds of texts available to youth? What kinds of literacies, pleasures, or difficulties does youth culture invite into the language arts classroom and after school programs? In what ways do cultural texts designed for children in PreK through grade 8 educate readers and viewers about race, ethnicity, class, gender, sexuality, and ability and their intersections? How do youth (within and outside of the classroom) critique, parody, or otherwise...
languages 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: September 15, 2017**

**November 2018**

**Viewpoints and Visions**

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**Submission deadline: January 15, 2018**

**March 2019**

**Language Learning and Linguistic Diversity**

In this issue, we invite Feature Articles and Perspectives on Practice submissions related to language learning and linguistic diversity. We want to know about instructional practices (e.g., play, storytelling, drama, debate, literature discussions, book clubs, collaborative tasks, conferencing) that support and enrich children’s language learning across PreK–Grade 8 settings in and out of school. Are there certain types of techniques or approaches such as dialogic talk or Socratic questioning that enhance classroom discourse? In this digital age in which we live, what types of technological tools (e.g., audioblogging, podcasts) can support language learning for youth? In what ways can classroom discourse (teacher-student and student-student) facilitate children’s literacy development? How are teachers building on oral language to support vocabulary growth or disciplinary knowledge? How are teachers drawing on children’s linguistic capital to challenge deficit notions about the language practices of English learners as well as children from lower socioeconomic backgrounds? In what ways might teachers honor and sustain children’s home languages while teaching them to code-switch, for example, and learn “standard” English? How are educators preparing students to participate fully within an increasingly multilingual and multicultural world, a world that demands linguistic flexibility and response to rapid changes? Please join us in crafting an issue that expands our understandings about language learning and linguistic diversity.

**Submission deadline: March 15, 2018**

**January 2019**

**Life Lessons: Autobiographies, Biographies, and Memoirs**

For this issue we seek Feature Article and Perspectives on Practice submissions that offer important lessons and insights about life stories intended for youth. *El Deafo* by Cece Bell, *A Wreath for Emmett Till* by Marilyn Nelson, and *The Arrival* by Shaun Tan are exemplars of books that tell life stories using formats that are stylistically different from more traditional biographies. How are teachers and librarians engaging youth in reading, critiquing, and responding—in various modes—to life stories created in these kinds of stylistic forms? What are some of the potentialities and challenges when sharing autobiographies, biographies, and memoirs with students? For example, what types of challenges might *Hitler Youth: Growing up in Hitler’s Shadow* by Susan Campbell Bartoletti present for teachers and students? How can teachers and librarians support students in deconstructing dominant narratives by reading texts such as *Claudette Colvin: Twice Toward Justice* by Phillip Hoose, a biography of a teenager who refused to give up her bus seat in Montgomery, Alabama, and was arrested before Rosa Parks, yet remains largely unknown? We are also interested in how autobiographies, biographies, and memoirs might serve as mentor texts for young writers and inspire them to tell their own life stories. Furthermore, what do content analyses of the works of authors of biographies such as Andrea Davis Pinkney, George Ancona, and Jen Bryant reveal? Please join us in putting together an issue that will provide those interested in life stories with much to contemplate.

**Submission deadline: September 15, 2017**

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