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Stephanie Harvey | Anne Goudvis

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The Author's Apprentice
Developing Writing Fluency, Stamina, and Motivation Through Authentic Publication
Vicki Meigs-Kahlenberg; Foreword by Jeff Anderson
Vicki reinvents the writer’s workshop using an authentic and engaging apprenticeship approach that is based on the writing advice of middle grades and young adult authors students are currently reading. The book provides a yearlong planning guide, weekly writing challenges, ideas for publication possibilities, step-by-step lesson plans, and hundreds of author quotes to motivate students learning.
Grades 4–8  |  256 pp/paper  |  KG-0941  |  $25.00  |  2016

Conferring with Young Writers
What to Do When You Don’t Know What to Do
Kristin Ackerman and Jennifer McDonough
If you’ve ever sat down to confer with a child and felt at a loss for what to say or how to help him or her move forward as a writer, this book is for you. Conferring with Young Writers is based on what the authors call the “Three Fs”: frequency, focus, and follow-up.
Grades K–5  |  160 pp/paper  |  KG-1039  |  $21.00  |  2016

Still Learning to Read, Second Edition
Teaching Students in Grades 3–6
Franki Sibberson and Karen Szymusiak; Foreword by Colby Sharp
The new edition of Still Learning to Read focuses on the needs of students in grades 3–6 in all aspects of reading workshop, including read-aloud, classroom design, digital tools, fiction, nonfiction, and close reading. The authors take into account the sense of urgency that changing times and standards impose on classrooms.
Grades 3–6  |  248 pp/paper  |  KG-1026  |  $31.00  |  2016

Dream Wakers
Mentor Texts That Celebrate Latino Culture
Ruth Culham; Foreword by Pam Munoz Ryan
In Dream Wakers Ruth Culham focuses her love of children’s literature on books that celebrate Latino life and culture. She provides a wide variety of ideas to teach writing using some of the richest and most beautiful children’s books available. Includes an annotated list of more than 120 books with do-it-today lesson ideas for teaching the traits of writing.
Grades 2–5  |  184 pp/paper  |  KG-0111  |  $28.95  |  2016

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January 2018
It’s Primary: Literacy Learning in the Early Years

Educators often shoulder immense pressure in regard to supporting young children’s early literacy learning (PreK through Grade 3). Parents, politicians, and other stakeholders recognize the importance of the early grades in laying a solid literacy foundation for later success in schooling and life. In this issue we invite articles that focus on innovative language arts practices taking place in early childhood settings in and out of school. Some of the many questions that can be explored in this issue are: How can out of school settings like museums, libraries, and community centers support language arts learning for young children? What types of children’s literature (e.g., wordless, alphabet, transitional chapter books, nonfiction) best support early literacy development? How are children being encouraged to explore the craft of picturebook authors and illustrators—such as Laura Vaccaro Seeger, Donald Crews, Wong Herbert Yee, and Yuyi Morales—whose work is aimed at young readers? How are technological advances and social media (e.g., iPads and Twitter) impacting and reshaping language arts instruction for young children? For instance, how might preschoolers or kindergarteners use iPads or various apps to read and compose? How are long held literacy practices such as reading aloud, shared reading, and word study (and even assessment of these practices) evolving in our digital age? How can families and educators collaborate to support young children’s growth in the language arts? Join us in putting together a collection of articles about young children and language arts learning that will push and challenge our thinking.
Submission deadline: January 15, 2017

March 2018
Reimagining Writers and Writing

In this issue, we seek Feature Article and Perspectives on Practice submissions that provide vivid portraits of young people writing. How are young people charting new territory and reaching new audiences as writers, multimodal composers, and bricoleurs seeking inspiration from the world around them and drawing on all the tools, modes, and platforms at their disposal? We also seek insights into the teaching of writing. What do we know about promising instructional strategies that promote critical, creative, argumentative, and analytical writing? Within this rapidly evolving landscape of digital writing, we also recognize seismic shifts in how we define, experience, and research writing. How do new technologies, social media, and multimedia platforms shape how young people participate in writing events? How are definitions of writing workshop, the writing process, and writing assessment shifting in response to these new practices and understandings? Please join us in crafting an issue that expands our understandings and helps us reimagine writers and writing.
Submission deadline: March 15, 2017

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...
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 subvert texts about their childhood that might be relevant to language arts instruction?
Submission deadline: September 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