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http://www.ncte.org/cee
Darren Crovitz and Michelle D. Devereaux

**Grammar to Get Things Done** offers a fresh lens on grammar and grammar instruction, designed for middle and secondary preservice and inservice English teachers. It shows how form, function, and use can help teachers move away from decontextualized grammar instruction (such as worksheets and exercises emphasizing rule-following and memorizing conventional definitions) and begin considering grammar in applied contexts of everyday use.

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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.

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

November 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: November 15, 2017

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
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memos 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: 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

May 2019

Critical Literacies

In this issue, we seek Feature Articles and Perspectives on Practice submissions that grapple with the meaning and enactment of critical literacy education in these times. Within this particular social, historical, and political moment, what does it mean to you to be a critical literacy educator and/or researcher? Across rural and urban spaces, across economic and racial divides, what role do you see the language arts playing in supporting students in valuing multiple perspectives, taking an inquiry stance, and pursuing social action? How are the young people you are working with (re)defining what we mean by “critical” and “literacy”? What materials (e.g., children’s books, social media, “fake news” stories) and pedagogies have informed and/or supported your efforts to build students’ critical capacities? How are new theoretical frameworks addressing the intersectionality of identities, embodiment, inequities, and/or emotion (re) shaping our understandings of the purposes and practices of critical literacy? Please join us in crafting a vital collection of articles that speak to the complexities, challenges, and promise of critical literacies within the language arts.

Submission deadline: May 15, 2018