NEW YEAR. NEW GEAR.

Available exclusively at NCTE Central in Baltimore, MD, Nov. 19-24, 2019
The Reader Response Notebook
TEACHING TOWARD AGENCY, AUTONOMY, AND ACCOUNTABILITY
Ted Kesler

The reader response notebook (RRN) is a tried-and-true tool in elementary and middle school classrooms. However, teachers and students often express frustration with this tool. Responses can read as though students are just going through the motions, with little evidence of deep comprehension. With this book, teacher educator and consultant Ted Kesler reinvigorates the RRN by infusing this work with three key practices:

- Encouraging responses to reflect design work, using a variety of writing tools
- Expanding what counts as text, including popular culture texts that are important in students’ lives outside of school
- Making the RRN an integral part of a community of practice

Providing myriad examples of student work and explicit teaching in classrooms, Kesler, with a community of grade school teachers and students, demonstrates how students’ creative responses lead to deep comprehension of diverse texts and ultimately help them to develop their literate identities. This book colorfully illustrates how to teach students toward agency, autonomy, and accountability in their reader response notebooks.

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Grades K–8
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.

November 2020

Viewpoints and Visions
For this unthemed issue, we invite submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. Join us in crafting an issue that helps expand our viewpoints and visions about language arts. **Submission deadline: November 15, 2019**

January 2021

Multiple Identities, Intersectionality, and Literacy
For this issue, we seek Feature Article and Perspectives on Practice submissions that explore how educators draw on and cultivate the multiple and fluid identities youth inhabit as they engage in language and literacy practices. These identities include those influenced and marked by race, gender, ethnicity, ability, social class, religion, sexuality, and other markers. Some questions you might pose are: What and how are students’ identities expressed and valued in your language arts classroom? What roles can language arts educators play in helping students embrace their own identities as well as others’? How are young people using the language arts to navigate their identities in school, on social media, and in out-of-school spaces? We also seek insights into the ways Kimberlé Crenshaw’s concept of “intersectionality” (which addresses the cumulative effect of multiple identities and highlights interlocking systems of oppression) might inform language and literacy curricula. For example, if we build on and expand Crenshaw’s ideas, what instructional practices, texts, and other material selections help to illuminate or critique the marginalization experienced by certain groups with intersecting identities (e.g., Black and Brown girls or boys, Muslim and Arab youth, or those who identify as LGBTQ and persons of color)? How might literacy instruction that foregrounds intersectionality help to lessen divisions among the variety of groups represented in your classrooms, schools, or districts? Finally, what are some of the theoretical, practical, or research based potentialities and challenges of recognizing identities and their intersections? Join us in putting together an issue that broadens and nuance our thinking about multiple identities, intersectionality, and literacy. **Submission deadline: January 15, 2020**

March 2021

Equity and the Language Arts
For this issue, we seek Feature Article and Perspectives on Practice submissions that explore the myriad ways educators can provide more equitable language arts instruction for youth. Some questions to consider: How might language arts educators take on equity-oriented teaching and recognize and intervene concerning bias in curricula and practices such as tracking, scripted curricula, and overemphasis on test preparation instead of authentic literacy learning? What are the challenges of providing differentiated literacy instruction while not marginalizing particular groups of students? What role does critical self-reflection around issues of bias related to cultural phenomena such as racism, homophobia, poverty, and ableism play in equity and the language arts? How can issues of social justice be embedded in language arts instruction with children and with preservice teachers to help them read the world and the world? How might language arts educators design classroom learning environments that are safe, welcoming, and inclusive for all students? Join us in crafting an issue that helps to expand our understandings related to equity and the language arts. **Submission deadline: March 15, 2020**

May 2021

The Promise of Picturebooks
For this issue we seek Feature Article and Perspectives on Practice submissions that explore the promise of picturebooks. Some of the many
How have teachers incorporated picturebooks into the classroom to invite conversations about complex topics and difficult histories? Join us in putting together an issue that will give us much to consider in regard to the promise of picturebooks.

**Submission deadline: May 15, 2020**

**July 2021**

**Viewpoints and Visions**

For this unthemed issue, we invite submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. Join us in crafting an issue that helps to expand our viewpoints and visions about language arts.

**Submission deadline: July 15, 2020**

Questions to consider are: How have picturebooks evolved over time? In what ways can picturebooks be used to teach children about art and art history? What kinds of instructional techniques can teachers use to help children learn the language of picturebooks (e.g., endpages, gutters, borders, dust jackets, etc.) and support them in learning to look closely at art? How do teachers conduct illustrator studies of notable picturebook creators such as Donald Crews, Laura Vaccaro Seeger, Yuyi Morales, Christian Robinson, Jason Chin, Ekua Holmes, Melissa Sweet, Jerry Pinkney, and Leo Lionni? What are the ways that picturebooks can serve as mentor texts for youth to create their own work? How can picturebooks be used with students in middle school settings? How have new technologies, such as e-readers and picturebook apps, shaped the early literacy experiences of young children?