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.
Story as the Landscape of Knowing

National Council of Teachers of English
2014 Annual Convention

November 20–23, 2014
Washington, DC
Postconvention Workshops
November 24–25, 2014

Register by November 12, 2014, to save!

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For more information, visit www.ncte.org/annual.
CHOICE MOTIVATES READING. LET THEM CHOOSE FROM THE BEST.

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Teacher Inquiry in Literacy Workshops
Forging Relationships through Reggio-Inspired Practice
Judith T. Lysaker, editor
Foreword by Louise Boyd Cadwell
164 pp. 2013. Grades PreK–2
ISBN 978-0-8141-5487-8  •  No. 54878

The challenges and rewards of early childhood education come alive in this collection of narratives by a community of nascent teacher-researchers who share their investigations of enacting literacy workshops in Reggio-inspired classrooms. Teacher educator Judith T. Lysaker and her classroom teacher colleagues observed and documented their students' talk, actions, ideas, and play in order to develop insights into young children's literacy learning, improve their own instruction, and move the voices of children to the center of the curriculum.

In classrooms infused with the child-centered approach practiced by the educators of Reggio Emilia, Italy, these teachers sought to make connections between the curricular construct of reading and writing workshops and their Reggio-inspired beliefs. Their narratives highlight issues of content, especially new understandings they developed about the importance of relationships, as well as issues of process, the ways in which they developed their ideas through the practice of teacher research. Each narrative chapter is followed by a “Research Conversation” that illustrates the ways in which teacher research becomes personally relevant classroom practice that connects teachers to children and children to their own growing knowledge.

As these teachers pursue their individual research questions, they model the rich potential of teacher research: teacher empowerment, student empowerment, and supportive instruction that sees and encourages the possibilities in every child.

Educators often feel they are standing with one foot in the world of effective literacy practice and one in the world of supporting children's intellectual growth. Judy Lysaker opens a window into the thinking of a remarkable group of teachers who bridge these worlds as they nurture their students' literacy growth through meaningful, inquiry-based experiences. In-depth case studies in real classrooms show the harmony between how the teachers value their own process of research and inquiry and the in-depth thinking of their students. Teacher Inquiry in Literacy Workshops provides a much-needed focus on what is truly important in supporting children as readers, writers, and thinkers.

—Matt Glover, author of Engaging Young Writers

In schools everywhere, educators are getting together to remodel literacy learning.

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Empowering Resources for Your PreK–5 Classroom

NCTE Book Series and Virtual Conference

Supporting Students in a Time of Core Standards

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Susi Long, with William Hutchinson and Justine Niederhiser
ISBN: 978-0-8141-4940-9 No. 49409
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Jeff Williams, with Elizabeth C. Homan and Sarah Swofford
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Each book includes:
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• Vignettes from individual classrooms, offering snapshots of instruction that show how teachers developed their practice
• Charts and handouts demonstrating how principles and standards can be aligned
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These resources explore how student-centered teaching remains crucial to every classroom and provide examples of how to uphold NCTE principles of effective teaching in a time of Core Standards.

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PreK–2: Presented by Susi Long No. 15431
Grades 3–5: Presented by Jeff Williams No. 15432

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• Recordings that can be downloaded and revisited as often as needed

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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.

Commentaries: For all issue calls, we invite submissions that are commentaries of 350 words or fewer (in addition to our more traditional submissions of research studies, literature reviews, and theoretical pieces that are 6,500 words or fewer). Commentaries should present an opinion or idea that is relevant to the issue theme. When submitting a commentary to Electronic Manager (EM), please indicate the issue number and a “C” in the “comments” field (e.g., May 2015-C).

March 2016: Common Core or Rotten Core? Three years later . . .

The Common Core State Standards for the English Language Arts have been implemented in US schools for two years. In the March 2014 issue (91.4), Language Arts asked educators to consider what was working, what was not, and present views and understandings of the CCSS. We invite educators to reconsider the CCSS, their implementation, and the CCSS-aligned assessments. We invite manuscripts that address such questions as: Have the CCSS transformed schools? Do they have major flaws? Have they encouraged new approaches to teaching and learning the English language arts? With three years of implementation, where are we now with CCSS? This issue will present research and practice as well as commentary from teachers and researchers about the CCSS. In addition to full-length articles, we also invite submissions that are commentaries of 350 words or fewer.

Submission deadline: November 15, 2014

May 2016: Biliteracy Development in Schools and Communities

Guest Editors: Mileidis Gort, The Ohio State University, and Iliana Reyes, University of Arizona

Bilingualism is a resource to be valued and used in a variety of settings. In spite of research that contributes to this position, questions remain about how to best support young dual language learners’ literacy development. Such questions present a challenge but also an opportunity to learn about multiple pathways to biliteracy and to develop research-based educational practices for this growing student population. In this themed issue of Language Arts, we invite manuscripts that approach biliteracy learning from multiple perspectives (e.g., social, cognitive, sociolinguistic) concerning children’s dual language and bi/literacy competencies. Some questions of interest include: How does emergent bilingual literacy learning in dual language and English-medium instructional environments impact teaching? How do family, school, and community literacy practices support and maintain biliteracy? How are teachers and families working together to support children’s biliteracy development in and out of the classroom?

Submission Deadline: January 15, 2015

July 2016: Insights & Inquiries

In these unthemed issues, we feature your current questions and transformations as educators, community members, students, and researchers. Many directions are possible in this issue. What tensions do you see in literacy education today? What do readers of Language Arts need to notice and think about? What inquiry work have you done that can stretch the field of literacy and language arts? Describe your process of learning about literature, literacy, culture, social justice, and language. What new literacy practices do you see in communities, after-school programs, and classrooms? What supports these practices? What is getting in the way of change? What connections are adults and children making as they engage in the art of language? Join us in creating a collection of inquiries and insights.

Submission deadline: March 15, 2015