Lucy Calkins and her Teachers College Reading and Writing Project colleagues aim to prepare students for any reading and writing task they will face and to turn kids into life-long, confident readers and writers who display agency and independence. Lucy and her colleagues have drawn on their more than 30 years of research and work in thousands of schools across the country and around the world to develop curriculum resources, instructional methods, and professional learning opportunities to support teachers as they work together and with their students toward these important goals.

“Over the years, teachers have repeatedly told me that workshop teaching has given them new energy, clarity, and compassion, reminding them why they went into teaching in the first place. I understand what these teachers mean, for it has done all this—and more—for me as well.”

—Lucy Calkins

Lucy Calkins and her Teachers College Reading and Writing Project colleagues aim to prepare students for any reading and writing task they will face and to turn kids into life-long, confident readers and writers who display agency and independence. Lucy and her colleagues have drawn on their more than 30 years of research and work in thousands of schools across the country and around the world to develop curriculum resources, instructional methods, and professional learning opportunities to support teachers as they work together and with their students toward these important goals.

Bring your questions to Lucy Calkins’ live online Office Hours, held the first and third Thursday of each month. To register, go to: https://webinars.heinemann.com/calkins-office-hours.
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 2020
Teaching in Troubling Times
With increasing frequency, educators have witnessed acts of violence play out across media outlets and watched as their students come to class managing waves of social anxiety created by living through troubling times. At the same time, young people are leveraging literacy practices in response to injustices, raising their voices and organizing to make change. For this issue, we seek manuscripts that explore how we can use literacy to teach about social injustices, even as we also foster hope for a more equitable future. What are your students teaching you about navigating these troubling times? How are young people engaging in social activism and drawing on community-based assets to document and respond to troubling times and experiences across platforms? What texts, multimodal literacies, and instructional practices support young people in engaging in civically minded discourse and the responsibilities of citizenship? How are teachers responding to increasing demands related to testing, standardized curricula, censorship, and silencing of student and teacher voices? How are teachers engaging in literacy practices to persevere through difficult times? Join us as we construct an issue responsive to troubling times and to children creating hopeful visions of the future.
Submission deadline: September 15, 2019

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 a collection of articles that broaden 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 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? 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**