



## Publication Themes for 2015-2016

*The Florida Reading Journal's* audience is largely composed of PK-12 practitioners in the state of Florida. The *FRJ* editors are interested in exploring topics of interest to Florida educators and valuable in their daily literacy practices. We welcome submissions from researchers as well as PK-12 teachers. The thematic calls listed below are not intended to be exhaustive, but merely meant to be helpful to authors as they consider topics for publication. Please review the submission guidelines before submitting a manuscript.

### **Ongoing Annual Theme: Florida Standards in Action**

FRJ has an ongoing interest in submissions related to the implementation of the Language Arts Florida Standards (LAFS) across K-12 classrooms. Manuscripts that highlight how individual teachers have adapted their instruction to integrate the arts, technology, and the content areas are of particular interest. We also have interest in articles that discuss how districts have addressed the challenges and lessons learned related to the implementation of LAFS and the Florida Standards Assessment.

### **Volume 51, Issue 1: The Literacy Landscape for Millennial Students**

**January 2016**

The “new literacies” have been defined in multiple ways over the last few decades, including everything from lessons that focus on technology to the ethos of multimodal learning. This issue seeks to broaden the conversation about 21<sup>st</sup> century learning to include multiple lenses and research perspectives. We are interested in submissions that address innovations in technology with literacy learning, curricular designs that include multiple modalities of instruction, and new ways of viewing traditional literacy skills.

**Submission deadline: November 1, 2015**

### **Volume 51, Issue 2: Diverse Teaching for Diverse Populations**

**April 2016**

Classroom teachers face daily challenges in instructing and motivating learners with diverse needs, from reluctant readers to students at risk of school failure, as well as those with learning delays and other developmental challenges. We are interested in submissions that explore literacy strategies and approaches to curriculum and teaching to support learning for special populations. We are seeking articles that address innovative

ways to teach reading to these learners, including but not limited to students within the autism spectrum, those with ADHD, those with cognitive disabilities, those living in poverty, those learning English as a new language, or others readers struggling academically.

**Submission deadline: February 1, 2016**

### **Volume 51, Issue 3: The Flipped Classroom**

**August 2016**

Flipped learning has emerged as a unique approach for improving student transfer by moving didactic instruction to the online environment and planning for active learning in the classroom. Thus, the teacher serves in many roles, including subject matter expert, media specialist, and instructional designer. How does this affect reading time in the classroom and the monitoring of student reading progress? We are interested in submissions that explore how flipped learning is accomplished in a literacy classroom. What are the challenges presented to struggling readers in this curricular design and how are those challenges met? Submissions concerning innovations and critiques of the flipped model are also welcomed.

**Submission deadline: June 1, 2016**