

## Call for Manuscripts

**Spring 2016**

### **Celebrating Poetry**

As a genre, poetry is an enigmatic big tent. Inside this big tent one can find, among others, Byron, Keats, Brooks, Whitman, Tennyson, Dickinson, Giovanni, and Neruda. Also inside are Grimes, Hoberman, Sidman, Wong, Greenfield, Lewis, Livingston, and many other outstanding children's poets. Although some adult critics think poetry for children lacks "gravitas," the actual difference is only the audiences for which the poetry is written—adult readers versus child readers. Hunt (1999) writes that children's poetry; as all of children's literature, is written for a "different audience with different skills, experiences, needs and ways of reading" (p. 3). For this issue of *The Dragon Lode*, we will explore the wonders of the spoken word—poetry in all shapes and lengths—limericks, biographical poetry, concrete, ballads, and the growing field of informational poetry. How is poetry faring in the age of the Common Core? Have children's preferences changed? And what about co-mingling poetry with other genres—does the mix enhance or detract from the poems? We invite your manuscripts that explore the wonderful world of poetry.

**Submission deadline: October 31, 2015.**

**Fall 2016**

### **The Future of Reading for Pleasure**

What has happened to children's reading for pleasure in the age of the Common Core, high stakes testing, leveling and racing to the top? Statistics reveal some improvement in elementary reading test scores, but at what price? In a work daringly entitled *Readicide*, Kelly Gallagher explored the many ways in which we smother children's love of reading for pleasure in our well-meaning but often misguided attempts to improve test scores. Since the publication of Gallagher's book in 2009, the ELA Common Core State Standards have become the foundation of literacy instruction in the majority of the country.

Teaching complex texts, close reading, using more informational texts and test-taking activities have become the *raison d'être* for teaching reading in grades K-6. Do we destroy children's natural love of reading nonfiction by overemphasizing informational texts solely to meet grade level percentages prescribed by the Common Core? Has being overly concerned with test scores made us forget that good books are for reading and not doing "things" with them such as teaching synonyms, author's purpose or main idea? How can we ensure that our students will neither be illiterate or aliterate? We invite manuscripts that address the issues of overanalyzing children's books and the challenges of creating life-long readers in a test-driven world.

**Submission deadline: May 1, 2016.**

**Spring 2017**

### **Open Theme**

We invite manuscripts that explore contemporary issues and questions, genre study, literary theory, and research related to children's literature and reading.

**Submission deadline: October 31, 2016.**

**Guidelines**

Manuscripts must be submitted electronically and should be no longer than 20 double-spaced, typed pages. Use APA (6th edition) formatting. Author's name, affiliation, mailing address, telephone and fax numbers, and e-mail address should be on a separate cover page. Please be judicious in the use of tables, photographs and charts. Photographs and illustrations should be sent as a separate jpeg file. Any reference to the author that would enable the reviewer to know the author's identity should not appear in the manuscript.

**Email manuscripts to: [thedragonlode@gmail.com](mailto:thedragonlode@gmail.com)**