Literacy Teaching and Learning

An International Journal of Early Reading and Writing™

CALL FOR PAPERS — 2008–2009

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About the Journal

Literacy Teaching and Learning (LTL) is a peer-reviewed and refereed scholarly research journal, published online twice a year by the Reading Recovery Council of North America (RRCNA).

The journal provides a forum for communication among professionals from a wide variety of disciplines and encourages contributions by individuals with similar interests and research agendas working around the world.

Contributions should focus on any aspects of early literacy development and may include reports of research; theoretical interpretations of research; reports of program evaluation and effective practice; and critical reviews, responses, and analyses of key conceptual, historical, and research perspectives. Manuscripts representing diverse methodologies including ethnographic, empirical, and case study research are encouraged.

LTL content is now included in EBSCO and ProQuest online research products.

Peer Review Process

All submitted manuscripts will be read by editors to determine suitability for publication. Authors will receive an acknowledgement when the submission is received and will be notified via email of the editors' decisions.

LTL uses a blind review process. Editors will send authors feedback from blind peer reviews and, if necessary, specific suggestions for revision. Decisions for articles include:

- Acceptance, as submitted

- Preliminary acceptance, subject to approval by editors of revision and resubmission, based on reviewers' feedback

- Rejection, with the possibility of resubmission after substantive revision; articles will be returned to reviewers for a second, thorough review process

- Rejection

Guidelines for LTL Authors

1. Write clearly, concisely, and use an active voice.

2. Be sure the message is clear and has a consistent focus throughout.

3. Include dialogue or samples of children's work when possible. (LTL does not accept photography.)

4. Articles will be edited to fit space and style requirements.

5. RRCNA publications follow the style designated by the most-recent edition of the *Publications Manual of the American Psychological Association*.

6. The RRCNA Style Manual provides additional guidance for authors and is available on the RRCNA website.

How to Submit Articles

Manuscripts must be submitted via the LTL online manuscript submission and review system: http://ltl.msubmit.net/cgi-bin/main.plex

Click the Author Instructions bar at the top of the system homepage for easy-to-follow steps to set up your account and upload your electronic manuscript files.

Powered by eJournalPress, this user-friendly system will allow you to check the progress of your manuscript throughout the review process.

Please follow the most-recent APA style guidelines. Manuscripts must be double-spaced, should be no more than 30 pages (excluding reference list, tables and figures), and must be accompanied by an abstract of no more than 250 words. No identification of the author(s) and affiliations should appear anywhere in the manuscript, including running headers and footers. Do not embed tables and figures within the manuscript itself. Each supporting graphic must be uploaded as a separate file.

For more information, visit the RRCNA website at www.rrcna.org and click the Journals Quick Link.

A SAMPLING OF PUBLISHED AUTHORS AND ARTICLES

Courtney B. Cazden
The Value of Conversations for Language Development and Reading Comprehension

David Wood
The Who? What? When? and How? of Tutoring: The Development of Helping and Tutoring Skills in Children

Mary McVee and **P. David Pearson**
Talking the Talk: A Close Examination of Teacher-Student Discourse Around Written Artifacts

Xiaoying Wu and **Richard C. Anderson**
Reading Strategies Revealed in Chinese Children's Oral Reading

Sue Burroughs-Lange and **Julia Douëtil**
Literacy Progress of Young Children from Poor Urban Settings: A Reading Recovery Comparison Study

Elena Bodrova and **Deborah J. Leong**
Scaffolding Emergent Writing in the Zone of Proximal Development

Don Holdaway
Affinities and Contradictions: The Dynamics of Social or Acquisition Learning

George Kamberelis
Relations Between Children's Literacy Diets and Genre Development: You Write What You Read

Penny Freppon
Case Studies of the Writing and Thinking of Three African-American Second-Graders in a Whole-Language Classroom

Christine Boocock, Stuart McNaughton, and **Judy M. Parr**
The Early Development of a Self-Extending System in Writing

Katherine Stahl, Steven Stahl, and **Michael C. McKenna**
The Development of Phonological Awareness and Orthographic Processing in Reading Recovery

Zhihui Fang
The Development of Literate Potential in Literature-Based and Skills-Based Classrooms

Judith Neal and **Patricia Kelly**
The Success of Reading Recovery for English Language Learners and Descubriendo la Lectura for Bilingual Students in California

Barbara Gioia, Peter Johnston, and **Laura Giovannelli Cooper**
Documenting and Developing Literacy in Deaf Children

Lawrence R. Sipe
Picturebooks as Aesthetic Objects