

We invite proposals that address the urgent need for reading research and teaching that are grounded in emancipatory Black, Latinx, and Indigenous theory and teaching. This issue therefore underscores the pervasive historical trend of marginalizing not only Black individuals but also Latinx and Indigenous communities, denying them due recognition for their unique knowledge bases, perspectives, and contributions to the teaching and practices of reading. It is crucial to acknowledge and rectify this omission, emphasizing the significance of centering a pro-Black, Latinx, and Indigenous perspective into the teaching of reading. By doing so, we promote a more inclusive and comprehensive understanding of diverse cultures, fostering an environment where the richness of each community's experiences can be fully appreciated and celebrated. This approach not only seeks to rectify historical oversights but also contributes to a more equitable and enriching educational landscape.

This issue will focus on research and practice that centers pro-Black, Latinx, and Indigenous practices in classrooms and community settings for ages 4–12. The research and teaching practices in this special themed issue will model how classrooms:

- overturn eurocentric curricular by affirming historical and contemporary issues within Black, Latinx, and Indigenous communities
- foreground perspectives, histories, literature from the diaspora
- teach how life and knowledge from communities influenced society today
- honor the diversity of languages spoken in homes, schools, and communities
- foreground the resilience, beauty, brilliance, and joy of Black, Latinx, and Indigenous people
- lift the voices and identities of students that speak back to systemic racism (Braden et al, 2022)

Questions we hope to explore in this issue include but are not limited to:

- What are some innovative pro-Black, Latinx, and Indigenous literacy practices in classrooms and communities?
- How can teachers build a curriculum based on the lives and languages of Black, Latinx, and Indigenous students?
- How can teachers and schools engage the families of Black, Latinx, and Indigenous students in meaningful ways?
- In a global context, how do teachers affirm pro-Black, Latinx, and Indigenous literacies?

We highly encourage contributions from education professionals who are *pro-Black, Latinx, and Indigenous scholars*; who identify as Black, Latinx, and Indigenous; and whose work seeks to transform and challenge established and/or dominant ideologies and practices in reading research and teaching. We encourage articles coauthored by researchers, teacher educators, teachers, preservice teachers, families, and students.

**Formats:** We welcome [Teaching and Learning in Action and Teaching and Learning Guide](#) submissions.

# Special Issue of *The Reading Teacher*: Emancipatory Pro-Black, Latinx and Indigenous Reading Research and Teaching

Tentative Online Publication: January/February 2025

**Timeline:** Because of the urgency of this work, note that the turnaround for manuscripts is short.

Activity	Date
Title and 300-word abstracts due	22 March 2024
Guest editors invite full manuscripts	1 April 2024
Full manuscripts due	1 July 2024
First phase of peer review conducted	8 July–16 August 2024
Guest editors send feedback to authors	21 August 2024
Revisions due	20 September 2024
Second phase of peer review conducted	24 September–20 October 2024
Notifications of article acceptances	28 October 2024
Tentative publication	January/February 2025

## Submissions should include:

- Article type and title of your proposed manuscript
- 300-word abstract
- Your agreement to contribute to the peer review process for your colleagues' submission. Please expect to receive an email invitation from *The Reading Teacher* to serve as a reviewer for this special issue. Your contribution is essential to the publication timeline of this special issue.

**Please submit your 300-word abstract proposal by 22 March 2024 in this Google Form:**  
<https://forms.gle/M9n8n5nu652R67J19>