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Inviting Young Students into the Conventions of Language, Grades 1–5
Jeff Anderson with Whitney La Rocca

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1. Be a minimum of 1,250 and a maximum of 2,000 words and, when appropriate, include high-resolution (300 dpi) files—as tiff, jpg, or pdf—of student work, photographs of students working, charts, diagrams, or other visuals;
2. Address the theme listed in the call for manuscripts for that issue;
3. Be double spaced with 1-inch margins in 12-point font;
4. Include 100-word abstract and bulleted list of key points; and
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Manuscript review: Manuscripts are reviewed anonymously by at least two members of the Voices editorial review board.

Detailed Calls for Manuscripts are listed on the Voices from the Middle website: www.ncte.org/journals/vm/call

“Novel Lessons” with YA Texts

December 2018. Middle grades and young adult literature are now essential elements of our middle level ELA curriculum and classroom work. To that end, this issue invites you to share your most compelling texts, strategies, units, or lesson ideas that lever the YA lit that speaks to you and your students. What has teaching with particular YA texts brought to you and your students’ reading lives? What conversations do they make possible? What do we want and need in middle grades and YA lit? What is “novel” in teaching with particular YA texts? We especially invite coauthored submissions from YA authors and the teachers and students who are using their work for this issue.
Submission deadline: March 1, 2018

Asking Real Questions

March 2019. This issue will focus on the ways in which we guide and empower students to generate and pursue paths of inquiry that move in purposeful directions. Whether you are using PBL, inquiry units, Genius Hour, design thinking, hackathons, or other approaches in guiding students to wonder, join us in exploring what it means to bring authentic inquiry and critical thinking into our middle school ELA classrooms.
Submission deadline: August 1, 2018

What’s Next in Teaching Writing?

May 2019. Through a long history of composition theories and pedagogical applications, we teachers have come to know what works in the teaching of writing. Writing processes, traits, and genres, mentor texts, writing workshops, responses to writing, multimodalities of writing, and rhetorical situations of writing have guided our approaches to the teaching of writing at the middle level. So, what’s next? How might we continue to evolve as teachers of writing? In what ways do teachers take up the idea of the power of language with their middle level students? How do students come to understand message and audience in our 21st-century world? How do we continue to make time for writing? How do we balance the fundamental aspects of the craft of writing with the art required to bring the words to life? And while our “What’s Next?” issues seem to suggest something new is waiting in the wings to be introduced, what has been at our disposal all along that requires a new focus?
Submission deadline: August 1, 2018