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Rethinking the “Adolescent” in Adolescent Literacy

Sophia Tatiana Sarigianides, Robert Petrone, and Mark A. Lewis

At the heart of Rethinking the “Adolescent” in Adolescent Literacy is a call to English language arts teachers to examine the very assumptions of adolescence they may be operating from in order to reimagine new possibilities for engaging students with the English curriculum. Relying on a sociocultural view of adolescence established by scholars in critical youth studies, the book focuses on classrooms from diverse contexts to explain adolescence as a construct and how this perspective of youth can encourage educators to reenvision literacy instruction and learning.

Working from and looking beyond Adolescent Literacy: An NCTE Policy Research Brief, the authors explore the “myth” of adolescence and the possibility of a curriculum that positions youth as experts and knowledgeable advocates fully engaged in their own learning.


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*Voices from the Middle* (Voices) is the peer-reviewed journal of the Middle Level Section of the National Council of Teachers of English. *Voices* publishes original contributions by middle level teachers, students, teacher educators, and researchers in response to specific themes that focus on our discipline, our teaching, and our students. *Voices* offers middle level teachers innovative and practical ideas for classroom use that are rooted in current research; this is a journal for teachers by teachers.

**Manuscripts should meet these guidelines:**

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
5. Follow the current edition of the publication manual of the American Psychological Association—please do not include an abstract, footnotes, endnotes, or author identification within the body of the text. Should a manuscript contain excerpts from previously published sources that require a reprint fee, the fee payment is the responsibility of the author.

**To submit a manuscript:** All manuscripts should be submitted electronically. Please register as an author at our Web-based manuscript submission and review system, Editorial Manager, at www.editorialmanager.com/vfm. Once logged in to the system, follow the instructions to upload your submission. Be sure to indicate in the comments section the issue date for which you are submitting (e.g., September 2016 issue). Receipt of submissions will be acknowledged by email. **NOTE:** The review process will begin once the submission deadline has passed. Other correspondence should be sent to voices@ncte.org, including requests for a snail mail address.

**Manuscript review:** Manuscripts are reviewed anonymously by at least two members of the *Voices* editorial review board.

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**Voices from the Middle**

The NCTE *Voices from the Middle* podcast is a radio show featuring middle level ELA teachers from across the United States, practitioner-leaders in our field, YA and middle grades authors, and other surprise guests. All podcasts tie to a specific issue or volume year of the NCTE print publication *Voices from the Middle*. You can find it at http://goo.gl/Su7sfd or subscribe via iTunes at https://goo.gl/VseSko.

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

**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: June 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**

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