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## From the Editors

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# From the Editors...

by **Kathryn L. Roberts, Ph.D.** and **Poonam Arya, Ph.D.**

It's hard to know where to begin this letter. This is our last letter as editors of the *Michigan Reading Journal*, as we are getting ready to pass it into the capable hands of our colleagues at Central Michigan University. Like many other milestones this spring, it feels a bit sad to complete this milestone so far from our *MRJ* team (at the time of this writing, campus is entering its third week of closure). It also seems odd not to open our spring/summer journal by writing about how wonderful it was to see many of you at our annual conference. But here we are, and onward we go! If there is one thing that our lifetimes as readers have taught us, it's that every story has an arc. We seem to be in the "rising action" moments now, but we are optimistic for the "resolution" on the horizon.



**Kathryn L.  
Roberts, Ph.D.**



**Poonam Arya, Ph.D.**

We don't know what the state of our state will be by the time this hits your mailbox, but we suspect all of us will still be limited in our social activities. For many of you, this means more time to read! We are happy to do our part to supply reading materials for you, and also (through our many book reviews in this issue) suggestions for read alouds for children. In addition, the board of the Michigan Reading Association has been hard at work compiling resources for educators of all sorts (families included) to support literacy learning, now, and at any point in the future. These resources can be found at <https://www.smores.com/e4cy2>.

We open this issue with four *Bridging Research and Practice* articles. The first one is by Dr. Carolyn Carlson (Washburn University, KS) in which she addresses the important topic of censorship and the role librarians play as gatekeepers to ensure access to books. The second article comes to us from Dr. Chrystine Mitchell (York College, PA) and Nicole Hessler (Penn State University). In their article, these two authors describe how middle-school students explore different applications (apps), websites, and related equipment to write stories and create iMovies. The third article written by Dr. Tony Donk (Hope College, MI), Zachary Adams (Zeeland Quest, MI), and Allix Hutchinson (Hudsonville Public Schools, MI) describes how digital technology in the form of iPads can be used to produce and publish student writing in kindergarten classrooms. The fourth and final *Bridging* article comes to us from Dr. Christine Hancock (Wayne State University, MI), who argues that when educators attend to details of their interactions with families, they can better facilitate shared decisions that build on family knowledge, priorities, and culture, thereby promoting children's literacy. She also shares several recommendations for talking with families.

This issue's *Voices from the Region* section includes two articles. The first article written by Dr. S. Rebecca Leigh (Oakland University, MI) and Dr. Dana Driscoll (Indiana University, PA), uses a two-voice poem to examine narratives about self-care, burnout, and voice in education. The second article is by Dr. William Bintz (Kent State University, OH) and Dr. Sara Moore (ORIGO Education, OH), who write about using literature to teach mathematics, specifically ratios and proportions.

In the *Critical Issues* section, we share something a bit different with our readers. Authors who have written for the Journal for the past three years were asked to share their best “lessons learned” over their lifetimes as literacy educators and scholars. There are far too many brilliant colleagues to name here, but we are so excited to share their stories (and names) in the column.

Closing out this issue, we could not be more excited to share our “Must Read Texts” with you. We open this section with three book reviews: *Invitations to Play: Using Play to Build Literacy Skills in Young Learners*, reviewed by Dr. Meghan K. Block (Central Michigan University); *No More Low Expectations for English Learners*, reviewed by Jennie Khalil (Wayne State University); and *The Dark Fantastic: Race and the Imagination from Harry Potter to The Hunger Games*, reviewed by Dr. Kathleen Crawford-McKinney, Lindsay McAllister, Megan Thrasher, and Jennifer Willbanks (Wayne State University). Next, we have a column and several book reviews about challenging White-centeredness and affirming young children’s identities through inclusive children’s books by Noor Charara (Dearborn Public Schools), Stephanie Fazekas-Hardy (Detroit Public Library), Brandon Gleaton (University of Michigan-Dearborn), Melissa Isaac (Confederation of Michigan Tribal Education Directors), and Sungti Hsu (Michigan Department of Education), and Dr. Leah van Belle (Michigan Department of Education). We close this issue with *Great Lakes, Great Books* recommendations from Lynette Suckow (Peter White Public Library, Marquette, MI).

We encourage our readers to read updates and information about the Journal by liking the Michigan Reading Association page on Facebook, following @michiganreading on Twitter, and searching and following Michigan Reading Association on Pinterest. Our journal's new email address is mrj@cmich.edu. We invite you to join the conversation by contributing to *MRJ*. Please email article submissions that are appropriate for any of the sections in our journal to our email address. We look forward to hearing from you.

Many thanks to our Wayne State University editorial team of Angela Harris and Sarah Schrag, who have done a fantastic job of supporting the work for this issue. We would also like to thank Charissa Kipkoech from the Michigan Reading Association office; our MRA president, Theresa Hasenauer; and the MRA board for all of their hard work.

We hope that you enjoy this issue of *MRJ*, and that you will continue to tell your friends and colleagues about us.

Happy Reading!



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