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Front Matter

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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 36, NUMBER 2, SPRING/SUMMER 2021

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Open Issue

Laurie Rabinowitz and Amy Tondreau discuss the role of **Collaborative Inquiry to Support Critically Reading Children's Literature**

Carrie M. Mattern employs racial literacy to analyze ***The Poet X: Disrupting Shakespeare, Healthy Relationships, and Language Dynamics***

Claire A. Breiholz and Rebecca Smith refigure **Curriculum with Counternarratives through Culturally Responsive Language Arts Teaching**

Jessica L. Horne and Rebecca Harper explore how **Interactive Notebooks Help English Learners Find Confidence in Writing**

Katherine Suender and Susan Piazza consider how **Graphic Novels support Multimodal Learning among English Learners**

Laura M. Davis advocates for **Body Positivity through Fat YA Texts**

LAJM celebrates Michigan Youth Arts Festival writer Robert Bond and his story **Dependence**



Photo Credit to [Benjamin Wedemeyer](#)

Fall 2021: (Re)imagining Literacy-Rich Places and Spaces

Deadline: August 15, 2021

The past year may be among the most challenging for K-16 educators, teacher educators, and researchers, who have had to (re)imagine spaces and places for literacy and language arts. These challenges have fractured our expectations of when, where and how teaching and learning happens, blurring and highlighting the limitations of what we may have taken for granted in literacy and language arts education. Through these fractures, though, teachers and learners alike have (re)imagined new possibilities for how to engage in literacy and language arts education—possibilities that we wish to highlight in this issue:

- How have teachers transformed their literacy and language arts curriculum and instruction to respond and make connections to the realities of the past year?
- How have teachers adapted to literacy instruction in different contexts and modalities (i.e., hybrid and digital classrooms), and how can those adaptations be leveraged moving forward?
- How have teachers faced and overcome obstacles and challenges in providing equitable and accessible literacy-rich spaces for students across evolving contexts?
- How can teachers reimagine the relationships between home and school and between teacher and caregiver as traditional boundaries have shifted over the last year?

Spring 2022: Civic Implications of Disciplinary Literacy

Deadline: March 15, 2022

From the enactment of the Third Grade Reading Law to the federal appeals ruling on the Detroit Right to Literacy Case in 2020, literacy across K-12 contexts has been at the forefront of Michigan's educational debates. Following these highly consequential decisions—the retention of children based on their literacy outcomes and the ruling that literacy is a constitutional right—Michigan educators across all grade bands and disciplines have a duty to respond. In this issue, we invite you to consider questions such as:

- What is disciplinary literacy and how is it distinct from the discipline of English language arts?
- What does literacy look like across disciplines and contexts? What can literacy and ELA educators learn from educators in other disciplines about how to facilitate literacy learning—and vice versa?
- Whose literacies count and whose do not? In considering these questions, what are the implications for valid and equitable assessment and evaluation of students' literacy practices?
- What does it mean to enact literacy as a civil right? In what ways is literacy education an act of advocacy?

Please submit manuscripts through Scholarworks (<http://scholarworks.gvsu.edu/lajm>).

The *Language Arts Journal of Michigan* is a peer-reviewed journal published by the Michigan Council of Teachers of English as a service to educators interested in literacy and the English Language Arts at all instructional levels. LAJM is published biannually. Its contents do not necessarily reflect the views of MCTE or its members.

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