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Front Matter

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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 37, NUMBER 1, FALL/WINTER 2021

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

(Re)imagining Literacy-Rich Places and Spaces

Corrie A. Tuttle and Megan Adams use **Project-Based Learning to Increase Literacy Performance**

Naitnaphit Limlamai shares her experience hosting **Book Clubs in a Pandemic**

Becky Beucher, Tisha Ortega, Grant Souder, Kimberly Martin-Boyd, and Katy Killian explore **Racial Literacies with Pre-Service Teachers**

Noah E. Borrero and Eleanor Scott ask students to **Drop Everything and Read and Write by Hand**

Elisabeth Spinner, Emily Sommer, Naitnaphit Limlamai, Anna J. Roseboro, Lynne Lesky, Kim Stein, Rick Kreinbring, and Shelley Esman reflect on **Creating Professional Development for Equitable Literacy**

Samantha J. Manzo, Kelsey DeCamillis and Sarah Lorenz implement **NWP's College, Career and Community Writers Program (C3WP) with English Learners**

Matthew Sroka discusses **Challenges to Fostering Personal Reading Lives**

Anne Piontkowski (Donato) and Jonathan E. Bush with Ruth Bergman **Teach Holocaust Literature with Fidelity to History and Humanity**

Michigan Youth Arts Festival featured author Aaron Maxey shares his short story **The Chair of White Roses**



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Spring/Summer 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?

Fall/Winter 2022: Open Issue
Deadline: August 15, 2022

In this open issue, we welcome relevant and meaningful scholarly articles that reflect what is currently on the hearts and minds of our audience: elementary literacy teachers, middle and high school English language arts instructors, and university English educators. While this is an open call, we are particularly interested in manuscripts that disrupt and challenge classroom and institutional inequities and forward humanizing and anti-racist approaches to literacy and ELA education. Authors might consider one of the following questions:

- What inquiry work have you done that can stretch the field of literacy, language arts, and English?
- How are you rising up against new mandates and legislation to best meet the needs of students?
- What tensions do you see in literacy education today?
- What do readers of LAJM need to notice and think about?
- Describe your process of learning about literature, literacy, culture, social justice, and language.
- What new literacy practices do you see in communities and schools? What supports these practices? What hinders them?
- What connections are adults and children making as they engage in the art of language?

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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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.

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