
June 2023

From the Editors...

Meghan Block
Central Michigan University

Carlin Borsheim-Black
Central Michigan University

Troy Hicks
Central Michigan University

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

Recommended Citation

Block, Meghan; Borsheim-Black, Carlin; and Hicks, Troy (2023) "From the Editors...," *Michigan Reading Journal*: Vol. 55: Iss. 3, Article 3.

Available at: <https://scholarworks.gvsu.edu/mrj/vol55/iss3/3>

This work is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

From the Editors...

by Meghan Block, Carlin Borsheim-Black, and Troy Hicks

Our emails serve as a time capsule.

Searching for the first mention of co-editing MRJ, we are transported back to another era.

When our colleagues Kate Roberts and Poonam Arya of Wayne State first reached out to us in late June of 2019, sharing their excitement about being connected with the Michigan Reading Association and preparing to wrap up their final year as co-editors of the *Michigan Reading Journal*, carrying on a tradition of editorial teams that stretched back to Michigan State, Oakland, and even our own Central Michigan over a decade earlier, we were intrigued. Hesitant, yes, but intrigued.



Meghan Block



**Carlin
Borsheim-Black**



Troy Hicks

After many text messages, emails, phone calls, and even Zoom meetings, the three of us agreed that we could take the wheel and steer MRJ through the next three years. Little did we know that text messages, emails, phone calls, and—most certainly—Zoom meetings, would soon become the norm for all academic and professional work, let alone the fabric that held our social and family lives together during an impending pandemic.

Three years on, we have learned a great deal about, of course, reading, writing, and literacy—the threads that weave throughout the pages of every issue of MRJ and our work as a professional organization. Yet, we have also learned a great deal about teachers—their persistence, creativity, and resilience, as well as their need to share stories about their students, classrooms, schools, and communities. We look fondly at the essays from Issue 53.1, Fall of 2020, where teachers shared their experiences during pandemic-induced emergency remote teaching and learning. We are grateful for the youth voices elevated by our colleague Dr. Raven Jones and her daughter, Zuri Hudson, in Issue 55.1, Fall of 2022. We appreciate the steady voice of our book reviewer, Lynette Suckow (and congratulate her on her retirement!). And, we thank our colleague Jackie Rander at the Mary Idema Pew Library at Grand Valley State University, who made our transition to the Scholarworks system as seamless as we could have ever hoped.

In this, our final issue, we thank everyone who has been involved in our work as co-editors of MRJ, including of course our authors and reviewers, as well as other unsung heroes that continue to allow the journal to flourish, including MRA's Executive Director, Jeanette Field. We appreciate the diligence and preparation that MRJ's new editorial team is taking in this transition, and you can find out more about them in their welcome letter on pages 5-6.

As we close, we offer as we always do a few words about the articles in this issue and invite you to learn more from the educators who have shared their ideas and experiences with you.

First, in our *Bridging Research to Practice* section, Jeff Austin, Heather Rottermond, and Laura Gabrion write about the importance of quality feedback in their article, “Humanizing Feedback: Responsive Feedback Practices that Value Student Identity and Build Feedback Literacy.” The authors suggest research-supported ideas to provide students with quality feedback that honors students’ identities and offer recommendations to support students’ feedback literacy.

In our *Voices from the Region* section, Lyndsey Benseal makes a case for interdisciplinary read alouds as a way of building content knowledge and disciplinary literacies, while also supporting more traditional reading skills in her article, “Interdisciplinary Read Alouds: Building Background Knowledge to Support Learning Across Science and Social Studies.” Her article includes specific strategies for implementing an interdisciplinary read aloud, as well as a sample text set focused on the importance of wild rice to the Anishinaabe People living in the Great Lakes region.

Then, Lindsay Diem’s article, “Breaking Barriers in the Post Pandemic Classroom: Integrating Social and Emotional Learning Through Persona Poetry,” describes her experience piloting one of the revised MAISA units in her secondary classroom. She found that the unit, focused on reading and composing persona poems from the perspectives of book characters, to be highly engaging for her students, many of whom were struggling with engagement after returning to school post-pandemic.

From there, during a recent visit to a sixth-grade science class, William P. Bintz shared a read aloud with students. Based on their feedback on the life of scientist Stephen Hawking, he reconsidered Keene and Zimmerman’s idea of “way-in” texts to pair them with what he describes as “stay-in” texts, inviting students to consider both narrative and informational texts in order to have a more robust view of scientists’ lives as well as the scientific discoveries for which they are famous.

In our *Must Reads* section, Andrea Starr Karpf and Kathleen Hinman offer a rationale and resources for incorporating bilingual books into our literacy classrooms in ways that benefit all students. Their article, “Celebrating Multilingual Learners with Bilingual Children’s Literature,” includes an annotated bibliography with a rich selection of bilingual book recommendations for elementary grade levels.

Jonella Mongo shares an annotated bibliography of STEAM-related texts about influential Black Americans. In this piece, Mongo showcases books written and/or illustrated by Black authors and illustrators. This annotated bibliography will serve as a useful resource for elementary educators and they incorporate more diverse texts into their classroom libraries.

Lynette Suckow shares her “Great Lakes Great Books” selections one final time by “Making Classroom Connections.” She describes a wide range of texts that include picture books and real-life crime dramas, offering insights for readers across grade levels. We thank Lynette for this, her final, as well as all of her GLGB reviews over the years, and wish her all the best in retirement.

We again thank everyone involved in MRJ and supporting our tenure as editors, looking ahead to the educators’ voices that will continue to be elevated and celebrated in the years ahead under new leadership. We look forward to seeing new issues in print, and online: <scholarworks.gvsu.edu/mrj>.

Sincerely,
Meghan Block, Carlin Borsheim-Black, and Troy Hicks
Co-Editors, *Michigan Reading Journal*
mrj@cmich.edu

