

# Marshall Memo 1028

A Weekly Round-up of Important Ideas and Research in K-12 Education  
March 18, 2024

## In This Issue:

1. [Using home visits to build rapport with families](#)
2. [Four design decisions that improve students' high school experience](#)
3. [Transforming students' mathematics identity](#)
4. [An updated list of sight words for early reading instruction](#)
5. [Timothy Shanahan on balancing literature and content knowledge](#)
6. [What works with struggling readers?](#)
7. [Online software tools to liven up history classes](#)
8. [Recommended children's books honoring women](#)

## Quotes of the Week

“Readers are advantaged by knowing stuff.”

Timothy Shanahan (see item #5)

“Home visiting has the unique potential both to inform teachers of families’ strengths and to reassure families that teachers are fellow humans and collaborators.”

Judy Paulick, Melissa Lucas, and Tatiana Yasmeeen Hill-Maini (see item #1)

“From the teacher’s perspective, there is insufficient time in a typical school day to think deeply and plan with colleagues and specialists, get to know students well, and connect with parents as partners. It can make the job feel impossible to do well.”

Lisa Dover Kingsley and Jennifer Perry Cheatham (see item #2)

“Do now, build toward.”

The incremental school improvement approach advocated by Education Resource Strategies (quoted in *ibid.*)

“As ordinary as it may seem, the idea that ending a sentence with a preposition is slumming makes no sense and never has. Clarity is not at issue: ‘The person I arrived with’ is in no way confusing compared with ‘the person with whom I arrived.’ One may prefer the latter aesthetically. But that preference translates no more gracefully into a rule than stipulating that cadet blue is better than chartreuse, or that it is better that credits appear before a film as in the old days than after it.”

John McWhorter in [“Against the Sentence-Ending Preposition Rule”](#) in *The New York Times*, March 9, 2024

---

## 1. Using Home Visits to Build Rapport with Families

In this *American Educational Research Journal* article, Judy Paulick (University of Virginia), Melissa Lucas (Yale University), and Tatiana Yasmeen Hill-Maini (WestEd) say home visits can increase family trust and involvement, improve students' academic achievement, and bring about positive shifts in teachers' beliefs and practices. "Home visiting," say the authors, "has the unique potential both to inform teachers of families' strengths and to reassure families that teachers are fellow humans and collaborators." But if they're not handled well, home visits can damage home-school relationships and exacerbate power differences between teachers and families.

"Rapport-building is a learned skill and nuanced work," they say. "Those nuances need to be understood before they can be taught." At the heart of rapport-building is relational trust, defined as "confidence that another person will act in a way to benefit or sustain the relationship... to achieve positive outcomes" (Adams and Christenson, 2000). "Families trusting teachers," say Paulick, Lucas, and Hill-Maini, "requires that parents believe that teachers see and care for them as humans, see and value them as collaborators, and are informed and ethical professionals."

The authors describe what they learned working with and training early elementary teachers in a diverse school in the southeastern U.S. as they conducted a series of home visits with their students' families (researchers didn't take notes during visits). Teachers' training included ways of not being intrusive during home visits, the dynamics of teachers interacting with families that were economically, culturally, and linguistically different, and topics to avoid, including immigration status, custody, and abuse.

Reflecting on their observations of home visits, Paulick, Lucas, and Hill-Maini believe there were two key variables in making the visits successful: teachers *centering* families' strengths and cultural assets, and responding appropriately to *openings* during the visits. Some examples of interactions in several categories:

- Making interpersonal connections beyond the classroom:
  - Agreeing and affirming – A mother says her child rode a horse for the first time in Mexico during a recent visit; the teacher says that's great and asks about the horse's personality.
  - Acknowledging a shared common experience – A mother shares that the child is starting to think in Spanish; the teacher says her own child is learning Spanish words.
  - Focusing on the child in the moment – A mother describes how her daughter organizes her toys; the teacher comments on how the child is coloring a printout of a horse "with precision."
- Connections about the classroom, pedagogy, and K-6 child development:

- Referencing professional expertise – Both parents say they aren’t sure how a 7-year-old should be performing; the teacher reassures them that she’ll be forthright with them about the child’s progress.
- Sharing a window into the classroom – Parents say they are worried about their child getting along with classmates; the teacher says the child is taking the lead in group activities, comes up with ideas, and sets roles.
- Addressing school-related issues – Parents express concern about in-school bullying the previous year; the teacher says it must have been a stressful situation for all of them, asks for more information, asks about the current year, and calms parents’ worries.
- Sidestepping to avoid a tricky issue and maintain rapport:
  - Highlighting complementary strengths – A parent expresses concern that the child’s writing is illegible; the teacher responds that the child has a great memory.
  - Pivoting or ignoring – A parent says the child learned a lot of Spanish at preschool and shows some flash cards; the teacher does not respond, instead asking the child about a toy.

Paulick, Lucas, and Hill-Maini say that once teachers have established a positive rapport, it’s easier to address students’ academic and behavioral difficulties with parents.

The authors conclude with suggestions on teacher training and further research on home visits. They say that such visits, while a unique opportunity for one-on-one interactions on parents’ home turf, are part of an ongoing rapport- and trust-building process that includes traditional back-to-school nights, parent-teacher conferences, other visits to the school, and ongoing two-way communication about students’ progress.

[“Teachers Centering Families and Building Rapport During Home Visits”](#) by Judy Paulick, Melissa Lucas, and Tatiana Yasmeen Hill-Maini in *American Educational Research Journal*, April 2024 (Vol. 61, #2, pp. 366-403); Paulick can be reached at [jhp7h@virginia.edu](mailto:jhp7h@virginia.edu).

[Back to page one](#)

## **2. Four Design Decisions That Improve Students’ High-School Experience**

“From the teacher’s perspective,” say Lisa Dover Kingsley and Jennifer Perry Cheatham (Harvard Graduate School of Education) in this *Kappan* article, “there is insufficient time in a typical school day to think deeply and plan with colleagues and specialists, get to know students well, and connect with parents as partners. It can make the job feel impossible to do well. For students, classes often feel erratic and disconnected, hallways and lunchtime stressful, and learning choices limited. School can feel rote, cold, and meaningless. For administrators, compliance with laws, union contracts, and budget mandates can result in an incoherent patchwork of issues, making it hard sometimes to get the right adults in the right rooms with the right kids at the right time.”

Kingsley and Cheatham draw on their experience as school and district leaders to focus on design elements of the high-school day – structures, processes, and routines – that enable or constrain effective teaching for all students. They suggest changes in four areas – class

scheduling, teacher assignments, student groupings, and course offerings – emphasizing that change doesn't have to happen all at once. They like the *Do now, build toward* approach advocated by Education Resource Strategies – taking small data-driven steps that address immediate needs while working toward a bold vision.

- *Class scheduling* – “Too often, scheduling is regarded as a mere logistical exercise rather than a strategic one,” say Kingsley and Cheatham – administrators checking boxes for graduation requirements without orchestrating high levels of student engagement. They describe a high school that shifted to a block schedule that prioritized common planning time for teacher teams, longer class periods in which there was more time for engaging activities, and a flexible block in the middle of the day where students could sign up for small-group advisories, skill-building, and extension activities. [See Memos 170 and 525 for related articles on the “unitary lunch.”]

- *Teacher assignments* – It's common for schools to assign the most-experienced teachers to their preferred grade levels and the most-advanced classes – “a kind of non-monetary compensation for veteran teachers,” say Kingsley and Cheatham. The consequence is that “less-experienced teachers are often working with students with the greatest needs or that teacher teams don't have the balance of skills they need to support all students.” Teachers should be assigned based on their content-area expertise and preferences and have well-staffed weekly meetings with their content team and colleagues who teach the same students as well as counselors and an administrative assistant. This supports the development of a coherent, cross-disciplinary experience for students and reduces teacher burnout.

- *Student groupings* – Kingsley and Cheatham suggest surveying students about their interests starting in sixth grade, exposing them to a variety of workplace and elective experiences in middle school, and implementing a mix of homogeneous and heterogeneous groupings in high school – for example, mixed-achievement groups for language arts, history, and science, homogeneous groups for math (“to ensure precision of instruction”) and for specialized instruction (e.g., for students with certain disabilities).

- *Course offerings* – Ideally students work with the same counselor through all four years of high school and select from a wide range of courses, electives, and advanced classes, as well as CTE and advisory experiences. Special attention needs to be paid to the opportunities of underrepresented students to gain access to advanced courses.

[“Instructional Design for Innovation and Reform”](#) by Lisa Dover Kingsley and Jennifer Perry Cheatham in *Kappan*, March 2024 (Vol. 105, #6, pp. 18-25); the authors can be reached at [lisakingsley@gse.harvard.edu](mailto:lisakingsley@gse.harvard.edu) and [jennifer\\_cheatham@gse.harvard.edu](mailto:jennifer_cheatham@gse.harvard.edu).

[Back to page one](#)

### 3. Transforming Students' Mathematics Identity

In this *Mathematics Teacher* article, Taajah Felder Witherspoon (University of Alabama/Birmingham) describes her frustration co-teaching algebra to urban ninth- and tenth-graders. “Although these students were primarily compliant during the math period,” she says,

“we spent a lot of time refocusing or convincing students to engage in mathematics tasks.” Many students didn’t see any relevance to their daily lives – to how they played, counted, measured, or built.

In an attempt to improve motivation – especially for African-American students, who made up a little over half of the class – Witherspoon implemented what she calls the African Connection task. Here’s how it was rolled out over two class periods, guided by a series of slides:

- *Preconceptions about Africa* – She projected a silhouette map of Africa and asked students to say everything they knew about the continent. Students talked about poverty, people living in huts, chasing animals, fear of the jungle, lions, cheetahs, zebras, hippos, elephants, water shortages, and natural resources like diamonds and gold. One student mentioned the continent’s impact on African-American culture, including food, clothing, and hairstyles.

- *Africa facts* – Witherspoon then gave students a worksheet and asked them to take notes as she shared facts about Africa, including being the continent where humans first originated, ancient African civilizations with advanced tools before Greece and Rome, and Africans laying the foundations for modern science and breakthroughs in mathematics, including powers of ten, algebra, geometry, and trigonometry. She showed a National Geographic website on the long-ago civilization of Timbuktu, the center for Islamic scholarship and home to a 25,000-student university and several hundred thousand manuscripts.

- *Individual wealth* – Asked to name the world’s richest people, students mentioned Bill Gates, Jeff Bezos, Mark Zuckerberg, Jay Z, Albert Einstein, and El Chapo. Witherspoon then showed a TED-Ed video describing the 14th-century African leader Mansa Musa as possibly the wealthiest person who ever lived.

- *Natural resources* – Displaying another map of Africa, Witherspoon pointed out where key minerals are mined, vital to the manufacture of smartphones and laptops, and then showed photos of modern cities in Nigeria, Kenya, and Egypt. Students were astonished at how different these images were from their stereotypes of poverty and jungles.

- *Disparities in student achievement* – Witherspoon then showed slides comparing the test scores of black and white students in the U.S. “What do you think is causing this ‘achievement gap’?” she asked. “These students don’t care,” said one student. “Parents can’t help their children,” said another. Witherspoon showed another slide and said, “It may be surprising to learn that this gap is happening for two primary reasons: (1) there are deeply ingrained biases communicating blackness equals inferiority, and (2) poor teaching. I would add that researchers have begun to replace the phrase achievement gap with opportunity gap.” Some students defended their teachers, recalling those who had made math fun, while others recalled low expectations and ineffective pedagogy.

- *Statistics on infants* – Witherspoon then showed data on the absence of an achievement gap among black and white babies and slightly higher cognitive skills and considerably better motor skills among African-American than European infants. She then

showed 2018 data on the higher percentage of bachelor's degree attainment of African immigrants (40 percent) compared to all immigrants (30 percent) and the U.S.-born population (31 percent).

- *Individual and group study* – The next day, students worked individually and in pairs with a task menu exploring websites on African history, natural resources, and cultural, economic, and intellectual contributions to the U.S. and recorded their reflections, concluding with a 3-2-1 report: three insights, two items they found interesting, and one “wondering.” Reporting out to the class, students’ preconceptions of Africa were transformed, and several African-American students voiced a positive identity with mathematics.

“Shortly after implementing the African Connection task,” says Witherspoon, “the classroom teacher and I noticed that it was no longer necessary to walk around the classroom and encourage students to start the math tasks at hand. The high schoolers began engaging in tasks within a minute or two and would often remind each other of their mathematical lineage. The higher level of motivation ultimately affected their mathematical performance... Identity includes how individuals see themselves as well as their perception of how others see them. Thus, this task is important for students – as well as current and future educators – to view African-American children as mathematicians.”

Witherspoon implemented a parallel set of lessons for fourth graders, including a Bingo game on Africa-U.S. connections, and it had similar transformative effects on students’ attitudes toward Africa and toward themselves as capable mathematicians.

[“Supporting Black Students’ Mathematical Identity”](#) by Taajah Felder Witherspoon in *Mathematics Teacher: Learning & Teaching PK-12*, March 2024 (Vol. 117, #3, pp. 184-194); Witherspoon can be reached at [taajah@uab.edu](mailto:taajah@uab.edu).

[\*Back to page one\*](#)

#### **4. An Updated List of Sight Words for Early Reading Instruction**

“A child’s transition from oral language to print-based literacy is a primary outcome of early education,” say Clarence Green (University of Hong Kong), Kathleen Keogh (Federation University Australia), and Julia Prout (Deakin University, Australia) in this article in *The Reading Teacher*. One of the most important tools at this stage is a list of high-frequency “sight words” that students learn to recognize immediately, without needing to decode them.

Sight words are the 100-300 that typically account for 50-70 percent of the words children will encounter in early reading. Committing them to memory provides an important boost to reading fluency, comprehension, and learning new words in context. They are “the gas in the tank to propel the reading machine forward” (Rawlins and Invernizzi, 2019), and some schools aim to have students learn them by the end of first grade, often as part of daily phonics lessons.

The problem, say Green, Keogh, and Prout, is that the two sight word lists most commonly used – Dolch and Fry – are methodologically flawed and out of date. The Dolch list of 220 words was published in 1936 and drew on the books kids were reading in the 1920s.

Dolch didn't include nouns, believing they were always too subject-specific to be of general use. The Fry list, first published in 1957 and updated in 1980, drew on the *American Heritage Word Frequency Book* and was geared to grades 3-9. Fry did not include morphological variants – *given* for *give*, *going* for *go* – because he thought students would not need them.

The Dolch and Fry lists are often seen as equivalent – they make similar claims about including the most commonly needed words – but they have an overlap of only 70 words. This, along with being dated and questionable decisions on which words to exclude – raises serious questions about using them for early reading instruction. The same can be said for the lists of sight words in commercial reading programs like Little Learners Love Literacy, Sounds-Write, Jolly Phonics, and Magic Words. Programs like these draw on Dolch, Fry, and their own materials for sight words and don't provide peer-reviewed research on the choices they made.

What is the alternative? Green, Keogh, and Prout unveil the Children's Picture Book (CPB) Sight Words lists, which are based on an up-to-date, more methodologically sound approach to deciding on high-frequency words for early literacy instruction. Analyzing 25,585 words from thousands of children's picture books (mostly narrative fiction), statistical methods identified the 1,000 most commonly used words, then the 100-300 words most useful for early sight word instruction. The CPB list is freely available [here](#).

Comparing the CPB list of 100 most frequently used words, the Dolch list has 80, Fry 78, and various commercial programs between 84 and 67. "This means that for teachers using these other lists," say the Green, Keogh, and Prout, "about one in five words for instruction do not generalize to the 100 most common words in picture books. The CPB sight words also cover more words than alternatives, showing they generalize better to the most common and age-appropriate text type used in early reading instruction."

Given the prevalence of Dolch and Fry words in classroom reading materials, how can the new CPB list be used? The authors suggest using flash card generators to create lists based on the new sight words – for example, words with similar beginning sounds, ending sounds, or sorting words into groups by similar spellings or sounds – or words with similar spellings with different sounds. The CPB list can also be integrated into phonics lessons and to generate new reading passages by asking ChatGPT for stories seeded with high-frequency sight words (see the full article for details). "The AI-generated story may not be high-quality children's literature," say the authors, "but this is also true of many readers designed to accomplish specific aims, for example, to be decodable, to highlight specific words, etc."

["The CPB Sight Words: A New Research-Based High-Frequency Word List for Early Reading Instruction"](#) by Clarence Green, Kathleen Keogh, and Julia Prout in *The Reading Teacher*, March 6, 2024; the authors can be reached at [cgreen@hku.hk](mailto:cgreen@hku.hk), [k.keogh@federation.edu.au](mailto:k.keogh@federation.edu.au), and [jeprou@deakin.edu.au](mailto:jeprou@deakin.edu.au).

[Back to page one](#)

## **5. Timothy Shanahan on Balancing Literature and Content Knowledge**

In a new article on his website, Timothy Shanahan (University of Illinois/Chicago)

responds to a grade 4-5 teacher's question about what seems like an overemphasis on social studies and science knowledge in the district's reading curriculum. "I always thought reading class was for literature and social studies was for geography, history, and so on," says the teacher. "Am I just hopelessly old-fashioned or can you provide me with support for preserving the place of literature in my classroom?"

Indeed, says Shanahan, earlier generations of reading textbooks focused on literature and stories with little informational content. But this has changed in response to research showing that too many students were leaving elementary schools without the specific skills needed to read informational texts – and lacked important background knowledge in science and social studies. "Readers are advantaged by knowing stuff," he says, and there's real value in beefing up science and social studies content.

But has the pendulum swung too far? Shanahan makes a two-part argument for ensuring that literature remains central to the reading curriculum. First, reading good literature builds "interpretation skills, appreciation of artistry, development of imagination, and language and communication abilities." Second, he says, "literature can be an important source of knowledge" – provided that texts are well-chosen. Some examples:

- Cultural understanding – in books like *Last Stop on Market Street*, *Mufaro's Beautiful Daughters*, *The Silent Seeker*, and *Grandfather's Journey*;
- Historical and social context – books like *Number the Stars*, *Roll of Thunder, Hear My Cry*, and *Esperanza Rising*;
- Human relations – concepts like loyalty, competitiveness, loneliness, respect, compassion, bullying, empathy, and forgiveness in books like *Wonder*, *Each Kindness*, and *The Hundred Dresses*;
- Identity and personal development – exploring character development, moral dilemmas, resilience, self-confidence, perseverance, generosity, sacrifice, and existential questions in books like *Oh, the Places You'll Go*, *The Little Engine That Could*, *The Dot*, and *The Giving Tree*;
- Literary touchstones – knowing the origin and meaning of expressions like *down the rabbit hole*, *your nose is growing*, *crying wolf*, *ugly duckling*, and *beauty and the beast*.

[“Does Literature Count as Knowledge?”](#) by Timothy Shanahan in *Shanahan on Literacy*, March 16, 2024; Shanahan can be reached at [shanahan@uic.edu](mailto:shanahan@uic.edu).

[Back to page one](#)

## 6. What Works with Struggling Readers?

In this *Review of Educational Research* article, Peng Peng (University of Texas/Austin) Wei Wang (City University of New York), Marissa Filderman (University of Alabama), Wenxiu Zhang (Beijing Normal University), and Lifeng Lin (University of Arizona) report on their meta-analysis of 52 studies on teaching reading comprehension to struggling students in grades 3-12. The researchers looked at these commonly used instructional strategies:

- Main idea – integrating ideas from the text in a coherent way;

- Inference – integrating information within a text and between the text and one’s general knowledge of the topic to understand ideas not explicitly stated in the text;
- Text structure – recognizing the underlying structure of texts to help focus attention on key concepts and relationships, anticipate what comes next, and monitor comprehension as reading progresses;
- Retelling – organizing information in order to present a personal rendition of the text;
- Prediction – using what is already known from the text and background knowledge to hypothesize the content of the text and evaluate this hypothesis with the actual content;
- Self-monitoring – monitoring the understanding of a text through strategies such as self-questioning and checking for coherence;
- Graphic organizers – making graphic representations of the material to assist comprehension.

What did the researchers conclude?

First, no single instructional strategy produced the strongest positive effect in reading comprehension.

Second, using more strategies did not have stronger effects on reading comprehension unless it was the right combination. “Although reading comprehension strategies are designed to reduce cognitive load and facilitate the reading comprehension process,” say the authors, “the learning and application of these strategies themselves can be cognitively demanding for students with reading difficulties, especially when first taught or when there is not sufficient practice on the strategies.”

Third, a combination of main idea, text structure, and retelling taught together had the most positive outcomes. This may be the most effective combination, say the authors, because using these three often involves piggybacking with others – for example, retelling includes prediction and graphic organizers, summarizing the main idea involves using inferences and self-monitoring, and using text structure can help readers plan and make better use of their own cognitive resources.

Finally, the effect of these strategies held only when instruction in background knowledge was included. This has to do with cognitive load, say the authors: “Reading comprehension is the most comprehensive and structurally complex reading skill in the reading domain. Students need to use various sources of assistance to avoid overloading working memory during the reading comprehension process. Those with strong background knowledge often automatically and directly retrieve background knowledge or spend relatively less working memory on the direct retrieval of background knowledge for comprehension.”

[“The Active Ingredients in Reading Comprehension Strategy Intervention for Struggling Readers: A Bayesian Network Meta-Analysis”](#) by Peng Peng, Wei Wang, Marissa Filderman, Wenxiu Zhang, and Lifeng Lin in *Review of Educational Research*, April 2024 (Vol. 94, #2, pp. 228-267); Peng can be reached at [pengpeng@austin.utexas.edu](mailto:pengpeng@austin.utexas.edu).

*[Back to page one](#)*

## 7. Online Software Tools to Liven Up History Classes

In this *Edutopia* article, journalist Daniel Leonard suggests seven teacher-tested digital tools that help bring history to life by making meaningful and engaging connections to the past (click on the article link below for descriptions and suggestions):

- Artificial intelligence programs like [Bing](#), [Craiyon](#), or [Canva](#) can be prompted to come up with photograph-like images of historical scenes where no photos exist, and students can be challenged to find inaccuracies.
- [iCivics](#) is a nonprofit founded by former Supreme Court Justice Sandra Day O'Connor, and has 20 free games delving into the U.S. Constitution, including *Do I Have the Right?*, *Counties Work*, and *LawCraft*.
- [Hello History](#) is a ChatGPT-powered app that allows students to carry out “conversations” with dozens of historic figures from around the world, including Cleopatra and Mahatma Gandhi.
- [Minecraft](#) can be used to have students explore, for example, how ancient Egyptians built structures from wood, stone, and other materials, or how the *Titanic* was constructed.
- [Odd One Out](#) from Google Arts & Culture challenges students to identify the AI-generated “imposters” hidden in works of art or artifacts.
- [3-D Pottery](#) asks players to manipulate a spinning ball of clay and recreate ancient works of pottery from around the world.
- [Text-to-speech software](#) can be used to have students create conversations between historical figures who never met – for example, Albert Einstein and Isaac Newton, or Harriet Tubman and Rosa Parks – imagining what they might say to each other, then using editing software like [Audacity](#) to present their work.
- [StoryCorps](#) is a nonprofit with a mission of preserving stories from Americans of all backgrounds. It can provide questions that help students act as historians, interviewing elders in their community.
- [Mission US](#) has games in which students can dive into scenes in U.S. history – Boston in 1770, A Cheyenne Odyssey, The Immigrant Experience, and The Civil Rights Movement – and take on different roles.

[“7 Digital Tools That Help Bring History to Life”](#) by Daniel Leonard in *Edutopia*, February 23, 2024

[Back to page one](#)

## 8. Recommended Children’s Books Honoring Women

In this *School Library Journal* article, Chelsea Philpot shares 2024 recommended books for early readers from *Rise: A Feminist Book Project*:

- *Lion on the Inside: How One Girl Changed Basketball* by Bilquis Abdul-Qaadir, illustrated by Katherine Ahmed, ages 5-8
- *What Your Ribbon Skirt Means to Me: Deb Haaland’s Historic Inauguration* by Alexis Bunten, illustrated by Nicole Neidhardt, ages 5-9

- *Ketanji Brown Jackson: A Justice for All* by Tami Charles, illustrated by Jemma Skidmore, ages 4-8
- *Autumn Peltier, Water Warrior* by Carole Lindstrom, illustrated by Bridget George, ages 4-8
- *The Brilliant Calculator: How Mathematician Edith Clark Helped Electrify America* by Jan Lower, illustrated by Susan Reagan, ages 7-10
- *Door by Door: How Sarah McBride Became American's First Openly Transgender Senator* by Meeg Pincus, illustrated by Meridith McKean Gimbel, ages 4-8
- *Holding Her Own: The Exceptional Life of Jackie Ormes* by Traci Todd, illustrated by Shannon Wright, ages 7-10
- *Love Is Loud: How Diane Nash Led the Civil Rights Movement* by Sandra Neil Wallace, illustrated by Bryan Collier, ages 4-8
- *Every Body: A First Conversation About Bodies* by Megan Madison and Jessica Ralli, illustrated by Tequitia Andrews, ages 0-5
- *Want a Hug? Consent and Boundaries for Kids* by Christine Babinec, illustrated by Vivian Mineker, ages 3-7

“Power of Persistence: Publishers Embrace Women’s History, Inspiring Young Readers” by Chelsea Philpot in *School Library Journal*, March 2024 (Vol. 70, #3, pp. 36-40)

[Back to page one](#)

© Copyright 2024 Marshall Memo LLC, all rights reserved; permission is granted to clip and share individual article summaries with colleagues for educational purposes, being sure to include the author/publication citation and mention that it’s a Marshall Memo summary.

If you have feedback or suggestions, please e-mail [kim.marshall48@gmail.com](mailto:kim.marshall48@gmail.com)

# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

## ***Subscriptions:***

Individual subscriptions are \$50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

## ***Website:***

If you go to <http://www.marshallmemo.com> you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Article selection criteria
- Publications (with a count of articles from each)
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 20 years

## ***Core list of publications covered***

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
ASCD SmartBrief  
Cult of Pedagogy  
District Management Journal  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Ed (formerly Ed. Magazine)  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
Kappan (Phi Delta Kappan)  
Knowledge Quest  
Language Arts  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The Journal of the Learning Sciences  
The Language Educator  
The Learning Professional (formerly Journal of Staff Development)  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time  
Urban Education