

Marshall Memo 510

A Weekly Round-up of Important Ideas and Research in K-12 Education

November 11, 2013

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Quotes of the Week

"The anguished and often angry national debate over how to improve American educational standards, focused intently on grading students and teachers, mostly bypasses how the inequality of resources – starting at the youngest – inevitably affects the outcome."

Eduardo Porter in "In Public Education, Edge Still Goes to the Rich" in *The New York Times*, Nov. 6, 2013 (page B1), <http://nyti.ms/1hMTvcA>

"Waiting for everyone to be on board means you'll spend more time waiting than doing."

Thomas Hoerr (see item #1)

"If adults constantly bombard them with speeches they call lessons, then these students have had an entirely passive experience of education that doesn't allow them to think for themselves."

José Vilson (see item #3)

"Yes, I have done inappropriate things to impress others or to get attention and fit in and it worked. But I didn't like the guilty feeling I got later. It felt wrong and I hated it."

A Pennsylvania sixth grader writing to the teacher about bullying (see item #4)

"Close reading requires a skilled teacher who can resist the urge to tell students the correct answer at the first sign of confusion. In fact, struggle is an essential part of the learning process; it provides an authentic reason for rereading and discussing the text."

Nancy Frey and Douglas Fisher (see item #5)

1. Problems When School Leaders Listen Too Well

(Originally titled “Can You Listen *Too Well*?”)

“Good leaders solicit input, they welcome feedback, and they take the time to hear what is being said,” says Missouri principal Thomas Hoerr in this thoughtful article in *Educational Leadership*. He makes a point of conducting surveys, frequently checking in with staff, students, and parents, understanding why people feel so strongly about some topics, and appearing *unhurried* so people are comfortable initiating conversations. But is it possible to listen *too well*? Yes, says Hoerr:

- Paying too much attention to a vocal minority can make it seem louder and more powerful than it really is. We have to “recognize the smoke without assuming there’s a fire,” he says.

- “Waiting for everyone to be on board means you’ll spend more time waiting than doing,” says Hoerr. Leaders should proceed when there’s a critical mass of support.

- “If we’re not careful, our good listening techniques (eye contact, affirmative nodding, and a singular focus on the speaker) are interpreted as agreement,” he says. We need to make clear where we stand.

- If we’re overly receptive, people will constantly vent and complain and make us miserable. Hoerr believes it’s a good idea to say up front, “Before you go any further, is there something you want me to do or is this just for me to know?”

“Can You Listen *Too Well*?” by Thomas Hoerr *Educational Leadership*, November 2013 (Vol. 71, #3, p. 86-87), www.ascd.org; Hoerr can be reached at trhoerr@newcityschool.org.

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2. Building Key Skills in a Teacher’s First 90 Days on the Job

In this important *Kappan* article, Newark charter-school leader and author Paul Bambrick-Santoyo says the first weeks and months of a new teacher’s career are a critical window of opportunity to accelerate classroom effectiveness. The mistake many principals make is pushing rookie teachers to master every element of teaching from Day One. A much better strategy is to focus on a small number of building-block skills in the first three months and then broaden the agenda. Here are some of Bambrick-Santoyo’s priorities for new teachers:

- Covered in professional development meetings before the first day of school:

- Management routines and procedures 101: These are specified down to the smallest detail – exactly what is said and done – and the teacher plans how and when to roll out routines and procedures in the classroom.
- Rigorous lesson plans: These include data-based objectives and pre-planned questions that students will be asked.
- By September 30:
 - Strong voice 101: When giving instructions, the teacher stands still, squares up, strikes a formal pose, uses formal tone and word choice, and uses as few words as possible.
 - Checking for understanding: The teacher monitors student work conscientiously, noting student errors, and assigns and reviews brief end-of-class mini-assessments to see who has mastered the material and who hasn't.
- By October 30:
 - Individual student corrections: The teacher redirects students, choosing the right spot on a continuum from the least to the most invasive: proximity, eye contact, body language, saying the student's name quickly, small consequence; the teacher anticipates student off-task behavior and rehearses what to do next; the teacher restates expectations while looking at students who are not complying.
 - Data-driven instruction 101: The teacher analyzes why students answered incorrectly; plans dates and times to reteach what students didn't understand; scripts desired student responses; annotates in lesson plans which questions to ask students based on the analysis and calls on those students.
- By February 15:
 - Pacing 101: The teacher creates a brisk pace so students feel constantly engaged; uses brief 15- to 30-second turn-and-talks; allows no more than two or three seconds between student responses and instruction continuing.
 - Data-driven instruction 201: The teacher scripts what will happen when students don't answer correctly; repeats wrong answers, giving time for the teacher and student to reflect; asks scaffolded questions that break the problem into smaller chunks; after correcting an error, asks the student who made the error to summarize the correct answer.

Crucial to mastering these developmental steps are frequent classroom observations by an administrator or lead teacher, feedback conversations, and role-playing to practice effective questions and moves. The principals in the nine schools that Bambrick-Santoyo manages push teachers to think through what happened in classroom interactions, sometimes viewing videos: *Why was this student's answer unsatisfactory? What was missing in the teacher's questioning? What would have worked better? Let's try it.* This process, says Bambrick-Santoyo, "is an incredible boon to rookie teachers. It empowers them to get to the bottom of nagging worries about how effectively students are really learning, to master those practices that will lock in student success, and to do it all while honing their own instincts about what will make their teaching great."

“Rookie Teachers: The First 90 Days” by Paul Bambrick-Santoyo in *Phi Delta Kappan*, November 2013 (Vol. 95, #3, p. 72-73), www.kappanmagazine.org; the author can be reached at pbambrick@uncommonschoools.org.

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3. What To Do When a Student Says, “I Can’t Do This”

In this insightful blog post featured in *Edutopia*, José Vilson (a New York City math educator and author) analyzes what’s going on when his students say, “I can’t do this.” If students say this often, says Vilson, “they can prevent themselves from giving an honest effort toward learning the material.” It also puts the ball back in the teacher’s court, and teachers often resort to saying, “This is what you do,” or, heeding the advice in Paul Tough’s recent book on “grit,” the teacher might say, “Try your best.” Either way, it’s a frustrating situation for hard-working educators under time pressure to bring all students to mastery.

“I have high expectations for my students,” says Vilson, “and I keep in mind that I should ask questions before getting emotionally bent out of shape around a student’s lack of compliance with the assignment... Sometimes, there are a lot of things they’re not getting for reasons we can’t imagine, and it’s our job to provide sustenance in the meantime.” There are at least three possibilities when a student says, “I can’t do this”:

- The student genuinely doesn’t understand.
- The student has had a long day and just can’t summon the energy to try.
- The student is distracted by a situation at home.

Here are Vilson’s suggestions:

- *Ask why the student can’t.* The student may say, “Because I can’t,” at which point the teacher should ask, “What part *do* you get?” and listen carefully. “If they can vocalize the process and demonstrate understanding before you take them through it step by step, then let them do it,” says Vilson. “And keep asking why in the meantime.”

- *Ease up – within reason.* “Letting students take a small break might energize them again,” says Vilson. “...I try not to run my classroom like a jail. If adults constantly bombard them with speeches they call lessons, then these students have had an entirely passive experience of education that doesn’t allow them to think for themselves.”

- *Make modifications.* Sometimes it helps to get away from the textbook and test prep mode. Students might be asked to come up with their own definitions instead of wrestling with those in the book.

- *Help students ask better questions.* “We ought to teach students how to ask questions that clarify, expound, or enhance meaning,” says Vilson.

“The Biggest Lie Students Tell Me (and How to Turn It Around)” by José Vilson in *Edutopia*, Oct. 22, 2013, <http://bit.ly/1aAfzQA>

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4. An Unconventional Response to Bullying in a Sixth-Grade Classroom

In this moving online article in *Education Week*, David Rockower (now a Pennsylvania high-school librarian and author) remembers a year when bullying and cliques were particularly acute in his sixth-grade classroom. “I could see the hurt in the students’ eyes,” he says. “They were so often excluded by the gaggle of girls by the lockers, left without a seat at lunch, trying to find a game to join at recess.” He decided to tackle the problem by writing a letter, handing it out in class, and asking students to respond in writing.

Rockower’s letter reminded students of his goal of creating a strong community that was a home away from home, and of the many positive friendships that had been formed among students. Then he said, “You don’t all need to be close friends, but you do need to be kind to one another. Recently, I don’t think that’s always been the case.” He went on to note the cliques he’d noticed, some acting superior to other students, rolling eyes, making frustrated faces when asked to work with certain students. “Mean stares and gossip can cause deep wounds and make people feel badly about themselves,” he wrote. “This is another serious form of bullying.”

“Sometimes we want to be part of a group so badly, we start acting like someone else. We lose ourselves and end up making decisions that go against our own beliefs. This is uncomfortable. It happened to me when I was in 7th grade, and I lost some really good friends, just because I wanted to be part of a more popular group. ... I think this class can work together to repair our community that is struggling a bit right now... Have you witnessed cliques that exclude certain kids? Have you ever felt excluded this year? If so, when? Have you excluded others this year? Why, do you think? ... What is one thing you could change about your behavior this year that would make our classroom a stronger community?” Rockower promised that students’ responses would be read only by him.

After reading his letter, students wrote for almost an hour and he collected their responses. “I couldn’t believe the honesty, hurt, regret, and healing that came from these letters,” recalls Rockower. “Most of the students held themselves accountable for their behavior in ways they never would have in an oral discussion.” It was clear that these behaviors had been going on through the elementary grades. One student wrote, “I can still remember how I would cry myself to sleep some nights wondering why they didn’t like me.” Another wrote, “I feel so small around them, like they are better than me.” Another: “People call me dumb a lot, but I never try to give dumb answers, so it hurts when people call me that.” Another: “You scramble to become popular by any means necessary.” Another: “Yes, I have done inappropriate things to impress others or to get attention and fit in and it worked. But I didn’t like the guilty feeling I got later. It felt wrong and I hated it.”

Although the class never discussed the letters, this written catharsis led to a major improvement in behavior. “Through the writing process,” says Rockower, “through their honest and contrite acknowledgment of mistakes, they were all aware of what needed to change... Sometimes the impetus for such change begins quietly, on paper.”

“Using Writing to Combat Bullying and Cliques” by David Rockower in *Education Week*, Nov. 4, 2013 (online only), http://www.edweek.org/tm/articles/2013/11/04/fp_rockower.html;

see Marshall Memo 355 for an earlier article by Rockower on project-based learning.

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5. Understanding Informational Texts

(Originally titled “Points of Entry”)

In this *Educational Leadership* article, Nancy Frey and Douglas Fisher (San Diego State University) suggest a number of strategies to help students master informational texts – that is, materials that teach about the physical, biological, or social world. Frey and Fisher don’t include literary nonfiction (biographies, autobiographies, and memoirs) and hybrid texts (for example, *The Magic School Bus* series) because these have narrative structures that make them more like fiction.

What makes informational texts difficult for so many students? Unfamiliar vocabulary, different grammatical structure, and densely packed content. “Teachers need to help students find access points that enable them to gain entry to complex informational text and then trek their way through to a successful conclusion,” say Frey and Fisher. Their suggestions:

- *Establishing purpose* – Teachers must provide some kind of “hook” that increases motivation so students begin reading with a clear idea of what to expect. Teachers should also alert students to tricky parts and encourage them to use illustrations and graphics to understand the content.

- *Close reading* – “Close reading requires a skilled teacher who can resist the urge to tell students the correct answer at the first sign of confusion,” say Frey and Fisher. “In fact, struggle is an essential part of the learning process; it provides an authentic reason for rereading and discussing the text.” This means scrutinizing a text, identifying central ideas and key details, investigating vocabulary and structure, and putting it all together to get the meaning. Students should annotate, answer text-dependent questions, and develop the habit of rereading.

- *Collaborative conversations* – Students need to interact with each other using concepts and academic language. Book clubs, reciprocal teaching, and Socratic seminars are good formats for placing the text at the center of rigorous discussions.

- *Wide reading* – “In the push to increase the complexity of the informational texts that students read, there is a risk that students will actually read less,” say Frey and Fisher. “Complex texts take time to understand, and close reading slows students down as they reread and annotate.” Teachers need to give students time every day to read high-quality, appealing texts in class, as well as encouraging them to read outside of school. Frey and Fisher believe students shouldn’t be required to write logs and reports on this kind of reading, but instead engage in ungraded follow-up activities to share their ideas.

“Points of Entry” by Nancy Frey and Douglas Fisher in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 34-38), www.ascd.org; the authors can be reached at nfrey@mail.sdsu.edu and dfisher@mail.sdsu.edu.

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6. Effective Teaching of Science and Math Vocabulary

(Originally titled “A Few Words About Math and Science”)

In this *Educational Leadership* article, Peter Fisher and Camille Blachowicz (National Louis University/Chicago) suggest ways for teachers to help students master the technical vocabulary in STEM subjects. “In math and science instruction, new words typically are more complex, refer to more unfamiliar and complex concepts, and are more densely packed in the text than in the language arts,” say Fisher and Blachowicz – for example, *solar energy*, and *associative property of addition*. The good news is that terms often come in conceptual clusters – *isosceles, equilateral, scalene, obtuse, acute, right angle*. Here are their principles for teaching this kind of vocabulary:

- *Link manipulatives to language*. Teachers need to orchestrate lessons in which students hear, read, speak, see, and write key terms (for example, *diameter, radius, volume, calculate, and measure*) as they manipulate physical objects. Word problems are a perennial challenge for many students since the “small” words (*compare, design, look, work, average, equivalent, vary*) tend to be confusing, the main idea usually comes at the end, and it’s difficult to distinguish important from unimportant details. Fisher and Blachowicz suggest this sequence: *read, think, paraphrase, visualize, draw/diagram, solve, and explain/justify*.

- *Include visual representations*. For example, in a unit on sound, third graders in a two-way immersion class listen to a book (*Zounds: The Kids’ Guide to Sound Making* by Frederick Newman (Random House, 1983), construct a Spanish/English word wall of vocabulary about sound, organize the words around the concepts of volume, pitch, frequency, and intensity, and create Wordles to graphically display the words.

- *Use meaningful and varied repetition and review*. “If students didn’t understand a word the first time it was taught, repeating the same instruction or having them reread the word in exactly the same context most likely won’t be more successful,” say Fisher and Blachowicz. “Front-loading all your vocabulary at the beginning of a unit also doesn’t work.” The trick is to come back to key words in different contexts – for example, watching a video, reading, sorting graphic manipulatives, completing a Venn diagram, talking to their partners.

- *Teach morphemes*. These include roots, prefixes, suffixes, and other meaningful word parts. In math, these might have to do with number (*tri, quad, bit*) and size (*ampli, magn*); in science, they can include areas of study (*astro, photo, bio, astro*). There are two ways to help students develop morphological awareness, say Fisher and Blachowicz: breaking words apart to find their morphemes, and putting together complex words from morphemes. Collecting word families is also helpful – for example, photograph, photosynthesis, telephoto, photogenic.

“A Few Words About Math and Science” by Peter Fisher and Camille Blachowicz in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 46-51), www.ascd.org; the authors can be reached at pfisher@nl.edu and cblachowicz@nl.edu.

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7. Teaching Middle-School Students About Connective Words

In this article in *The Reading Teacher*, Amy Crosson (University of Pittsburgh) and

Nonie Lesaux (Harvard Graduate School of Education) suggest ways for middle-school teachers to help students understand connective words. Here are some commonly used connectives: *although, however, meantime, meanwhile, moreover, otherwise, therefore, though, unless, until, whenever, yet.*

And here are some academic connectives: *albeit, alternatively, consequently, conversely, despite, eventually, finally, in contrast, initially, likewise, nevertheless, nonetheless, previously, specifically, ultimately, whereas, whereby.*

“Sometimes referred to as ‘signposts’ or ‘glue,’ connectives are important because they link ideas and information within and between sentences,” say Crosson and Lesaux. “[They] clarify how readers should understand the relationship between ideas they have already encountered in a text and also orient readers to upcoming information.” There are four types of connectives:

- Additive – for example, “During the summer, my mother works in an outdoor food market. *In addition*, she works at a farm.”
- Temporal – for example, “Put on your socks *before* you put on your shoes!”
- Causal – for example, “I was late to school *because* I missed the bus.”
- Adversative – for example, “Sonia still thinks of Maria as her best friend, *even though* they fight all the time.”

Connectives increasingly crop up in middle-school textbooks and other reading materials, and understanding them is especially important to reading academic material. But connectives are challenging because their meaning is abstract and difficult to define.

How important are connectives to comprehension? Skilled readers with extensive background knowledge can make sense of text without connectives, say Crosson and Lesaux. But for young readers with little background knowledge, connectives are very helpful. In the middle grades, students need explicit instruction about the “cueing” function of connectives and should learn the meaning of common and academic connectives. This is especially important for low-SES students and English learners, whose vocabularies are less well developed.

Crosson and Lesaux’s research found that it was a mistake to teach connectives in isolation; instruction should be embedded in interesting and important content and vocabulary. Common connectives should be taught in the upper-elementary grades, and academic connectives in middle school, using the same principles for vocabulary teaching used with other academic words:

- Teach connectives in students’ reading and writing of both narrative and informational texts.
- Ask probing questions when an unfamiliar connective is encountered – for example, “Hmm. It says, ‘Other people are against the act, notwithstanding the need for safety and security. They think wiretapping violates a person’s right to privacy.’ What do you think the author means when she says that other people are against the Protect America Act, *notwithstanding* the need to be safe and secure? What do you think she’s saying there?”

- Think of synonyms – for example, *but* or *despite* in place of *notwithstanding*.
- Generate examples in a more familiar context – for example, using *notwithstanding* in these sentence starters: “I decided to download the new version of Angry Birds...” or “The Yankees are my favorite baseball team...”
- Encourage students to use connectives in their own writing.
- Try sentence combining as a steppingstone to using connectives, taking advantage of free online resources like www.readingrockets.org/strategies/sentence_combining and www.bbc.co.uk/skillswise/topic/connectives.
- Plan ahead to introduce students to connectives they might not use otherwise – for example, adversative connectives like *nonetheless* and *whereas* in persuasive essays.

“Connectives: Fitting Another Piece of the Vocabulary Instruction Puzzle” by Amy Crosson and Nonie Lesaux in *The Reading Teacher*, November 2013 (Vol. 67, #3, p. 193-200); <http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1197/abstract>; the authors can be reached at acrosson@pitt.edu and lesauxno@gse.harvard.edu.

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8. Are Virtual Math Manipulatives As Good As Actual Manipulatives?

In this article in *Teaching Children Mathematics*, Justin Burris (a Texas math coach and University of Houston visiting professor) reports on a study of third graders’ mathematical thinking about place value in the Investigations curriculum. Some students used virtual base-ten blocks (part of an enVision software program) while other students used real base-ten blocks. Researchers wanted to see how successful each group of students was at writing numbers, understanding quantity, and saying numbers out loud.

With both virtual and actual base-ten blocks, students were successful in building a number – for example, 873 – by selecting and counting out eight hundreds blocks, seven tens blocks, and three units blocks, arranging them in order from left to right, writing the number in expanded form ($800 + 70 + 3$), and saying the correct number. “The virtual models offered the same support and interaction as the concrete base-ten blocks,” says Burris.

When it came to subtracting with regrouping (for example, $62 - 27$), students working with the virtual base-ten blocks had an advantage: using the “hammer” and “glue” tools and counter to break tens into unit blocks, create nonstandard numbers, visualize new groupings of numbers, and keep track of total value, students did slightly better than students using real base-ten blocks.

“When thinking about using virtual manipulatives in your classroom,” concludes Burris, “do not ask whether virtual models are ‘concrete’ but rather how students will interact with the models and how they will think mathematically when using them.”

“Virtual Place Value” by Justin Burris in *Teaching Children Mathematics*, November 2013 (Vol. 20, #4, p. 228-236), www.nctm.org; Burris can be reached at justin.burris@gmail.com.

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9. Books with Excellent Graphics

(Originally titled “Not Just Pretty Pictures”)

In this *Educational Leadership* article, Rebecca Norman (Mount Saint Mary College) and Kathryn Roberts (Wayne State University) stress the importance of teaching students to read and understand graphics. Here are some books they recommend for their exemplary graphics in specific areas:

Captioned graphics:

- *Life Science: Ecosystems* by Nancy Finton (National Geographic Society, 2004)
- *The Life Cycle of a Butterfly* by Margaret McNamara (Benchmark, 2009)

Cross-sectional diagrams:

- *Oil Spill!* by Melvin Berger (HarperCollins, 1994)
- *Recycling Adds Up* by Pam Zollman (Celebration, 2008)

Flowcharts:

- *Frogs* by Norman Yu (National Geographic Society, 2003)
- *Weather Watching* by Denise Ryan (Weldon Owen, 2008)

Insets:

- *How Mountains Are Made* by Kathleen Weidner Zoehfeld (HarperCollins, 1995)
- *Walking Up Walls* by Isabella Jose (National Geographic Society, 2003)

Maps:

- *Find People and Places: Mongolia* by National Geographic
- *Tornado Alert* by Franklyn Branley (HarperCollins, 1988)

Surface diagrams:

- *Bicycle Book* by Gail Gibbons (Holiday House, 1995)
- *Scary Creatures: Octopuses and Squids* by Gerald Legg (Franklin Watts, 2004)

Tables:

- *Baseball Math* by Erin Sullivan (Benchmark Education, 2002)
- *Money* by Natalie Lunis (Benchmark Education, 2002)

Timelines/chronology:

- *Daring Women of the Civil War* by Carin Ford (Enslow, 2004)
- *Timeline of the Revolution* by PBS: www.pbs.org/ktca/liberty/chronicle_timeline.html

“Not Just Pretty Pictures” by Rebecca Norman and Kathryn Roberts in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 62-66), www.ascd.org; the authors can be reached at rebecca.norman@msmc.edu and eo9096@wayne.edu.

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10. A Collection of Fractured Fairy Tales

In this article in *The Reading Teacher*, Canadian educators Kimberly Lenters (University of Calgary) and Kari-Lynn Winters (Brock University) make the case for using “fractured” fairy tales to get intermediate-level students writing and performing imaginatively. In a sidebar, they suggest a number of fractured tales:

- *The Princess and the Pizza* by M. Auch (Holiday Press, 2003)

- *Trust Me, Jack's Beanstalk Stinks: The Story of Jack and the Beanstalk As Told by the Giant* by E.M. Braun (Picture Window, 2011)
- *Prince Cinders* by B. Cole (Puffin, 1997)
- *Ruby* by M. Emberley (Little Brown, 1991)
- *The Very Smart Pea and the Princess to Be* by M. Grey (Dragonfly, 2011)
- *Cinder Edna* by E. Jackson (HarperCollins, 1998)
- *The Wolf Who Cried Boy* by B. Hartman (Putnam, 2002)
- *Once Upon a Golden Apple* by J. Little and M. DeVries (Viking, 1993)
- *Believe Me, Goldilocks Rocks: The Story of the Three Bears As Told by Baby Bear* by N. Loewen (Picture Window, 2011)
- *Dusty Locks and the Three Bears* by S. Lowell (Owlet, 2004)
- *Twice Upon a Time: Rapunzel, the One With All the Hair* by W. Mass (Scholastic, 2006)
- *Cinder-Elly* by F. Minters (Puffin, 1997)
- *Sleeping Bobby* by M. Osborne (Atheneum, 2005)
- *The True Story of the Three Little Pigs* by J. Scieszka (Puffin, 1996)
- *The Stinky Cheese Man and Other Fairly Stupid Tales* by J. Scieszka (Puffin, 1992)
- *Splinters* by K. Sylvester (Tundra, 2010)
- *The Three Little Wolves and the Big Bad Pig* by E. Trivizas (Margaret K. Elderry, 1997)
- *Goldilocks and the Three Dinosaurs* by M. Willems (Balzer & Gray, 2012)
- *Jack and the Meanstalk* by B. Wildsmith and R. Wildsmith (Oxford University Press, 1997)

“Fracturing Writing Spaces: Multimodal Storytelling Ignites Process Writing” by Kimberly Lenters and Kari-Lynn Winters in *The Reading Teacher*, November 2013 (Vol. 67, #3, p. 227-237), <http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1210/abstract>; the authors can be reached at k.lenters@ucalgary.ca and kwinters@brocku.ca.

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11. Short Item:

Spanish cognates website – Jose Montelongo, a co-author of a *Reading Teacher* article on using cognates to facilitate instruction for English learners, recommends a website he created for seeing if an English word has a Spanish cognate (and vice-versa):

www.angelfire.com/ill/monte/findacognate.html

“The Teachers’ Choices Cognate Database for K-3 Teachers of Latino English Learners” by Jose Montelongo and Anita Hernandez in *The Reading Teacher*, November 2013 (Vol. 67, #3, p. 187-192); see another article on using cognates in Marshall Memo 380, #6.

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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 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).

Subscriptions:

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- How to change access e-mail or log-in

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest