

# Marshall Memo 1057

A Weekly Round-up of Important Ideas and Research in K-12 Education  
October 14, 2024

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## Quotes of the Week

“Figuring out what to say about someone’s weight gain or loss is really easy if you follow one of the golden rules of modern communication: Never comment on another person’s body.”

Angela Haupt in [“5 Things to Say When Someone Comments on Your Weight”](#) in *Time*, October 14, 2024 (Vol. 204, #11-12, p. 28)

“Providing phonics instruction has been controversial for decades and yet it is consistently associated with improved outcomes in beginning reading,”

Sharon Vaughn and Nathan Clemons (see item #3)

“Misperceptions about which practices are and are not evidence-based can result in programs and practices without research support being mandated and codified into curricula and instructional practice. Similarly, these misperceptions can lead to the unnecessary abandonment of practices or materials that are incorrectly perceived as being inconsistent with the science of reading.”

Sharon Vaughn and Nathan Clemons (*ibid.*)

“Teachers must decide which problems to solve for the kids and which to guide them to fix themselves. The real learning will come from the latter... Remember, your goal is not to avoid difficulty but to enable students to surmount difficulty.”

Timothy Shanahan (see item #5)

“To read a book in college, it helps to have read a book in high school.”

Rose Horowitch in [“The Elite College Students Who Can’t Read Books”](#) in *The Atlantic*, October 1, 2024

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## 1. Are High-School Teachers Getting Students to Read Whole Books?

In this *Education Gadfly* article, Michael Petrilli offers a critique of Rose Horowitz's widely read article in *The Atlantic* (quote and link above), which argued that more high-school English teachers need to get students reading novels in their entirety to prepare for college courses where that is often an expectation. Petrilli's points:

- He agrees wholeheartedly with Horowitz's conclusion: "To understand the human condition, and to appreciate humankind's greatest achievements, you still need to read *The Iliad* – all of it." In too many secondary classrooms, students are reportedly reading only brief excerpts and engaging in short-form writing activities.

- Horowitz's evidence of the dearth of whole-book reading in high schools is anecdotal and third-hand, says Petrilli: mostly interviews with college professors reporting on what their students tell them about lowered expectations in high school. In fact, there's little data on what high-school students are being asked to read.

- Many of the students Horowitz claims are not reading full books in high school went to private schools, so it's a stretch, says Petrilli, to conclude that public school teachers aren't assigning books. But it may be the case, given what he calls "the American education system's nonstop penchant for lowering expectations."

- Blaming Common Core is off the mark, says Petrilli. True, the ELA Common Core standards said students should be reading more informational texts, but "that was intended as guidance across the entire curriculum," including social studies and science. English classes should, in his opinion, mostly assign novels.

- Horowitz blames standardized testing for encouraging teachers to use passages and test-like comprehension questions rather than having students read long-form literature. Unfair, says Petrilli. Test prep is definitely a factor in elementary and middle schools, but there are few standardized tests in high schools, and many colleges no longer require SAT and ACT tests. "That's a pretty slender reed on which to hang four years of poor instructional practice," he says.

- Petrilli agrees with Horowitz that the amount of time teens are spending on their cellphones and other screens is a problem. "Teenagers are constantly tempted by their devices," she wrote, "which inhibits their preparation for the rigors of college coursework – then they get to college and the distractions keep flowing."

- Horowitz and Petrilli also agree that students cutting corners is a problem. Cliff Notes have been around for decades, but now students have Sparknotes and YouTube videos of books in their pockets and can use ChatGPT to write their essays, at least the first drafts. "The

problem, then, may not be that schools aren't assigning books," says Petrilli, "but that students (even high-achieving ones) aren't reading them, in part because cheating has become pervasive and socially acceptable."

So it's not as simple as haranguing high-school teachers to start assigning books again. "If the problem is that assigned books go unread," Petrilli concludes, "that's a much harder nut to crack. It means addressing grading, cheating, cellphones, and more – a comprehensive tough-love approach to schooling."

["7 Thoughts About Elite College Students Who Can't Read Books"](#) by Michael Petrilli in *Education Gadfly*, October 4, 2024

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## 2. Lessons Learned from a Bad Grade in College

In this *Kappan* editor's note, Teresa Preston remembers the shock of getting a D on her first oral presentation in a college public speaking class. "I was devastated," she says. "I'd always considered myself a great speaker. As early as elementary school, I'd gotten blue ribbons in 4H for giving presentations, and I'd always earned A's on speeches in middle and high school." Was her talk that bad? And what would the D do to her semester grade and GPA?

Then the professor told a very anxious group of students (Preston's wasn't the only low grade) that their grades on this initial assessment would not determine their final grade. That would be based on how they did in their final speeches.

"I've rarely been more motivated to excel in a class as I was in that one," says Preston. "Our professor gave detailed feedback and expected to see us apply that feedback in our next speeches. We gave each other feedback, often right in class as a group so we could learn from each other what worked well in a speech and what didn't. The professor's word wasn't the only one that mattered – she learned from the feedback we gave each other, too. At the end of the semester, we were all better speakers. And the grades did indeed reflect our final performance, not our early 'disasters.'"

Preston believes her experience in this course has several important lessons for K-12 teachers:

- Make the final assessment the measure of cumulative proficiency.
- Clearly define final expectations up front.
- Don't go easy on initial assessments; gear them to summative expectations.
- Don't average grades on interim assessments during the semester; they're formative.
- During the semester, orchestrate continuous, detailed feedback on incremental improvement from multiple sources, including students' self-assessments.

["Always Room to Grow"](#) by Teresa Preston in *Kappan*, October 2024 (Vol. 106, #2, p. 4); Preston can be reached at [tpreston@pdkintl.org](mailto:tpreston@pdkintl.org).

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### 3. A Critical Look at the “Science of Reading”

In this article in *The Reading League Journal*, Sharon Vaughn (Meadows Center for Preventing Educational Risk) and Nathan Clemons (University of Texas/Austin) set out to correct misunderstandings and analyze wrong turns in the current debate about what works and what doesn't in reading instruction. “Misperceptions about which practices are and are not evidence-based can result in programs and practices without research support being mandated and codified into curricula and instructional practice,” they say. “Similarly, these misperceptions can lead to the unnecessary abandonment of practices or materials that are incorrectly perceived as being inconsistent with the science of reading.”

Vaughn and Clemons identify several points on which there is general agreement on both sides of the literacy discussion:

- Learning to read, unlike learning to speak, is not a natural process; it requires explicit, systematic, cumulative instruction.
- Comprehension is the goal of reading instruction. The “reading wars” have always been about how to teach students to read *words* (the phonics debate) not about the end goal.
- It's a myth to assume that all children will learn to read if we wait long enough. Early, systematic instruction for all students provides faster, more-equitable access with significantly less stress.
- Effective reading instruction benefits English learners. “The skills that predict reading proficiency and risk of reading difficulties are the same for ELs and non-ELs,” say Vaughn and Clemons. “Of course, ELs learning to read in English will often require additional support and instruction in oral language...”

The authors then address 13 areas where they believe the “science of reading” movement has been misunderstood, along with how it differs from the best research on reading instruction:

- *There isn't one way to teach children to read.* Within a framework of essential components, there are many effective ways to support proficient reading. Here's the framework: learning the alphabetic principle, learning to decode words, learning word meanings, access to increasingly complex text types, and knowledgeable teachers who can differentiate instruction to meet the needs of students with varying profiles.

- *There's no such thing as a “science of reading” program or pedagogy.* “Effective reading instruction is based on the science of reading,” say Vaughn and Clemons. “However, the science of reading is not a program or pedagogy that can be purchased or adopted... Like most areas of scientific inquiry, the science of reading involves at least as many unanswered questions as there are evidence-based practices. When teachers are armed with the knowledge and understanding of how skilled reading develops, are aware of approaches and strategies supported by evidence, and have access to curriculum aligned with the science of reading, they are better equipped to meet the needs of their students.”

- *Phonics is necessary but not sufficient.* “Providing phonics instruction has been controversial for decades and yet it is consistently associated with improved outcomes in beginning reading,” say Vaughn and Clemons. But there are two problems: many teachers aren't prepared to teach phonics and prefer not to, and phonics is neglected or minimized in

classrooms still using the “whole language” approach. The recent “science of reading” push can lead to an overemphasis on phonics, say the authors, “to the point that it makes up the majority of the daily reading lessons, thus sacrificing time from other critical areas of instruction such as vocabulary, background knowledge, and opportunities for reading practice” – as well as language development, read-aloud books, and oral and independent discourse.

- *Phonemic awareness is best taught with visuals of letters and words.* “Comprehensive research reviews have indicated that reading outcomes are stronger when phonemic awareness is integrated with letters and words,” say Vaughn and Clemons, “and phonemic awareness instruction is less effective in promoting reading outcomes when it is done in absence of print... Because reading is the goal, the optimal use of time to teach phonemic awareness is to utilize letters as students learn to segment, blend, and manipulate sounds in words.”

- *Although the three-cueing approach is problematic, it’s not always a bad idea for students to use the pictures in a text.* It’s true that students must learn to phonetically decode words, say Vaughn and Clemons, and if they depend on illustrations to figure out words, that’s a problem. “However,” they continue, citing seminal research, “pictures can be useful to engage students in the story and encourage them to consider their own pictures in their heads while they read. Illustrations can be used to help students verify their understanding and can help build and expand comprehension. They can serve as a catalyst for the teacher to ask additional questions, make inferences, or prompt additional discussion about the events in the text and the connection to knowledge and feelings. The purpose of pictures is to captivate readers, engage them, and help them visualize elements of the story.”

- *Having students read nonsense words has limited value.* “Reading real words is the central goal of instruction,” say Vaughn and Clemons, “and any instruction or practice with pseudowords should be brief.” It might help encourage attention to letters for students who are prone to guessing based on the first letter or word shape or to learn new letter-sound patterns. The ability to decode nonsense words can also serve as an assessment of whether students can apply their knowledge of letter sounds to words they’ve never seen. But most instructional time should be devoted to decoding and understanding real words.

- *Decodable texts should be used sparingly.* “There is little evidence to suggest that using decodable text is superior to using authentic text,” say Vaughn and Clemons. “However, that does not mean that decodable texts should be avoided. We suggest that when used strategically and judiciously, decodable texts provide a scaffold to make texts accessible for practicing new decoding skills in connected texts.” They’re best for beginning readers, but even in the primary grades, students should have a mixture of text type, extending their knowledge with more complex reading material and phasing out decodables.

- *Whole-group instruction is not the only format for effective teaching.* “Students benefit when teachers align the grouping format with the learning goals,” say the authors – whole-class teaching for direct instruction, readalouds, and discussions; small groups to follow up on challenging skills with students who struggled during a whole-class lesson; reading in pairs for fluency practice.

• *Leveled texts can still be helpful.* There have been anecdotal reports of schools throwing out sets of leveled readers because “science of reading” advocates say they’re ineffective. This is “a waste of a potentially valuable source of content for reading practice,” say Vaughn and Clemons. “Students benefit from structured opportunities to read a variety of text types across a range of levels... Many of the texts in these series cover a broad range of genres and subjects, which allows for greater flexibility in identifying text on a particular topic or aligned with students’ interests.” The only type of leveled readers to avoid, they believe, are predictable texts, which allow students to “read” without decoding words.

• *Reading instruction should go beyond the NRP “Big Five.”* The National Reading Panel of 2000 encouraged a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. An unintended consequence has been a siloed approach in some schools, artificially separating the five areas and even dictating how much time should be devoted to each. A narrow focus on the NRP findings has also prevented some schools from integrating other important areas of reading, including background knowledge, spelling, writing, language development, and deliberate practice.

• *It’s not clear that learning spelling rules and syllabication patterns is helpful.* “Reading research has never established that learning these rules is necessary for learning to read well,” say Vaughn and Clemons; “in fact, approaches that emphasize these techniques were developed long before much reading research existed.” Phonics instruction is more straightforward with the English language’s irregularities and quirks: learning letter-sound relationships for letters and letter combinations, reading phonograms and rimes, and helping students learn exceptions in letter pronunciations and combinations.

• *It’s best to combine speech-to-print and print-to-speech approaches.* The research is inconclusive on which is most effective, say Vaughn and Clemons, so using a mixture makes sense, the bottom line being students learning letter-sound correspondence. The authors believe spelling should be integrated with reading instruction but not overdone, since for younger students, spelling a word is much more time-consuming than reading – students can read several words in the same time it takes to write one.

• *It’s unrealistic to claim that “science of reading” instruction will bring 95% of students to proficiency.* “It is likely that 95% of students would have *improved* reading outcomes if educators have the resources, skills, and time to provide effective reading instruction,” say Vaughn and Clemons. “We can certainly do a lot better than we are currently doing.”

Vaughn and Clemons conclude with some recommendations on next steps. “First and foremost,” they say, “we must focus on equipping teachers with the knowledge and skills they need to improve student reading outcomes. This will require far more than knowledge of how to teach phonics and phonemic awareness... Any prescribed standardization and over-mechanization of reading instruction for all students will not adequately meet the needs of each student. Customization is necessary as learning is acquired differently by different students. Stating that ‘we are following the science of reading’ will never replace the impact of well-

educated and knowledgeable teachers who both understand the science of reading and the instructional practices that are most effective.”

“Misunderstandings of the Science of Reading” by Sharon Vaughn and Nathan Clemons in *The Reading League Journal*, September/October 2024 (Vol. 5, #3, pp. 37-47); the authors can be reached at [srvaughn@austin.utexas.edu](mailto:srvaughn@austin.utexas.edu) and [nathan.clemens@austin.utexas.edu](mailto:nathan.clemens@austin.utexas.edu).

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#### **4. Evaluating a Reading Program Based on Research, Not Fads**

In this article in *The Reading League Journal*, Matthew Burns and Valentina Contesse (University of Florida) suggest five criteria for assessing whether a reading program or intervention is aligned with the best research on reading instruction:

- Explicit instruction:
  - Uses modeling, guided practice, and independent practice.
  - Consistently and regularly monitors student progress.
  - Includes frequent reviews.
- Correctly targeted:
  - Focuses on one area of reading.
  - Focus area is selected based on diagnosed student need.
  - Reinforces other relevant areas of reading.
- High opportunities to respond:
  - Includes sufficient practice (“at bats”) to learn the new skill.
  - Students have to generate the response (versus just reading the answer).
  - Practice intersperses review items while learning new ones.
- Appropriate level of challenge:
  - New skills are sequenced so they build on each other.
  - Students read connected text that contains 93-97% known words OR can complete isolated skill tasks with at least 85% accuracy.
  - Intervention considers set size based on student skill and age.
- Feedback:
  - Interventionists immediately state that each response is correct or incorrect.
  - Interventionists ask the student to give the correct answer.
  - Interventionists’ responses include specific information.

“Guidelines for Determining if a Reading Intervention Is Consistent with the Science of Reading” by Matthew Burns and Valentina Contesse in *The Reading League Journal*, September/October 2024 (Vol. 5, #3, pp. 13-21); the authors can be reached at [burnsm1@coe.ufl.edu](mailto:burnsm1@coe.ufl.edu) and [contesse@coe.ufl.edu](mailto:contesse@coe.ufl.edu).

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## 5. How Can Students Learn from Texts Above Their Reading Level?

In this online article, Timothy Shanahan (University of Illinois/Chicago) addresses the question of how to teach students who are reading two or more years below grade level. This is often an issue with science and social studies textbooks, which tend to use challenging vocabulary. Many teachers, says Shanahan, work around the problem by reading the material aloud, using alternative books at students' "instructional" or "just right" levels, showing videos, or relying on teacher-prepared texts followed by in-class discussions and activities.

A growing body of research indicates that these well-intentioned efforts to prevent student frustration are not helpful, says Shanahan. He suggests several ways to use on-grade-level texts in ways that accelerate reading proficiency and content mastery:

- *Level with the kids.* Tell them they'll be reading material that some would say is too hard, but they can do it. "Let them in on the secret," says Shanahan, "so they can take on the challenge with the right mindset and so they can be proud of themselves when they manage to meet the challenge – and we will make sure that they meet the challenge."

- *Read the material beforehand.* This teacher preparation is essential to spotting the linguistic, conceptual, and textual features that will make a text difficult for students – especially unfamiliar vocabulary and language that is abstract and assumes background knowledge – and preparing appropriate scaffolding. But don't do too much of the work, says Shanahan: "Teachers must decide which problems to solve for the kids and which to guide them to fix themselves. The real learning will come from the latter."

- *Reread with students.* Having explicated a passage in an initial reading, it's often a good idea to have students read it again, even a third time, to gain confidence and fluency. "Fourth-grade science and social studies chapters can be surprisingly short," says Shanahan, "so rereading the entire chapter is usually not that big a deal."

- *Consider starting with fluency work.* The teacher might have students pair up and read a passage aloud once or twice, or have them read it with family members at home. The point "is to reduce the amount of basic reading struggle – the reading of the words – that these students may face," says Shanahan. Then they can address comprehension challenges with the whole class, with just the right amount of teacher scaffolding.

"Remember," he concludes, "your goal is not to avoid difficulty but to enable students to surmount difficulty. That means that you don't shift kids to texts at their supposed levels, you don't read the texts to the kids, and you don't go around the text by telling them what it says."

["How Can I Teach with Books That Are Two Years Above Student Reading Levels?"](#) by Timothy Shanahan in *Shanahan On Literacy*, October 12, 2024; Shanahan can be reached at [shanahan@uic.edu](mailto:shanahan@uic.edu).

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## 6. A Massachusetts Art Teacher's Idea Spreads Schoolwide

In this *Kappan* article, Linda Nathan (Harvard Graduate School of Education) and Demetrius Fuller and Nate Meyers (an art teacher and principal in the Chelsea Public Schools)

describe how Fuller created a catchy way to motivate students in his elementary art classes. The idea was to personify eight habits of mind (“HOMies”) that successful artists often embody: engagement, persistence, expression, envisioning, developing craft, reflection, observation, and understanding the art community.

The idea spread to Fuller’s colleagues, and now students throughout the school are regularly commended on these characteristics (here’s a [link](#) to the visual Fuller created for each of the HOMies):

- *The Brave One*: Taking risks.
  - You try new things.
  - If you mess up, you keep on going.
  - You turn a mistake into something new.
- *Stellar Storyteller*: You communicate clearly about your subject.
  - You can use your work to tell a story.
  - You can explain your work.
  - You role-play from different points of view.
- *Captain of the Clouds*: You visualize and use your imagination.
  - You visualize your work in your mind.
  - You think of what-ifs.
  - You use mental models.
- *Inventor innovator*: You make novel connections.
  - You invent a new solution to a problem.
  - You connect unexpected things.
  - Your work is authentic and unique.
- *Triple Practicer*: You practice, practice, practice.
  - You focus, ignoring distractions.
  - You have a growth mindset.
  - You work to build myelin and make neural connections.
- *Inspector Reflector*: You look back on your work and yourself.
  - You take the time to quietly look at your work.
  - You ask yourself, “How can I make this better?”
  - You revise and repeat.
- *Eagle Eye Detective*: You find clues hidden in someone else’s work.
  - You take the time to look slowly at things around you.
  - You notice things others miss.
  - You search for clues about the meaning of works.
- *The Maven*: You learn from role models.
  - You learn the “language” of the subject.
  - You take inspiration from experts and models.
  - You see school subjects in the world around you.

[“Taking HOMies from the Classroom to the Whole School”](#) by Linda Nathan, Demetrius

Fuller, and Nate Meyers in *Kappan*, October 2024 (Vol. 106, #2, pp. 28-33); the authors can be reached at [fnathan@gmail.com](mailto:fnathan@gmail.com), [talks2lions@gmail.com](mailto:talks2lions@gmail.com), and [meyersn@chelseaschools.com](mailto:meyersn@chelseaschools.com).

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## 7. Helpful Folders for a Learning Management System

In this *Edutopia* article, West Virginia curriculum principal David LaMaster recommends creating four folders in learning management systems (LMS) like Schoology and Blackboard to maximize efficiency, communication, and transparency:

- *Start here folder* – This puts at students’ fingertips all the materials they need to get started – a welcome video, information about the teacher, basic expectations, the syllabus, and the student’s class schedule.

- *Resources folder* – Supplemental materials, for an ELA course, writing tips, grammar rules, samples of sentence structure, graphic organizers, anchor charts, and exemplar texts.

- *Monthly and weekly folders* – These help students and parents quickly find information on assignments and due dates, which is frustrating when the management system is disorganized. “After all,” says LaMaster, “the goal of a LMS is to improve learning, not cause anyone to become irritated.”

- *Daily agenda folder* – This tells students, parents, and colleagues what is going on in the class as each week proceeds. This cuts down on unnecessary questions from students (*What are we doing today?*), tells parents about interesting content for chats over dinner, and helps absent students tune in on what they missed and catch up.

[“4 Must-Have Folders for your Learning Management System”](#) by David LaMaster in *Edutopia*, September 27, 2024

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## 8. Recommended Middle Grade and Young Adult Books

In this *School Library Journal* feature, Myiesha Speight suggests these crowd-pleasing middle grade and YA books:

Middle grade:

- *Dogtown* by Katherine Applegate and Gennifer Choldenko, illustrated by Wallace West, grade 4-6
- *Last Gate of the Emperor* by Kwame Mbalia and Prince Joel Makonnen, grade 3-7
- *The Rhythm of Time* by Questlove and S.A. Cosby, grade 5 and up
- *Grounded* by Aisha Saeed, Huda Al-Marashi, Jamilah Thompkins-Bigelow, and S.K. Ali, grade 4-7
- *The Lost Library* by Rebecca Stead and Wendy Mass, grade 3-7
- *The Chance to Fly* by Ali Stroker and Stacy Davidowitz, grade 3-7

Young adult:

- *Three Kisses, One Midnight* by Roshani Chokshi, Evelyn Skye, and Sandhya Menon, grade 9 and up

- *Whiteout* by Dhonielle Clayton, Tiffany Jackson, Nic Stone, Angie Thomas, Ashley Woodfolk, and Nicola Yoon, grade 9 and up
- *My Imaginary Mary* by Cynthia Hand, Brodi Ashton, and Jodi Meadows, grade 9 and up
- *Take Me With You When You Go* by David Levithan and Jennifer Niven, grade 9 and up
- *Miss Meteor* by Tehlor Mejia and Anna-Marie McLemore, grade 9 and up
- *Sisters of the Snake* by Sarena Nanua and Sasha Nanua, grade 9 and up

“Fab Collabs” by Myiesha Speight “Fab Collabs” by Myiesha Speight in *School Library Journal*, October 2024 (Vol. 70, #10, pp. 45-47)

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## 9. Short Item:

**Halloween Books** – This online *School Library Journal* [feature](#) includes cover images and short descriptions of Halloween-themed board books, picture books, transition books, middle-grade books, and YA books.

“From Cute to Creepy: Halloween Books for Readers of All Ages” by SLJ Reviews in *School Library Journal*, October 9, 2024

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# 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:***

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## ***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  
Ed Magazine  
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 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  
Language Magazine  
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