

# Marshall Memo 954

A Weekly Round-up of Important Ideas and Research in K-12 Education  
September 26, 2022

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## Quotes of the Week

“The essential questions are the *why*, *what*, and *how*. The *why* is what’s the purpose of school, because you can’t design curriculum if you don’t know the why. The *what* is what should be taught once you figure out that purpose. And the *how* is how you teach it, which has to be aligned with that purpose.”

Denise Pope (Stanford University) in “Getting to Flow” in *Independent School*, Fall 2022 (Vol. 82, #1, pp. 99-100); Pope can be reached at [dpope@stanford.edu](mailto:dpope@stanford.edu).

“Although respecting students’ needs and strengths is an effective instructional strategy, the efficacy of this strategy has nothing to do with enlisting either side of the brain.”

Dajung Diane Shin, Minhye Lee, and Mimi Bong (see item #1)

“If it hasn’t been in the hands, it can’t be in the brain.”

A sign in a preschool classroom (quoted in item #2)

“By teaching phonics we mean teaching a ‘working knowledge’ of the spelling system – how to apply an understanding of the systematic relationship between letters and sounds in reading and writing.”

Kevin Flanigan, Katie Solic, and Lisa Gordon (see item #4)

“You can be systematic and explicit without following a script or a lock-step schedule.”

Kevin Flanigan, Katie Solic, and Lisa Gordon (ibid.)

“Aptitudes show potential, but people can only realize their potential if given the opportunity for training and practice. Sadly, we know that many young Americans today do not have the opportunity to reach their potential.”

Michael Petrilli (see item #5)

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## 1. Should We Differentiate for Right-Brained and Left-Brained Students?

In this article in *Theory Into Practice*, Dajung Diane Shin and Mimi Bong (Korea University/Seongbuk-gu) and Minhye Lee (Daegu National University of Education, Korea) say it's widely believed that some people are left-brained – rational, analytic, and verbal – while others are right-brained – emotional, creative, and artistic. According to this theory, teachers need to figure out students' left-brain or right-brain orientation and tailor instruction according to their dominant side.

In fact, say Shin, Bong, and Lee, this is “the second most pervasive neuromyth in education” (teaching to learning styles is the most common). “These alluring premises,” they argue, “stem from an undue simplification of neuroscientific evidence and are simply flawed.” Far too many educators buy the idea – and invest in curriculum packages marketed around the left-brain/right-brain myth.

It's true that the human brain is divided into two hemispheres, and recent brain imaging studies have shown that each is dominant in processing particular types of cognitive function, with language mostly on the left side, creativity mostly on the right. But it's a leap of logic for teachers to use this to make instructional decisions. Here's why:

- The two hemispheres are connected by a thick band of nerve fibers called the corpus callosum, which carries a constant stream of neural traffic between the two sides.
- Although there are differences in the functions of the hemispheres, one side is never solely responsible for any specific function. Both “are actively involved in virtually all cognitive tasks and functions,” say the authors.
- Even with seemingly lateralized activities like creativity or writing, both hemispheres make significant contributions.
- Brain asymmetries are not the same for all people; they are shaped by biological and environmental factors and there's a lot of variation, even with the same person at different points in life.
- The fact that the hemispheres have differing functions doesn't imply that students learn better in particular ways. “Although respecting students' needs and strengths is an effective instructional strategy,” say Shin, Bong, and Lee, “the efficacy of this strategy has nothing to do with enlisting either side of the brain.”

In short, say Shin, Bong, and Lee, learning always involves both hemispheres, and teachers should teach to the whole brain. Some classroom implications:

- Deliver instruction in multiple modes and modalities, activating both sides of the brain.
- Use strategies and modalities geared to the distinct features of the subject being taught.

- Have students engage in extensive practice and effort, which helps develop both sides.
- Interleave practice so students work on a variety of skills at the same time.
- Give students rapid feedback so they know how they're doing and what needs work.
- Orchestrate student agency and self-regulation, which involve both right and left sides.
- Use intrinsically interesting subject matter and build in student choice.
- When learning tasks are completed, have students reflect on their efforts.

[“Beyond Left and Right: Learning Is a Whole-Brain Process”](#) by Dajung Diane Shin, Minhye Lee, and Mimi Bong in *Theory Into Practice*, Summer 2022 (Vol. 611, #3, pp. 347-357); the authors are at [letsgodiane@gmail.com](mailto:letsgodiane@gmail.com), [mimibong@korea.ac.kr](mailto:mimibong@korea.ac.kr), and [minhyelee@dnue.ac.kr](mailto:minhyelee@dnue.ac.kr).

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## 2. Using All Eight Senses (Yes, Eight) During Classroom Instruction

In this *Cult of Pedagogy* article, occupational therapist Jamie Chaves says that when she drops her daughter at preschool every morning, she sees this maxim on the wall:

*If it hasn't been in the hands, it can't be in the brain.*

Those words neatly sum up her passion for multisensory learning. “The brain is an integration machine,” says Chaves. “When more than one sense is accessed during a learning experience, learning is boosted, even from a very young age.” Seeing and touching an object lights up an infant’s brain more than just seeing it, and there’s even more brain activity when seeing, touching, and hearing are involved.

This is true of people at all ages. “When we hold a flower in our hands and smell it,” she says, “we are learning about the softness of the petals, the sweetness of its smell, the delicateness of how it must be held. But we are also sustaining our attention, organizing our body movements, and sharing the experience with others much more than if we were simply looking at a picture of that flower in a book.”

In addition to the five senses we’re familiar with, Chaves says there are three internal sensory systems that drive much of our behavior. The full list:

- Tactile – touching;
- Auditory – hearing;
- Visual – seeing;
- Gustatory – tasting;
- Olfactory – smelling;
- Proprioceptive – perceiving our body in space, holding and manipulating objects, self-regulation, navigating our environment without bumping into things;
- Vestibular – perceiving our relationship to gravity and orientation in space, including motor coordination, visual orientation, alertness, and attention;
- Interoceptive – perceiving our internal emotional, bodily, and safety needs.

Chaves says each of the eight senses has three subtypes, and these have direct implications for teachers:

- Sensory modulation – This is the brain’s ability to dial up or down how much sensory input is received. In a classroom, for example, students must filter out visual input from posters

on the wall in order to focus on what the teacher is writing on the board. Teachers have to take students' modulation into account every day, and it may vary with an individual student based on how much sleep they've had or whether they had a good breakfast. Some students need more stimulation to pay attention – for example, jumping up and down several times before sitting on the carpet for a class meeting.

- **Sensory discrimination** – This is the conscious ability to differentiate the temporal and spatial properties of sensory input – for example, a student holding a pencil and pushing down on the paper with just the right amount of force, or at recess, hearing where a sound is coming from when a classmate calls their name. For students to tell a **b** from a **d**, they may need to form the letters with their bodies, write them with shaving cream, identify them in different fonts, trace them fast and slow, or use a mnemonic.

- **Sensory-based motor skills** – These combine tactile, vestibular, and proprioceptive information – for example, a student taking a book out of a desk and turning to a certain page. “Sensory-based motor skills,” says Chaves, “allow for automaticity of movements that promote efficiency in navigating the world and free up more brain space for higher-level cognitive tasks.” Teachers must constantly take these into account as they decide how much to demand of students as they gradually move them toward self-sufficiency.

Chaves has the following suggestions for integrating multisensory learning into daily classroom activities:

- *Weave in 2-3 of the eight sensory systems.* This will enhance brain integration and cater to the learning needs of all students – for example:

- Writing on sandpaper, tissue paper, construction paper, or cardboard;
- Moving both arms in the air to indicate times on an analog clock.
- Playing hopscotch with letters to form words;
- Standing up when answering a question in class;
- Two students rolling a ball back and forth as they name prime numbers;
- Students dressing up as historical figures;
- Students bringing in different leaves for lessons about trees;
- Allowing students to sit on a yoga ball chair, t-stool, or wobble stool;
- Having students move from one learning station to another.

- *Honor sensory preferences when possible.* “We all have learning preferences,” says Chaves, “and the more we can adjust our learning environment to better fit student preferences, the better they will learn.” This includes how much light there is in the classroom, the amount of clutter, music playing (or not), having a snack, and timing certain activities at different points in the day. For a student who feels overstimulated walking around the classroom looking for symmetrical objects, an alternative might be sitting at her desk and drawing symmetrical objects.

- *Use novelty with intention.* When something changes in the classroom – the teacher whispers rather than talking at a regular volume, the lights are switched off, students are asked to write on a different texture of paper – their brains say, “Hey, that’s different, I should pay

attention.” But too many changes can overstimulate young people’s brains. Teachers have to make decisions every day on how much novelty to introduce.

- *Engineer the environment with sensory inputs.* Students may need different inputs at different times of the school day – for example, calming music right after recess or a multisensory activity when students are tired at the end of the day.

[“How to Leverage Multisensory Learning in Your Classroom”](#) by Jamie Chaves in *Cult of Pedagogy*, September 18, 2022

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### **3. A Hands-On Approach to Teaching Grammar**

In this article in *Council Chronicle*, Lorna Collier says many ELA teachers roll their eyes when it comes to teaching grammar. Students get drowsy as they slog through worksheets focused on memorizing rigid, often arcane rules. “I don’t think if we start with the rules that it ever works,” says Deborah Dean of Brigham Young University. “If someone starts with the definition, you see the light go out of students’ eyes.” What’s more, teaching grammar in isolation doesn’t work: studies going back to the 1970s show that traditional grammar instruction fails to improve students’ writing and is quickly forgotten.

There’s a better way, says Collier: teaching grammar as an integral part of the literature students are reading and their own writing. “The focus is less on memorizing rules,” she says, “and more on seeing how grammar helps us communicate, how principles provide the framework upon which language is built and meaning is made.” When it’s taught this way, grammar takes on a broader meaning, improves students’ reading and writing, and improves their performance on state tests.

The integrated approach looks like this: in a mini-lesson on appositives (a set of words set off by commas that describe a person or group), the teacher puts a sentence from a novel the class is reading on the board and asks students what they notice. “There’s a set of words set off by commas,” one student says, and the teacher responds, “Great! So what do those sets of words do?” Students discuss and see how the words describe or refine the meaning. Then the teacher introduces the terminology and rules.

In another mini-lesson, the teacher puts examples of appositives on the board next to similar constructions – perhaps participial phrases – and asks students to spot the differences. Students then write their own appositives and check their work with classmates. With a different grammar item – participles – the teacher projects a literature passage with the participles stripped out, and then has students read the full passage and notice the contribution participles make. Another example: showing students a rambling run-on sentence and asking how it could be edited to be clearer and more forceful. Students see the difference and have a model for their own writing.

Using this inductive, Socratic approach, students get better at noticing how words work in the books they read and the writing they do – and acquire the technical language to describe key conventions. “It’s more like awakening an awareness of language and its possibilities,”

says Deborah Dean, “that shifts the talk and work in the classroom in meaningful ways.” Here are some steps she recommends in her book, *What Works in Grammar Instruction* (NCTE, 2022):

- Keep mini-lessons short and focused – about 15 minutes.
- Choose three or four grammar principles for each book students are reading, based on what will enhance understanding of the texts and highlight key conventions.
- Over time, cover the grammar principles in state standards and high-stakes tests.
- Dean advises against searching the Internet for passages that illustrate grammar; much better to comb through texts being used in class.
- If you can’t find examples of grammar principles in a passage, create your own – perhaps by taking a literature passage and editing it to contain grammatical errors.
- Consider using picture books – for example, *Scarecrow* by Cynthia Rylant.
- Identifying grammar-relevant passages is extra work for teachers, but it’s money in the bank for future classes.
- Also look at digital writing samples, texts, and Internet memes, pointing out the different conventions and how grammar and punctuation can change meaning.
- Customize grammar lessons to specific needs you’re noticing in students.
- Occasionally teach rules-based lessons – to prep students for standardized tests and when working with English language learners.
- Don’t feel you have to know everything about grammar, says Dean. It’s okay to say you need to look something up. “Nobody seems bothered by that,” she says, “and then we both learn.”

[“Teaching Grammar in Context”](#) by Lorna Collier in *Council Chronicle*, September 2022 (Vol. 32, #1, pp. 19-21); Collier can be reached at [lorna@lornacollier.com](mailto:lorna@lornacollier.com).

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#### **4. Principles for Teaching Phonics in the Primary Grades**

In this article in *The Reading Teacher*, Kevin Flanigan, Katie Solic, and Lisa Gordon (West Chester University) channel the concerns of a first-grade teacher a few weeks into implementing her district’s phonics program:

- The whole-class question – Only a third of the class seems to be doing well, with one-third bored (they already knew phonics) and one-third frustrated.
- The transfer question – While many students are proficient on weekly phonics assessments, they aren’t consistently applying those skills to their reading and writing.
- The time question – 30 minutes of phonics every day is taking time from reading connected texts, read-alouds, and writing.
- The modification question – Blending activities are working for many students, but what about using word sorts and decoding by analogy? May I tweak the program?

- The text question – The school’s program comes with decodable texts to practice just-learned skills. While some sound silly (*The man with the hat sat on a mat*), these texts seem helpful – but should I also use patterned and controlled vocabulary texts?
- The “rule” question – Students can recite *When two vowels go walking, the first one does the talking* and others, but aren’t applying them. Are these rules useful?
- The sight word question – The program has a list of high-frequency “quick words” (*the, of, with*) that students are supposed to read automatically, but several students are struggling to master them. Why are sight words taught apart from phonics lessons?

“These questions highlight the most common, important, and difficult phonics issues our fellow educators wrestle with every day,” say Flanigan, Solic, and Gordon. Drawing from a wide range of research and their own experience, they suggest eight principles to address primary-grade teachers’ concerns.

- *It’s about teaching the English spelling system, not just decoding.* The goal for students is not to score at the proficient level on a nonsense-word decoding task. “By teaching phonics,” say the authors, “we mean teaching a ‘working knowledge’ of the spelling system – how to apply an understanding of the systematic relationship between letters and sounds in reading and writing.” Students should be able to accurately and efficiently (a) recognize words while reading, (b) produce words while writing, so they can (c) focus their attention on making meaning – the ultimate goal.

- *The English spelling system makes sense once it’s understood.* Many of us were taught that spelling in our language is so unpredictable and has so many exceptions that you have to memorize most words. “In fact, quite the opposite is true,” say Flanigan, Solic, and Gordon: 84 percent of English words are spelled phonetically – 96 percent if a word’s etymology is taken into account. But teachers have to know the phonetic system – for example, the pattern of short and long *A* (and the oddballs like *said, again, and they*). Patterns and principles are more valuable than ironclad rules. Once teachers know that phonics works, they can show students that phonics makes sense, can be interesting, and provides the “keys to the kingdom.”

- *Our brains are better at recognizing patterns than applying rules.* The well-worn rule about *two vowels go walking* is true only about 45 percent of the time, say the authors. Teaching rules like that and *i before e, except after c* will lead to confusion when students run into the exceptions. Better to use the rules as mnemonic devices to remember phonics generalizations and teach high-frequency spelling patterns that students will encounter in their reading. Students should be able to “walk through” words with reasonable expectations.

- *Explicit and systematic does not mean scripted.* “You can be systematic and explicit without following a script or a lock-step schedule,” say the authors. “In fact, we believe a skilled teacher is more effective when they modify an approach and an instructional schedule to fit their students’ needs.” Here’s what they say explicit and systematic phonics should look like:

- *Systematic* means teaching a comprehensive scope and sequence of concepts and skills in logical order, from easier to more difficult, striving for student mastery at each step.

- *Explicit* means teachers directly explaining each concept in a deliberate, student-friendly, and precise way, drawing on their own expertise – and not assuming students will figure things out on their own.

A gradual release of responsibility model (*I do, we do, you do*) with explicit modeling and the teacher thinking out loud is a good approach. The research on decodable texts is mixed, say the authors; they recommend mixing them with natural language patterned texts and controlled vocabulary texts.

- *Teach for transfer.* Flanigan, Solic, and Gordon use the analogy of sports training – a swimming coach spending 15 minutes explaining a stroke and then athletes spending the remainder of the two hours practicing with feedback. Phonics instruction, they believe, should be about 20 percent instruction (*I do*), 40 percent targeted practice (*we do*) with lots of teacher coaching, and 40 percent independent reading and writing (*you do*). The ratio might be somewhat different for beginning readers and those having difficulty with word recognition and fluency. “Periodic *cumulative review* of phonics features is also critical in maintaining word knowledge over time,” say the authors.

- *Use a multi-faceted approach to develop a phonics toolbox.* It’s a misconception that synthetic phonics is the single best research-based approach, say the authors. “In fact, there are multiple approaches to explicit and systematic phonics instruction that yield benefits for many students in word recognition.” They propose an approach that mixes synthetic, analogic, and analytic methods, providing “a robust pathway to accurate and efficient decoding.”

- *Differentiate instruction by teaching developmentally.* It’s important, say Flanigan, Solic, and Gordon, to do an initial screening to identify which students are proficient and which are not, then follow up with diagnostic assessment with struggling students to find out exactly what’s holding them back. The diagnostic should include (a) a developmental spelling inventory, (b) a letter-name and sound recognition assessment, and (c) an informal reading inventory and perhaps a writing assessment. With this information, teachers can form 3-4 groups and meet students’ needs more effectively. “Differentiating does not mean you never teach whole-class phonics lessons,” say the authors. “However, whole-class phonics lessons should be brief (perhaps 10 minutes), leaving you the bulk of instructional time for differentiated small-group word work.”

- *Automaticity is the goal: students learn phonics so they don’t need to use it.* “For skilled readers,” say the authors, “this automatic word recognition should eventually ‘run in the background’ so cognitive resources are freed up to focus on reading and meaning.” This will happen over weeks of instruction as students (a) decode unfamiliar words in their reading, (b) generate possible spellings of words in their writing, and (c) combine these with phonological awareness to orthographically map words, so they make connections between the sounds they hear in words and the letters they see representing those sounds – and the words stick in their long-term memory.

“In the end,” conclude the authors, “it’s about the teacher, not the program... We’ve seen phonics lessons taught in the same school, using the same program, from different teachers, with wildly different results. Yes, you need a strong phonics program that includes a



systematic sequence of features and skills along with appropriate resources, but as these eight principles illustrate, it's your expertise in the content and pedagogy of phonics and the spelling system that will make the difference." Teachers need to be "thoughtful adapters" who use their expertise in ways that meet the needs of all their students.

["The 'P' Word Revisited: 8 Principles for Tackling Today's Questions and Misconceptions About Phonics Instruction"](#) by Kevin Flanigan, Katie Solic, and Lisa Gordon in *The Reading Teacher*, July/August 2022 (Vol. 76, #1, pp. 73-83); the authors can be reached at [kflanigan@wcupa.edu](mailto:kflanigan@wcupa.edu), [ksolic@wcupa.edu](mailto:ksolic@wcupa.edu), and [lgordon@wcupa.edu](mailto:lgordon@wcupa.edu).

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## **5. Steering Young People to Post-Secondary Success**

In this *Education Next* article, Michael Petrilli (Thomas B. Fordham Institute) looks at how parents and schools try to help students make good choices after they leave high school. Parents observe which activities engage their children (sports, socializing, piano, reading?) and try to support them, and schools offer a smorgasbord of academic offerings, clubs, extracurricular activities, and surveys aimed at helping students identify their strengths and interests.

Petrilli remembers taking a diagnostic assessment when he was in high school 30 years ago that was supposed to tell if he was interested in jobs that involved people, ideas, data, or physical objects. One question: were you interested in brainstorming sessions or taking apart an engine? The list of possible jobs generated by the survey was "better than nothing," says Petrilli (he was interested in ideas and people and uninterested in data and things) but the flaws in this approach are obvious.

"First," he says, "we humans are great at deluding ourselves, all the more so when we are young." It turned out that he was more interested in spreadsheets and quite a bit less extroverted than his anti-nerd teenage self was willing to admit. Petrilli took the assessment's recommendation and became a high-school history teacher, and found that although he loved writing lesson plans, he couldn't handle being around students all day. "Personality inventories, like the Myers-Briggs Type Indicator, exhibit some of the same problems," he says. "Maybe you really are an introverted intuitive or an extroverted judger – or maybe that's just a reflection of the person you wish you were."

And then there's the problem of the opportunities students haven't had. These earlier high-school interest inventories tended to steer girls and students of color away from high-paying jobs. "It's like asking a kid if they might enjoy playing lacrosse when they've never even heard of it, much less seen someone playing it," says Petrilli. "If you don't know anyone who's an engineer, engineering isn't going to spark much interest."

A recent generation of assessments tries to overcome those shortcomings by assessing aptitudes – what kids are actually good at – and how quickly they will be able to acquire certain skills with the right training and practice. One such assessment is YouScience, which is being used in 7,000 middle and high schools around the country. Petrilli and his 14-year-old son took the "discovery" high-school assessment with questions that felt like "brain games."

Almost all the items were nonverbal and designed to tease out “inherent talents” – strengths not related to traditional measures of academic achievement.

One question showed pictures of folded papers with holes punched into corners and other locations and asked where those holes would be if the paper were unfolded. Another question asked for ideas on how an alien landing would affect the world. Another measured the ability to spot discrepancies in pairs of digits. The assessment generated a 35-page “strengths profile” and a list of well-matched careers – supposedly free of bias based on gender, race, or class. So far, YouScience has identified many more students with potential in STEM fields and other high-paying careers, compared to their self-assessment. And, says Petrilli, “the results have given my 14-year-old son some new possibilities to consider for himself.”

The only downside, he believes, is that the strengths profile is relentlessly upbeat; it’s not going to tell students that they’re bound for low-wage jobs. That means students looking at the results might not see the hurdles they need to jump to fulfill their identified potential. “Aptitudes show potential,” he says, “but people can only realize their potential if given the opportunity for training and practice. Sadly, we know that many young Americans today do not have the opportunity to reach their potential. Difficult early-childhood experiences and poor instruction in elementary and middle school cause many students to arrive at high school desperately behind in basic skills.” Mastering math facts in elementary school, then algebra and calculus, is essential to some careers.

We must start earlier, Petrilli concludes. Parents need to help their kids “figure out who they are and what they are good at.” And then they need to “watch like a hawk for any signs that their children are struggling academically and, if so, to do something about it – the sooner the better.”

[“First, Know Thyself. Then, Pick a Career Path”](#) by Michael Petrilli in *Education Next*, Fall 2022 (Vol. 22, #4, pp. 84-87); Petrilli can be reached at [mpetrilli@fordhaminstitute.org](mailto:mpetrilli@fordhaminstitute.org).

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## **6. Using Children’s Books to Teach Math**

In this *Mathematics Teacher* article, Kathleen Crawford-McKinney and Asli Özgün-Koca (Wayne State University/Detroit) describe their work with K-3 students using carefully chosen children’s books to teach mathematical concepts. Here are the steps they recommend:

- The teacher reads the book aloud, stopping at strategic points, making connections to students’ lives and drawing attention to the math content.
- The teacher asks questions about the math content and how it relates to the story (in the book *When Sophie Thinks She Can’t*, this involves squares and rectangles).
- Students work through the math problem in the story, which usually entails some productive struggle.
- The teacher poses a related math problem for students to wrestle with, using manipulatives if possible.
- The class reflects on the literary and mathematical content they’ve discussed, including what students do when they don’t understand how to tackle a complex problem.

Crawford-McKinney and Özgün-Koca share a list of books that lend themselves to this approach, with the math concept included in each:

- *When Sophie Thinks She Can't* by Molly Bang – squares and rectangles
- *Last Stop on Market Street* by Matt de La Pena and Christian Robinson – identifying and describing shapes
- *One Grain of Rice: A Mathematical Folktale* by Demi – measurement
- *The Doorbell Rang* by Pat Hutchins – division
- *The Animals Would Not Sleep* by Sara Levine – Sorting
- *Sweet Potato Pie* by Kathleen Lindsey – Multiplication, division, fractional reasoning
- *Fry Bread: A Native American Family Story* by Kevin Noble Maillard and Juana Martinez-Neal – addition and subtraction
- *Beatrice's Goat* by Page McBrier – area and perimeter
- *Where the Wild Things Are* by Maurice Sendak – time
- *The Grapes of Math* by Greg Tang and Harry Briggs – multiple concepts for each poem and story
- *Pancho Rabbit and the Coyote: A Migrant's Tale* by Duncan Tonatiuh – place value and properties of operation

[“Mathematics Through Children's Literature”](#) by Kathleen Crawford-McKinney and Asli Özgün-Koca in *Mathematics Teacher: Learning & Teaching PK-12*, September 2022 (Vol. 115, #9, pp. 625-632); the authors are at [kmcrawf@wayne.edu](mailto:kmcrawf@wayne.edu) and [aokoca@wayne.edu](mailto:aokoca@wayne.edu).

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## 7. The Annual Kappan Poll of Attitudes on U.S. Public Schools

The latest Phi Delta Kappan poll of U.S. public attitudes toward public schools reported what seem like contradictory responses: ratings given to local public schools were the highest ever, but assessments of the teaching profession went down, and fewer Americans than ever (37 percent) said they wanted their children to become public school teachers. The pollsters also asked about teaching about race, school security, arming teachers, and other issues. Click on the link below for details.

[“54th Annual PDK Poll of the Public's Attitudes Toward the Public Schools”](#) in *Phi Delta Kappan*, September 2022 (Vol. 104, #1, pp. 38-43)

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## 8. Short Item:

*An Animated History of Spanish* – This [five-minute animation](#) tells the story of the development of the Spanish language over the centuries; the link includes a transcript.

“A Brief History of Spanish” produced by TED-Ed, directed by Hernando Bahamon, Globizco Studios, narrated by Ilan Stavans, music by Manuel Borda, September 2022

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

This weekly publication keeps principals, teachers, instructional coaches, superintendents, and other educators well-informed on current K-12 research and ideas. Kim Marshall, drawing on 53 years 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 150 articles each week, and selects 8-10 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 Tuesday (with occasional breaks; there are 50 issues a year). Every week there’s also a podcast and HTML version.

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[www.bestofmarshallmemo.org](http://www.bestofmarshallmemo.org)

## ***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 Express  
Cult of Pedagogy  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Eutopia  
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  
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  
Phi Delta Kappan  
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