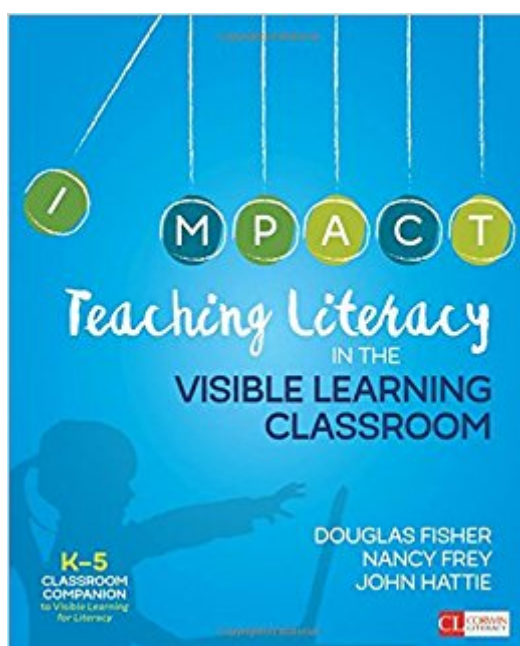


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Teaching Literacy In The Visible Learning Classroom, Grades K-5 (Corwin Literacy)



Synopsis

Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction, guided instruction, peer-led and independent learning every student deserves a great teacher, not by chance, but by design. In this companion to Visible Learning for Literacy, Fisher, Frey, and Hattie show you how to use learning intentions, success criteria, formative assessment and feedback to achieve profound instructional clarity. Chapter by chapter, this acclaimed author team helps put a range of learning strategies into practice, depending upon whether your K-5 students are ready for surface, deep, or transfer levels of understanding.

Book Information

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Customer Reviews

Douglas Fisher, Ph.D., is Professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College. He is the recipient of an IRA Celebrate Literacy Award, NCTE's Farmer Award for Excellence in Writing, as well as a Christa McAuliffe Award for Excellence in Teacher Education. Doug can be reached at dfisher@mail.sdsu.edu. Nancy Frey, Ph.D., is Professor of Literacy in the Department of Educational Leadership at San Diego State University. The recipient of the 2008 Early Career Achievement Award from the National Reading Conference, she is also a teacher-leader at Health Sciences High & Middle College and a credentialed special educator, reading specialist, and administrator in California. Dr. John Hattie has been Professor of Education and Director of the Melbourne Education

Research Institute at the University of Melbourne, Australia, since March 2011. He was previously Professor of Education at the University of Auckland. His research interests are based on applying measurement models to education problems. He is president of the International Test Commission, served as advisor to various Ministers, chaired the NZ performance based research fund, and in the last Queens Birthday awards was made an Order of Merit for New Zealand for services to education. He is a cricket umpire and coach, enjoys being a Dad to his young men, besotted with his dogs, and moved with his wife as she attained a promotion to Melbourne. Learn more about his research at www.corwin.com/visiblelearning.

Practical, clear, concise information for your classroom. Gives you the when and how to use researched based strategies for literacy.

Great variety of graphic organizers provided for educators, and a great review of the important of literacy for all students

I am deeply disappointed that the cueing system is described in this book as how readers read and learn how to read. Also, the use of miscue analysis. John Hattie if you read this book you would be shocked. This does not match up with Hattie's Effect size research.

Great book with practical advice for the classroom.

Great resource!

Ordered for other staff. I did not read or use. I was told that this was an excellent resource.

ISBN 1506332366 (Teaching Literacy in the Visible Learning Classroom, Grades K-5, 1st ed., ****) is intended to take students from surface to deep and then to transfer (of) learning by exploiting the dependency of human conduct, learning, or performance on prior experience applied in using the most effective practices based on knowing when those practices are best leveraged to maximize the student's absorption of knowledge. Its very well thought and devised concept makes the teaching process not so tedious when based on the unfamiliar, and more interesting by building on/extending the familiar. The content on its 260+XII pages is clearly divided into 7 chapters, "Compendium of Assessments" with test examples, 1 appendix, "References", and "Index". Each

chapter represents a topic clearly subdivided into sub-chapters. The topic text incorporates graphs, tables, lists, schematics, and several poor photos. After the initial reading, it can be used for studying just particular techniques, just of specific prior experience applications, or warming up. The book is in black and white, 2 shades of blue, and 1 shade of grey. Its layout is modern, clear, and graphically advanced to emphasize most frequently needed info. The titles of chapters and sub-chapters are blue in a capitalized typeface in 2 sizes, while those inside are boldfaced. Thus, grasping the pages at 1st glance is easy. Approx. 81 pages of the book are shown by the .com's "LOOK INSIDE!" function. What cannot be seen is that the book is well printed on good paper and the soft cover is not prone to catch fingerprints nor easily crease.

Visible learning is a process by which teachers help students become their own teachers. It requires that the teacher view learning through the eyes of the student. Although not without criticism and question, it has many proponents. This book serves very much as a workbook for those who utilize the system. The book has an online component which includes helpful videos. If you have already read *Visible Learning for Teachers: Maximizing Impact on Learning*, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement and/or Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning*, this will be a valuable supplement. It demonstrates how to implement the system and is filled with forms, charts and even lesson plans. It is well organized and easy to follow and provides an interesting perspective on teaching literacy.

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