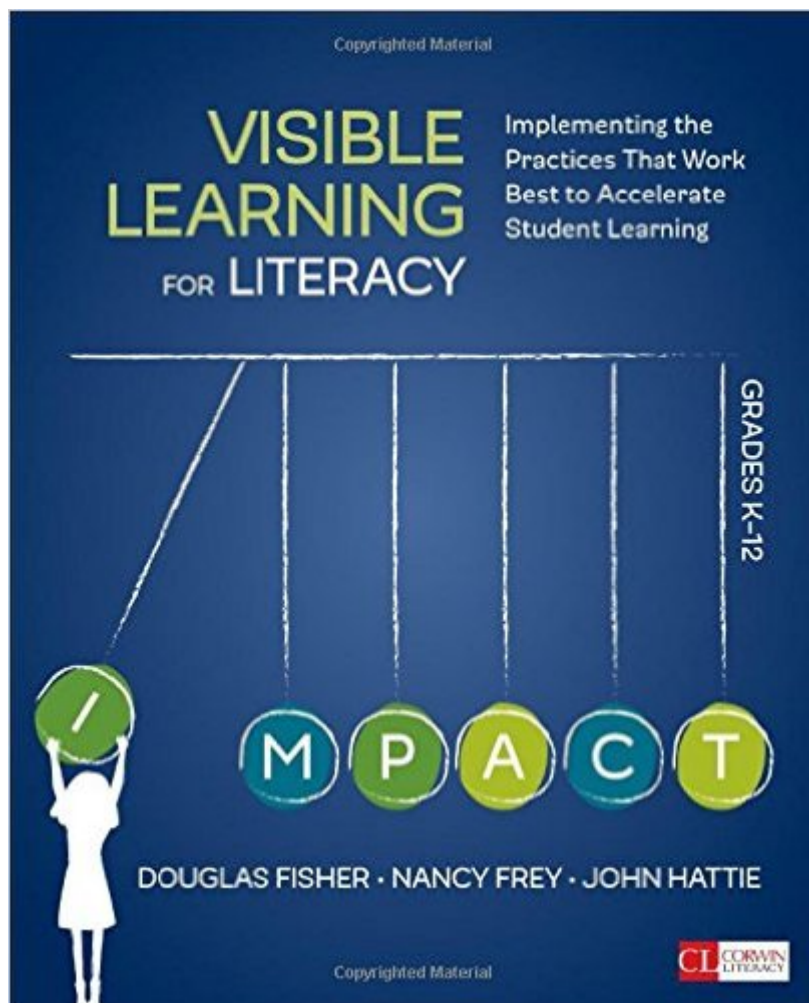


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Visible Learning For Literacy, Grades K-12: Implementing The Practices That Work Best To Accelerate Student Learning (Corwin Literacy)



Synopsis

“Every student deserves a great teacher, not by chance, but by design.” — Douglas Fisher, Nancy Frey, & John Hattie

What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year’s worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you’d keep it. And that’s precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote *Visible Learning for Literacy*. They know teachers will want to apply Hattie’s head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are “visible” for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student’s learning, and their effect is tangible. Yes, the “aha” moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie’s research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students’ lives and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one’s impact on student’s learning. “Teachers, it’s time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways,” say Doug, Nancy, and John. So let’s see *Visible Learning for Literacy* for what it is: the book that renews our teaching and reminds us of our influence, just in time.

Book Information

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Customer Reviews

So excited about this book, which has something for everyone. For the fellow nerdy teachers out there, the first section details what research tells us about the effectiveness of different instructional strategies. The side margins list the effect size and strategy for easy browsing and navigation. Spoiler alert: student expectations top the charts in effect size while teacher subject matter knowledge and teacher education have some of the smallest effect sizes. The 4 page chart with the effect sizes is worth the book on its own. the chart and the book as a whole would make an awesome school book study. For those teachers who just want to know what to do, this book has four chapters for you. Haven't had a chance to watch any yet, but QR codes are embedded throughout the book to video clip resources. What I like is that the book goes deep into the strategies, which only makes sense since the whole message of the book is how to move students to deeper literacy. Discussion of strategies you know such as word cards (Fruyer model-ish) and annotating include the why, the how, and the pitfalls. Chapter 4 talks about how to teach for transfer, which is the hardest thing for students to do. Instead of complaining about how students didn't learn anything in so and so's class last year or defending yourself in faculty meetings ("But I taught that!!"), suggest reading this chapter. It's not about whether you covered it; it's about how you covered it. Chapter 5 takes on self-assessment and the knotty issue of what to do when it doesn't work. So often we make a mental note to revisit how we do it next year and then keep moving or we claim kids aren't developmentally ready for X yet, but they'll get it next time around.

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