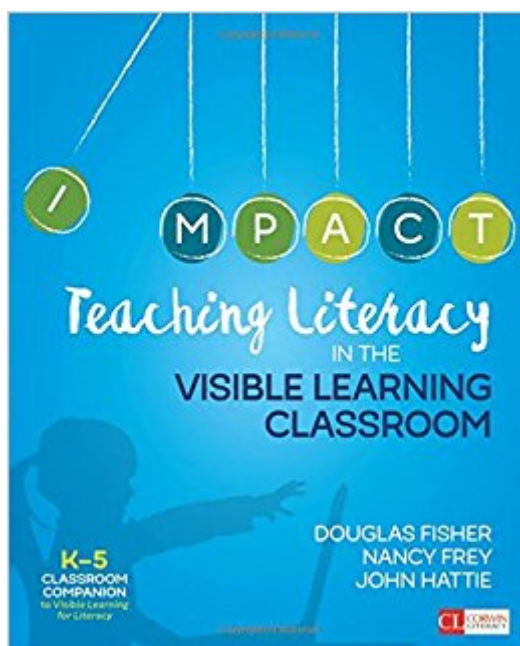


The book was found

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

Series: Corwin Literacy

Paperback: 272 pages

Publisher: Corwin; 1 edition (February 22, 2017)

Language: English

ISBN-10: 1506332366

ISBN-13: 978-1506332369

Product Dimensions: 7.3 x 0.7 x 9 inches

Shipping Weight: 1.2 pounds (View shipping rates and policies)

Average Customer Review: 3.9 out of 5 stars 12 customer reviews

Best Sellers Rank: #17,425 in Books (See Top 100 in Books) #20 in Books > Textbooks > Education > Administration #29 in Books > Education & Teaching > Schools & Teaching > Education Theory > Administration #79 in Books > Textbooks > Education > Elementary Education

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 "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.

[Download to continue reading...](#)

Teaching Literacy in the Visible Learning Classroom, Grades K-5 (Corwin Literacy) Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning (Corwin Literacy) Visible Learning for Mathematics, Grades K-12: What Works Best to Optimize Student Learning (Corwin Mathematics Series) The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them (Corwin Literacy) The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them (Corwin Literacy) Visible Cities Budapest (Visible Cities Guidebook series) Visible Cities Vienna (Visible Cities Guidebook series) Rigorous Reading: 5 Access Points for Comprehending Complex Texts (Corwin Literacy) The Common Core Mathematics Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them (Corwin Mathematics Series) Children, Language, and Literacy: Diverse Learners in Diverse Times (Language & Literacy Series) (Language and Literacy (Paperback)) Best

Practices in Adolescent Literacy Instruction, Second Edition (Solving Problems in the Teaching of Literacy) Power Tools for Adolescent Literacy: Strategies for Learning (Activities and Games for the Classroom) Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy 1st Edition by Fountas, Irene; Pinnell, Gay Su; Fountas, Irene C. published by Heinemann Paperback Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy Scaffolding Language, Scaffolding Learning, Second Edition: Teaching English Language Learners in the Mainstream Classroom The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom, 2nd Edition Access: Building Literacy Through Learning America History- Student Activity Journal, Grades 5-12, Teacher's Edition Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Scholastic Teaching Strategies) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement

[Contact Us](#)

[DMCA](#)

[Privacy](#)

[FAQ & Help](#)