**Title:** Visible Learning for Literacy, Grades K-12

**Subtitle:** Implementing the Practices That Work Best to Accelerate Student Learning

**Author(s):** Douglas Fisher, Nancy Frey, John Hattie

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**Subject Line:** Visible Learning for Literacy, Grades K-12

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

**Body Copy:** (Book cover image right-side of copy)

Renowned literacy experts Douglas Fisher and Nancy Frey work with John Hattie to apply his 15 years of research, identifying instructional routines that have the biggest impact on student learning, to literacy practices. These practices are “visible” because their purpose is clear, they are implemented at the right moment in a student’s learning, and their effect is tangible.

Through dozens of classroom scenarios, learn how to use the right approach at the right time for surface, deep, and transfer learning and which routines are most effective at each phase of learning.

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 future educators:

* **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.