

Marzano Strategies	Project CRISS Strategies and Supporting Activities
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<p align="center">Summarizing (p. 29)</p> <p>“Rule-Based” Strategy (p. 32) Summary Frames (p. 34) The Narrative Frame (p. 35) Topic-Restriction-Illustration Frame (p. 37) Definition Frame (p. 38) Argumentation Frame (p.39) Problem/Solution Frame (p. 40) Conversation Frame (p. 41) Reciprocal Teaching (p. 42)</p> <p align="center">Note Taking (p. 43)</p> <p>Teacher-Prepared Notes (p. 45) Combination Notes (p. 47) Informal Outlines (p. 46) Webbing (p. 47) Combination Techniques (p. 48)</p>	<p>Active Learning (p. 8) Active Processing thru Writing and Discussion (p. 215) Carousel Brainstorming (p. 62) Discussion Web (p. 59) Double-entry Reflective Journals (p. 158) Essay Examinations (p. 183) Explanation and Processing Entries (Dialogue Journals) (p. 169) See Free Write Entries (p. 155) Free-form Mapping (See Picture notes) (p. 106) Learning Logs (p. 155) Magnet Summaries (p. 109) One-Sentence Summaries (p. 111) Pre- and Post-reading Maps (Dialogue Journal) (p. 163) Process Notes (p. 137) Proposition-Support (p. 127) Read-Recall-Check-Summarize (p. 109) Reciprocal Teaching (p. 76) Seed Discussions (p. 63). Sentence Synthesis (p 219) Sequence Organizers (p. 103) Sticky-Note Discussions (p. 61) Summarizing (Non-Fiction Text) (p. 108) Three-Minute Pause (p. 57) Word Elaboration (Active Processing) (p. 215) Writing (p. 10)</p> <p>Cause-Effect Two-Column notes (p. 133) Concept Map (p. 92) Content Frames (P. 143) Conclusion-Support Notes (p. 122) Dialogue Journals (p. 161) Explanation and Processing Entries (Dialogue Journals) (p. 169) Hypothesis- Evidence X (p. 128) Know-Want to Know-Learn plus (K-W-L Plus) (p. 83) Magnet Summaries (p. 109) Main Idea-Detail Notes (Two-Column Notes) (p. 118) Math Two-Column Notes (p. 139) Observation Entries (Dialogue Journal) (p. 165) Problem Analysis (Problem-Solution Notes) (p. 134) Power Notes (Power Thinking) (p. 39) Power Thinking (p. 38) Problem-Solution Notes (p. 130) Problem-Solution Graphic Structure (Problem-Solution Notes) (p. 135) Problem-Solving Organizer (p. 142) Sticky-Note Discussions (p. 61) Story Plans (p. 147) Selective Underlining or Highlighting (p. 42) Two Column Notes (p. 118) Venn Diagram (Comparison</p>

Marzano-Criss Cross Matrix 2

Marzano Strategies	Project CRISS Strategies and Supporting Activities
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Reinforcing Effort/Providing Recognition (p. 49) Teaching About Effort (p. 51) Keeping Track of Effort and Achievement (p. 52) Guidelines for Effective Praise (p.56) Personalizing Recognition (p. 58) Pause, Prompt, and Praise (p. 58) Concrete Symbols of Recognition (p. 59)	CRISS Strategic Learning Plan” (Planning for Instruction) (p. 13) Discussion Web (p. 59) Planning for Instruction (p. 12) Roles Within Cooperative Teams (p. 64) Teaching for Understanding (p. 12)
Homework and Practice (p. 60) Establish & Communicate Homework Policy (p. 64) Design assignments clearly articulating purpose and outcomes (p. 65) Vary Feedback Approaches (p. 66) Charting Accuracy and Speed (p. 69) Focus on Specific Elements of Complex Skill or Process (p. 70)	Organization (p. 10) Teaching for Understanding (p. 12) Twelve-Minute Study (p. 119) Vocabulary Flash Cards (p. 207)
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<p>Objectives and Feedback (p. 93) Specific but Flexible Goals (p. 95) Contracts (p. 95) Criterion-Referenced Feedback (p. 99) Feedback for specific types of knowledge & skills (p. 99) Student-led Feedback (p. 101) Rubrics for Providing Feedback & Adaptations (p. 100)</p>	<p>CRISSsm Strategic Learning Plan" (Planning for Instruction) (p. 13) Double-entry Reflective Journals (p. 158) Essay Examinations (p. 183) Organization (p. 10) Planning for Instruction (p. 12) Purpose Setting (p. 8) Roles Within Cooperative Teams (p. 64) Teaching for Understanding (p. 12)</p>
<p>Generating and Testing Hypotheses (p. 103) Using Structured Tasks to guide thru Generating & testing hypotheses (p. 106) Systems Analysis (p. 106) Problem Solving (p. 107) Historical Investigation (p. 107) Invention (p. 108) Experimental Inquiry (p. 108) Decision Making (p. 108) Letting Students Explain their hypotheses & Conclusions (p. 109)</p>	<p>Hypothesis- Evidence X (p. 128) Metacognition (p. 6) Organization (p. 10) Problem Analysis (Problem-Solution Notes) (p. 134) Power Thinking (p. 38) Process Notes (p. 137) Problem-Solution Notes (p. 130) Problem-Solution Graphic Structure (Problem-Solution Notes) (p. 135) Problem-Solving Organizer (p. 142) Proposition-Support (p. 127) Questioning the Author (QtA) (p. 37)</p>
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