

## Aligning SIM & Marzano

General Instructional Category	Specific Behaviors	SIM Strategy or Routine
1. Identifying similarities and differences (45 percentile gain)	<ul style="list-style-type: none"> <li>Assigning in-class homework tasks that involve comparison and classification</li> <li>Assigning in-class homework tasks that involve metaphors and analogies</li> </ul>	<ul style="list-style-type: none"> <li>Concept Mastery Routine</li> <li>Concept Comparison Routine</li> <li>Unit Organizer Routine (Unit Relationships)</li> <li>“Cue-Do-Review” processes in comparing how the routines help learning</li> <li>“Rational for Strategy Use” discussions comparing past practices to new learning</li> </ul>
2. Summarizing and note taking (34 percentile gain)	<ul style="list-style-type: none"> <li>Asking students to generate verbal summaries</li> <li>Asking students to generate written summaries</li> <li>Asking students to take notes</li> <li>Asking students to revise their notes, correcting errors and adding information</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrasing Strategy (RAP)</li> <li>Questions Exploration Routine</li> <li>ORDER Routine</li> <li>FRAMING Routine</li> <li>TOWER idea diagram (Theme Writing Strategy)</li> <li>Taking Notes Together</li> <li>Survey Routine</li> <li>Multipass</li> <li>Organizer routines</li> </ul>
3. Reinforcing effort and providing recognition (29 percentile gain)	<ul style="list-style-type: none"> <li>Recognizing and celebrating progress toward learning goals throughout a unit</li> <li>Recognizing and reinforcing the importance of effort</li> <li>Recognizing and celebrating progress toward learning goals at the end of a unit</li> </ul>	<ul style="list-style-type: none"> <li>Unit Organizer Routine</li> <li>Possible Selves</li> <li>Verbal Practice stage of strategy instruction</li> <li>Controlled Practice and Feedback stage of strategy instruction</li> <li>Elaborated feedback process</li> <li>Making commitments to learn and to generalize in strategy instruction</li> <li>Success formulas in strategy instruction</li> <li>Use of strategy progress charts</li> <li>“Cue-Do-Review” process in routines</li> <li>Co-construction of Content Enhancement devices</li> </ul>
4. Homework and practice (28 percentile gain)	<ul style="list-style-type: none"> <li>Providing specific feedback on all assigned homework</li> <li>Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction</li> </ul>	<ul style="list-style-type: none"> <li>Quality Assignment Routine</li> <li>Assignment Completion Routine</li> <li>Questions Exploration Routine</li> <li>Extension activities in concept routines</li> <li>“E” step in Framing Routine</li> <li>Co-construction of organizer graphics</li> <li>Generalization stage of strategy instruction</li> <li>Advanced practice stage of strategy instruction</li> <li>Controlled Practice and Feedback stage of strategy instruction</li> <li>Verbal Practice stage of strategy instruction</li> </ul>
5. Nonlinguistic representations (27 percentile gain)	<ul style="list-style-type: none"> <li>Asking students to generate mental images representing content</li> <li>Asking students to draw pictures or pictographs representing content</li> <li>Asking students to construct graphic organizers representing content</li> <li>Asking students to act out content</li> <li>Asking students to make physical models of content</li> <li>Asking students to make revisions in</li> </ul>	<ul style="list-style-type: none"> <li>LINCS and LINCing Routine</li> <li>ORDER Routine</li> <li>Idea Diagram (Theme Writing Strategy)</li> <li>Paragraph Writing diagram</li> <li>Recall Enhancement Routine</li> <li>Visual Imagery Strategy</li> <li>Organizer routines (Course, Unit, Lesson)</li> <li>Graphic organizers</li> <li>Question Exploration Guides</li> <li>Concept graphic organizers</li> </ul>

	their mental images, pictures, pictographs, graphic organizers and physical models	<ul style="list-style-type: none"> <li>Paired Associates Strategy</li> <li>Mnemonics</li> </ul>
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6. Cooperative learning (27 percentile gain)	<ul style="list-style-type: none"> <li>Organizing students in cooperative groups</li> <li>Organizing students in ability groups when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Community Building Series</li> <li>Collaborative Problem Solving</li> <li>Cooperative Thinking Strategies</li> <li>Co-constructing the “So What” statements in the FRAMING Routine</li> <li>Individual group and cooperative practices in Controlled Practice stage of strategies</li> </ul>
7. Setting objectives and providing feedback (23 percentile gain)	<ul style="list-style-type: none"> <li>Setting specific learning goals at the beginning of a unit</li> <li>Asking students to set their own learning goals at the beginning of a unit</li> <li>Providing feedback on learning goals throughout the unit</li> <li>Asking students to keep track of their progress on learning goals</li> <li>Providing summative feedback at the end of a unit</li> <li>Asking students to assess themselves at the end of a unit</li> </ul>	<ul style="list-style-type: none"> <li>Organizer routines (Course, Unit, Lesson)</li> <li>Advance organizers in every strategy instructional stage</li> <li>Learning strategy progress charts</li> <li>Self-test in LINC'S Vocabulary Strategy</li> <li>Pretest and Make Commitments stage of strategy instruction</li> <li>Explicit feedback in Controlled Practice and Feedback and Advanced Practice stages of strategy instruction</li> <li>Posttest and Make commitments stage of strategy instruction</li> <li>Cue-Do-Review Process</li> <li>Idea Diagram for pre-writing feedback (Theme Writing Strategy)</li> </ul>
8. Generating and testing hypothesis (23 percentile gain)	<ul style="list-style-type: none"> <li>Engaging students in projects that involve generating and testing hypotheses through problem-solving tasks</li> <li>Engaging students in projects that involve generating and testing hypotheses through decision-making tasks</li> <li>Engaging students in projects that involve generating and testing hypotheses through investigation tasks</li> <li>Engaging students in projects that involve generating and testing hypotheses through inquiry tasks</li> <li>Engaging students in projects that involve generating and testing hypotheses through systems-analysis tasks</li> <li>Engaging students in projects that involve generating and testing hypotheses through invention tasks</li> </ul>	<ul style="list-style-type: none"> <li>Self-Questioning Strategy</li> <li>Recall Enhancement Routine</li> <li>Self-test step in LINC'S Vocabulary Strategy</li> <li>Describe stage of all strategy instruction</li> <li>Completion of any of the graphic organizers that the student completes in a group or independently.</li> </ul>
9. Questions, cues, and advance organizers (22 percentile gain)	<ul style="list-style-type: none"> <li>Prior to presenting new content, asking questions that help students recall what they might already know about the content</li> <li>Prior to presenting new content, providing students direct links with what they have studied previously</li> <li>Prior to presenting new content, providing ways for students to organizer or think about the content</li> </ul>	<ul style="list-style-type: none"> <li>Organizer Routines (Course, Unit, Lesson)</li> <li>FRAMING Routine</li> <li>Question Exploration Routine</li> <li>Survey Routine</li> <li>Multitpass</li> <li>Cue-Do-Review Process</li> <li>Advance organizers in every strategy instructional stage</li> </ul>

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Chart reproduced (without SIM alignment) from pp 82-83 of Robert J. Marzano (2003) *What Works in Schools: Translating Research into Action*