

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

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

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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*