

Marzano-CRISS-AVID Cross Matrix

Marzano Strategies	Project CRIS Strategies and Supporting Activities	AVID Connection
Identifying Similarities and Differences (p. 13) Comparing (p.17) Graphic Organizers for Comparison (Venn Diagram p. 18) Classifying (p. 20) Graphic Organizers for Classification (p. 22) Metaphors (p. 23) Graphic Organizer for Metaphors (p. 25) Analogies (p. 26) Graphic Organizer for Analogies (p. 28)	Comparison Organizers (p. 92) Contrast and Compare Chart (p. 101) Content Frames (P. 143) Double-entry Reflective Journals (p. 158) Essay Examinations (p. 183) Frayer Model (p. 209) History-Change Frame 1.1 (p. 136) Semantic Feature Analysis (p. 211) Sentence and Word Expansion (p. 216) Sequence Organizers (p. 103) Triangular Comparison Diagram (p. 102) Venn Diagram (Comparison Organizers) (p. 97) Vocabulary Mapping (p. 204)	Critical Reading Vocabulary Awareness Chart p.20 Strategies for Success Objectives and Feedback English Language Learners Compare and Contrast p.90, Comparing Themes or Characters Using Graphic Organizers p.82
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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)	Strategies for Success Time Management pp. 53-66, AVID Binder pp. 7-19, Cornell Notes pp.21-39, AVID Student Assessment pp. 1-6 College and Careers Calculating GPA pp. 20-22
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Cooperative Learning (p. 84) Variety of Criteria for Grouping Students (p. 89) Informal, Formal & Base Groups (p. 89) Managing Group Size (p. 91) Combining Cooperative Learning with Other Classroom Structures (p. 91)	ABC Brainstorming (p. 57) Active Learning (p. 8) Anticipation Guide (p. 90) Carousel Brainstorming (p. 62) Concentric Circle Discussion (p. 57) Discussion (p. 9) Free-form Mapping (See Picture notes) (p. 106) Mind Streaming (p. 57) Pattern Puzzles (p. 44) Read-and-Say Something (p. 58) Roles Within Cooperative Teams (p. 64) Seed Discussions (p. 63) Sentence and Word Expansion (p. 216) Three-Minute Pause (p. 57) Think-Pair-Share (p. 56) Question-Answer Relationships (QARs) (p. 70)	Strategies for Success Team Building pp. 65-77, Successful Classroom Interactions pp. 51-64, Tutorial Responsibilities pp.101-124

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<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>	<p>IMAP Inquiry p.90, Arthur Costa’s Model of Intellectual Functioning in Three Levels p. 92, Strategies for Success Socratic Seminar pp.155-172, High School Writing Problem Solving Analysis pp. 365-377</p>
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