

## Marzano-Criss Cross Matrix 1

Marzano Classroom Instruction that Works	Project CRISS Strategies and Supporting Activities
<p><b>Identifying Similarities and Differences (p. 13)</b></p> <ul style="list-style-type: none"> <li>Comparing (p.17)               <ul style="list-style-type: none"> <li>Graphic Organizers for Comparison (Venn Diagram p. 18)</li> </ul> </li> <li>Classifying (p. 20)               <ul style="list-style-type: none"> <li>Graphic Organizers for Classification (p. 22)</li> </ul> </li> <li>Metaphors (p. 23)               <ul style="list-style-type: none"> <li>Graphic Organizer for Metaphors (p. 25)</li> </ul> </li> <li>Analogies (p. 26)               <ul style="list-style-type: none"> <li>Graphic Organizer for Analogies (p. 28)</li> </ul> </li> </ul>	<p>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)</p>
<p><b>Summarizing (p. 29)</b></p> <ul style="list-style-type: none"> <li>“Rule-Based” Strategy (p. 32)</li> <li>Summary Frames (p. 34)               <ul style="list-style-type: none"> <li>The Narrative Frame (p. 35)</li> <li>Topic-Restriction-Illustration Frame (p. 37)</li> <li>Definition Frame (p. 38)</li> <li>Argumentation Frame (p.39)</li> <li>Problem/Solution Frame (p. 40)</li> <li>Conversation Frame (p. 41)</li> </ul> </li> <li>Reciprocal Teaching (p. 42)</li> </ul> <p><b>Note Taking (p. 43)</b></p> <ul style="list-style-type: none"> <li>Teacher-Prepared Notes (p. 45)</li> <li>Combination Notes (p. 47)               <ul style="list-style-type: none"> <li>Informal Outlines (p. 46)</li> <li>Webbing (p. 47)</li> <li>Combination Techniques (p. 48)</li> </ul> </li> </ul>	<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 Classroom Instruction that Works	Project CRISS Strategies and Supporting Activities
	Organizers) (p. 97) Vocabulary Flash Cards (p. 207) Word Elaboration Active Processing) (p. 215)
<b>Reinforcing Effort/Providing Recognition (p. 49)</b> Teaching About Effort (p. 51) Keeping Tack 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)
<b>Homework and Practice (p. 60)</b> 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)
<b>Non-linguistic Representations (Graphic Organizers) (p. 75)</b> Creating Graphic Organizers (p. 75) Descriptive Patterns (p. 75) Time-Sequence Patterns (p. 76) Process/Cause Effect Patterns (p. 76) Episode Patterns (p. 76) Generalization/Principle Patterns (p. 76) Concept Patterns (p. 77) Physical Models (p. 78) Generating Mental Pictures (p. 81) Drawing Pictures and Pictographs (p. 82) Engaging in Kinesthetic Activity (p. 82)	Contrast and Compare Chart (p. 101)Frayer Model (p. 209) Free-form Mapping (See Picture notes) (p. 106) Graphic Organizers and Charts (p. 197) History-Change Frame 1.1 (p. 136) Learning Logs (p. 155) Math Two-Column Notes (p. 139) Picture Notes (p. 106) Sentence and Word Expansion (p. 216) Semantic Feature Analysis (p. 211) Triangular Comparison Diagram (p. 102) Vocabulary Mapping (p. 204)
<b>Cooperative Learning (p. 84)</b>  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)

<p><b>Objectives and Feedback (p. 93)</b>          Specific but Flexible Goals (p. 95)          Contracts (p. 95)          Criterion-Referenced Feedback (p. 99)          Feedback for specific types of knowledge &amp; skills (p. 99)          Student-led Feedback (p. 101)          Rubrics for Providing Feedback &amp; Adaptations (p. 100)</p>	<p>CRISS 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><b>Generating and Testing Hypotheses (p. 103)</b>          Using Structured Tasks to guide thru Generating &amp; 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 &amp; 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><b>Cues, Questions, and relationships (p. 111)</b>          Explicit Cues (p. 114)          Questions to Elicit Inferences (p. 114)          Analytic Questions (p. 116)</p> <p><b>Advance Organizers (p. 117)</b>          Expository Organizers (p. 118)          Narrative Advance Organizers (p. 119)          Skimming (p. 119)          Graphic Organizers (p. 119)</p>	<p>Authentic Questions (p. 68) Author's Craft (p. 10)          Background Knowledge (p. 7)          Charting the Author's style (p. 33) Concept of Definition Map (Graphic Organizers and Charts) (p. 197)          Context Clues (Used with Vocabulary Words) (p. 195)          Explanation and Modeling (p. 11)          Mental Imagery (p. 105) Perspective Entries (Dialogue Journal) (p. 167) Mind Streaming (p. 57)          Pattern Puzzles (p. 44)Pre- and Post-reading Maps (Dialogue Journal) (p. 163)          Questioning the Author (QtA) (p. 37) RAFT (p. 186)          Spool Papers (p. 178)          Story Plans (p. 147) Think-Alouds (p. 34) You Ought to Be in Pictures (p. 166)</p> <p>Anticipation Guide (p. 90)          CRISS Strategic Learning Plan (Planning for Instruction) (p. 13)          Comparison Organizers(Venn Diagrams) (p. 92) Content Frames (P. 143)          Know-Want to Know-Learn plus (K-W-L Plus) (p. 83)          Organization (p. 10) Planning for Instruction (p. 12)          Roles Within Cooperative Teams (p. 64)          Semantic Feature Analysis (p. 211) Spool Papers (p. 178)          Think-Alouds (p. 34) Think-Pair-Share (p. 56)          Venn Diagram (Comparison Organizers) (p. 97)          Writing Templates (p. 175)</p>