A Crosswalk: The Marzano 9 and Strategic Instruction Model (SIM™) Instructional Tools and Interventions

The University of Kansas Center for Research on Learning (KUCRL) has developed this crosswalk to assist educators in understanding the relationship between Marzano's Nine Instructional Strategies for Teaching and Learning and the elements and processes used when implementing the Strategic Instruction Model (SIM™). These comparisons demonstrate school-wide initiatives can integrate the use of Marzano's recommended strategies and SIM. The former promotes the use of general research-based strategies, and the latter includes several evidence-based instructional tools and interventions.

Robert Marzano, Ph.D., is a nationally renowned educational researcher and leader known for identifying 'what works,' through his meta-analysis of instructional strategies. Among his most frequently used and cited products is The Marzano 9, nine instructional strategies that have been proven by research to yield gains in student achievement across all content areas and across all grade levels. For more information, visit www.marzanoresources.com.

The Strategic Instruction Model is a comprehensive approach to adolescent literacy, including an evidence-based set of instructional tools and interventions that empower teachers and enable students to better succeed in school and beyond. Strategic schools and teachers select instructional tools and interventions to meet their student needs, and strategic students have options for matching an approach to a task. Since 1978, researchers from KUCRL have partnered with classroom teachers to design SIM instructional tools, materials, and interventions. The research-based components of these tools have been tested and approved by teachers to become evidence-based practices shown to be effective in varied school and classroom contexts. SIM includes two arms that work together to improve literacy: Learning Strategies (LS) and Content Enhancement Routines (CER). LS use explicit and systematic instructional procedures. CER implementation is supported by the SMARTER Instructional Cycle, an instructional planning cycle that promotes effective teaching and learning of critical content. Schools and teachers may implement a combination of LS and/or CER. SIM also includes two comprehensive reading programs, designed based on the science of reading: Fusion Reading (FR) and Xtreme Reading (XR). For more information, visit www.sim.ku.edu.

The chart below was developed by Virginia Content Literacy Continuum sites (2006) using pp. 82-83 from Marzano, R. J. (2003). *What works in schools: Translating research into action*. ASCD. Marzano's Nine Instructional Strategies for Teaching and Learning are divided into general instructional categories and specific behaviors.

General Instructional Category	Specific Behavior	SIM Learning Strategy or Content Enhancement Routine
1. Identifying similarities and differences (45 percentile gain)	• assigning in-class homework tasks involve comparison and classification • assigning in-class homework tasks that involve metaphors and analogies	• Concept Mastery • Concept Comparison • Unit Organizer (Unit Relationships) • "Rationale for Strategy Use" discussions comparing past practices to new learning • "Cue-Review" processes in comparing how the routines help learning
2. Summarizing and note taking (34 percentile gain)	• 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	• Paraphrasing (RAP) • ORDER routine • FRAME routine • TOWER (idea diagram) • Taking Notes Together • Survey Routine • Multipass • Organizer Routines • Question Exploration Routine
3. Reinforcing effort and providing recognition (29 percentile gain)	• 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	• Unit Organizer • Verbal Practice stage of strategy instruction • Control 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 • Possible Selves • Use of strategy progress charts • Cue, Do, Review process in routines • Co-construction of Content Enhancement devices

4. Homework and practice (28 percentile gain)	• 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	• Verbal Practice stage of strategy instruction • Controlled Practice and Feedback stage of strategy instruction • Advanced Practice stage of strategy instruction • Generalization stage of strategy instruction • Co-construction of organizer graphics • "E" step in FRAME • Extension Activity in Concept routines • Assignment Completion strategy • Quality Assignment routine • Question Exploration routine
5. Nonlinguistic representations (27 percentile gain)	• 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 their mental images, pictures, pictographs, graphic organizers and physical models	• LINCS and LINCing pictures • ORDER strategy • IDEA Diagram • Paragraph writing diagram • Recall Routine • Visual Imagery • Organizer Routines • Graphic Organizers • Question Exploration Guides • Concept Graphic Organizers • Paired Associates Strategy (CRAM) • Mnemonics
6. Cooperative Learning (27 percentile gain)	• organizing students in cooperative groups • organizing students in ability groups when appropriate	• Collaborative Problem Solving • Community Building Series (4) • Cooperative Thinking Strategies (5) • Co-constructing the "So What" statements in FRAME • Individual, group and cooperative practices in Controlled Practice stage of strategies

7. Setting objectives and providing feedback (23 percentile gain)	• 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	• Organizer Routines • Advance Organizers in every strategy instructional stage • Learning strategy progress charts • Self-test in LINCS • Pretest and Make Commitments stage of strategy instruction • Explicit feedback in Controlled Practice and Feedback and Advanced Practice stage of strategy instruction. • Posttest and Make Commitments stage of strategy instruction • Cue-DO-Review Process • Idea Diagram for pre-writing feedback
8. Generating and testing hypothesis (23 percentile gain)	• 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 experimental 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	• Describe stage of all strategy instruction • Self-test step in LINCS • Self-Questioning Strategy • Recall routine • 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)	• 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 with direct links with what they have studied previously • Prior to presenting new content, providing ways for students to organize or think about the content	• Organizer Routines • FRAME • Survey • Cue-DO- Review Process • Advance organizers in every strategy instructional stage • Question Exploration Routine