

**Birmingham City Schools  
Reading/Language Arts, K-5**

**Marzano's (Nine) High-Yield Instructional Strategies**

**By Robert J. Marzano**

Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001). **Complete resources chart below as a grade level team.**

**-Dr. Dimple J. Martin**

High Yield Instructional Strategies	Classroom Strategies:	Resources: Teacher/District
<p><b>Identifying similarities and differences</b> <b>(Yields a 45 percentile gain)</b></p>	<ol style="list-style-type: none"> <li>1. Thinking Maps,</li> <li>2. T-charts</li> <li>3. Venn diagrams</li> <li>4. Classifying, analogies,</li> <li>5. Cause and effect links,</li> <li>6. Compare and contrast organizers</li> <li>7. QAR (Question/Answer/Relationship),</li> <li>8. Sketch to stretch, affinity diagrams,</li> <li>9. Frayer model (see below)</li> </ol>	
<p><b>Summarizing and note taking</b> <b>(Yields a 34 percentile gain)</b></p>	<ol style="list-style-type: none"> <li>1. Teacher models summarization techniques,</li> <li>2. Identify key concepts,</li> <li>3. Bullets,</li> <li>4. Outlines,</li> <li>5. Clusters,</li> <li>6. Narrative organizers,</li> <li>7. Journal summaries,</li> <li>8. Break down assignments,</li> <li>9. Create simple reports,</li> <li>10. Quick writes,</li> <li>11. Graphic organizers,</li> <li>12. Column notes,</li> <li>13. Affinity diagrams, etc.</li> </ol>	

<p><b>Reinforcing effort and providing recognition</b> (Yields a 29 percentile gain)</p>	<ol style="list-style-type: none"> <li>1. Hold high expectations,</li> <li>2. Display finished products,</li> <li>3. Praise students' effort,</li> <li>4. Encourage students to share ideas and</li> <li>5. Express their thoughts,</li> <li>6. Honor individual learning styles,</li> <li>7. Conference individually with students,</li> <li>8. Authentic portfolios,</li> <li>9. Stress-free environment,</li> <li>10. High-fives,</li> <li>11. Spelling Bee,</li> <li>12. Constitution Day,</li> <li>13. School Newspaper, etc.</li> </ol>	
<p><b>Homework and practice</b> (Yields a 28 percentile gain)</p>	<ol style="list-style-type: none"> <li>1. Retell,</li> <li>2. Recite and review learning for the day at home,</li> <li>3. Reflective journals,</li> <li>4. Parents are informed of the goals and objectives,</li> <li>5. Grade level teams plan together for homework distribution;</li> </ol>	
<p><b>Nonlinguistic representations</b> (Yields a 27 percentile gain)</p>	<ol style="list-style-type: none"> <li>1. Visual tools and manipulatives,</li> <li>2. problem-solution organizers,</li> <li>3. spider webs,</li> <li>4. diagrams,</li> <li>5. concept maps,</li> <li>6. drawings, charts,</li> <li>7. thinking maps,</li> <li>8. graphic organizers,</li> <li>9. sketch to stretch,</li> <li>10. storyboards,</li> <li>11. foldables, act out content,</li> <li>12. make physical models, etc.</li> </ol>	
<p><b>Cooperative learning</b> (Yields a 23 percentile gain)</p>	<ol style="list-style-type: none"> <li>1. Integrate content and language through group engagement,</li> <li>2. reader's theatre,</li> <li>3. pass the pencil,</li> </ol>	

	<ol style="list-style-type: none"> <li>4. circle of friends,</li> <li>5. cube it,</li> <li>6. radio reading,</li> <li>7. shared reading and writing,</li> <li>8. plays,</li> <li>9. science projects,</li> <li>10. debates,</li> <li>11. jigsaw,</li> <li>12. group reports,</li> <li>13. choral reading,</li> <li>14. affinity diagrams,</li> <li>15. Students tackle TAKS word problems in groups and explain their answers, etc.</li> </ol>	
<p><b>Setting objectives and providing feedback</b> (Yields a 23 percentile gain)</p>	<ol style="list-style-type: none"> <li>1. Articulating and displaying learning goals,</li> <li>2. KWL,</li> <li>3. Contract learning goals, etc.</li> <li>4. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.</li> </ol>	
<p><b>Generating and testing hypothesis</b> (Yields a 23 percentile gain)</p>	<ol style="list-style-type: none"> <li>1. Thinking processes,</li> <li>2. Constructivist practices,</li> <li>3. Investigate,</li> <li>4. Explore,</li> <li>5. Social construction of knowledge,</li> <li>6. Use of inductive and deductive reasoning,</li> <li>7. Questioning the author of a book,</li> <li>8. Finding other ways to solve same math problem, etc.</li> </ol>	
<p><b>Questions, cues, and advance organizers</b> (Yields a 22 percentile gain)</p>	<ol style="list-style-type: none"> <li>1. Graphic organizers,</li> <li>2. Provide guiding questions before each lesson,</li> <li>3. Think alouds,</li> <li>4. Inferencing,</li> <li>5. Predicting,</li> <li>6. Drawing conclusions,</li> </ol>	

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|  | <ol style="list-style-type: none"><li>7. Skim chapters to identify key vocabulary,</li><li>8. Concepts and skills,</li><li>9. Foldables,</li><li>10. Annotating the text, etc.</li></ol> |  |
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