

Marzano Strategies Chart

Unit title:

Lesson:

TEKS:

Hook the learner	What will I do
Pacing	What will I do?
Do I have the appropriate routines in place for the administrative tasks I will be using today?	
Am I aware of the transitions between activities I will use today and the plan for how to address the transitions?	
What will I do to remain aware of moving too slowly or too quickly when presenting new content?	
Intensity and Enthusiasm	What will I do?
Which aspects of the content am I particularly enthused about?	
How will I demonstrate my enthusiasm? -Personal stories -Verbal and nonverbal signals -Revising the zest for teaching	
Teacher-Student and Peer Relationships	What will I do?
What can I do today to ensure fair and equitable treatment for all students? -Ensure students are not teased or bullied -Establish expectations for fair and equitable treatment	
Are there ways of showing interest in and affection for students that I will use in class today? -Simple courtesies -Using physical contact and physical gestures -Attending to students' needs and concerns	
How can I gather positive information to use in building relationships? -Structured opportunities to highlight students' interests and accomplishments -Parents and guardians -Fellow teachers	
Verbal Feedback	What will I do?
During which activities could I provide praise and feedback to students?	
What are some phrases I should avoid when providing praise and feedback?	

What are some phrases I should use when providing praise and feedback?	
Physical Movement	What will I do?
What opportunities are there today to introduce physical movement?	
What techniques will best fit into today's lesson? -Movement to lift energy -Movement to further understanding of content -Movement for the whole class	
Humor	What will I do?
Can I incorporate humor in any of the addressed content?	
What strategies will I use? -Self-directed humor -Funny headlines or quotes -Movie clips / media	
Games and Inconsequential Competition	What will I do?
Is there any content that I can effectively review using games?	
What kinds of games best fit this content?	
Friendly Controversy	What will I do?
Could I incorporate friendly controversy into any of the addressed content?	
What strategy will I use to stimulate friendly controversy? -Class vote -Debate model -Town Hall meeting -Perspective analysis	
Unusual Information	What will I do?
Could I incorporate unusual information into any of the addressed content?	
How will I use unusual information? -Introduce a lesson -Allow students to research and collect interesting facts	
Questions and Response Rates	What will I do?
What content should I ask questions about?	
Questioning- How will I incorporate the following? Similarities and Differences	

• Comparison/Contrast (Venn Diagram) • Classifying (Affinity Groups) • Analogies (A coach is to a team as ____ is to a movie) • Metaphors Summarizing and Note taking • Identify important information • Summary frames • Note taking-Students write down questions and use webs to connect information Reinforcing effort and providing recognition • Conscious ways to recognize effort (notes, hand gesture) • Praise when it's earned, not when they do what is expected • Builds intrinsic motivation Homework and Practice • Meaningful homework with feedback • Appropriate number of tasks • Flipped lessons Nonlinguistic Representations • Provide content in a variety of ways • Manipulatives • Visual representations Cooperative Learning • Teach soft skills • Foster student relationships • Student roles • Individual and Group accountability checks • Reflection on learning Setting Objectives/Providing Feedback • Clear and measurable target • Positive, constructive feedback • Relate feedback to the learning goal Generating and Testing Hypothesis • Problem solving • Investigating • Decision making • System analysis • Apply information to real life situations (Predictions and deductions) Questions, Cues, and Advanced organizers • Guide students to analyze while critically thinking • Pose questions that build on the previous ones • Have students add on to answers already stated • Give ample wait time • Advanced organizers (KWL, Cornell Notes) activate prior knowledge	
What techniques should I use to increase the effectiveness of my questions? -Call on students randomly -Use paired response -Use wait time -Use response chaining -Invite coral response -Use simultaneous individual response	

Students' Lives	What will I do?
Could I incorporate comparisons to students' lives in any of the addressed content?	
What categories will I use for comparisons? -Physical characteristics -Processes -Sequences of events -Cause and effect -Physiological characteristics -Fame or notoriety -Analogies	
Students' Life Ambitions	What will I do?
Are there specific units or courses I can use personal projects in?	
How long will the project last?	
How much time will I spend each week on projects?	
Application of Knowledge	What will I do?
Does the content being addressed lend itself to authentic applications to real-world issues?	
Is there a problem that can be solved or studied using the content?	
Is there a decision that can be made or studies using the content?	
Is there a hypothesis that can be tested or studied using the content?	
Is there an issue that can be investigated using the content?	
Am I allowing students to make choices using cognitively complex processes?	
What choices of response formats could I offer to students?	
How might I provide choice in learning goals?	
How will I provide choice in behavior?	
Progress	What will I do?
Can students track their progress over time on any of the addressed content?	
How will I design the scale students will use to track their progress?	
How will I facilitate students' setting of personal goals and development of strategies to attain these goals?	

How will I design the scale students use to track their effort?	
Examples of Self-Efficacy	What will I do?
Are there specific units or courses that could provide examples of efficacy?	
How can I use stories in these situations?	
How can I use quotations in these situations?	
Self-Efficacy	What will I do?
Can I teach efficacy through any of the content that has been covered or will be covered?	
What sources will I use to teach efficacy?	
How will I make the distinction between the growth theory and fixed theory?	
How will I facilitate students identifying their own perspective?	
How will I keep the conversation about the two perspectives going in class?	
Closure	What will I do?
Student Misconceptions	What will I do?
Vocabulary	What will I do?
Differentiation	What will I do?
ELs and SpecEd	What will I do?