

Marzano's 9 Effective Teaching Strategies	Read Well Talking Points
<p><b>Identifying Similarities and Differences</b></p> <p>Similarities and differences can carry a 45 percentile gain on student achievement. This strategy is surmised in four areas with comparing being the easiest and analogies being the most difficult.</p> <ul style="list-style-type: none"> <li>• Comparing</li> <li>• Contrasting</li> <li>• Metaphors</li> <li>• Analogies</li> </ul>	<p>Read Well interweaves similarities and differences throughout daily lessons through the following:</p> <ul style="list-style-type: none"> <li>• Use of diagrams, charts, and graphs</li> <li>• Oral Reading Responses</li> <li>• Vocabulary Discussions</li> <li>• Classifying</li> <li>• Graphic Organizers</li> <li>• Comparisons</li> </ul>
<p><b>Summarizing and Note Taking</b></p> <p>Summarizing and note taking can carry a 34 percentile gain on student achievement. Using summary frames help students have a specified process in summarizing the information learned.</p> <ul style="list-style-type: none"> <li>• The Narrative Frame</li> <li>• The Topic-Restriction-Illustration Frame</li> <li>• The Definition Frame</li> <li>• The Argumentation Frame</li> <li>• The Problem/Solution Frame</li> <li>• The Conversation Frame</li> </ul> <p>Reciprocal Teaching involves summarizing and can be included as an example as well.</p> <p>Note Taking should be considered a work in progress and periodically added to when new information is given. They should be used as study guides for the test and the more the better.</p>	<p>Read Well provides time and opportunity to develop summarizing skills orally, visually, and in written forms.</p> <ul style="list-style-type: none"> <li>• Oral Reading Responses</li> <li>• Oral, Visual &amp; Written Retellings</li> <li>• Oral Summaries</li> <li>• Oral and Written Fact Summaries</li> <li>• Visualizing and Illustrating</li> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Reading Folders</li> </ul>
<p><b>Reinforcing Effort and Providing Recognition</b></p> <p>Reinforcing effort and providing recognition can carry a 29 percentile gain on student achievement. Praise for accomplishing higher level tasks motivates students, directing reinforcing effort.</p>	<p>Read Well supports teachers in order to establish and utilize the following within the classroom:</p> <ul style="list-style-type: none"> <li>• Hold high expectations</li> <li>• Share finished products</li> <li>• Praise students' effort by providing positive descriptive feedback</li> <li>• Encourage students to share ideas and express their thoughts</li> <li>• Various topics capture students' attention</li> <li>• Appreciate cultural diversity</li> <li>• Acknowledge student responses both verbally and with gestures</li> <li>• Celebration ideas and examples</li> <li>• Personal Goal-Setting Forms – Personal and Team</li> <li>• Timing Chart records personal best</li> </ul>
<p><b>Homework and Practice</b></p> <p>Homework and practice can carry a 28 percentile gain on student achievement.</p>	<p>Read Well allows students to develop their learning through direct instruction, daily homework and consistent practice every day.</p> <ul style="list-style-type: none"> <li>• Practice occurs daily with review and activities</li> </ul>

<p>Homework must articulate clearly the purpose and outcome. It can be used for practice or preparation and elaboration. Practice must happen in two ways, massed and distributed. The first four sessions are crucial as students gain 47.9% toward 80% mastery of skills. The next four sessions of correct practice adds another 14% toward competency.</p>	<ul style="list-style-type: none"> <li>• 7 Decoding Practice Components: Sound Review, New Sound Introduction, Stretch and shrink, Smooth and Bumpy Blending, Sounding Out Smoothly, Tricky Words, Accuracy and Fluency Building and Written Skill Work</li> <li>• Fluency Practice: Daily homework of practiced pages, Short passage practice, Optional Extra Practice lessons</li> <li>• Morning Routines</li> <li>• Skill Work</li> <li>• Jell Well Review</li> <li>• Regular Reading Homework</li> </ul>
<p><b>Nonlinguistic Representations</b></p> <p>Nonlinguistic representations can carry a 27 percentile gain on student achievement. Nonlinguistic representations can include graphic organizers, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activities.</p>	<p>Read Well employs a multisensory approach in teaching children. By utilizing all the pathways to a student’s brain, learning increases and students retain what they have learned. Some of the common multisensory strategies in the curriculum include:</p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Oral Language Priming uses smooth and Bumpy Blending, Rebus pictures, Bolded and larger words identify known and developed words, ABC Wall Cards, ABC Poem Posters, Finger Tracking, Tricky Words, Shifty Word Blending, and New Skills are marked with a star, Sound Cards , Graphic Organizers</li> <li>• <b>Auditory:</b> Oral Language Priming Stretch and Shrink, CD of Songs and Cheers, Read Alouds, Sound Cards, Sound Counting</li> <li>• <b>Kinesthetic/Tactile:</b> Oral Language Stretch and Shrink, Use of gestures, Finger Tracking, Games, Bookmaking, White Boards, Art Projects</li> </ul>
<p><b>Cooperative Learning</b></p> <p>Cooperative learning can carry a 27 percentile gain on student achievement. Cooperative learning has three main categories:</p> <ol style="list-style-type: none"> <li>1. Informal</li> <li>2. Formal</li> <li>3. Base groups</li> </ol>	<p>Read Well provides specified scheduling supporting teachers in setting up cooperative learning groupings.</p> <ul style="list-style-type: none"> <li>• Group engagement</li> <li>• Whole Group</li> <li>• Small Group</li> <li>• Circle Activities</li> <li>• Partner Reading</li> </ul>
<p><b>Setting Objectives and Providing Feedback</b></p> <p>Setting objectives and providing feedback can carry a 23 percentile gain on student achievement.</p>	<p>Read Well provides objectives through routines while providing feedback consistently throughout the day.</p> <ul style="list-style-type: none"> <li>• Alphabet Routines</li> <li>• Morning Routines</li> <li>• Homework Routines</li> <li>• Behavioral Expectations - TEAM</li> <li>• Daily Story Reading Procedures</li> <li>• Pre-Correcting and Correcting Common Errors</li> <li>• Unit Objectives</li> <li>• Teacher feedback is immediate, specific and corrective</li> </ul>
<p><b>Generating and Testing Hypotheses</b></p> <p>Generating and testing hypotheses can carry a 23 percentile gain on student achievement. This strategy has six ways to generate and test hypotheses:</p>	<p>Read Well begins the development of generating and testing hypotheses using the following:</p> <ul style="list-style-type: none"> <li>• Thinking processes</li> <li>• Making Decisions about intervention or acceleration options (for the teacher)</li> <li>• Constructivist practices</li> </ul>

<p><b>System Analysis:</b> Students predict what would happen if part of the system changes.</p> <p><b>Problem Solving:</b> Students develop various solutions they think might work.</p> <p><b>Historical Investigation:</b> Students construct plausible scenarios for events from the past, about which there is no general agreement.</p> <p><b>Invention:</b> Invention is a process that involves development of an idea, then test it to see if it works.</p> <p><b>Experimental Inquiry:</b> Students predict, experiment, and explain results to determine what would happen.</p> <p><b>Decision Making:</b> Students reflect on and use a broad range of knowledge related to the topic.</p>	<ul style="list-style-type: none"> <li>• Social construction of knowledge</li> <li>• Journals</li> </ul>
<p><b>Questions, Cues, and Advanced Organizers</b></p> <p>Questions, cues, and advanced organizers can carry a 22 percentile gain on student achievement.</p> <p>Questions, cues, and advanced organizers should illicit inferences and should be focused on what is important, not unusual.</p>	<p>Read Well supports teachers' focus on critical information and understanding of content using the following:</p> <ul style="list-style-type: none"> <li>• Questions prompt vocabulary usage and</li> <li>• Guided, explicit instruction in blue</li> <li>• Discussion prompts</li> <li>• Gray-text questions in student Storybooks</li> <li>• Graphic organizers</li> <li>• Explicit process for teaching vocabulary, phonics, phonemic awareness, fluency &amp; comprehension</li> <li>• Interactive Reading</li> <li>• Think Alouds</li> <li>• Inferring</li> <li>• Drawing conclusions</li> <li>• Predicting</li> <li>• Main Idea</li> <li>• Clozed sentences support student responses</li> <li>• Story Mapping</li> <li>• Sequencing</li> </ul>