Marzano Elements for the Card Sort and Hat Activity

6. **Identifying Critical Content:** The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

7. **Organizing Students to Interact with New Content:** The teacher organizes students into appropriate groups to facilitate the processing of new content

8. **Previewing New Content:** The teacher engages students in previewing activities that allow students to access prior knowledge and analyze information.

9. **Chunking Content into "Digestible Bites":** Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

10. **Helping Students Process New Content:** The teacher systematically engages student groups in processing new information to generate conclusions about new content.

11. **Helping Students Elaborate on New Content:** The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

12. **Helping Students Record and Represent Knowledge:** The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

13. **Helping Students reflect on Learning:** The teacher engages students in activities that help them reflect on their learning and the learning process.

14. **Reviewing Content:** The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

15. **Organizing Students to Practice and Deepen Knowledge:** The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

16. **Using Homework:** The teacher designs homework activities that allow students to access and analyze information to deepen knowledge or practice a skill, strategy, or process.

17. **Helping Students Examine Similarities and Differences:** When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences.

18. **Helping Students Examine Their Reasoning:** The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

19. **Helping Students Practice Skills, Strategies, and Processes:** When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

20. **Helping Students Revise Knowledge:** The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

21. **Organizing Students for Cognitively Complex Tasks:** The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

22. **Engaging Students in Cognitively Complex Tests Involving Hypothesis Generation and Testing:** The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

23. **Providing Resources and Guidance for Cognitively Complex:** The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.