Standards for Mathematical Practice

The Standards for Mathematical Practice are seamlessly woven into each lesson through various components of delivery that require the level of thinking and behaviors that the practices embody. Here are some examples:

- Carefully crafted fluency activities engage students in looking for and making use of structure, as well as looking for and expressing regularity in repeated reasoning.
- The read, draw, write sequence upon which problem-solving is based naturally provides opportunities for students to select appropriate tools, model word problems using mathematics, and reason abstractly and quantitatively.
- Concept Development consistently invites students to make sense of problems and persevere in solving them as they grapple with new learning through increasingly complex concrete, pictorial, and abstract applications.
- Each lesson's Student Debrief, as well as ongoing debrief embedded within each lesson component, requires students to construct viable arguments and critique the reasoning of others. Questioning and dialogue throughout the lessons ensures that students are not only engaging in the standards, but also that they are explicitly aware of and reflecting on those behaviors.

Each topic has the potential to integrate most (if not all) mathematical practice standards into the lessons. So that teachers are able to see the Standards for Mathematical Practice expressed just as clearly as the writers, at least one mathematical practice standard is chosen per topic to be exemplified with more detail and explanation. The mathematical practice standard chosen is annotated in the left margin and is announced in the "Mathematical Practices Brought to Life" section at the beginning of the topic. For example, a "MP.7" indicated in the left margin alerts the teacher that the purpose of the questions and/or vignette is to develop students' ability to look for and make sense of structure. As teachers give lessons, they should modify the materials or develop their own talking points. The annotation supports planning and delivery that emphasizes implementation of the Standards for Mathematical Practice. It signifies additional importance for lesson delivery and also indicates where teachers can find ways to model the standards for the plans they author.

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