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| **Standards** | **Ideas for Implementation** |
| **STANDARDS FOR MATHEMATICAL PRACTICE** |  |
| Make Sense of Problems and Persevere in Solving Them |  |
| Reason Abstractly and Quantitatively |  |
| Construct Viable Arguments and Critique the Reasoning of Others |  |
| Model With Mathematics |  |
| Use Appropriate Tools Strategically |  |
| Attend to Precision |  |
| Look for and Make Use of Structure |  |
| Look for and Express Regularity in Repeated Reasoning |  |

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| **Standards** | **Ideas for Implementation** |
| **SCIENCE AND ENGINEERING PRACTICES** |  |
| Asking Questions and Defining Problems |  |
| Developing and Using Models |  |
| Planning and Carrying Out Investigations |  |
| Analyzing and Interpreting Data |  |
| Using Mathematics and Computational Thinking |  |
| Constructing Explanations and Designing Solutions |  |
| Engaging in Argument From Evidence |  |
| Obtaining, Evaluating, and Communicating Information |  |

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| **Standards** | **Ideas for Implementation** |
| **MATHEMATICS TEACHING PRACTICES** |  |
| Establish Mathematics Goals to Focus Learning |  |
| Implement Tasks That Promote Reasoning and Problem Solving |  |
| Use and Connect Mathematical Representations |  |
| Facilitate Meaningful Mathematical Discourse |  |
| Pose Purposeful Questions |  |
| Build Procedural Fluency From Conceptual Understanding |  |
| Support Productive Struggle in Learning Mathematics |  |
| Elicit and Use Evidence of Student Thinking |  |

*Sources:* Common Core State Standards Initiative (2010); NCTM (2014); NGSS Lead States (2013).