**Standards for Mathematical Practice Lesson Alignment**

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| **PRACTICE** | **TEACHER ACTION** | **EVIDENCE OF STUDENT USE of PRACTICE** |
| **Overarching Habits of Mind of a Mathematical Thinker** | | |
| 1. Making sense of problems and persevere in solving them. |  |  |
| 6. Attend to precision. |  |  |
| **Reasoning and Explaining** | | |
| 2. Reason abstractly and quantitatively. |  |  |
| 3. Construct viable arguments and critique the reasoning of others. |  |  |
| **Modeling and Using Tools** | | |
| 4. Model with mathematics. |  |  |
| 5. Use appropriate tools strategically. |  |  |
| **Seeing Structure and Generalizing** | | |
| 7. Look for and make use of structure. |  |  |
| 8. Look for and express regularity in repeated reasoning. |  |  |

Source: From “Standards of Mathematical Practice Task Alignment,” by E. Watson.