

Standards for Mathematical Practice

Writing Tasks: Making a Claim, Defining, Describing, Concluding			
CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.			
Moves That Make a Claim: The Big Idea Outline It This-and-That Not-This-But-That Synthesize It	Moves That Define: It Is What It Is Say My Name Keep It Appositive Gimme an Example Engage With Etymology	Moves That Describe: Describing Lists Say It Again, But Make It Specific Dash That Describes Let's Imagine ... Figurative Language Comparison	Moves That Conclude: What We Don't Know and What We Do What's Next? Share the Last Word The Bottom Line Solve the Problem
Writing Task: Defining			
CCSS.MATH.PRACTICE.MP6: Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.			
Moves That Define: It Is What It Is Say My Name Keep It Appositive Gimme an Example Engage With Etymology			

Source for standards: *National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for mathematics. Authors. Accessed at https://corestandards.org/wp-content/uploads/2023/09/Math_Standards1.pdf on November 13, 2024.*