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|  | **Mathematical Practice** | **This means that I will…** |
| 1 | Make sense of problems and persevere in  solving them. | Create a plan to solve a hard problem. Stick with the problem until I understand it, and keep trying even when I get stuck. Try new ways to find solutions and check them. |
| 2 | Reason abstractly and quantitatively. | Estimate. Think and prove in pictures and numbers. |
| 3 | Construct viable arguments and critique the reasoning of others. | Ask questions. Explain my work. Prove my points with ideas that make sense and explain what I think about other students’ ideas. |
| 4 | Model with Mathematics. | Use mathematical words, pictures, and numbers to show what is happening in problem. Also use math to represent real-life situations. |
| 5 | Use appropriate tools strategically. | Choose useful strategies, representations, or manipulatives and apply them in a way that is helpful to solving or understanding a problem/situation. |
| 6 | Attend to precision. | Be careful and exact in my words and my work. Take the time to go back and check. |
| 7 | Look for and make use of structure. | Find patterns and organization, and use them to help me. |
| 8 | Look for and express regularity in repeated reasoning. | Notice what I’m doing over and over to look for shortcuts that make sense. |

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|  | **Mathematical Practice** | | **This means that I will…** | **Examples** |
| 1 | Make sense of problems and persevere in  solving them. | | Create a plan to solve a hard problem. Stick with the problem until I understand it, and keep trying even when I get stuck. Try new ways to find solutions and check them. | A girl doesn’t know how to solve a problem, so she tries to explain what it means to herself and her partner. |
| 2 | Reason abstractly and quantitatively. | | Estimate. Think and prove in pictures and numbers. | To help him think about a problem, a boy draws a picture of it, then shows his thinking with numbers and symbols. |
| 3 | Construct viable arguments and critique the reasoning of others. | | Ask questions. Explain my work. Prove my points with ideas that make sense and explain what I think about other students’ ideas. | A girl asks her friend, “How did you get that?” then explains why she thinks her friend’s answer is not quite correct. |
| 4 | Model with Mathematics. | | Use mathematical words, pictures, and numbers to show what is happening in problem. Also use math to represent real-life situations. | A boy represents a problem with numbers, words, and pictures. A girl acts out the problem and creates a chart. |
| 5 | Use appropriate tools strategically. | | Choose useful strategies, representations, or manipulatives and apply them in a way that is helpful to solving or understanding a problem/situation. | A boy estimates first to solve a problem, then gets graph paper to help him draw rectangles to check. |
| 6 | Attend to precision. | | Be careful and exact in my words and my work. Take the time to go back and check. | A girl uses math words correctly. She writes her answers clearly and checks that all steps in her number work are exact. |
| 7 | Look for and make use of structure. | | Find patterns and organization, and use them to help me. | A boy looks closely for a way to keep track of the parts of his multiplication. A girl notices a rule that always works. |
| 8 | Look for and express regularity in repeated reasoning. | | Notice what I’m doing over and over to look for shortcuts that make sense. | A boy notices that every time he adds 7+7+7+7+7 he gets 35. He realizes that 5 sevens, or  5 x 7, is always 35. |

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|  | **Mathematical Practice** | **Examples** | **NON-Examples** |
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