CCSS –M 8th Grade

Standard of Mathematical Practice #1 – Make sense of problems and persevere in solving them

Teacher Moves	Evidence of students "doing" the standard
• Ask "Why?" and "How do you know?" • Model thinking process ("think aloud") • Ask "what if….(we change this variable)" • Confront students with choices and require students to justify answers (need to create a safe environment, set protocols) • Teacher gives feedback • Teacher models dissecting problems • Teacher gives sample works for students to understand in addition to their own • Validate students answers (create environment for "correction") • Apply ELA strategy – QVD, identify the Question, define the Variable and determine what is the Data • Re-iterated there are multiple ways to solve a problem	• Hear students explain reasoning about a problem (orally and in writing) • Students self-correct when they hear or see themselves not making sense • Students challenge each other or argue about whether an approach to a problem or a conjecture makes sense • Students draw diagrams, tables or pictures to make sense of a problem • Students use ELA strategies to make sense of the text of a word problem • Students make approximations before formal solutions • Students recognize (and appreciate) that there is more than one way to solve a problem

Science Practice #1 – Asking questions and defining problems

Teacher Moves	Evidence of students "doing" the standard
	• Students use drawing, charts, tables to try and make sense

Standard for Mathematical Practice #6 – Attend to Precision

Teacher Moves	Evidence of students "doing" the standard
• Ask clarifying questions • Create charts to display academic language vs. "common language" • Begin with kid friendly language and transition to academic vocabulary	• Students use academic language both written and orally • Students adjust vocabulary to suit their audience • Student self-correct towards academic language

Science Practice #8 – Obtaining, evaluating and communicating information

Teacher Moves	Evidence of students "doing" the standard
• Build academic/scientific language within the tasks • Reinforce language by asking/using analogous words • Teacher calls attention to the use of particular language	• Use scientific language for precision while talking and writing • Use vocabulary appropriate to the audience • Self- correct