Teacher:_____ Date:_____

Standards for Mathematical Practice: Third Grade

1. Make sense of problems and persevere in solving them. • Students explain to themselves the meaning of a problem and look for ways to solve it. • What do you know that is not stated in the problem? • Can reexamine the task in a different way. • Are expected to persevere while solving tasks. • Listen to the strategies of others.	**2. Reason abstractly and quantitatively.** • Students recognize that a number represents a specific quantity. • Students can decontextualize tasks into numbers and symbols. • Students can also refer to the contest of the task. • What does it mean when…
3. Construct viable arguments and critique the reasoning of others. • Students can construct arguments using objects, pictures and drawings. • Students can constructively critique the strategies and reasoning of their classmates. • What do you think about what ____said? • Can you explain why his/her strategy worked?	**4. Model with mathematics.** • Students experiment with representing problem situations in multiple ways. • Can evaluate their results in the context of the situation and reflect on whether the results make sense. • How can we use symbols to represent what's happening?
5. Use appropriate tools strategically. • Students consider the available tools (including estimation) when solving a math problem. • Students are able to determine their appropriate use. • How did using the tool help you solve the problem?	**6. Attend to precision** • Students are precise in their communication, calculations, and measurements. • They are careful about specifying units of measure and state the meaning of the symbols they choose. • Students check their work for accuracy. • Can you tell me why that is true?
7. Look for and make use of structure. • Students look closely to discover a pattern or structure. • Students use both the commutative and distributive properties. • How do you know your rule will work?	**8. Look for and express regularity in repeated reasoning.** • Students begin composing and decomposing numbers in different ways. • Students notice repetitive actions in computation and look for shortcut methods. • Students can check for the reasonableness of their solutions during, and after completing a task.