

Communicating Mathematical Understanding: Math 3-12

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Provide multiple and supported opportunities for students to produce and fortify oral output to communicate mathematical understanding • Provide multiple and supported opportunities for students to produce and fortify written output to communicate mathematical understanding 		
<p>CROSS-CUTTING PRACTICES</p>	<p>Facilitating Acquisition of Academic Language</p> <ul style="list-style-type: none"> • Introduce and/or refer to academic language demands of texts and tasks • Provide extended and supported opportunities for students to acquire and use the features of academic language 	<p>Fostering Metacognition for Mathematical Learning</p> <ul style="list-style-type: none"> • Visibly enact metacognitive processes and/or strategies students are expected to use in support of mathematical learning • Deconstruct metacognitive processes and/or strategies that support mathematical learning 	<p>Monitoring and Guiding Mathematical Learning</p> <ul style="list-style-type: none"> • Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs • Provide written and/or oral feedback during lessons to promote mathematical learning
<p>FOUNDATIONAL PRACTICE</p>	<p>Designing Instruction for Mathematical Thinking and Understanding</p> <ul style="list-style-type: none"> • Set learning targets that are aligned with the Math CCSS and the target high-impact practice • Structure and connect tasks that support the learning targets • Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks 		

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Build Mathematical conversation skills • Provide extended and supported opportunities for students to engage in mathematical discussions 		
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Mathematical Thinking Processes: Math 3-12

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Provide explicit instruction about one or more mathematical thinking processes including how, why, or when to use them • Provide extended and supported opportunities for students to develop and use a repertoire of mathematical thinking processes appropriate to the task 		
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Mathematical Perseverance: Math 3-12

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Build skills that foster perseverance including setting long-term goals, accepting ambiguity, sustaining stamina, and adjusting approaches • Provide and support complex and extended tasks that require intellectual rigor, iterative learning, and/or for which solution pathways are not apparent 		
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