



## CCSS Alignment with Solve It!

STANDARD	DESCRIPTION	ALIGNMENT WITH SOLVE IT!
<b>CCSS.MATH.PRACTICE.MP1</b>	Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> <li>• <b>Paraphrasing</b> (“explaining to themselves the meaning of the problem”)</li> <li>• <b>Hypothesizing</b> (to “plan a solution pathway rather than simply jumping into a solution attempt”)</li> <li>• <b>Visualizing</b> (to “draw diagrams of important features and relationships... to help conceptualize” the problem)</li> <li>• <b>Checking</b> (to “check their answers to problems using a different method”)</li> <li>• <b>Metacognition</b> (to “monitor and evaluate their progress and change course if necessary”; “continually asking themselves, ‘Does this make sense?’”)</li> </ul>
<b>CCSS.MATH.PRACTICE.MP2</b>	Reason abstractly and quantitatively.	<ul style="list-style-type: none"> <li>• <b>Concepts of operations</b> (“knowing and flexibly using different properties of operations”)</li> <li>• <b>Visualizing</b> (to “abstract a given situation and represent it symbolically and manipulate the representing symbols”; “creating a coherent representation of the problem at hand”)</li> <li>• <b>Computing</b> (“considering the units involved; attending to the meaning of quantities, not just how to compute them”)</li> </ul>
<b>CCSS.MATH.PRACTICE.MP3</b>	Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none"> <li>• <b>Practice with Peers</b> (to “justify their conclusions, communicate them to others, and respond to the arguments of others”)</li> <li>• <b>Discussion of Solution Paths</b> (to “compare the effectiveness of two plausible arguments [and] distinguish correct logic or reasoning from that which is flawed”; to “listen or read the arguments of others, decide whether they makes sense, and ask useful questions to clarify or improve the arguments”)</li> <li>• <b>Visualizing</b> (to “construct arguments using concrete referents such as objects, drawings, [and] diagrams”)</li> </ul>

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## CCSS Alignment with Solve It! (continued)

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<b>CCSS.MATH.PRACTICE.MP4</b>	Model with mathematics.	<ul style="list-style-type: none"><li>• <b>Visualizing</b> (to “identify important quantities in a practical situation and map their relationships using tools such as diagrams”)</li><li>• <b>Hypothesizing</b> (to “analyze those relationships mathematically to draw conclusions”)</li><li>• <b>Metacognition</b> (to “interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose”)</li></ul>
<b>CCSS.MATH.PRACTICE.MP5</b>	Use appropriate tools strategically.	<ul style="list-style-type: none"><li>• <b>Visualizing</b> (to “consider the available tools when solving a mathematical problem”)</li><li>• <b>Estimation</b> (to “detect possible errors by strategically using estimation”)</li></ul>
<b>CCSS.MATH.PRACTICE.MP6</b>	Attend to precision.	<ul style="list-style-type: none"><li>• <b>Practice with Peers</b> (to “try to communicate precisely to others”)</li><li>• <b>Computing</b> (“specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem”; to “calculate accurately and efficiently”)</li></ul>
<b>CCSS.MATH.PRACTICE.MP7</b>	Look for and make use of structure.	<ul style="list-style-type: none"><li>• <b>Visualizing</b> (to “look closely to discern a pattern or structure”)</li><li>• <b>Hypothesizing with Multi-Step Problems</b> (to “see complicated things... as single objects or as being composed of several objects”)</li></ul>
<b>CCSS.MATH.PRACTICE.MP8</b>	Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"><li>• <b>Metacognition</b> (to “maintain oversight of the process, while attending to the details”; to “continually evaluate the reasonableness of their intermediate results”)</li></ul>

