

Name of Reviewer \_\_\_\_\_ School/District \_\_\_\_\_ Date \_\_\_\_\_

Name of Curriculum Materials \_\_\_\_\_ Publication Date \_\_\_\_\_ Grade Level(s) \_\_\_\_\_ 1 \_\_\_\_\_

Tool 1 Domain Considered \_\_\_\_\_

**Opportunities to Engage in the Standards for Mathematical Practices  
Found Across the Content Standards**

<b>Overarching Habits of Mind</b>	<b>1. Make sense of problems and persevere in solving them.</b>	<b>6. Attend to precision.</b>
Evidence of how the Standards for Mathematics Practice were addressed (with page numbers)	Unit 1 Lesson 1, 2, 3, 4, 5, 6 Unit 2 Lesson 3, 4, 5 Unit 3 Lesson 1, 2, 4, 5, 6, 7 Unit 4 Lesson 2, 3, 5 Unit 5 Lesson 2, 3, 4, 5 Unit 6 Lesson 1, 3, 5, 6, 7, 8, 9 Unit 7 Lesson 1, 2, 3, 4 Unit 8 Lesson 1, 2, 3, 4 Unit 9 Lesson 1 Unit 10 Lesson 2, 3, 4, 5, 8 Unit 11 Lesson 2, 3, 4, 7, 8 Unit 12 Lesson 1, 3, 4, 5, 6, 7, 8, 9, 10 Unit 13 Lesson 1, 2, 3, 4 Unit 14 Lesson 1, 3, 6 Unit 15 Lesson 4, 5 Unit 17 Lesson 1, 2, 3, 4, 5	Unit 1 Lesson 4, 5, 6 Unit 2 Lesson 2 Unit 3 Lesson 1, 3, 4, 5, 7 Unit 4 Lesson 1, 2, 3, 4, 5 Unit 5 Lesson 1, 3 Unit 6 Lesson 3, 4 Unit 7 Lesson 2, 3, 4, 5 Unit 8 Lesson 1, 2, 3, 4 Unit 9 Lesson 2 Unit 10 Lesson 8 Unit 11 Lesson 1, 3, 4, 6, 8 Unit 12 Lesson 1, 2, 3, 7, 8, 9, 10 Unit 13 Lesson 2 Unit 15 Lesson 1, 3, 4, 5 Unit 17 Lesson 1, 2, 3, 4, 5
<b>Reasoning and Explaining</b>	<b>2. Reason abstractly and quantitatively.</b>	<b>3. Construct viable arguments and critique the reasoning of others.</b>
Evidence of how the Standards for Mathematics Practice were addressed (with page numbers)	Unit 1 Lesson 1, 2, 3, 4, 5, 6 Unit 3 Lesson 1, 2, 3, 4, 5, 6, 7 Unit 4 Lesson 1, 2, 3, 4, 5 Unit 5 Lesson 1, 2, 3, 4, 5 Unit 6 Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9 Unit 7 Lesson 1, 2, 3, 4, 5, 6 Unit 8 Lesson 1, 2, 3, 4, 5 Unit 9 Lesson 2, 5, 7, 9 Unit 10 Lesson 1, 2, 3, 4, 5, 6, 7, 8 Unit 11 Lesson 2, 3, 4, 5, 6, 7, 8 Unit 12 Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Unit 13 Lesson 1, 2, 3, 4 Unit 14 Lesson 2, 3, 4, 5, 6 Unit 15 Lesson 1, 2, 3, 4, 5, 6 Unit 17 Lesson 1, 2, 3, 4, 5	Unit 2 Lesson 2, 3, 5 Unit 3 Lesson 2, 4 Unit 4 Lesson 2, 3, 5 Unit 5 Lesson 5 Unit 6 Lesson 1, 3, 5, 6, 7, 8 Unit 7 Lesson 3 Unit 8 Lesson 2, 4 Unit 9 Lesson 5, 7 Unit 10 Lesson 7, 8 Unit 11 Lesson 2, 3, 4, 6, 8 Unit 12 Lesson 1, 4, 5, 6, 9, 10 Unit 13 Lesson 1, 2, 3 Unit 14 Lesson 1, 2, 3, 4, 5, 6 Unit 15 Lesson 2, 3, 4, 5 Unit 16 Lesson 2, 3 Unit 17 Lesson 1, 2, 3, 5

**CCSSM Mathematical Practices Analysis Tool 2**

<b>Modeling and Using Tools</b>	<b>4. Model with mathematics.</b>	<b>5. Use appropriate tools strategically.</b>
<p>Evidence of how the Standards for Mathematics Practice were addressed (with page numbers)</p>	<p>Unit 1 Lesson 1, 2                      Unit 2 Lesson 1, 2, 3, 4, 5                      Unit 3 Lesson 1, 2, 3, 4, 5, 6, 7                      Unit 4 Lesson 2, 4, 5                      Unit 5 Lesson 3, 4, 5                      Unit 6 Lesson 3, 6, 7                      Unit 7 Lesson 1, 2, 3, 4, 5, 6                      Unit 8 Lesson 4                      Unit 9 Lesson 9                      Unit 10 Lesson 6, 7, 8                      Unit 11 Lesson 1, 3, 4, 6, 8                      Unit 12 Lesson 2, 4, 9                      Unit 13 Lesson 1, 2, 3, 4, 5                      Unit 14 Lesson 1, 2                      Unit 15 Lesson 1, 3, 4, 5, 6                      Unit 16 Lesson 1, 2, 3                      Unit 17 Lesson 1, 2</p>	<p>Unit 1 Lesson 4, 5, 6                      Unit 2 Lesson 3, 4, 5                      Unit 3 Lesson 1, 2, 3, 7                      Unit 4 Lesson 2, 5                      Unit 5 Lesson 1, 2                      Unit 6 Lesson 1, 8                      Unit 7 Lesson 2, 3, 4, 5                      Unit 8 Lesson 1, 2, 3, 4, 5                      Unit 9 Lesson 1, 9                      Unit 10 Lesson 4                      Unit 11 Lesson 1                      Unit 12 Lesson 1, 5, 6, 7, 8, 9, 10                      Unit 14 Lesson 2, 3                      Unit 16 Lesson 2                      Unit 17 Lesson 2, 3, 4, 5</p>
<b>Seeing Structure and Generalizing</b>	<b>7. Look for and make use of structure.</b>	<b>8. Look for and express regularity in repeated reasoning.</b>
<p>Evidence of how the Standards for Mathematics Practice were addressed (with page numbers)</p>	<p>Unit 2 Lesson 1, 2, 3, 4, 5                      Unit 3 Lesson 2, 6                      Unit 4 Lesson 1                      Unit 5 Lesson 1, 2                      Unit 6 Lesson 1, 4                      Unit 7 Lesson 1                      Unit 9 Lesson 2, 3, 4, 5, 6, 7, 8                      Unit 10 Lesson 1, 2, 4, 5                      Unit 12 Lesson 2, 3, 4, 6, 7, 10                      Unit 13 Lesson 1, 3, 4                      Unit 14 Lesson 4, 5, 6                      Unit 16 Lesson 1, 2, 3</p>	<p>Unit 4 Lesson 3, 5                      Unit 6 Lesson 5, 7, 8, 9                      Unit 9 Lesson 3, 4, 5, 6, 7                      Unit 14 Lesson 4, 5, 6</p>

**(Mathematical Practices → Content)** To what extent do the materials demand that students engage in the Standards for Mathematical Practice as the primary vehicle for learning the Content Standards?

**(Content → Mathematical Practices)** To what extent do the materials provide opportunities for students to develop the Standards for Mathematical Practice as “habits of mind” (ways of thinking about mathematics that are rich, challenging, and useful) throughout the development of the Content Standards?

To what extent do accompanying assessments of student learning (such as homework, observation checklists, portfolio recommendations, extended tasks, tests, and quizzes) provide evidence regarding students’ proficiency with respect to the Standards for Mathematical Practice?

What is the quality of the instructional support for students’ development of the Standards for Mathematical Practice as habits of mind?

**Summative Assessment**

**(Low)** – The Standards for Mathematical Practice are not addressed or are addressed superficially.

**(Marginal)** The Standards for Mathematical Practice are addressed, but not consistently in a way that is embedded in the development of the Content Standards.

**(Acceptable)** – Attention to the Standards for Mathematical Practice is embedded throughout the curriculum materials in ways that may help students to develop them as habits of mind.

**Explanation for score**