**Reasoning Habits from Reasoning and Sense Making**

Identifying relevant and important information about the problem along with procedures or representations that contribute to its solution

Defining relevant variables and conditions carefully, including units

Seeking patterns and relations

Looking for hidden structure

Considering special cases or simpler analogs

Applying previously learned concepts to new problem situations

Making preliminary deductions and conjecture

Deciding whether a statistical approach is appropriate

Making purposeful use of procedures

Organizing the solution

Making logical deductions

Monitoring progress toward a solution

Seeking and using connections

Interpreting a solution

Considering the reasonableness

Revisiting initial assumptions

Justifying or validating a solution

Recognizing the scope of inference

Reconciling different approaches

Refining arguments

Generalizing a solution

**Mathematical Practice Standards from Common Core**

Make sense of problems and persevere in solving them

Reason abstractly and quantitatively

Construct viable arguments and critique the reasoning of others

Model with mathematics

Use appropriate tools strategically

Attend to precision

Look for and make use of structure

Look for and express regularity in repeated reasoning

**Strands of Mathematical Proficiency from Adding It Up**

Seek to understand concepts, operations, and relations

Carry out procedures flexibly, accurately, efficiently, and appropriately

Formulate, represent, and solve mathematical problems

Logical thought, reflection, explanation, and justification

See mathematics as sensible, useful, and worthwhile

Diligence and persistence can produce results

Inside this bag you will find several word strips.

Each word strip describes different things that students

might do as they participate in a mathematics classroom.

Your task is to take out the word strips and sort them

in a meaningful way. (Please work with a partner.)

Be prepared to justify your sorting to others.