# Common Core State Standards
## Standards for Mathematical Practice
### Questions for Teachers to Ask

**Make sense of problems and persevere in solving them**

*Teachers ask:*
- What is this problem asking?
- How could you start this problem?
- How could you make this problem easier to solve?
- How is ___’s way of solving the problem like/different from yours?
- Does your plan make sense? Why or why not?
- What tools/manipulatives might help you?
- What are you having trouble with?
- How can you check this?

**Reason abstractly and quantitatively**

*Teachers ask:*
- What does the number ____ represent in the problem?
- How can you represent the problem with symbols and numbers?
- Create a representation of the problem.

**Construct viable arguments and critique the reasoning of others**

*Teachers ask:*
- How is your answer different than ____’s?
- How can you prove that your answer is correct?
- What math language will help you prove your answer?
- What examples could prove or disprove your argument?
- What do you think about ____’s argument?
- What is wrong with ____’s thinking?
- What questions do you have for ____?

*It is important that the teacher poses tasks that involve arguments or critiques*

**Model with mathematics**

*Teachers ask:*
- Write a number sentence to describe this situation
- What do you already know about solving this problem?
- What connections do you see?
- Why do the results make sense?
- Is this working or do you need to change your model?

*It is important that the teacher poses tasks that involve real world situations*

**Use appropriate tools strategically**

*Teachers ask:*
- How could you use manipulatives or a drawing to show your thinking?
- Which tool/manipuliative would be best for this problem?
- What other resources could help you solve this problem?

**Attend to precision**

*Teachers ask:*
- What does the word ____ mean?
- Explain what you did to solve the problem.
- Compare your answer to ____’s answer
- What labels could you use?
- How do you know your answer is accurate?
- Did you use the most efficient way to solve the problem?

**Look for and make use of structure**

*Teachers ask:*
- Why does this happen?
- How is ____ related to ____?
- Why is this important to the problem?
- What do you know about ____ that you can apply to this situation?
- How can you use what you know to explain why this works?
- What patterns do you see?

*It is important that the teacher poses tasks that involve arguments or critiques*

**Look for and express regularity in repeated reasoning**

*Teachers ask:*
- What generalizations can you make?
- Can you find a shortcut to solve the problem? How would your shortcut make the problem easier?
- How could this problem help you solve another problem?

*Inductive reasoning (moving from specific to general)"