Inspired Instruction

Connecting Speaking Standards to Math: MD and DC

*The following chart shows **some** connections between the Maryland and DC Speaking Standards with related Standards of Mathematical Practice*

Speaking/Listening Standard SL.1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
Standards of Mathematical Practice	**SMP 1 -** Make sense of problems and persevere in solving them.
	SMP 2 - Reason abstractly and quantitatively.
	SMP 6 - Attend to precision.
DETAILS: Each Standard of Mathematical Practice listed requires students to think critically about information or the problem presented and to begin creating meaning of the information. Students need to think about how they might address the problem/ information and begin analyzing information that they will need to solve it.	

Speaking/Listening Standard SL.1.c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
Standards of Mathematical Practice	**SMP 1 -** Make sense of problems and persevere in solving them.
	SMP 2 - Reason abstractly and quantitatively.
	SMP 3 - Construct viable arguments and critique the reasoning of others.
	SMP 4 - Model with mathematics.
	SMP 6 - Attend to precision.
DETAILS: Each Standard of Mathematical Practice requires students to engage with information or some type of prompt. They will need to use information provided in the content or in the problem in order to address the problem and demonstrate their learning.	

Speaking/Listening Standard SL.1.d - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
Standards of Mathematical Practice	**SMP 1** - Make sense of problems and persevere in solving them.
	SMP 2 - Reason abstractly and quantitatively.
	SMP 3 - Construct viable arguments and critique the reasoning of others.
	SMP 4 - Model with mathematics.
	SMP 6 - Attend to precision.

	SMP 7 - Look for and make use of structure.

DETAILS: Each Standard of Mathematical practice requires students to review what they know in order to make sense of new information or challenges being presented. They need to think critically about what information is necessary to solve a problem as well as the strategy that they will use to tackle the task.

Speaking/Listening Standard SL2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Standards of Mathematical Practice	**SMP 1 -** Make sense of problems and persevere in solving them.
	SMP 2 - Reason abstractly and quantitatively.
	SMP 3 - Construct viable arguments and critique the reasoning of others.
	SMP 4 - Model with mathematics.
	SMP 6 - Attend to precision.
	SMP 7 - Look for and make use of structure.
	SMP 8 - Look for and express regularity in repeated reasoning

DETAILS: Each Standard of Mathematical practice requires students to review and interpret information from different formats in order to make sense of the information in the context of the problem. This might be students looking at different models or solutions to determine the best response, looking for different patterns that might exist in the problems, or analyzing all of the information presented to interpret what information is necessary to solve the problem.

Speaking/Listening Standard SL3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Standards of Mathematical Practice	**SMP 1 -** Make sense of problems and persevere in solving them.
	SMP 2 - Reason abstractly and quantitatively.
	SMP 3 - Construct viable arguments and critique the reasoning of others.
	SMP 4 - Model with mathematics.
	SMP 6 - Attend to precision.

DETAILS: Each Standard of Mathematical practice requires students to analyze responses and information supporting those responses. This means students must make sense of the problem and determine their own solution in order to analyze other ideas, and model or explain their thinking to justify their claims.