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| **Facilitating Meaningful Mathematical Discourse:**  **Teacher and Student Actions** | |
| **What are teachers doing?** | **What are students doing?** |
| * Engaging students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations. * Selecting and sequencing student approaches and solution strategies for whole-class analysis and discussion. * Facilitating discourse among students by positioning them as authors of ideas, who explain and defend their approaches. * Ensuring progress toward mathematical goals by making explicit connections to student approaches and reasoning. | * Presenting and explaining ideas, reasoning, and representations to one another in pair, small-group, and whole-class discourse. * Listening carefully to and critiquing the reasoning of peers, using examples to support or counterexamples to refute arguments. * Seeking to understand the approaches used by peers by asking clarifying questions, trying out others’ strategies, and describing the approaches used by others. * Identifying how different approaches to solving a task are the same and how they are different. |

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.

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