

Section 2 Response from Publisher

Alignment Metric Item C, Grades K–2

Particular attention is given to MP3 - Construct viable arguments and critique the reasoning of others: Students are encouraged to create and test mathematical arguments, make generalizations and provide justifications, particularly in standards that explicitly call for it, in a manner of reasoning appropriate to the grade level.

We believe that Bridges in Mathematics should receive 2 points rather than 1 point for this item.

We ask reviewers to consider the information provided below.

Grade Level CCSS Correlations

Each Bridges session and Number Corner workout is accompanied by a skills list that identifies two or three math practices that are most strongly elicited by the activity. Kindergarten has the fewest citations but nevertheless references 15 specific lessons or activities that emphasize MP3. For a complete listing see the Bridges in Mathematics CCSS correlations available at <http://www.mathlearningcenter.org/bridges/grade>.

Program-Wide Protocols and Practices that Elicit MP3

In addition to the citations mentioned above there are a number of protocols and teaching methods throughout all three grade levels that are designed to elicit students' strategies, explanations, and justifications, as well as promote constructive discussion and debate. These are embedded in the action steps and modeled in the sample dialogs for many of the Bridges sessions and Number Corner workouts, and include:

- Having students pair-share observations, strategies, ideas, and solutions before calling on individuals to share their thinking with the group.
- Soliciting and recording all solutions on the board (without identifying any as correct or incorrect) before inviting individuals to explain their thinking, thereby setting up a genuine desire among the students to justify their answers to one another.
- Pressing students to explain their reasoning with such questions as, "How do you know?" "How did you figure it out?" "Do you think it will always work that way? Why or why not?"
- Posing problems designed to generate a variety of strategies; asking students to share and compare their strategies; recording and summarizing strategies on class anchor charts for future reference.
- Making use of games that involve strategic thinking to promote constructive debate among students.

Assessment Guides

In section 3 of each grade level Assessment Guide, the following information is provided for teachers:

- A clear description of MP3, specific to the grade level.
- Five specific behaviors and attitudes teachers can use to elicit MP3.
- A list of questions specifically designed to elicit MP3.
- Descriptions of activities from Bridges and Number Corner that are particularly rich in opportunities to elicit MP3 in grade-appropriate ways.

Math Practices in Action

The Teachers Guides for each grade level include notes called Math Practices in Action which identify how a particular mathematical practice is employed in a specific activity. The notes are meant to focus the teacher's attention and offer insights about the many ways in which each practice can be employed by young students. The chart below lists the locations of notes about MP3 in the Teachers Guides for each grade level.

Grade Level	Math Practices in Action Notes for MP3 (Unit-Module-Session, Page Number)
Grade K	U1-M1-S1, pg. 4; U2-M1-S2, pg. 10; U5-M4-S2, pg. 9
Grade 1	U2-M1-S4, pg. 18; U6-M2-S5, pg. 31
Grade 2	U1-M1-S4, pg. 20; U3-M2-S2, pg. 10; U5-M2-S3, pg. 19; U5-M4-S1, pg. 5; U6-M1-S3, pg. 17; U6-M2-S3, pg. 20; U7-M3-S4, pg. 23; U8-M2-S3, pg. 15

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Title of Textbook(s): Bridges in Mathematics

Grade Levels: K-2