

Typical Sightings for *Connected Mathematics*

Criterion	Average Instructional Ratings						Book	Page(s)	Activity	Benchmark
	0	0.5	1.0	1.5	2.0	2.5				
I.1 Conveying Unit Purpose							Variables and Patterns	2–3 60	Introduction Mathematical Reflections	Not Benchmark Specific
I.2 Conveying Lesson Purpose							Looking for Pythagoras	17	Finding Areas and Lengths (paragraph 1)	Not Benchmark Specific
I.3 Justifying Sequence of Activities							Covering and Surrounding	1a 4	Overview Mathematical Highlights	Not Benchmark Specific
II.1 Specifying Prerequisite Knowledge							Comparing and Scaling	1f 4b	Prior Work Making Comparisons	Number Concepts
II.2 Alerting Teacher to Student Ideas							Looking for Pythagoras	T17, T18, 26b	Explore, Summarize	Geometry Concepts
II.3 Assisting Teacher in Identifying Ideas							Variables and Patterns	2–3	Introduction (student and teacher)	Algebra Graph Concepts
II.4 Addressing Misconceptions							Bits and Pieces I	52e 66a–c	Launch Choosing the Best	Number Skills
III.1 Providing Variety of Contexts							Variables and Patterns	49–58	Investigation 4	Algebra Equation Concepts
III.2 Providing Firsthand Experiences							Bits and Pieces I	6–13	Problems 1.2 to 1.5	Number Concepts
IV.1 Justifying Importance of Benchmark Ideas							Stretching and Shrinking	2–4	Introduction & Mathematical Highlights	Geometry Concepts
IV.2 Introducing Terms and Procedures							Thinking with Mathematical Models	7–10	1.2 and 1.3	Algebra Graph Concepts
IV.3 Representing Ideas Accurately							Bits and Pieces I	41–42	4.2 Making Smaller Parts	Number Skills
IV.4 Connecting Benchmark Ideas							Covering and Surrounding	6–12	Measuring Perimeter and Area	Geometry Skills
IV.5 Demonstrating/Modeling Procedures							Moving Straight Ahead	54–55	4.2 Using the Symbolic Method	Algebra Equation Concepts
IV.6 Providing Practice							Covering and Surrounding	58	Problem 6.2	Geometry Skills
V.1 Encouraging Students to Explain Their Reasoning							Bits and Pieces I	18 18b	Mathematical Reflections Summarize	Number Concepts
V.2 Guiding Interpretation and Reasoning							Stretching and Shrinking	5–8	1.1 Stretching a Figure	Geometry Concepts
V.3 Encouraging Students to Think about What They've Learned							Thinking with Mathematical Models	11 65–66 &74–76	Partner Quiz Quiz, Answers	Algebra Graph Concepts
VI.1 Aligning Assessment							Comparing and Scaling	86–89, 94, 101	Check-Up 1, Question Bank, Self-Assessment	Number Skills
VI.2 Assessing through Applications							Moving Straight Ahead	60–62	#10, 13, 15–17	Algebra Equation Concepts
VI.3 Using Embedded Assessment							Shapes and Designs	11 T42 & 50a	Assessment Summary: Embedded Assessment Launch	Geometry Skills
VII.1 Providing Teacher Content Support							Moving Straight Ahead	1k 1c–g	Resources The Mathematics in <i>Moving Straight Ahead</i>	Not Benchmark Specific
VII.2 Establishing a Challenging Classroom							Stretching and Shrinking	2–3	Introduction	Not Benchmark Specific
VII.3 Supporting All Students							Bits and Pieces I	114–116	Altering Assessment Pieces for Inclusion Students	Not Benchmark Specific