Core Action 1: The lesson focuses strongly where the standards focus

Discussion Questions

Which standard(s) and/or cluster(s) are targeted in this lesson?

Does the lesson address a part of the standard(s) or all aspects of the standard(s)?

Are they grade-level standards?

Are these standards major, supporting or additional work of the grade?

If the standard(s) targeted are Supporting or Additional Work of the grade, how will connections be made to engage students in the Major Work of the grade?

What ideas/concepts will be the focus of discussions?

How does the teacher plan to summarize the mathematics of the lesson? Will the summary include student work and discussion to reinforce the mathematical learning goal of the lesson?

Core Action 2: The lesson intentionally relates new concepts to students' prior skills and knowledge.

Discussion Questions

How does the teacher plan to make explicit connections to build on students' prior skills and knowledge?

What will the teacher say to students or show students to make this connection clear?

What supports are planned for students who are struggling?

What extensions are planned for students who are above grade level?

Core Action 3: As appropriate for the standards being addressed, the lesson targets the three aspects of rigor.
Discussion Questions
Which aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, and application) do the targeted standards require?
What features of the lesson support the aspect(s) of Rigor present in the targeted standards?
How does the teacher plan to use explanations, representations, tasks, and/or examples that will make the mathematics of this lesson clear to students?
Are mathematical models, mathematical representations, mathematical arguments, and mathematical counter-arguments expected from students, as required by the Standards?

*adapted from Achieve the Core's Instructional Practice Toolkit