

Unit 4 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

Content

Key Ideas in Unit 4		L1	L2	L2	L3	L3	L4	L4	L4	L5	L5
Unit 4 Expectations		L1 SAB Even or Odd? Check-In Q# 3	L2 TG DPP item C Is It Even or Odd?	L2 TG Rooster's Addition Story **	L3 TG More Parts and Wholes **	L3 TG DPP Item J Counting On Using the Ten Frame	L4 TG Observe Counting-On Game	L4 SAB Cube Totals	L4 TG DPP Item L At the Park	L5 SAB Sending Mail **	L5 TG DPP Item M Counting On Using the Number Line
Number 1	Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.										
E1*	Compose and decompose numbers from 1–20 using counters, drawings, ten frames, number lines, diagrams, and number sentences. [1.NBT.1, 1.OA.6]			X	X		X	X	X	X	
E2*	Identify even and odd quantities using groups of two and groups of two with a leftover. (Algebra 1) [1.NBT.1, MP7]	X	X								
E3	Represent quantities using a ten frame, counters, pictures, number lines, and symbols. [1.NBT.1]					X			X		X
E4	Connect representations of quantities (e.g., counters, pictures, symbols). [1.NBT.1]						X	X		X	
Number 2	Operations: Understand the meaning of numerical operations and their application for solving problems.										
E5*	Solve addition problems using the counting-on strategy. [1.OA.5, 1.OA.6]						X	X		X	
E6	Solve addition word problems (e.g., adding to, putting together, and comparing) involving two or three whole numbers whose sum is less than or equal to 30 using tools (e.g., counters, number lines, calculators, diagrams, ten frames, calendars). [1.OA.1, 1.OA.2, 1.OA.6, 1.OA.8, MP1, 2, 3, 4, 5, 6, 8]			X			X	X		X	
E7	Represent addition situations with stories, drawings, diagrams, counters, number lines, and number sentences. (Algebra 3) [1.OA.7, MP1, 2, 3, 6, 8]			X	X			X		X	

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Practices

	L1 SAB Even or Odd? Check-In: Q# 3	L2 TG Rooster's Addition Story **	L3 TG More Parts and Wholes **	L5 SAB Sending Mail **
MPE1 Know the problem. I read the problem carefully. I know the questions to answer and what information is important.				
MPE2 Find a strategy. I choose good tools and an efficient strategy for solving the problem. [MP5]			X	X
MPE3 Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again.				
MPE4 Check my calculations. If I make mistakes, I correct them.				
MPE5 Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [MP1, 2, 6]	X		X	X
MPE6 Use labels. I use labels to show what numbers mean. [MP6]		X		

** Includes Feedback Box