Unit 7 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 7 / Content Expectations	L1 SAB *Packing and Counting***	L1 TG DPP Item D *Grandma's Baking Cookies 2*	L2 SAB *Measuring Our World* Check-In: Q# 4–9**	L3 TG *Rolling Along with Links* Observe Data Collection	L3 SAB *Rolling Along with Links***	L3 SAB *Brian's Class*	L3 TG DPP Item G *Nickels and Dimes*	L4 SAB *Tiny Beds* Check-In: Q# 5	L4 TG DPP Item Q *How Much Farther 2*	L5 SAB *Measure with Inches* Check-In: Q# 7–8	L5 SAB *Could Be or Crazy*	L5 TG DPP Item V *Count Feet by Twos Again*	L6 SAB *How Long Does it Take*	L6 TG DPP Item Y *Measure with Two Units*
Number 1 ***Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.***														
E1 Represent and identify quantities using connecting links, coins, and symbols.[1.NBT.1, 2; 1.OA.6]	X		X											
E2 Connect representations of quantities (e.g., ten frames, connecting links, coins, symbols). [1.NBT.1, 2]	X	X												
E3 Skip count by fives and tens and count on to find the value of a set of coins. [1.OA.5]	X						X							
E4* Group and count objects by twos, fives, and tens and count on to count the leftovers. [1.NBT.2; 1.OA.5][MP 2]	X	X		X								X		
E5 Compare and order quantities (e.g., lengths using comparative language: shorter, longer, shortest, longest). [1.NBT.3; 1,MD,1]] [MP 2]			X		X	X								
Number 2 ***Operations: Understand the meaning of numerical operations and their application for solving problems.***														
E6 Solve addition problems involving length and whole numbers whose sums are less than 30 using tools (e.g., connecting links, tables, graphs). (Data 3) [1.OA.2] [MP 4, 5]					X	X			X					
Measurement 1 ***Measurement Concepts: Understand measurable attributes of objects or situations (length, area, mass, volume, size, time) and the units, systems, and processes of measurement.***														
E7 Recognize that the measure of a length is dependent on the size of the unit of measure (e.g., a pencil is 4 large paper clips or 6 small paper clips).[1.MD.2] [MP 2, 6]								X						X
E8 Connect activities and events to the passage of time using actions, drawings, and stories. [1.MD.2]													X	
Measurement 2 ***Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.***														
E9* Measure and estimate length using nonstandard units (e.g., paper clips) and standard units (e.g., inches). (Number 1) [1.MD.2]			X	X						X	X			
Data 1 ***Data Collection: Select, collect, and organize data to answer questions, solve problems, and make predictions.***														
E10 Make a bar graph to find information about a data set. (Algebra 2)[1.MD.4] [MP4]					X									
Data 2 ***Data Representation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.***														
E11 Read a table or bar graph to find information about a data set. (Algebra 3) [1.MD.4]					X	X								

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

		L1 DPP Item A *Addition Flash Cards: Group C*	L2 DPP Item E *Add It Up*	L3 DPP Item I *Missing Numbers*	L4 DPP Item T *Math Facts Strategies*
Number 3	***Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.***				
E12	Use mental math strategies to add (direct modeling, counting strategies, reasoning from known facts) for the facts in Group C with sums to ten. [1.OA.6]	×	×	×	×

Math Practices

		L2 SAB *Measuring Our World* Check-In Q# 4–9**	L3 SAB *Rolling Along with Links***	L4 SAB *Tiny Beds* Check-In: Q# 5	L5 SAB Measure with Inches Check-In: Q# 7–8
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]	×	×		
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, 4, 5, 6]	×	×	×	
MPE6	**Use labels.** I use labels to show what numbers mean. [MP6]	×	×		×

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