

Unit 9 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 9		L1	L1	L3	L4	L5	L6	L7	L8	L8	L8	L9
Unit 9 Expectations		SAB Comparing Fall and Winter Skies	SAB Weather Problems Check-In: Q# 4	SAB Repeating Patterns Check-In: Q# 10-14**	SAB Twins	SAB Add to the Pattern **	SAB Repeating Name Patterns	SAB Patterns in Numbers**	SAB Pattern Block Symmetry Check-In: Q# 5-6	SAB My Pattern Block Shape	TG DPP Item V 100 Chart Patterns	SAB The Hour Hand
Number 1	Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.											
E1	Count forward and backward by ones, twos, fives, and tens. (Number 2) [1.NBT.2, 1.OA.5]					X					X	
E2	Read and write numbers to 50. [1.NBT.1]											
E3*	Identify, describe, and extend repeating patterns on the 100 Chart and in lines of objects. (Algebra 1) [1.NBT.2, MP7, 8]			X	X		X	X				
E4*	Identify, describe, and extend growing patterns on the 100 Chart and on number lines. (Algebra 1) [1.OA.5, 1.NBT.2, MP8]					X		X				
E5*	Identify the pattern unit in a repeating pattern. (Algebra 1) [1.OA.5, 1.NBT.2, MP8]			X	X		X					
E6	Represent patterns using objects, pictures, number lines, 100 Chart, words, and symbols. (Algebra 1) [1.OA.5, 1.NBT.2, MP7]			X	X	X	X	X			X	
Geometry 1	Shapes: Identify, describe, classify, and analyze 2- and 3-dimensional shapes based on their properties.											
E7	Compose shapes that have line symmetry. (Geometry 3)[1.G.2]								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.											
E8	Identify the hours on an analog clock. [1.MD.3, MP2, 6]											X
Measurement 2	Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.											
E9	Tell the approximate time using the hour hand. [1.MD.3 MP2, 6]											X
Data 3	Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures, e.g., average and range.											
E10	Read and describe patterns in data represented in a data table or bar graph. (Algebra 2) [1.MD.4, MP1, 5]	X	X									
Data 4	Using Data: Apply relationships and patterns to solve problems, develop generalizations, and make predictions.											
E11	Make predictions and solve problems about a data set represented in a data table or bar graph. (Algebra 4)[1.MD.4, MP, 7]	X	X									

* Denotes Benchmark Expectation
 ** Includes Feedback Box

Math Facts

		L2	Addition Flash Cards: Groups A and B		
		L2	TG DPP Item C Zero		
		L6	TG DPP Item N Math Facts Quiz: Groups A and B		
		L8	TG DPP Item T Fact Families: Groups A and B		
Number 3	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.				
E12	Demonstrate fluency with the addition facts in Groups A and B. [1.OA.6]	X	X	X	X
E13	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Groups A and B. (Algebra 4)[1.OA.8]		X		X

Math Practices

		L1	SAB Comparing Fall and Winter Skies		
		L1	SAB Weather Problems Check-In: Q# 4		
		L3	SAB Repeating Patterns Check-In: Q# 10-14**		
		L7	SAB Patterns in Numbers**		
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	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. [MP8]				X
MPE4	Check my calculations. If I make mistakes, I correct them. [MP6]		X		
MPE5	Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [MP6]	X	X		X
MPE6	Use labels. I use labels to show what numbers mean.				

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