Unit 14 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 14 / Unit 14 Expectations		L2 SAB *Room 222's Pets Graph*	L3 SAB *Solve Problems with Larger Numbers* Check-In: Q#3–4**	L4 SAB *Find Patterns in Rule Machine***	L5 TG DPP Item R *Rule Machine*	L5 SAB *Squid Squares***	L6 TG DPP Item T *Strategies 3*	L6 SAB *Golden Eggs: Check-In: Q# 2*	L6 SAB *Pet Problems***
Number 1	***Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.***								
E1	Represent addition and subtraction problems using counters, number lines, ten frames, drawings, or number sentences. (Algebra 3) [1.OA.1]		×	×				×	
E2*	Represent repeated addition and repeated subtraction using counters, drawings, and number sentences. (Algebra 3) [1.OA.1, MP7, 8]				×	×		×	×
Number 2	***Operations: Understand the meaning of numerical operations and their application for solving problems.***								
E3	Solve repeated addition and repeated subtraction problems using drawings, skip counting, and invented strategies. [1.NBT.4, 6]				×	×		×	×
Number 3	***Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.***								
E4*	Use mental math strategies to solve addition and subtraction problems with larger numbers (e.g., 2 digit + 1 digit). [1.NBT4, MP7]			×	×		×		
E5	Estimate sums and differences using ten as a benchmark. [1.NBT4, MP2]			×					
Data 3	***Data Description: Describe a data set by interpreting graphs, indentifying patterns, and using statistical measures, e.g., average and range.***								
E6	Identify and describe patterns in addition and subtraction problems represented in a rule machine. (Algebra 1 and 4) [1.MD.4, MP1, 2, 5]				×	×			
Data 4	***Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.***								
E7	Read a table or bar graph to make predictions and solve problems about a data set. (Date 3, Algebra 4) [1.MD.4, MP1, 2, 5]	×							

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

		L1 TG DPP Item A Addition Flash Cards: Group C	L2 TG DPP Item D *Addition Facts 1*	L2 TG DPP Item F *Add and Subtract*	L3 TG DPP Item J *Missing Numbers*	L4 TG DPP Item M *Fact Families*	L6 TG DPP Item U *Addition Facts 2*
Number 3	***Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.***						
E8*	Demonstrate fluency with the addition facts with sums to ten in Group C (1 + 9, 2 + 7, 2 + 8, 3 + 6, 3 + 7, 4 + 6, 5 + 5). [1.0A.6]	×			×		
E9*	Use math fact strategies to add (direct modeling, counting strategies, or reasoning from known facts) for the facts in Group C (2 + 9, 3 + 8, 4 + 7, 5 + 6) [1.0A.3, 5, 6]		×				×
E10*	Determine the unknown number in an addition or subtraction in an addition or subtraction sentence relating three whole numbers for the facts in Group C. (Algebra 4) [1.0A.3, 4, 8]			×		×	

Math Practices

		L1 SAB *Three Hat Combinations***	L3 SAB *Solve Problems with Larger Numbers* Check-In: Q# 3–4**	L5 SAB *Squid Squares***	L6 SAB *Pet Problems***
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. [MP2, 8]	×	×	×	×
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. [MP3, 5, 8]	×	×	×	×
MPE6	**Use labels.** I use labels to show what numbers mean.				×

** Includes Feedback Box