Unit 3 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

Content

Column key (SAB titles):
- **L1** — SAB Tile Designs and Number Sentences
- **L2** — SAB Bean Cover Up
- **L3** — SAB Can You Solve It**
- **L4** — SAB Mr. Hart's Class**
- **L5** — SAB Tricky Patterns
- **L6** — SAB Follow the Moves on the 200 Chart
- **L7** — SAB Number Line Moves
- **L8** — SAB Two Solutions and Self-Check: Checklist
- **L9** — SAB Observe How Alexander Spent His Dollar
- **L9** — SAB Money Problems**

Key Ideas in Unit 3 — Unit 3 Expectations

Expectation	L1	L2	L3	L4	L5	L6	L7	L8	L9	L9
Number 1 — Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.										
E1* Identify, describe, and use patterns on a 200 Chart and number line. (Algebra 4) [2.MD.6] [MP3, 4, 6, 7, 8]					×	×			×	×
E2* Connect representations of quantities using number lines, 200 Charts, and number sentences. (Algebra 4) [2.MD.6] [MP 2, 3, 6, 7, 8]					×	×	×		×	×
Number 2 — Operations: Understand the meaning of numerical operation and their application for solving problems.										
E3* Represent addition and subtraction using multiple representations (e.g., stories, drawings, diagrams, counters, number sentences, number lines, 200 Chart). (Algebra 3) [2.OA.1, 2.NBT.1, 7, 2.MD.6] [MP1, 4, 5]	×	×	×			×	×	×	×	×
E4 Recognize that the equal sign represents the relationship between two equal quantities. (Algebra 3) [MP1, 2, 4]	×									
E5 Solve subtraction problems using counting strategies. [2.OA.2, 2.NBT.7, 8] [MP1, 2]		×	×			×				
E6 Use mental math strategies and reasoning strategies (e.g., using doubles, using ten, making ten, reasoning from known facts) to solve addition and subtraction problems within 20. (Algebra 4) [2.OA.1, 2, 2.NBT.5, 9] [MP2, 3, 5]		×	×							
E7 Solve word problems (e.g., join, separate/take away, part-whole, compare) involving two whole numbers with a sum within 100 using counters, drawings, 200 Chart, and number lines. [2.OA.1, 2, 2.NBT.5, 7, 2.MD.6] [MP 1]			×	×						
Data 2 — Data Represetation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.										
E8 Draw a bar graph from a data table. (Algebra 2) [2.MD.10]				×						
Data 3 — Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures, e.g., average and range.										
E9 Read a bar graph or table to find information about a data set. (Algebra 4) [MP4, 5]				×						

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

		TG DPP Item A *Triangle Flash Cards: Group D* **L1**	TG DPP Item L *Fact Families* **L4**	TG DPP Item EE *Addition Facts Quiz 1: Group D* **L9**	TG DPP Item FF *Addition Facts Quiz 2: Group D* **L9**
Number 3	**Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.**				
E10*	Demonstrate fluency with the addition facts with sums to ten in Group D (3 + 3, 3 + 4, 4 + 4, 4 + 5). [2.OA.2]	✕	✕	✕	
E11*	Use math fact strategies to add (direct modeling, counting strategies, reasoning from known facts) for the facts in Group D (6 + 6, 6 + 7, 7 + 7, 7 + 8, 8 + 8, 10 + 9, 10 + 10). [2.OA.2]	✕	✕		✕
E12*	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Group D. (Algebra 4) [2.OA.1][MP1, 2]		✕	✕	✕

Math Practices

		SAB *Can You Solve it*** **L3**	SAB *Two Solutions and Self-Check: Checklist* **L8**	SAB *Money Problems*** **L9**
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.	✕	✕	✕
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.	✕		✕
MPE6	**Use labels.** I use labels to show what numbers mean.	✕	✕	✕

* Denotes Benchmark Expectation
** Includes Feedback Box