

# Unit 6 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*  
digital Teacher Guide

## Content

Key Ideas in Unit 6		L1	L2	L2	L3	L4	L4	L5	L6	L7	L7	L7
Unit 6 Expectations		SAB Time to Five Minutes	SAB Observe Show Me the Number	SAB How Many Bits**	SAB Show a Number	SAB How Many**	TG DPP Item M Telling Time	SAB Walk the Number Line Check-In: Q# 5	SAB Make Connections**	SAB Place Value Workshop Menu Self-Check	SAB Show Another Way**	SAB Compare and Order
<b>Number 1</b>	<b>Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.</b>											
<b>E1*</b>	Represent two-digit and three-digit numbers using base-ten pieces, number lines, and symbols. [2.NBT.1, 2.MD.6] [MP2, 4]			X	X	X			X	X	X	
<b>E2*</b>	Compose and decompose numbers using ones, tens, and hundreds. [2.NBT.2] [MP2, 4]			X	X	X			X	X	X	
<b>E3*</b>	Show and recognize different partitions of numbers using different representations (base-ten pieces, number lines, number sentences). (Algebra 3) [2.NBT.2, 2.NBT.3, 2.MD.6, MP2, 4]		X	X	X	X			X	X	X	
<b>E4</b>	Make connections between place value concepts and representations of numbers (e.g., base-ten pieces, number lines, number sentences, symbols). [2.NBT.2, 2.MD.6, MP2, 3, 4, 5, 8]			X	X				X	X	X	
<b>E5*</b>	Recognize that different partitions of a number have the same total (e.g., $50 + 4 = 40 + 14$ ). (Algebra 3) [2.NBT.2, MP2]			X	X	X				X	X	
<b>E6</b>	Estimate a quantity using 10 and 100 as benchmarks. [2.MD.3, MP2, 4, 5]							X		X		X
<b>E7</b>	Use words and symbols (e.g., $<$ , $>$ , $=$ ) to show comparisons of quantities. (Algebra 3) [2.NBT.4] [MP2, 4]							X				X
<b>E8</b>	Compare and order three-digit numbers using base-ten pieces and a number line. [2.NBT.4, MP2, 4, 5]							X		X		X
<b>Measurement 2</b>	<b>Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.</b>											
<b>E9</b>	Tell and write time from an analog clock to the nearest five minutes. [2.MD.7]	X					X					

\* Denotes Benchmark Expectation  
\*\* Includes Feedback Box

## Math Facts

		<b>L1</b>	TG DPP Item A Triangle Flash Cards: Groups C and D	<b>L6</b>	TG DPP Item T Addition Facts Quiz: Group C	<b>L7</b>	TG DPP Item U Addition Facts Quiz: Group D	<b>L7</b>	TG DPP Item V Related Subtraction Facts
<b>Number 3</b>	<b>Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.</b>								
<b>E10*</b>	Demonstrate fluency with the addition facts in Group C (1 + 9, 2 + 7, 2 + 8, 2 + 9, 3 + 6, 3 + 7, 3 + 8, 4 + 6, 4 + 7, 5 + 5, 5 + 6) and Group D (3 + 3, 3 + 4, 4 + 4, 4 + 5, 6 + 6, 6 + 7, 7 + 7, 7 + 8, 8 + 8, 10 + 9, 10 + 10). [2.OA.2]	X		X		X			
<b>E11*</b>	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Groups C and D. (Algebra 4) [2.OA.1]								X

## Math Practices

		<b>L4</b>	SAB How Many**	<b>L5</b>	SAB Walk the Number Line Check-In: Q# 5
<b>MPE1</b>	<b>Know the problem.</b> I read the problem carefully. I know the questions to answer and what information is important.				
<b>MPE2</b>	<b>Find a strategy.</b> I choose good tools and an efficient strategy for solving the problem. [MP2, 4, 5]	X			
<b>MPE3</b>	<b>Check for reasonableness.</b> I look back at my solution to see if my answer makes sense. If it does not, I try again.				
<b>MPE4</b>	<b>Check my calculations.</b> If I make mistakes, I correct them. [MP6]	X			
<b>MPE5</b>	<b>Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3, 5, 6]	X		X	
<b>MPE6</b>	<b>Use labels.</b> I use labels to show what numbers mean.				

\* Denotes Benchmark Expectation  
 \*\* Includes Feedback Box