

# Unit 2 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*  
digital Teacher Guide

## Content

Key Ideas in Unit 2		L1	L2	L2	L3	L3	L4	L5	L6	L7	L7
Unit 2 Expectations		SG Addition Strategies Check-In: Q# 13–14**	TG DPP Item H Find the Missing Numbers	TG Making Tens to Add**	TG DPP Item L Three Addends	SG Spinning Sums Check-In: Q# 12–13	TG DPP Item P Number Sentence Stories	SG Subtraction Facts Strategies Check-In: Q# 12–13**	SAB Spinning Differences Lab**	SG Workshop: Reasoning from Known Facts Self-Check: Q# 1–4 and Q# 5–6	SAB Using Subtraction Strategies Check-in: Q# 7–9, 14, 18
<b>Data 4</b>	<b>Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.</b>										
<b>E1</b>	Make predictions and generalizations using tables and graphs. (Algebra 4) [MP2, 4, 5]					X			X		
<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>E2*</b>	Represent strategies for solving addition and subtraction problems using number lines, diagrams, and number sentences. [MP2, 4]						X			X	X
<b>E3</b>	Identify patterns in sums and differences. (Algebra 4) [3.OA.9, MP2, 8]					X		X	X		
<b>E4*</b>	Recognize that the equal sign represents the relationship between two equal quantities. (Algebra 3) [MP6]	X	X	X							
<b>Number 2</b>	<b>Operations: Understand the meaning of numerical operations and their application for solving problems.</b>										
<b>E5*</b>	Use strategies that apply the properties of addition to solve addition and subtraction problems (e.g., making tens, using tens, thinking addition, using doubles). (Algebra 4) [3.NBT.2, MP2]	X	X	X	X			X		X	

\* Denotes Benchmark Expectation

\*\* Includes Feedback Box

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## Math Facts

<b>Number</b> 3	<b>Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.</b>		
<b>E6*</b>	Use mental math strategies including using tens and thinking addition to solve the subtraction facts in Groups 1 and 2. (3.NBT.2)		X
<b>E7*</b>	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Groups 1 and 2. (Algebra 4) [3.NBT.2]	X	X

<b>L5</b>	SG Subtraction Facts Strategies Check-In: Q# 12-13**
<b>L8</b>	SG Assessing the Subtraction Facts Self-Check: Subtraction Facts I Know
<b>L8</b>	TG DPP Item AA Fact Families for Group 2

## Math Practices

		<b>L1</b>	<b>L2</b>	<b>L5</b>	<b>L6</b>
		SG Addition Strategies Check-In: Q# 13-14**	TG Making Tens to Add**	SG Subtraction Facts Strategies Check-In: Q# 12-13**	SAB Spinning Differences Lab**
<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. [MP1, 4, 5]	X	X		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.				
<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]	X	X	X	X
<b>MPE6</b>	<b>Use labels.</b> I use labels to show what numbers mean.				

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