Unit 8 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

The column headings (left to right) are:

- **L1** — SG Lizardland Problems Check-In: Q# 8–9
- **L2** — SG Constant Hoppers Check-In: Q# 8–10
- **L3** — SAB Practicing Handy Facts Check-In: Q# 18–22
- **L4** — SG Multiplication and Rectangles Check-In: Q# 1–8
- **L5** — SG Completing the Table Check-In: Q# 25–27**
- **L5** — SAB Break-Apart Products Check-In: Q# 13
- **L6** — SG Division in Lizard Land Check-In: Q# 7**
- **L7** — SAB Stencilrama Lab Data Collection
- **L7** — SAB Stencilrama Lab Check-In: Q# 13**
- **L8** — SAB Multiplication with 5s and 10s Check-In: Q# 12–15**
- **L9** — SAB Professor Peabody's Table
- **L10** — SAB Multiplication Fact Strategies Self-Check: Q# 1–8
- **L11** — TG Midyear Test**

Key Ideas in Unit 8 — Unit 8 Expectations

Content / Key Idea	L1	L2	L3	L4	L5	L5	L6	L7	L7	L8	L9	L10	L11
Number 1 — Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.													
E1* Represent multiplication and division problems with number lines, drawings, rectangular arrays, and number sentences. [3.OA. 1, 2, 3, 5, 7] [MP1, 2, 5, 6]	✕	✕	✕	✕	✕	✕	✕					✕	
Number 2 — Operations: Understand the meaning of numerical operations and their application for solving problems.													
E2* Use strategies to solve multiplication and division problems (e.g., skip counting, repeated addition, repeated subtraction, reasoning from known facts, and invented). [3.OA. 1, 2, 3, 5, 7] [MP1, 2, 3, 6]	✕	✕	✕	✕	✕	✕	✕		✕	✕	✕	✕	
E3* Use the multiplication properties of 0 and 1 to solve multiplication problems. (Algebra 4) [3.OA. 5] [MP 1, 2, 3]			✕						✕	✕		✕	
E4* Use turn-around facts to solve multiplication problems (applying the commutative property of multiplication). (Algebra 4) [3.OA. 5] [MP 1, 2, 7]				✕					✕	✕	✕		
E5* Identify and use patterns to solve the multiplication facts for the 2s, 3s, 5s, 10s, 9s, and square numbers. (Algebra 1 and 4) [3.OA. 9] [MP 1, 2, 7, 8]			✕		✕				✕	✕	✕		
E6 Break products into the sum of simpler products to solve multiplication problems (applying the distribute property of multiplication over addition). (Algebra 1 and 4) [3.OA. 5] [MP 1, 2, 7]						✕				✕			
E7 Multiply numbers that are multiples of 10. (Algebra 4) [3.NBT. 3] [MP 1, 2, 7]											✕		
Data 4 — Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.													
E8 Use patterns in data tables to make predictions and solve problems. (Algebra 4) [MP 1, 4, 6, 7]									✕				
Measurement 2 — Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.													
E9 Measure length to the nearest inch. [3.MD.4] [MP 5, 6]								✕					

*Note: The **L11** (TG Midyear Test**) column indicates "See Lesson Guide."*

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

	L1 TG DPP Item A Subtraction Flash Cards: Groups 5–6	L4 TG DPP Item I Fact Families: Groups 5–6	L4 TG DPP Item K Subtraction Facts: Groups 5–6 Again	L5 TG DPP Item O Subtraction Facts: Groups 7–8	L5 SG Completing the Table Multiplication Facts and Triangle Flashcards Self-Check	L6 TG DPP Item S Fact Families: Groups 7–8	L7 TG DPP Item W Subtraction Facts: Groups 7–8 Again	L8 TG DPP Item CC Multiplication: 5s and 10s	L10 TG DPP Item II Fact Families: 5s and 10s
Number 3 Number 3 Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.									
E10* Use mental strategies to subtract for the facts in Groups 5-8. (3.NBT.2)	✕		✕	✕			✕		
E11* Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Groups 5-8. (Algebra 3) (3.NBT.2)		✕				✕			
E12* Demonstrate fluency with the multiplication facts for the 5s and 10s. (3.OA.7)					✕			✕	
E13* Determine the unknown number in multiplication and division sentences relating three whole numbers for the 5s and 10s. (Algebra 3) (3.OA.4, 6)									✕

Math Practices

		L1 SG Lizardland Problems Check-In: Q# 8–9	L6 SG Division in Lizardland Check-In: Q# 7	L7 SAB Stencilrama Lab Check-In: Q# 12**	L8 SAB Multiplication with 5 and 10s Check-In: Q# 12-15	L11 TG Midyear Test**
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP1, 2, 6]	✕	✕			✕
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem. [MP 1, 4, 5, 7]	✕	✕	✕	✕	✕
MPE3	**Check for reasonableness.** I look back at my solution to see if my answer makes sense. If it does not, I try again. [MP 1, 6]			✕		✕
MPE4	**Check my calculations.** If I make mistakes, I correct them. [MP 2, 6]					✕
MPE5	**Show my work.** I show or tell how I arrived at my answer so someone else can understand my thinking. [MP 3, 5, 6]	✕	✕	✕	✕	✕
MPE6	**Use labels.** I use labels to show what numbers mean.	✕	✕	✕		✕

* Denotes Benchmark Expectation

** Includes Feedback Box