Unit 6 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 6 / Unit 6 Expectations	L1 SG *Facts I Know: Multiplication and Division* Check-In: Q#12	L2 SG *Newswire* Homework	L3 TG Home Practice Part 4	L3 TG *John's Problem* Assessment Master**	L4 SG *Big Base-Ten Pieces* Check-In: Q#12–14	L4 SAB *Draw, Place, and Read* Game Observation	L4 TG DPP Item I *Zero and Division*	L5 SG *News Number Line* Homework Check-In: Q# 5–7	L5 TG *Using Benchmarks* Assessment Master**	L6 SG *Using Estimation* Check-In: Q# 23	L6 TG *Big Numbers Quiz* Assessment Master**	L6 TG Journal Prompt	L7 SAB *Moving Ahead with Large Numbers* Self-Check with Menu	L7 SAB *Moving Ahead with Large Numbers* Check-In: Q# 10, 13–14, 24	L8 TG *Midterm Test* Assessment Master	
Number 1 **Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.**																
E1* Read and write large numbers (to the millions). [4.NBT.2] [MP2]		X	X		X	X		X			X		X	X		
E2* Compare and order large numbers (to the millions). [4.NBT.2] [MP2]		X	X		X			X			X		X	X		
E3* Represent large numbers (to the millions) using place value charts, number lines, and number sentences (e.g., 10,705 = 10,000 + 700 + 5). (Algebra 3) [4.NBT.2] [MP2, 3]		X			X				X		X		X	X		
E4 Make connections between place value concepts and representations of numbers (to one million) with base-ten pieces, number lines, expanded form, and standard form. [4.NBT.1]					X											
E5 Use patterns to make predictions and generalizations. (Algebra 4) [4.OA.5] [MP1, 2, 3, 7]				X												
E6* Round quantities to benchmark numbers. [4.NBT.3]											X		X	X		
E7 Estimate quantities. [4.NBT.3] [MP1, 6]												X				
Number 2 **Operations: Understand the meaning of numerical operations and their application for solving problems.**																
E8 Solve division problems involving zero and justify solutions. [4.NBT.6] [MP2, 3]	X						X									
Number 3 **Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.**																
E9* Estimate sums and differences for large numbers. [4.NBT.3] [MP1, 3, 6]										X	X		X	X		

See Lesson Guide

* Denotes Benchmark Expectation

** Includes a Feedback Box

Math Facts

		L1 SG *Facts I Know: Multiplication and Division* Self-Check: Q# 1–4	L1 SG *Facts I Know: Multiplication and Division* Self-Check: Q# 5	L6 TG DPP Item S *Fact Family Quiz: 5s and 10s*	L6 TG DPP Item U *Division Quiz: 5s and 10s*	L8 DPP Item Y *Muliplication Facts Inventory Test*
Number 3	**Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.**					
E10*	Demonstrate fluency with the division facts for the 5s and 10s.[3.OA.7]		×		×	
E11*	Determine the unknown number in a multiplication or division sentence relating three whole numbers for the 5s and 10s facts. [3.OA.4]			×		
E12*	Demonstrate fluency with all the multiplication facts. [3.OA.7]	×				×

Math Practices

	L3 TG *John's Problem* Assessment Master **	L5 TG *Using Benchmarks* Assessment Master**	L6 SG *Using Estimation* Check-In: Q #23**	L8 TG Midterm Test Assessment Master**
MPE1 Know the problem. I read the problem carefully. I know the questions to answer and what information is important. [MP1, 6]			×	
MPE2 Find a strategy. I choose good tools and an efficient strategy for solving the problem. [MP4, 5, 7, 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. [MP6]			×	
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, 4, 6]	×	×	×	×
MPE6 Use labels. I use labels to show what numbers mean. [MP1, 3]	×		×	

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** Includes a Feedback Box