Unit 10 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 10

Unit 10 Expectations	L1 SAB Measure Hunt Observation	L2 SG Tenths Check-In: Q# 30–32	L2 SAB Grace's Base-Ten Pieces	L3 SAB Showing Decimals Check-In: Q# 19–21**	L4 SAB Linda's Base-Ten Pieces	L4 TG Hundredths and Tenths Quiz**	L5 SG Downhill Racer Q# 9 Observation	L5 SG Downhill Racer Check-In: Q# 16	L5 TG Roberto's Data**	L6 SAB Moving Ahead with Decimals Q#1–2 and Q# 14–15	L7 SG Decimal Hoppers Check-In: Q# 12–13
Data 1 — Data Collection: Select, collect, and organize data to answer questions, solve problems, and make predictions.											
E1 — Name variables (manipulated, responding, and fixed) in an investigation (Algebra 1). [6.EE.9] [MP1, 4, 5, 6]								×			
Data 2 — Data Representation: Selected and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.											
E2 — Make a point graph using ordered pairs with decimal values (Algebra 2). [5.G.1, 2] [MP1, 4, 5, 6]									×		
Data 4 — Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.											
E3 — Make predictions and generalizations from line graphs involving decimal values. (Algebra 4). [4.OA.5] [MP1, 2, 3, 4, 5, 6, 7, 8]									×		
Measurement 2 — Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.											
E4* — Measure length to the nearest meter and hundredth of a meter (centimeter). [2.MD.1, 2; 4.MD.1] [MP1, 5, 6]	×	×					×	×			
Number 1 — Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.											
E5* — Represent decimals using area models, number lines, and base-ten pieces. [4.NF.5, 6] [MP1, 2, 3]		×	×	×	×	×				×	
E6* — Use words and numbers to read and write decimals to the hundredths. [4.NF.5, 6] [MP 1,3, 6]		×	×	×	×	×				×	
E7 — Make connections among representations of decimals including symbols, words, area models, base-ten pieces, and number lines. [4.NF.5, 6] [MP1, 3, 5, 6]				×	×						
E8* — Compare and order decimals to the hundredths using models. [4.NF.7] [MP1, 2, 5, 7]		×	×	×	×	×				×	
Number 2 — Operations: Understand the meaning of numerical operations and their application for solving problems.											
E9 — Add and subtract decimals to the hundredths using models. [5.NBT.7] [MP1, 2, 6]											×

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

	Number 3	**Computation and Estimation:** Use efficient and flexble procedures to compute accurately and make reasonable estimates.	TG DPP Item A *Triangle Flash Cards: Last Six Facts* L1	TG DPP Item U *Fact Family Division Quiz: Last Six Facts* L6	TG DPP Item W *Division Quiz: Last Six Facts* L7
	E10	Demonstrate fluency with the division facts related to the last six multiplication facts (24÷4, 24÷6, 28÷4, 28÷7, 32÷4, 32÷8, 42÷6, 42÷7, 48÷6, 48÷8, 56÷7, 56÷8)	✕		✕
	E11	Determine the unknown number in a multiplication or division sentence relating three whole numbers for the last six facts. [3.OA.4]		✕	

Math Practices

			SAB *Linda's Base-Ten Pieces* ** L4	TG *Roberto's Data* ** L5
	MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP 1, 6]	✕	
	MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem. [MP 1, 5]	✕	
	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. [MP 3, 4, 6]	✕	✕
	MPE6	**Use labels.** I use labels to show what numbers mean.		

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