

# Unit 3 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*  
digital Teacher Guide

## Content

Key Ideas in Unit 3		L1	L1	L2	L2	L3	L3	L4	L4	L4	L6	L6	L6
Unit 3 Expectations		SG Show Big Numbers Check-In: Q# 10-14**	TG Problem Solving with U.S. Population Numbers**	SG Explore Big Numbers with Base-Ten Hopper Check-In: Q# 10-13**	TG Place 1 Million**	SG Estimate Products Check-In: Q# 15-17	SAB Frank's Weight in Gold Check-In: Q# 3**	TG DPP Item R Equations	SG Exponents and Large Numbers Check-In: Q# 7-11	SAB Multiply by Multiples of Ten Check-In: Q# 3-4	SG Workshop: Represent Large Numbers Self-Check: Q# 1-2	SAB Show Numbers in Many Ways Self-Check: Q# 1-3	SAB Show Numbers in Many Ways Self-Check: Q# 10-12
<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>	Read and write large numbers (to the billions). [5.NBT.1][MP2, 3, 6]	X	X						X	X			
<b>E2</b>	Compare and order large numbers. [MP2]	X	X	X	X								
<b>E3</b>	Use strategies to estimate quantities (e.g., rounding, using benchmarks). [MP2, 3, 6]	X	X			X	X						
<b>E4*</b>	Show different partitions of large numbers using a place value chart, number lines and number sentences (e.g., $10,705 = 10,000 + 700 + 5$ ; $40,879 = 4 \times 10,000 + 8 \times 100 + 7 \times 10 + 9$ ). [Algebra 3][5NBT.2] [MP1, 2, 3, 5, 6]			X							X	X	
<b>E5*</b>	Represent numbers with exponents. [5.NBT.2] [MP1, 2, 7]								X	X			X
<b>Number 2</b>	<b>Operations: Understand the meaning of numerical operations and their application for solving problems.</b>												
<b>E6</b>	Determine the unknown in an equation involving multiple addends. (Algebra 4) [MP1, 2]			X				X					
<b>E7*</b>	Multiply numbers that are multiples of ten represented as powers of ten (e.g., $64,320 = 6 \times 10^4 + 4 \times 10^3 + 3 \times 10^2 + 2 \times 10^1 + 0$ ; $300,000 = 3 \times 10^5$ ). [5.NBT.2] [MP2, 7]					X			X	X			X
<b>E8</b>	Estimate products. [MP2, 6]					X	X						

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

### Math Facts

		TG DPP Item A <b>L1</b> Multiplication and Division Facts: 2s and 3s	
		TG DPP Item W <b>L6</b> Quiz: 2s and 3s	
<b>Number 3</b>	<b>Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.</b>		
<b>E9*</b>	Demonstrate fluency with multiplication and division facts for the 2s and 3s.	X	X

### Math Practices

		<b>L1</b> TG Problem Solving with U.S. Population Numbers**			
		<b>L2</b> TG Place 1 Million**			
		<b>L3</b> SAB Frank's Weight in Gold Check-In: Q# 3**			
		<b>L5</b> TG Stack Up Work Check-In: Q# 3**			
<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.	X	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.		X		X
<b>MPE4</b>	<b>Check my calculations.</b> If I make mistakes, I correct them.	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.	X	X	X	X
<b>MPE6</b>	<b>Use labels.</b> I use labels to show what numbers mean. [MP6]				X

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