

Unit 4 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

Content

Key Ideas in Unit 4		L1	L1	L1	L2	L3	L4	L4	L5	L6	L7	L8	L8	L8	L8
Unit 4 Expectations		SAB Use Addition and Subtraction Strategies Self-Check: Q# 1-4	SAB Use Addition and Subtraction Strategies Check-In: Q# 13	SG Workshop: Addition and Subtraction Strategies Self-Check: Q# 1-4	SG Multiplication Strategies Check-In: Q# 17-19**	SG Explore Multiplication by Multidigit Numbers Check-In: Q# 9-11**	SG Paper-and-Pencil Multiplication Check-In: Q# 19	L4 SAB All-Partials Multiplication	L5 SAB Strategies to Find Area Check-In: Q# 5**	L6 SG Problem Solving with Area Check-In: Q# 16-17**	L7 TG Find the Volume**	L8 SAB Practice Multiplication Strategies Self-Check	L8 SG Workshop: Multiplication Strategies Self-Check: Q# 4 and 14	L8 SAB Practice Multiplication Strategies Check-In: Q# 10**	L8 SG Workshop: Multiplication Strategies Check-In: Q# 23**
Number 1	Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.														
E1*	Demonstrate understanding of the place value concepts and mathematical properties involved in operations with multidigit numbers (e.g., making trades in addition and subtraction, using the distributive property to multiply). (Algebra 4) [MP1, 2, 7]	X	X												
Number 2	Operations: Understand the meaning of numerical operations and their application for solving problems.														
E2*	Show connections between models and strategies for multiplication (e.g., demonstrate partial products using a rectangle model for multiplication). (Algebra 4)[5.NBT.5] [MP2, 7]							X						X	
Number 3	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.														
E3*	Add and subtract multidigit numbers using more than one strategy. [MP1, 2]	X	X												
E4*	Multiply multidigit numbers using mental math and paper-and-pencil methods (expanded form, rectangle model, all-partials, compact). [5.NBT.5][MP2, 4]				X	X	X					X	X	X	
E5*	Estimate sums, differences, and products. [MP2, 6]	X					X					X		X	
E6*	Choose appropriately from among mental math, estimation, and paper-and-pencil methods to find sums, differences, and products. [5.NBT.5] [MP1, 2, 6]			X	X	X							X		X
E7*	Solve multistep problems using addition, subtraction, multiplication, and division. (Algebra 4) [5.NBT.5, 6] [MP1, 2, 3, 4]			X					X	X	X		X		X
Measurement 2	Measurement skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.														
E8*	Use multiplication and division strategies to find the area of rectangles or shapes based on rectangles. (Algebra 4) [5.MD.3, 4,5][MP1, 2, 3, 4]								X	X					X
E9*	Use multiplication and division strategies to find the volume of boxes. (Algebra 4)[5.MD.3, 4, 5] [MP1, 2, 3, 4]										X		X		X

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

		L1 TG DPP Item A <i>Multiplication and Division Facts: 9s</i>	
		L6 TG DPP Item W <i>Quiz Multiplication and Division Facts: 9s</i>	
Number	3	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.	
E10*	Demonstrate fluency with multiplication and division facts for the nines.	X	X

Math Practices

		L2 SG <i>Multiplication Strategies</i> Check-In: Q# 17-19**					
		L3 SG <i>Explore Multiplication by Multidigit Numbers</i> Check-In: Q# 9-11**					
		L5 SAB <i>Strategies to Find Area</i> Check-In: Q# 5**					
		L6 SG <i>Problem Solving with Area</i> Check-In: Q# 16-17**					
		L7 TG <i>Find the Volume**</i>					
		L8 SAB <i>Practice Multiplication Strategies</i> Check-In: Q# 10**					
		L8 SG <i>Workshop: Multiplication Strategies</i> Check-In: Q# 23**					
MPE1	Know the problem. I read the problem carefully. I know the questions to answer and what information is important.				X	X	X
MPE2	Find a strategy. I choose good tools and an efficient strategy for solving the problem. [MP1]	X	X	X	X	X	X
MPE3	Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again.					X	
MPE4	Check my calculations. If I make mistakes, I correct them.	X	X				
MPE5	Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking.			X	X	X	X
MPE6	Use labels. I use labels to show what numbers mean. [MP6]			X	X	X	

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