GRADE 5
Unit 1 Screener Implementation Guide

Materials

- Screener (English | Spanish)
- Screener Recording Sheet (PDF | Google Doc)

Overview

A brief screener/diagnostic assessment for each unit is provided to help teachers identify learning needs that might influence students' ability to access grade-level content. An accompanying implementation guide includes the following information about each item:

- Description of skill and CCSS designation
- Answer key
- Current Expectation: What do my students need to be able to do relative to this skill to access the content of the unit?
- Connection to Unit: What does this skill have to do with the unit?
- Activities for Reengagement:
  - How can I modify the Work Places for students who have yet to develop proficiency with this skill?
  - What previous grade-level Bridges resources or Bridges Intervention activities can I use to support these critical standards?

Once you've conducted the screener and collected students' work, you can:

- Using the recommendations below, score each item to determine whether the student is meeting current expectations (MCE).
- Sort the papers into two stacks for each item, e.g., "Meeting Current Expectation" or "Not There Yet."

In either case, you can record the results on the Screener Record Sheet. Additional observations while students work and targeted one-on-one conversations about students' reasoning might also inform changes to the content or sequence of instruction.

Activities for Reengagement can be used to support individuals, small groups, or the whole class. For example:

- If most students demonstrate proficiency on an item, no further action is needed.
- If some students do not demonstrate proficiency on an item, use Activities for Reengagement with small groups during Work Places or another time of your choosing.
- If most of the class has difficulty with an item, consider using Activities for Reengagement as warmups, closings, or additional whole-class sessions.

NOTE Any grouping used to support unfinished learning should be considered flexible, fluid, and temporary, and is not intended for tracking.
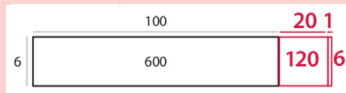
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1. Use a strategy to multiply. (array). (CCSS 4.NBT.5)

Use the array to solve the multiplication problem. Draw loops around groups of lines and dots (tens and ones) and write equations to show your thinking. **65; Student work will vary.**

Current Expectation	Connection to Unit	Activities for Reengagement
Find the product of a 1-digit number multiplied by a 2-digit number, using strategies based on place value and the properties of operations. **MCE (Meeting Current Expectation)** Correct answer AND equations that represent the way in which the student has grouped the tens and ones on the array.	The ability to use the array model to represent and solve a 1-digit by 2-digit multiplication problem supports and indicates a solid understanding of the distributive property. This skill was introduced in Grade 3, and was a central feature of the instruction in Grade 4—introduced in Unit 2, developed through the year, and targeted for mastery in Unit 6. Students will need to be fluent with 1-digit by 2-digit multiplication (as well as basic multiplication facts) to access and engage with much of the content of Unit 1.	<u>Focus</u> Use an array to multiply. (4.NBT.5) **G5 Work Place Modifications** • Make base ten pieces available to support place value understanding. • See additional support suggestions in Work Place Guides **Work Places from Previous Grade Level** • G4 WP1A Cover Up • G4 WP1B Arrays to One Hundred • G4 WP2E More or Less Multiplication **Bridges Intervention Volumes** Volume 5, Module 3, Session 11 (revised): • Tens on a Grid • Thinking About Tens Volume 5, Module 6, Session 29 (original): • Tens on a Grid • Thinking Abouty Tens Volume 6, Module 2, Session 9: • Single-Digit Splat! (revised, original) • Record Sheet (revised, original)

2. Find partial products in an array to solve a 2-digit by 2-digit equation. (CCSS 4.NBT.5)

Fill in the blanks on the array. Then determine the total product and complete the equation alongside the array.
10, 50, 40, 20; 14 × 15 = 210

Current Expectation	Connection to Unit	Activities for Reengagement
Find the product of a 2-digit number multiplied by a 2-digit number, using partial products and an array. **MCE** Label the array accurately AND complete the equation correctly.	The ability to use an open array to represent and solve a 2-digit by 2-digit multiplication problem supports and indicates a solid understanding of four partial products. This skill was a central feature of the instruction in Grade 4—introduced in Unit 2, developed through the year, and targeted for mastery in Unit 6. Reviewed in Unit 1 and elsewhere in Grade 5, this model helps students access and use the standard algorithm for multiplication with understanding in Unit 4. It is important to identify students who lack a good degree of comfort with the model now so you can provide additional support prior to Unit 4.	**Focus** Find partial products in an array to solve a 2-digit by 2-digit equation. (CCSS 4.NBT.5) **G5 Work Place Modifications** • Make base ten pieces available to support place value understanding. • See additional support suggestions in Work Place Guides. **Work Places from Previous Grade Level** • G4 WP1A Cover Up • G4 WP1B Arrays to One Hundred **Bridges Intervention Volume 6** Module 5 Sessions 22–24: Double-Digit Splat! (revised, original) Module 7 Sessions 32–34 Activities: • Quick Draw (revised, original), Mat (revised, original) • Four-Card Draw (revised, original), Mat (revised, original)

3. Use a rectangular array to divide. (CCSS 4.NBT.6)

Finish the array to find 726 ÷ 6. **121; array will vary.**

100	20 1
6	600	120 6

Current Expectation	Connection to Unit	Activities for Reengagement
Find the quotient of a 3-digit dividend divided by a 1-digit divisor, using the rectangular array model. **MCE** Give the correct answer AND extend the array in a way that demonstrates an understanding of the model.	The ability to use the array to represent and solve multi-digit division problems indicates a solid understanding of the relationship between multiplication and division. While this was touched upon early in Grade 4, it was a major focus in Grade 4 Unit 6, so might have been missed by some students last spring. This skill is reviewed in Unit 1 Module 4 and extended in Units 2 and 4 this year. Nevertheless, it is useful to see whether or not your incoming 5th graders are familiar enough with the model to use it with understanding now.	**Focus** Use a rectangular array to divide. (CCSS 4.NBT.6) **G5 Work Place Modifications** • Make base ten pieces available to support place value understanding. • See additional support suggestions in Work Place Guides. **Work Places from Previous Grade Level** • G4 WP2B Division Capture **Bridges Intervention Volume 6** Module 10 Sessions 46–48 Activities: • Sketching Division Arrays (revised, original) • Division Showdown (revised, original)

4. Solve word problems in which remainders must be interpreted. (CCSS 4.OA.3)

Sam's class is going on a field trip to the science museum. There are 31 people in Sam's class.

If each car can hold 4 people (not including the driver), how many cars are needed to take all 31 people in Sam's class to the science museum? Show your work using numbers, sketches or words. **8 cars, work will vary.**

If there was a reminder, how did you handle it? Why? **Responses will vary; example: 7 cars is only enough for 28 people. You can't leave 3 people behind, so you need an extra car.**

Current Expectation	Connection to Unit	Activities for Reengagement
Solve word problems with whole numbers, including problems in which remainders must be interpreted. **MCE** **4a** Correct answer with work to support it AND **4b** an explanation that demonstrates understanding of how to deal with the remainder in this situation.	Solving a division word problem in which the remainder needs to be interpreted was introduced in Grade 4, Unit 2 and targeted for mastery in Unit 7. While it is briefly reviewed in Module 4 of this unit, it's useful to find out which of your students might need additional support to make sense of remainders in different contexts.	**Focus** Solve word problems in which remainders must be interpreted. (CCSS 4.OA.3 & 4.NBT.6) **G5 Work Place Modifications** • Make base ten pieces available to support place value understanding. • See additional support suggestions in Work Place Guides. **Work Places from Previous Grade Level** • G4 WP2D Remainders Win **Bridges Intervention Volumes** Volume 6 Module 10 Session 49 Activity: Columns of Cards (revised, original), Record Sheet (revised, original) Volume 7 Module 7 Sessions 31–32 Activities: • Divide Them Up (revised, original) • Remainders in Story Problem Contexts (original) Remainders in Problem Situations (revised)

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Baseline Number Corner Assessment Items
That Address Unit 1 Prerequisite/Critical 4th Grade Skills

NOTE If you plan to conduct the Number Corner Baseline Assessment, the following items will provide additional information about students' proficiency with foundational multiplication and division skills/understanding.

Item #1 Fluently multiply within 100 (3.OA.7)

Item #2 Fluently divide with 100 (3.OA.7)

Item #5 Uses an efficient strategy to solve a 3-digit by 1-digit multiplication combination and a 2-digit by 2-digit combination (4.NBT.5)

Item #6 Uses an efficient strategy to divide a 3-digit by a 1-digit number; shows work (4.NBT.6)

Item #7 Solves a measurement-related story problem that involves a multiplicative comparison; writes an equation to represent the problem (4.OA.2, 4.NBT.5, 4.MD.2)

Item #8 Solves a division story problem with a remainder involving a situation that requires rounding up to the next whole number; explains how the remainder was handled and why (4.OA.3)

Item #19a Evaluates for reasonableness an estimated answer for a multi-step story problem involving addition, subtraction, and multiplication (4.OA.3)

Item# 19b, c Writes and solves an equation to represent a multi-step problem involving addition, subtraction, and multiplication (4.OA.3)