

**5.A.1.1.** Students are able to **use** a variable to write an addition expression.

**Webb level: 2**

**Bloom: Application**

**Verbs Defined:**

Use-use

**Key Terms Defined:**

Variable- a letter that represents one or more values in an expression

Addition expression- a combination of numbers and addition symbols that represents a mathematical quantity

**Teacher Speak:**

Students are able to use a variable to write an addition expression.

**Student Speak:**

I can use a letter to represent a value (variable) to make an addition expression.

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**5.A.1.2.** Students are able to **recognize** and **use** the associative property of addition and multiplication.

**Webb Level: 2**

**Bloom: Application**

**Verbs Defined:**

Recognize- identify and name

Use-use

**Key Terms Defined:**

Associative property of addition- changing the grouping of addends does not change the sum

Associative property of multiplication- changing the grouping of factors does not change the product

**Teacher Speak:**

Students are able to recognize the associative property in addition and multiplication and use it when solving problems.

**Student Speak:**

I can identify and name (recognize) the associative property of addition (changing the grouping of addends does not change the sum).

I can identify and name (recognize) the associative property of multiplication (changing the grouping of factors does not change the product).

**5.A.2.1.** Students are able to write one-step first degree equations using the set of whole numbers and find a solution.

**Webb Level: 2**

**Bloom: Application**

**Verbs Defined:**

**Key Terms Defined:**

First degree equations- the exponents on a variable are to the first power

Whole numbers- 0,1,2,3,4,5.....

**Teacher Speak:**

Students are able to write first-degree equations (using whole numbers) to solve a problem.

**Student Speak:**

I can write a one-step equation with one variable using the set of whole numbers.

I can solve a one-step equation with one variable using the set of whole numbers.

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**5.A.3.1.** Students are able to, using whole numbers, **write** and **solve** number sentences that represent two-step word problems.

**Webb level: 3**

**Bloom: Application**

**Verbs Defined:**

Write- write

Solve- find an answer to

**Key Terms Defined:**

Whole numbers- 0,1,2,3,4,5...

Number sentence- an expression using numbers and symbols

**Teacher Speak:**

Students are able to write a number sentence for a two-step word problem with whole numbers.

Students are able to solve a two step-word problem with whole numbers using numbers sentences

**Student Speak:**

I can write a number sentence (an expression using numbers and symbols) for a two-step word problem using whole numbers (0,1,2,3,4,5).

I can find the answer to (solve) a number sentence in a two-step word problem using whole numbers (0,1,2,3,4,5).

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**5.A.3.2.** Students are able to **identify** information and **apply** it to a given formula.

**Webb level: 2**

**Bloom: Application**

**Verbs Defined:**

Identify - correctly determine necessary information

Apply - use to solve

**Key Terms Defined:**

**Teacher Speak:**

Students are able to identify (correctly determine) necessary information and apply (use to solve) it to a given formula.

**Student Speak:**

I can correctly determine what information is necessary (identify) and use it to solve (apply) a given formula.

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**5.A.4.1.** Students are able to **solve** problems using patterns involving more than one operation.

Webb Level: 3

**Bloom: Application**

**Verbs Defined:**

Solve - find an answer to

**Key Terms Defined:**

**Teacher Speak:**

Students are able to solve (find an answer to) problems using patterns involving more than one operation.

**Student Speak:**

I can find the answer to (solve) problems using patterns involving more than one operation.