Pacing Guide

Mathematics 5ᵗʰ Grade

Unit 1 –   Numerical Expressions   **Total Number of Instructional Days   13**

Common Core Standard Covered	Major Topics/Concepts	Number of days
1-1 Writing and Interpreting Numerical Expressions CCSS.MATH.CONTENT.5.OA.A.2	• Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product*.	3
1-2 Translating Expressions with Parentheses CCSS.MATH.CONTENT.5.OA.A.2	• Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product*.	2

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| 1-3 | **Order of Operations without Parentheses** | • Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | **4** |

CCSS.MATH.CONTENT.5.OA.A.1

| 1-4 | **Order of Operations with Parentheses** | • Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | **4** |

CCSS.MATH.CONTENT.5.OA.A.1

Unit 2 – Place Value & Decimals   Total Number of Instructional Days   17

Common Core Standard Covered	**Major Topics/Concepts**	**Number of Days**
2-1 Multiplicative Patterns on the Place Value Chart CCSS.MATH.CONTENT.5.NBT.A.1 CCSS.MATH.CONTENT.5.NBT.A.3 CCSS.MATH.CONTENT.5.NBT.A.3.A	• Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. • Read, write, and compare decimals to thousandths. • Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	**4**

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2-2	**Decimal Fractions and Place Value Patterns** CCSS.MATH.CONTENT.5.NBT.A.2	• Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	**4**
2-3	**Standard and Expanded Form of Decimals** CCSS.MATH.CONTENT.5.NBT.A.3.A	• Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	**3**
2-4	**Place Value and Comparing Decimals** CCSS.MATH.CONTENT.5.NBT.A.3 CCSS.MATH.CONTENT.5.NBT.A.3.B	• Read, write, and compare decimals to thousandths. • Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**3**
2-5	**Place Value and Rounding Decimals** CCSS.MATH.CONTENT.5.NBT.A.4	• Use place value understanding to round decimals to any place.	**3**

Unit 3 –   Operations - Whole Numbers & Decimals   Total Number of Instructional Days   23

Common Core Standard Covered	Major Topics/Concepts	Number of Days
3-1 Adding and Subtracting Multi-Digit Whole Numbers CCSS.MATH.CONTENT.5.NBT.B.5 CCSS.MATH.CONTENT.5.NBT.B.6	• Fluently multiply multi-digit whole numbers using the standard algorithm. • Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	5
3-2 Multiplying Multi-Digit Whole Numbers CCSS.MATH.CONTENT.5.NBT.B.5 CCSS.MATH.CONTENT.5.NBT.B.6	• Fluently multiply multi-digit whole numbers using the standard algorithm. • Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4
3-3 Dividing Multi-Digit Whole Numbers CCSS.MATH.CONTENT.5.NBT.B.5 CCSS.MATH.CONTENT.5.NBT.B.6	• Fluently multiply multi-digit whole numbers using the standard algorithm. • Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	3

3-4	**Adding and Subtracting Decimals**	• Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**3**
	CCSS.MATH.CONTENT.5.NBT.B.7		
3-5	**Multiplying Decimals**	• Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**4**
	CCSS.MATH.CONTENT.5.NBT.B.7		
3-6	**Dividing Decimals**	• Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**4**
	CCSS.MATH.CONTENT.5.NBT.B.7		

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Unit 4 –   Adding and Subtracting Fractions   Total Number of Instructional Days   20

Common Core Standard Covered	**Major Topics/Concepts**	**Number of Days**
4-1 **Equivalent Fractions** CCSS.MATH.CONTENT.5.NF.A.1 CCSS.MATH.CONTENT.5.NF.A.2	• Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	**3**

CCSS.MATH.CONTENT.5.NF.A.2	*general, a/b + c/d = (ad + bc)/bd.)* • Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	
4-5 **Adding and Subtracting Fraction and Whole Number** CCSS.MATH.CONTENT.5.NF.A.1 CCSS.MATH.CONTENT.5.NF.A.2	• Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* • Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	4
4-6 **Fractions in Real World (Addition and Subtraction)** CCSS.MATH.CONTENT.5.NF.A.2	• Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	2

Unit 5 –   Multiplying and Dividing Fractions   **Total Number of Instructional Days   32**

Common Core Standard Covered	Major Topics/Concepts	Number of Days
5-1 Fractions as Division CCSS.MATH.CONTENT.5.NF.B.3	• Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	4
5-2 Multiplying Fractions and Whole Number CCSS.MATH.CONTENT.5.NF.B.4 CCSS.MATH.CONTENT.5.NF.B.4.A CCSS.MATH.CONTENT.5.NF.B.4.B CCSS.MATH.CONTENT.5.NF.B.6	• Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. • Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).* • Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent	4

fraction products as rectangular areas.

- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5-3   Multiplying Fractions

CCSS.MATH.CONTENT.5.NF.B.4
CCSS.MATH.CONTENT.5.NF.B.4.A
CCSS.MATH.CONTENT.5.NF.B.4.B
CCSS.MATH.CONTENT.5.NF.B.6

- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.   **6**
- Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).)*
- Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5-4   Interpreting Multiplication

CCSS.MATH.CONTENT.5.NF.B.5
CCSS.MATH.CONTENT.5.NF.B.5.A
CCSS.MATH.CONTENT.5.NF.B.5.B

- Interpret multiplication as scaling (resizing), by: **4**
- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the

principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5-5	**Multiplying Mixed Fractions**	• Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	**4**

CCSS.MATH.CONTENT.5.NF.B.4
CCSS.MATH.CONTENT.5.NF.B.4.A
CCSS.MATH.CONTENT.5.NF.B.4.B
CCSS.MATH.CONTENT.5.NF.B.6

- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).)*
- Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5-6   Dividing Unit Fractions by Whole Numbers

CCSS.MATH.CONTENT.5.NF.B.7
CCSS.MATH.CONTENT.5.NF.B.7.A
CCSS.MATH.CONTENT.5.NF.B.7.B
CCSS.MATH.CONTENT.5.NF.B.7.C

- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*
- Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because*

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20 × (1/5) = 4.

- Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

5-7 **Dividing Whole Numbers by Unit Fractions** CCSS.MATH.CONTENT.5.NF.B.7 CCSS.MATH.CONTENT.5.NF.B.7.A CCSS.MATH.CONTENT.5.NF.B.7.B CCSS.MATH.CONTENT.5.NF.B.7.C	• Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. • Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* • Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* • Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*	**4**

5-8	**Fractions in Real World (Multiplication and Division)** CCSS.MATH.CONTENT.5.NF.B.6 CCSS.MATH.CONTENT.5.NF.B.7.C	• Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. • Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*	**2**

Unit 6 – Measurement System & Volume   Total Number of Instructional Days   22

Common Core Standard Covered	Major Topics/Concepts	Number of Days
6-1 Unit Conversion CCSS.MATH.CONTENT.5.MD.A.1	• Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	**4**
6-2 Measurement Data on the Line Plot CCSS.MATH.CONTENT.5.MD.B.2	• Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	**3**

6-3   Exploring Volume

CCSS.MATH.CONTENT.5.MD.C.3
CCSS.MATH.CONTENT.5.MD.C.3.A
CCSS.MATH.CONTENT.5.MD.C.3.B

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

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6-4   Measuring Volume

CCSS.MATH.CONTENT.5.MD.C.3
CCSS.MATH.CONTENT.5.MD.C.3.A
CCSS.MATH.CONTENT.5.MD.C.3.B
CCSS.MATH.CONTENT.5.MD.C.4
CCSS.MATH.CONTENT.5.MD.C.5

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

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6-5   Volume of a Right Rectangular Prism

CCSS.MATH.CONTENT.5.MD.C.5.A
CCSS.MATH.CONTENT.5.MD.C.5.B

- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

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| 6-6 | **Volume of Composed Solid Figures**

CCSS.MATH.CONTENT.5.MD.C.5.C | • Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. | 3 |

Unit 7 – Geometry

Total Number of Instructional Days   21

	Common Core Standard Covered	**Major Topics/Concepts**	**Number of Days**
7-1	**Exploring the Coordinate System** CCSS.MATH.CONTENT.5.G.A.1 CCSS.MATH.CONTENT.5.G.A.2	• Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). • Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	3

| 7-2 | **Points in the Coordinate Plane** | • Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). | 3 |

CCSS.MATH.CONTENT.5.G.A.1
CCSS.MATH.CONTENT.5.G.A.2

• Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

| 7-3 | **Drawing Figures in the Coordinate Plane** | • Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). | 3 |

CCSS.MATH.CONTENT.5.G.A.1
CCSS.MATH.CONTENT.5.G.A.2

• Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

7-4	**Properties of 2-Dimensional Shapes** CCSS.MATH.CONTENT.5.G.B.3 CCSS.MATH.CONTENT.5.G.B.4	• Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. • Classify two-dimensional figures in a hierarchy based on properties.	**3**
7-5	**Classifying 2-Dimensional Shapes** CCSS.MATH.CONTENT.5.G.B.3 CCSS.MATH.CONTENT.5.G.B.4	• Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. • Classify two-dimensional figures in a hierarchy based on properties.	**3**
7-6	**Introduction to Quadrilaterals** CCSS.MATH.CONTENT.5.G.B.3 CCSS.MATH.CONTENT.5.G.B.4	• Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. • Classify two-dimensional figures in a hierarchy based on properties.	**3**
7-7	**Classifying Quadrilaterals** CCSS.MATH.CONTENT.5.G.B.3 CCSS.MATH.CONTENT.5.G.B.4	• Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. • Classify two-dimensional figures in a hierarchy based on properties.	**3**

Unit 8 –   Patterns and the Coordinate Plane   Total Number of Instructional Days   12

Common Core Standard Covered	Major Topics/Concepts	Number of Days
8-1 Number Patterns CCSS.MATH.CONTENT.5.OA.B.3	• Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so*.	3
8-2 Patterns on the Coordinate Plane CCSS.MATH.CONTENT.5.OA.B.3	• Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so*.	3
8-3 Interpreting Relationships in Ordered Pairs CCSS.MATH.CONTENT.5.OA.B.3	• Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6"*	3

and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

8-4 **Graphing Sequence Relationships**

CCSS.MATH.CONTENT.5.OA.B.3

- Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

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