# Grade 3 Potential Gaps in Student Pre-Requisite Knowledge

This document indicates pre-requisite knowledge gaps that may exist for Grade 3 students based on what the Grade 2 common core math standards expect.  Column four indicates the Grade 3 common core standard which could be affected if the Grade 2 gap exists. Other gaps may exist for other reasons; therefore, it is important that teachers diagnose their students' needs as part of the planning process.

| Domain | Grade 2 CCSS | Wording of Grade 2 CCSS Potential Gap | Grade 3 CCSS |
|---|---|---|---|
| **Operations and Algebraic Thinking (OA)** | **2.OA.C.3** | Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | **3.OA.D.9** |
| | **2.OA.C.4** | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | **3.OA.A.1** |
| **Number and Operations in Base Ten (NBT)** | **2.NBT.A.2** | Count within 1000; skip-count by 5s, 10s, and 100s. | **3.OA.D.9** |
| | **2.NBT.A.4** | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | **3.NBT.A.1** |
| | **2.NBT.B.7** | Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | **3.NBT.A.2** |
| | **2.NBT.B.8** | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | **3.OA.D.8** |
| | **2.NBT.B.9** | Explain why addition and subtraction strategies work, using place value and the properties of operations. | **3.NBT.A.2** |
| **Measurement and Data (MD)** | **2.MD.A.2** | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | **3.MD.B.4** |
| | **2.MD.A.3** | Estimate lengths using units of inches, feet, centimeters, and meters. | **3.MD.B.4** |
| | **2.MD.A.4** | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | **3.NBT.A.2** |
| | **2.MD.B.6** | Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. | **3.NBT.A.2** |
| | **2.MD.C.8** | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | **3.OA.D.8** |
| | **2.MD.D.10** | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | **3.MD.B.3** |
| **Geometry (G)** | **2.G.A.1** | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | **3.G.A.1** |