GRADE 3 MATH PREREQUISITE SKILLS
Leaving Grade 2 Students Being Able to Do
(*with Understanding*)

Ways to use this list:
- Assess Grade 2 students during the course of the school year and at the end of the school year to track progress towards being able to do these skills at a Stage 3 or Stage 4 level of fluency. Share that information with the Grade 3 teachers.
- Assess incoming Grade 3 students at the beginning of the school year to measure for summer loss/retention. Design math centers and fluency routines to support student progress for the first two months of school.

#	Domain	Skill *Can the student...*	Stage of Fluency	Develops Directly from Grade 2 Standard(s)	Directly Supports Grade 3 Standard(s)	Supports Grade 4 Standard(s)	Supports Grade 5 Standard(s)
1.	NBT: Understand Place Value	**Read up to and including 3-digit numbers.**	4	2.NBT.3	3.OA.8 3.NBT.1	4.NBT.2	5.NBT.3a
2.	NBT: Understand Place Value	Compare up to and including 3-digit numbers visually, using inequality symbols (<, >, =), and being able to state the converse relationships, e.g. 34 > 15 can be said as 34 is greater than 15, but the converse is true that 15 is less than 34.	4	2.NBT.4	3.OA.8 3.NF.3d	4.NBT.2 4.NF.7	5.NBT.3b
3.	NBT: Understand Place Value	**Decompose up to and including 3-digit numbers by place value.**	4	2.NBT.1 2.NBT.3	3.NBT.1 3.MD.2	4.NBT.2	5.NBT.3a 5.NBT.3b
4.	NBT: Understand Place Value	**Decompose up to and including 3-digit numbers in anyway, e.g., 123 is also 120 + 3 or 100 + 10 + 13.**	3	2.NBT.1 2.NBT.3	3.NBT.2	4.NBT.2	5.NBT.3a 5.NBT.3b
5.	NBT: Understand Place Value	Write up to and including 3-digit numbers in unit form, expanded form and in written form.	4	2.NBT.1 2.NBT.3	3.NBT.2	4.NBT.2	5.NBT.3a 5.NBT.3b
6.	NBT: Understand Place Value	**Skip count by multiples of 5s, 10s and 100s up to 1,000.**	4	2.NBT.2	3.OA.1 3.OA.2 3.NBT.1 3.NBT.3 3.NF.1 3.NF.2	4.OA.1 4.OA.4 4.OA.5 4.NBT.3	5.NBT.6
7.	NBT: Understand Place Value	Recognize the value of each digit based upon place value.	4	2.NBT.1 2.NBT.3	3.NBT.1 3.NBT.2	4.NBT.2	5.NBT.1 5.NBT.3
8.	NBT: Understand Place Value	Recognize and describe the patterns that 10 tens is 1-hundred, 20 tens is 2-hundreds, etc.	4	2.NBT.1a	3.OA.9	4.NBT.1	5.NBT.1 5.NBT.2
9.	NBT: Understand Place Value	**Recognize how many of a unit a number contains, e.g., 234 has only 234 ones, only 23 whole tens, 2 whole hundreds.**	3	2.NBT.1, 2.NBT.3	3.NBT.1	4.NBT.1 4.NBT.2	5.NBT.1 5.NBT.2

#	Domain	Description	Grade	2nd	3rd	4th	5th
10.	NBT: Understand Place Value	Place a number on the number line diagram.	3	2.NBT.4 2.MD.6	3.NBT.1 3.NF.2 3.NF.3 3.MD.1	4.NF.1 4.NF.2 4.NF.4 4.NF.7	5.NBT.3b 5.NF.4 5.NF.5
11.	OA: Add/Subtract within 20	**Tell sums of two one-digit numbers, i.e., 0 + 0 to 9 + 9**	4	2.OA.2	All domains **3.OA.5**	All domains 4.NF.3a	All domains 5.OA.1 5.OA.2
12.	OA: Add/Subtract within 20	Figure out subtraction facts with two one-digit numbers using mental math strategies and visualizations. (In these instances, the minuend is a larger value than the subtrahend, i.e., 5 - 3 = 2, as opposed to 3 - 5 = -2)	3 - 4	2.OA.2	All domains	All domains	All domains 5.OA.1 5.OA.2
13.	NBT: Place Value and Properties of Operations to Add/Subtract	**Add/subtract up to and including 3-digit numbers where regrouping is involved using tools, pictorials/drawings, models, place value strategies and strategies involving the properties of operations.**	3	2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.9	3.NBT.2	4.NBT.4 4.NBT.5 4.MD.5a 4.MD.7	5.NBT.5 5.NBT.6 5.NBT.7
14.	NBT: Place Value and Properties of Operations to Add/Subtract	**Add 10 or 100 to any given number within 1,000.**	4	2.NBT.8	3.NBT.2 3.OA.9		
15.	OA: Equal Groups and Foundations for Multiplication	Recognize odd or even numbers	4	2.OA.1	3.OA.4 3.OA.5 3.OA.6	4.OA.4 4.OA.5	
16.	OA: Equal Groups and Foundations for Multiplication	**Build rectangular arrays and recognize that equal amounts are repeated.**	4	2.OA.4 2.G.2	3.OA.1 3.OA.2 3.OA.3 3.MD.5 3.MD.6 3.MD.7	4.NBT.5	5.MD.3 5.MD.4 5.MD.5
17.	OA: Solve Problems with Addition and Subtraction	**Read (with comprehension) word problem situations, then be able to discuss how mathematics is involved and choose tools, models and/or strategies to resolve the problem.**	3	MP 1, 2, 3, 4, 6 2.OA.1 2.MD.5 2.MD.8 2.MD.10	3.OA.3 3.OA.8 3.MD.1 3.MD.2 3.MD.3 3.MD.8	4.OA.2 4.OA.3 4.NF.3d 4.NF.4c 4.MD.2 4.MD.3 4.MD.4 4.MD.7	5.NF.2 5.NF.3 5.NF.6 5.NF.7c 5.MD.1 5.MD.2 5.MD.5c 5.G.2
18.	MD: Measure and estimate lengths	Use linear measurement tools (ruler, meter/yardstick, measuring tape) appropriately to read, estimate and compare lengths.	4	2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.9	3.MD.4	4.MD.6	5.MD.6
19.	MD: Measure and estimate lengths	Estimate how many units of measurement an object is.	3 - 4	2.MD.3	3.MD.2	4.MD.6 4.MD.7	5.MD.3 5.MD.4

20.	MD: Time	Tell time on an analog clock to the nearest 5-minute interval.	3 - 4	2.MD.7	3.MD.1		
21.	MD: Money	Recognize and count money (bills and coins) values.	3 - 4	2.MD.8		4.NF.5 4.NF.6 4.NF.7 4.MD.2	5.MD.1
22.		Draw and read picto- and bar graphs. *(Read a chart.)*	3 - 4	2.MD.10	3.MD.3 3.OA.3	4.MD.1	5.MD.2
23.	G: Reason with shapes	Identify shapes or categories of polygons (e.g., quadrilaterals) based on their attributes, but not just seeing them visually.	4	2.G.1	3.G.1	4.G.2	5.G.3 5.G.4 5.MD.5
24.	G: Reason with shapes	Partition shapes into equal parts and use fractional language to describe each part.	3 - 4	2.G.3	3.NF 3.MD.7d 3.G.2	4.NF.1 4.NF.2 4.NF3b 4.NF.3d 4.NF4a 4.NF.4b 4.NF.7 4.G.3	5.NF