



Interact Elementary Library
Grades: 2, 3, 4
States: Common Core State Standards

Interact Elementary Library: MATH MARVELS: Purposeful Practice of Basic Skills
 Summary: Challenge students to improve their strategic-thinking and algebra skills by learning, playing and evaluating several games a day. (9781573363839-INT937)

Common Core State Standards

Language Arts

Grade: 2 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.2	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.ELA-Literacy.SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION	CCSS.ELA-Literacy.SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.ELA-Literacy.SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade: 3 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.3	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.3.2b	Develop the topic with facts, definitions, and details.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.3	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
STANDARD	CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.3	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.ELA-Literacy.SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION	CCSS.ELA-Literacy.SL.3.1d	Explain their own ideas and understanding in light of the discussion.
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Grade: 4 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.4	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.4	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.W.4	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
STANDARD	CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.4	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.ELA-Literacy.W.4.9b	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / DOMAIN	CCSS.ELA-Literacy.W.4	Writing Standards

CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.ELA-Literacy.L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Mathematics

Grade: 2 - Adopted 2010

STRAND / DOMAIN	CCSS.Math.Practice	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP6	Attend to precision.
STRAND / DOMAIN	CCSS.Math.Content.2.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.2.NBT.A	Understand place value.
STANDARD	CCSS.Math.Content.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
EXPECTATION	CCSS.Math.Content.2.NBT.A.1a	100 can be thought of as a bundle of ten tens -- called a

		"hundred."
STRAND / DOMAIN	CCSS.Math.Content.2.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.2.NBT.A	Understand place value.
STANDARD	CCSS.Math.Content.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.
STRAND / DOMAIN	CCSS.Math.Content.2.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.2.NBT.B	Use place value understanding and properties of operations to add and subtract.
STANDARD	CCSS.Math.Content.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
STANDARD	CCSS.Math.Content.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.

Grade: 3 - Adopted 2010

STRAND / DOMAIN	CCSS.Math.Practice	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP6	Attend to precision.
STRAND / DOMAIN	CCSS.Math.Content.3.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Math.Content.3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.
STANDARD	CCSS.Math.Content.3.OA.B.5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
STRAND / DOMAIN	CCSS.Math.Content.3.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Math.Content.3.OA.C	Multiply and divide within 100.
STANDARD	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
STRAND / DOMAIN	CCSS.Math.Content.3.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.
STANDARD	CCSS.Math.Content.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
STANDARD	CCSS.Math.Content.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
STRAND / DOMAIN	CCSS.Math.Content.3.NF	Number and Operations--Fractions

CATEGORY / CLUSTER	CCSS.Math.Content.3.NF.A	Develop understanding of fractions as numbers.
STANDARD	CCSS.Math.Content.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
STRAND / DOMAIN	CCSS.Math.Content.3.NF	Number and Operations--Fractions
CATEGORY / CLUSTER	CCSS.Math.Content.3.NF.A	Develop understanding of fractions as numbers.
STANDARD	CCSS.Math.Content.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
EXPECTATION	CCSS.Math.Content.3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
EXPECTATION	CCSS.Math.Content.3.NF.A.3b	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
EXPECTATION	CCSS.Math.Content.3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.

Grade: 4 - Adopted 2010

STRAND / DOMAIN	CCSS.Math.Practice	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP6	Attend to precision.
STRAND / DOMAIN	CCSS.Math.Content.4.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Math.Content.4.OA.B	Gain familiarity with factors and multiples.
STANDARD	CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
STRAND / DOMAIN	CCSS.Math.Content.4.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.4.NBT.A	Generalize place value understanding for multi-digit whole numbers.
STANDARD	CCSS.Math.Content.4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
STANDARD	CCSS.Math.Content.4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$. symbols to record the results of comparisons.
STANDARD	CCSS.Math.Content.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
STRAND / DOMAIN	CCSS.Math.Content.4.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic.
STANDARD	CCSS.Math.Content.4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using

		the standard algorithm.
STANDARD	CCSS.Math.Content.4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-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.
STRAND / DOMAIN	CCSS.Math.Content.4.NF	Number and Operations--Fractions
CATEGORY / CLUSTER	CCSS.Math.Content.4.NF.A	Extend understanding of fraction equivalence and ordering.
STANDARD	CCSS.Math.Content.4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
STRAND / DOMAIN	CCSS.Math.Content.4.NF	Number and Operations--Fractions
CATEGORY / CLUSTER	CCSS.Math.Content.4.NF.B	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
STANDARD	CCSS.Math.Content.4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
EXPECTATION	CCSS.Math.Content.4.NF.B.4a	Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.