



TouchMath Correlations to Common Core State Standards

TouchMath offers two presentations of the correlations. One is by page for teacher planning. Each page is correlated to each of the standards that are addressed through the activities and instructional strategies. The second is by standard for remedial use for needed proficiency with a given standard.

The Common Core State Standards outline the journey to success in learning mathematics. The navigation of that journey is implemented by the classroom teacher. This correlation of the TouchMath Program to the Common Core State Standards is a critical aid that supports the teacher in plotting the course for students to successfully reach their destinations. The teacher determines the route, pace, and means of travel for the learners. TouchMath offers a unique approach, one that is instinctive to learners. The TouchPoints are to the numerals as words are to letters: they give meaning to abstraction.

With TouchMath, teachers guide the learning through engaging all learning styles to help students read the signposts and progress toward their destination, one milestone at a time. The program can be implemented as an intervention at various developmental levels. Key mathematical concepts are developed and expanded as students explore the world of mathematics. Within each CCSS domain, the clusters of paths converge to develop clear understanding of complex skills. Experiences on the journey often contribute to success in multiple domains. Student activities are not isolated to one domain; they build automaticity in navigation as the learner grows in confidence.

Since the TouchMath Program is kinesthetic, visual, and abstract in its approach to instruction, the Program is differentiated from other approaches/programs in significant ways. The correlations reflect these differentiators; they are identified by grade level for clarity in understanding the process used for the correlations.

Bon Voyage! Enjoy the journey and embrace the adventure!

Assumptions in the CCSS Correlations
TouchMath Program, Standards-Based Edition
July, 2017

Introduction: The following assumptions were applied in correlating the Program to the Mathematics Common Core State Standards. The CRA sequence of concept development was implemented throughout the Program. The concrete and representational activities are specifically referenced below. The abstract forms include the standard forms of numbers with no visual representations.

Mathematical Practice

The Mathematical Practices have been correlated broadly since the TouchMath approach reinforces the relationship of quantities and numerals, strategies for problem solving (rather than guessing at the answer), models and patterns, tools, precise language, structure and patterns, and repeated reasoning.

- MP.1. Multiple approaches to operations include rings around quantities, representation on addition/subtraction workmats, and connection of quantities and numerals with TouchPoints..
- MP.2 The use of TouchPoints is correlated as a strategy to associate the abstract number and the quantity it represents.
- MP.3 Partner work with questioning processes, drawing conclusions and making generalizations are indicated in the correlation.
- MP.4 Activities with concrete objects and representations including but not limited to TouchPoints, graphic organizers, drawings, place value models, calendars, charts, graphs, and visual cues) are included as modeling with mathematics.
- MP.5 The tools correlated include all of the examples of models. TouchPoint Numerals are correlated as tools.
- MP.6 Precision is consistently reinforced as students are encouraged use a strategy (as opposed to make a guess) and evaluate solutions to ensure they are reasonable and logical.
- MP.7 Problem solving strategies are introduced, compared to computation strategies, and reinforced throughout instruction.
- MP.8 Sequences, patterns, and algorithms are practiced and implemented regularly.

CCSS: First Grade.1...

Operations and Algebraic Thinking

Cluster 1: Concept and word problems

- OA.2 Again, the correlations include the activities that have word problems as the focus. Word problems are inherent throughout the program included with pictures and number sentences.

Cluster 2: Properties and relationships

- OA.3 The strategies also include the relationship of addition and subtraction, patterns, counting on and counting backward, place value, mental math, number families, and application of TouchPoints.
- OA.4 The correlations include number families and the relationship of addition and subtraction to find the unknowns.

Cluster 3: Fluency within 10

OA.5,6 All practice with sums and differences is included. These standards are inherent throughout the program with the use of TouchPoints for counting on and counting backward.

Cluster 4: Equality

OA.7 Activities with true/false, selection of operations, multiple choice, and matching are correlated.

Number and Operations in Base 10

Cluster 1: Counting

NBT.1 Backward counting on TouchPoints for the nine digits is included.

Cluster 2: Place Value

NBT. 2 Models for manipulation (linking cubes, beads/strings, bundles of straws, place value mats, ten frames, number lines, abacuses, and counters) are used for concept development, preceding the activities using the models and pictures on the activity sheets.

NBT.3 Comparisons include quantities, numerals, and sums and differences in multiple choice, true/false, and matching activities (models to numerals, and numbers represented on number lines).

Measurement and Data

Cluster 3: Data

MD.4 Representing data is provided on horizontal and vertical graphs with objects, pictures, and bars to be shaded.

Geometry

Cluster 1: Shapes

G.1 An introduction to shapes precedes the defined standards. This includes types of lines, open/closed shapes, and sorting by non-defining attributes. Matching shapes of different sizes and orientations is included.

G.2 The activities include composing shapes with similar attributes (e.g., number of edges and corners).

G.3 The Program extends partitioning and naming through fifths.

TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

1st Grade

1.OA Operations and Algebraic Thinking

1.OA.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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1.OA.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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1st Grade

1.OA Operations and Algebraic Thinking

1.OA.3

Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

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1.OA.4

Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

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Correlations by Standard

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1st Grade

1.OA Operations and Algebraic Thinking

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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1st Grade

1.OA Operations and Algebraic Thinking

1.OA.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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1st Grade

1.OA Operations and Algebraic Thinking

1.OA.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

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1st Grade

1.OA Operations and Algebraic Thinking

1.OA.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$

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1st Grade

1.NBT Number and Operations in Base Ten

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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1st Grade

1.NBT Number and Operations in Base Ten

1.NBT.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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1st Grade

1.NBT Number and Operations in Base Ten

1.NBT.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

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1st Grade

1.NBT Number and Operations in Base Ten

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

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TouchMath Common Core Standards

Correlations by Standard

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1st Grade

1.MD Measurement and Data

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

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1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

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1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

1st Grade

1.G Geometry

1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

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Unit 4, Module 5: 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 125

1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

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1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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