



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: Second Grade. 2...

Operations and Algebraic Thinking

Cluster 1: Addition and Subtraction

- OA. 1 The correlations include activities with word problems, found on the activity sheets, throughout the instruction and guided practice. Specific problem solving strategies (e.g., work backwards) are introduced, modeled, and encouraged. In addition to unknowns in all positions in equations, they are imbedded in sequences, patterns, strategies, and activities with mystery numbers.

Cluster 2: Fluency within 20

- OA. 2 All practice with sums and differences is included.

Cluster 3: Multiplication

- OA.3 The activities include identifying odd and even numbers to 100. The concrete activities of pairing objects are scaffolded to include pictorial representations of the objects, then patterns with numbers in sequences, followed by generalizations of odd and even numbers, and concluding with application in a hundred chart.

Number and Operations in Base Ten

Cluster 1: Place Value

- NBT.3 The following forms are representations of concept development of reading and writing numbers: (1) base-ten numerals, (2) words or names of the numbers, (3) expanded forms, e.g. $500 + 30 + 1$, (4) place value forms, e.g. 5 hundreds + 3 tens, + 1 one, (5) and place value charts, e.g.

h	t	o
5	3	1

- NBT.4 All activities with patterns, true/false, matching, and multiple choice are considered comparisons and are correlated.

Cluster 2: Addition and subtraction

- NBT.5 The strategies include Touch Points, patterns (relationships) number families, doubles, combinations to make 10, and the commutative and associative properties. Computation strategies are consistently reinforced.
- NBT.9 Place value charts and models, visual cues, drawings, diagrams, relationships of numbers, discussions with partner, making generalizations, and additional activities included in the Differentiated Instructions are correlated as explanations why strategies work.

Measurement and Data

Cluster 3: Time and money

- MD.7 Time to nearest one minute is included.
- MD.8 The relationship of two and a half dimes to a quarter is shared in instruction.

TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

2nd Grade

2.OA Operations and Algebraic Thinking

2.OA.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

2nd Grade

2.OA Operations and Algebraic Thinking

2.OA.2

Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

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2.OA.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.

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2.OA.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.

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TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

2nd Grade

2.NBT Number and Operations in Base Ten

2.NBT.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:

- a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

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2.NBT.2

Count within 1000; skip-count by 5s, 10s, and 100s.

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2nd Grade

2.NBT Number and Operations in Base Ten

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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2nd Grade

2.NBT Number and Operations in Base Ten

2.NBT.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.

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2nd Grade

2.NBT Number and Operations in Base Ten

2.NBT.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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TouchMath Common Core Standards

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2nd Grade

2.NBT Number and Operations in Base Ten

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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2nd Grade

2.NBT Number and Operations in Base Ten

2.NBT.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.

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2nd Grade

2.NBT Number and Operations in Base Ten

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

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2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

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TouchMath Common Core Standards

Correlations by Standard

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2nd Grade

2.MD Measurement and Data

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

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Unit 4, Module 5: 101, 102, 103, 114

2.MD.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.

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Unit 4, Module 3: 61, 62, 63, 65, 66, 68, 69

Unit 4, Module 4: 76, 77, 78, 79, 80, 81, 82, 83, 84, 89, 92, 93, 99, 100

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

Unit / Module Page Number
Unit 4, Module 4: 76, 85, 86, 87, 96, 97, 98, 99, 100

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

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Unit 4, Module 4: 80, 88, 94, 95, 99, 100

Unit 4, Module 5: 101, 102, 103, 114

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

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2nd Grade

2.MD Measurement and Data

2.MD.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.

Unit / Module Page Number

Unit 4, Module 5: 101, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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Unit 4, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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Unit 4, Module 2: 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

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2.MD.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 puttogether, take-apart, and compare problems using information presented in a bar graph.

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TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

2nd Grade

2.G Geometry

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

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2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

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2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

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