



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.

Kindergarten CCSS.K...

Counting and Cardinality

Cluster 1: Number names and sequences

- CC.1 Counting includes an introduction to counting backward using number lines. Practice associating numbers and quantities is correlated.

Cluster 2: Count to tell number

- CC.4 Cardinality includes the association of the number of objects with Pictorial TouchPoints and TouchPoints without pictures.

Cluster 3: Compare

- CC.6 Matching activities are correlated as equality.
- CC.7 Comparisons are correlated as equality.

Operations and Algebraic Thinking

Cluster 1: Addition and subtraction

- OA.1 The correlations include activities with objects, pictures of objects (identified as quantities with a ring around them), number sentences with numerals and objects, Pictorial TouchPoints, and TouchPoints throughout the instruction and guided practice.
- OA.2 Word problems are included throughout the Program. Not all pages were correlated. Instead, a focus on word problems was correlated. These correlations begin Unit 2, Module 3, where a focus is on multiple ways to show a word problem (from pictures, to number sentences, to Pictorial TouchPoints, to TouchPoints).
- OA. 5 Fluency includes a strategy for finding answers through repeated, meaningful practice, with multiple representations of the numbers.

Number and Operations in Base 10

- NBT.1 Significant practice with ten frames, linking cubes, beads on strings, and base ten blocks is provided and represented as models on the activity sheets. Comparisons using the models is also incorporated.

Measurement and Data

Cluster 1: Describe measurable attributes

- MD.1,2 Length and weight are both included with appropriate vocabulary. For length, long (longer, longest) and short (shorter, shortest,) are repeated. For weight, light (floats) and heavy (sinks) are used for experimentation. After completing the practice with each attribute, the two attributes are combined so that the description includes both attributes. Objects and then pictures are used. Comparisons are included.

Cluster 3: Classify and Count

- MD.3 Concrete experience sorting and classifying a variety object (and then pictures) precede ordering them by length and weight.



TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

Kindergarten

K.CC Counting and Cardinality

K.CC.1 Count to 100 by ones and by tens.

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K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

<u>Unit / Module</u>	<u>Page Number</u>
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Correlations by Standard

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Kindergarten

K.CC Counting and Cardinality

K.CC.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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TouchMath Common Core Standards

Correlations by Standard

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Kindergarten

K.CC Counting and Cardinality

K.CC.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

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TouchMath Common Core Standards

Correlations by Standard

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Kindergarten

K.CC Counting and Cardinality

K.CC.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

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Kindergarten

K.CC Counting and Cardinality

K.CC.5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

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Kindergarten

K.CC Counting and Cardinality

K.CC.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

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K.CC.7

Compare two numbers between 1 and 10 presented as written numerals.

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Kindergarten

K.OA Operations and Algebraic Thinking

K.OA.1

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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Kindergarten

K.OA Operations and Algebraic Thinking

K.OA.2

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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K.OA.3

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

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TouchMath Common Core Standards

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Kindergarten

K.OA Operations and Algebraic Thinking

K.OA.4

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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K.OA.5

Fluently add and subtract within 5.

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K.NBT Number and Operations in Base Ten

K.NBT.1

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

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TouchMath Common Core Standards

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Kindergarten

K.MD Measurement and Data

K.MD.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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K.MD.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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K.MD.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

Kindergarten

K.G Geometry

K.G.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

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K.G Geometry

K.G.2 Correctly name shapes regardless of their orientations or overall size.

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K.G Geometry

K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

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K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

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K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

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K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

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