



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.

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.

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

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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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.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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TouchMath Common Core Standards

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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TouchMath Common Core Standards

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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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TouchMath Common Core Standards

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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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TouchMath Common Core Standards

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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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TouchMath Common Core Standards

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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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TouchMath Common Core Standards

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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.

<u>Unit / Module</u>	<u>Page Number</u>
Unit 2, Module 2:	27, 28, 29, 30, 31
Unit 2, Module 3:	52, 53, 54
Unit 2, Module 5:	101, 116, 117, 118, 119, 120, 121, 122, 125
Unit 2, Module 6:	126, 137, 138, 139, 150
Unit 3, 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
Unit 3, Module 2:	26, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50
Unit 3, Module 3:	51, 54, 66, 67, 68, 69, 70, 71, 75
Unit 3, Module 4:	76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
Unit 3, Module 5:	101, 104, 105, 106, 108, 109, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 125
Unit 3, Module 6:	126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148, 150

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.

<u>Unit / Module</u>	<u>Page Number</u>
Unit 3, Module 3:	72, 73, 74

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.

<u>Unit / Module</u>	<u>Page Number</u>
Unit 3, Module 5:	110, 111, 112

TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

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.

Unit / Module Page Number

Unit 4, Module 1: 2, 3, 5, 7, 8, 9, 10, 14, 16, 17, 21

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.

Unit / Module Page Number

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

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

Unit / Module Page Number

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

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.

Unit / Module Page Number

Unit 4, Module 3: 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75

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.

Unit / Module Page Number

Unit 4, Module 4: 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 100

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.

Unit / Module Page Number

Unit 4, Module 4: 90, 91, 92, 93, 94, 95, 96, 97, 98, 99

Unit 4, Module 5: 115, 116, 117, 118, 119, 120, 121, 122, 123, 124

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.

Unit / Module Page Number

Unit 4, Module 6: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150



Second Grade Differentiators in the Correlations to the Common Core State Standards

The Program offers meaningful repetitions to build understanding in the four key areas of focus in second grade: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

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.

Differentiators in the Second Grade Correlations:

1. All student activity pages in TouchMath Plus are also correlated through the links in the instructional strategies. They are not specified in this correlation chart.
2. The Mathematical Practices are not correlated. They are woven throughout the activities.
3. 2.OA. 1: Word problems, identification of unknowns, and/or numerals with TouchPoints are correlated. TouchPoints are considered drawings and represent the problem.
4. 2.OA. 2: Adding and subtracting fluently within 20 is included for operations within 100 since finding the sums and differences in each digit includes practice with one-digit numbers. Adding and subtracting multiples of 10 and 100 are not included; they are listed exclusively in 2.NBT. 8.
5. 2.OA. 3: The sum of two equal addends is correlated throughout the introduction to multiplication. The first example in a pattern is two equal addends.
6. 2.OA. 4: Repeated addition includes numerals with TouchPoints for students that need the kinesthetic/visual approach to counting.
7. 2.NBT. 2: Skip counting of all numbers is reinforced throughout the Program. All activities are correlated.
8. 2.NBT. 3: Expanded form is used in addition and subtraction activities. These incidences are correlated.
9. 2.NBT. 4: All activities with patterns, True/False, matching, and multiple choice are considered comparisons and are correlated.
10. 2.NBT. 5: Adding and subtracting within 100 also includes adding and subtracting within 20.
11. 2.NBT. 7: All visual representations of problems are correlated. This includes charts, tables, graphs, drawings, TouchPoints, and other visual cues. Problem solving strategies are introduced and included in this correlation.
12. 2.NBT. 9: All strategies for finding sums and differences are included in this correlation. These strategies include the visual representations as well as activities with numbers without visual cues.



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.

<u>Unit / Module</u>	<u>Page Number</u>
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Unit 3, Module 4:	76, 81, 82, 83, 86, 87, 88, 89, 90, 92, 96, 97, 98, 100
Unit 3, Module 5:	101, 102, 103, 104, 105, 106, 107, 108, 110, 111, 113, 116, 119, 120, 121, 122, 123, 125

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.

<u>Unit / Module</u>	<u>Page Number</u>
Unit 1, 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
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Unit 1, Module 5:	101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125
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Unit 2, Module 5:	101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125
Unit 2, Module 6:	126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150

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.

<u>Unit / Module</u>	<u>Page Number</u>
Unit 2, Module 4:	76, 77, 78, 79, 80, 81, 87, 88, 89, 90, 91
Unit 3, Module 6:	126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 150

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.

<u>Unit / Module</u>	<u>Page Number</u>
Unit 2, Module 4:	76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 98, 99, 100
Unit 3, Module 6:	126, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150

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).

<u>Unit / Module</u>	<u>Page Number</u>
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Unit 2, 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
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Unit 2, Module 2:	26, 28, 48, 49
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Unit 2, Module 3:	51, 57, 60, 65, 66, 67, 75
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Unit 3, Module 2:	26, 27, 50
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Unit 3, Module 3:	58
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Unit 3, Module 4:	96
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Unit 3, Module 5:	105
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2.NBT.2

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

<u>Unit / Module</u>	<u>Page Number</u>
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Unit 2, Module 4:	76, 80, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
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Unit 4, Module 5:	105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 124, 125
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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.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

<u>Unit / Module</u>	<u>Page Number</u>
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Unit 1, Module 6:	126, 127, 128, 129, 149, 150
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Unit 3, Module 2:	26, 27, 39, 50



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.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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Unit 1, Module 3:	51, 56, 62, 63, 66, 67, 68, 69, 70, 74, 75
Unit 1, Module 4:	76, 84, 85, 86, 87, 88, 89, 90, 92, 96, 97, 98, 99, 100
Unit 1, Module 5:	101, 110, 111, 113, 114, 115, 117, 123, 124, 125
Unit 1, Module 6:	129, 133, 135, 136, 138, 140, 142, 143, 144
Unit 2, Module 1:	1, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
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Unit 2, Module 3:	51, 54, 56, 69, 70, 73, 75
Unit 2, Module 5:	101, 105, 106, 107, 108, 119, 120, 121, 122, 123, 124, 125
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Unit 3, Module 4:	76, 81, 82, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100
Unit 3, Module 5:	101, 103, 104, 107, 108, 111, 114, 115, 116, 117, 121, 122, 123, 125



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.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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Unit 1, Module 5:	101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125
Unit 1, Module 6:	126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150
Unit 2, Module 5:	101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125
Unit 2, Module 6:	126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150
Unit 3, 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
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Unit 3, Module 5:	101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125



TouchMath Common Core Standards

Correlations by Standard

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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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TouchMath Common Core Standards

Correlations by Standard

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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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Unit 3, Module 2:	35, 38, 41, 42, 45, 46, 49
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Unit 3, Module 4:	76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 89, 90, 91, 92, 96, 97, 98, 99, 100
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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.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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Unit 3, Module 4:	76, 97, 98, 100
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Unit 3, Module 5:	101, 103, 104, 111, 116, 117, 123, 125
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2.NBT.9

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

<u>Unit / Module</u>	<u>Page Number</u>
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Unit 3, 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
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Unit 3, Module 3:	51, 52, 53, 54, 55, 57, 58, 59, 60, 62, 63, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75
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Unit 3, Module 5:	101, 103, 104, 105, 106, 107, 109, 111, 112, 115, 116, 117, 119, 120, 121, 122, 123, 124, 125
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TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

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.

Unit / Module Page Number
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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.

Unit / Module Page Number
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.

Unit / Module Page Number
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.

Unit / Module Page Number
Unit 4, Module 5: 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125

TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

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.

Unit / Module

Page Number

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?

Unit / Module

Page Number

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.

Unit / Module

Page Number

Unit 4, Module 3: 51, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75

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.

Unit / Module

Page Number

Unit 4, Module 3: 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 74, 75

TouchMath Common Core Standards

Correlations by Standard

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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.

Unit / Module Page Number

Unit 4, Module 6: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 150

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

Unit / Module Page Number

Unit 4, Module 6: 126, 138, 139, 140, 141, 142, 150

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.

Unit / Module Page Number

Unit 4, Module 6: 126, 143, 144, 145, 146, 147, 148, 149, 150



Kindergarten Differentiators in the Correlations to the Common Core State Standards

The Program offers meaningful repetitions to build understanding in the two key areas of focus in kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.

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.

Differentiators in the Kindergarten Correlations:

1. All student activity pages in TouchMath Plus are also correlated through the links in the instructional strategies. They are not specified in this correlation chart.
2. The Mathematical Practices are not correlated. They are woven throughout the activities.
3. K.CC. 1: The activities focus on sequencing numerals with no pictures or visual cues.
4. K.CC. 4: Numerals with TouchPoints are correlated as understanding a relationship between numbers and quantities.
5. K.CC. 5: Numerals with TouchPoints are correlated as a strategy for answering “how many?” questions.
6. K.CC. : Matching groups of objects to numerals and identifying True/False are correlated as matching and counting strategies.
7. K.OA. 2: Word problems are scaffolded throughout all four units. Examples include Pictorial TouchPoints, objects and drawings, verbal word problems related to pictures, visual cues to represent joining together or taking apart, rebus word problems, and basic vocabulary. These are all correlated as representations of problems.
8. K.MD. 3: All activities correlated to this domain/cluster/standard are also correlated to K. MD. 1 and K. MD. 2 since describing and comparing objects are reinforced in the instructional approach. Pages 70–74 are templates for graphing.
9. K.G. 2: TouchShapes are used throughout the Program. They are correlated since reinforcement of naming the shapes is included.
10. K.G. 6: Composing shapes includes modeling/ drawing shapes. These correlations also include K.G. 5.



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.

Unit / Module Page Number

Unit 1, 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

Unit 3, Module 2: 27, 28, 30, 31, 34, 35, 37, 38, 39, 41, 42, 43, 46, 47, 49

Unit 3, Module 3: 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75

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

Unit / Module Page Number

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



TouchMath Common Core Standards

Correlations by Standard

Referencing correlated pages within TouchMath's Unit Module Guides

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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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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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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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.

Unit / Module

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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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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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Unit 4, Module 5: 116, 117, 118, 119, 120, 121, 122, 123, 124

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