Louisiana Guide to Implementing Zearn
Grade 1

To assist teachers with the implementation of the Zearn curriculum for Grade 1, this document provides multiple layers of guidance regarding how Zearn lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Zearn is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Zearn goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

The guidance document is considered a "living" document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

Updated on March 7, 2023~~July 20, 2023~~

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Grade 1 Suggested Implementation Calendar

Grade 1	Mission	Approximate Number of Days	Number of Lessons
Weeks 1-9	Mission 1: Add and Subtract Small Numbers	40 Days	32 Lessons
Weeks 10-16	Mission 2: Meet Place Value	29 Days	23 Lessons
Weeks 17-19	Mission 3: Measure Length	13 Days	10 Lessons
Weeks 20-26	Mission 4: Add and Subtract Bigger Numbers	29 Days	23 Lessons
Weeks 27-30	Mission 5: Work with Shapes	17 Days	13 Lessons
Weeks 31-36	Mission 6: Add and Subtract to 100	23 Days	18 Lessons

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 1: Standards by Mission					
Mission 1	**Mission 2**	**Mission 3**	**Mission 4**	**Mission 5**	**Mission 6**
1.OA.A.1 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.C.7 1.OA.D.8	1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.C.7 1.OA.D.8 1.NBT.B.2 1.NBT.C.5	1.OA.A.1 1.MD.A.1 1.MD.A.2 1.MD.C.4	1.OA.A.1 1.NBT.A.1 1.NBT.B.2 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.D.5	1.MD.B.3 1.G.A.1 1.G.A.2 1.G.A.3	1.OA.A.1 1.NBT.A.1 1.NBT.B.2 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.D.5
Prerequisite Standards: K.CC.A.2 K.CC.B.4b K.CC.A.4c K.CC.B.5a K.CC.B.5b K.OA.A.3 K.OA.A.4 K.OA.A.5	K.OA.A.3 K.OA.A.4 K.NBT.A.1	K.CC.B.5 K.CC.C.6 K.CC.C.7 K.MD.A.1 K.MD.A.2	K.OA.A.3 K.OA.A.4 K.NBT.A.1	K.G.B.4 K.G.B.6 K.G.A.2 K.G.A.3	K.OA.A.2 K.OA.A.3 K.OA.A.4 KNBT.A.1

Standards by Lesson

Grade 1: Standards by Lesson	
Mission 1 Lessons	**Standards**
1	1.OA.C.5
2	1.OA.C.5
3	1.OA.C.5
4	1.OA.A.1, 1.OA.C.5
5	1.OA.A.1, 1.OA.C.5
6	1.OA.A.1, 1.OA.C.5
7	1.OA.A.1, 1.OA.C.5
8	1.OA.A.1, 1.OA.C.5
9	1.OA.A.1, 1.OA.C.6
10	1.OA.A.1, 1.OA.C.6
11	1.OA.A.1, 1.OA.C.6
12	1.OA.A.1, 1.OA.C.6
13	1.OA.A.1, 1.OA.C.6
14	1.OA.C.5, 1.OA.C.6
15	1.OA.C.5, 1.OA.C.6
16	1.OA.C.5, 1.OA.C.6, 1.OA.D.8
17	1.OA.C.6, 1.OA.D.7
18	1.OA.C.6, 1.OA.D.7
19	1.OA.B.3, 1.OA.C.6, 1.OA.D.7
20	1.OA.B.3, 1.OA.C.6
21	1.OA.B.3, 1.OA.C.6
22	1.OA.B.3, 1.OA.C.6
23	1.OA.B.3, 1.OA.C.6
24	1.OA.B.3, 1.OA.C.6
25	1.OA.A.1
26	1.OA.B.4, 1.OA.C.5, 1.OA.C.6
27	1.OA.B.4, 1.OA.C.5, 1.OA.C.6
28	1.OA.A.1

29	1.OA.A.1, 1.OA.B.4, 1.OA.D.8
30	1.OA.A.1, 1.OA.B.4, 1.OA.D.8
31	1.OA.A.1
32	1.OA.A.1, 1.OA.B.4, 1.OA.D.8
33	1.OA.C.6
34	1.OA.C.6
35	1.OA.C.6
36	1.OA.C.6
37	1.OA.C.6
38	1.OA.C.6
39	1.OA.C.6

Mission 2 Lessons	Standards
1	1.OA.A.2, 1.OA.C.6
2	1.OA.B.3, 1.OA.C.6
3	1.OA.A.1, 1.OA.C.6
4	1.OA.A.1, 1.OA.C.6
5	1.OA.A.1, 1.OA.C.5, 1.OA.C.6
6	1.OA.B.3, 1.OA.C.6, 1.OA.D.7
7	1.OA.A.1, 1.OA.C.6
8	1.OA.A.1, 1.OA.C.6
9	1.OA.A.1, 1.OA.C.5, 1.OA.C.6
10	1.OA.B.3, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8

11	1.OA.A.1, 1.OA.B.3, 1.OA.C.6
12	1.OA.A.1, 1.OA.C.5, 1.OA.C.6
13	1.OA.A.1, 1.OA.C.5, 1.OA.C.6
14	1.OA.B.4, 1.OA.C.5, 1.OA.C.6
15	1.OA.B.4, 1.OA.C.5, 1.OA.C.6
16	1.OA.B.4, 1.OA.C.5, 1.OA.C.6
17	1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6
18	1.OA.A.1, 1.OA.B.4, 1.OA.C.6
19	1.OA.B.4, 1.OA.C.5, 1.OA.C.6
20	1.OA.C.6, 1.OA.D.7, 1.OA.D.8
21	1.OA.A.1, 1.OA.B.4, 1.OA.C.5 1.OA.C.6

22	1.OA.A.1, 1.OA.B.4
23	1.OA.A.1
24	1.OA.A.1
25	1.OA.C.6, 1.OA.D.7
26	1.NBT.B.2
27	1.OA.A.1, 1.OA.C.6, 1.NBT.B.2
28	1.OA.A.1, 1.OA.C.6, 1.NBT.B.2
29	1.OA.A.1, 1.OA.C.6, 1.NBT.B.2
Mission 3 Lessons	**Standards**
1	1.MD.A.1
2	1.MD.A.1

3	1.MD.A.1
4	1.MD.A.1
5	1.MD.A.1, 1.MD.A.2
6	1.MD.A.1, 1.MD.A.2
7	1.MD.A.2
8	1.MD.A.2
9	1.MD.A.1, 1.MD.A.2
10	1.OA.A.1, 1.MD.C.4
11	1.OA.A.1, 1.MD.C.4
12	1.OA.A.1, 1.MD.C.4
13	1.OA.A.1, 1.MD.C.4
Mission 4 Lessons	**Standards**

1	1.NBT.A.1, 1.NBT.B.2
2	1.NBT.A.1, 1.NBT.B.2
3	1.NBT.A.1, 1.NBT.B.2
4	1.NBT.A.1, 1.NBT.B.2
5	1.NBT.A.1, 1.NBT.C.5
6	1.NBT.A.1, 1.NBT.B.2, 1.NBT.C.5, 1.MD.D.5
7	1.NBT.B.3
8	1.NBT.B.3
9	1.NBT.B.3
10	1.NBT.B.3
11	1.NBT.C.4, 1.NBT.C.6

12	1.NBT.C.4
13	1.NBT.C.4
14	1.NBT.C.4
15	1.NBT.C.4
16	1.NBT.C.4
17	1.NBT.C.4
18	1.NBT.C.4
19	1.OA.A.1
20	1.OA.A.1
21	1.OA.A.1
22	1.OA.A.1
23	1.NBT.B.2, 1.NBT.C.4

24	1.NBT.C.4
25	1.NBT.C.4
26	1.NBT.C.4
27	1.NBT.C.4
28	1.NBT.C.4
29	1.NBT.C.4
Mission 5 Lessons	**Standards**
1	1.G.A.1
2	1.G.A.1
3	1.G.A.1
4	1.G.A.2
5	1.G.A.2

6	1.G.A.2
7	1.G.A.3
8	1.G.A.3
9	1.G.A.3
10	1.MD.B.3, 1.G.A.3
11	1.MD.B.3
12	1.MD.B.3
13	1.MD.B.3
Mission 6 Lessons	**Standards**
1	1.OA.A.1
2	1.OA.A.1
3	1.NBT.B.2

4	1.NBT.A.1, 1.NBT.B.2
5	1.NBT.C.5
6	1.NBT.B.3
7	1.NBT.A.1
8	1.NBT.B.2
9	1.NBT.A.1, 1.NBT.B.2
10	1.NBT.C.4, 1.NBT.C.6
11	1.NBT.C.4
12	1.NBT.C.4

13	1.NBT.C.4
14	1.NBT.C.4
15	1.NBT.C.4
16	1.NBT.C.4
17	1.NBT.C.4
18	1.NBT.C.4
19	1.NBT.C.4
20	1.MD.D.5
21	1.MD.D.5

22	1.MD.D.5
23	1.MD.D.5
24	1.MD.D.5
25	1.OA.A.1
26	1.OA.A.1
27	1.OA.A.1
28	
29	
30	

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
1.OA.A.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.	Mission 1: Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 25, 28, 29, 30, 31, 32 Mission 2: Lessons 3, 4, 5, 7, 8, 9, 11, 12, 13, 17, 18, 21, 22, 23, 24, 27, 28, 29 Mission 3: Lessons 10, 11, 12, 13 Mission 4: Lessons 19, 20, 21, 22 Mission 6: Lessons 1, 2, 25, 26, 27
1.OA.A.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.	Mission 2: Lesson 1
1.OA.B.3	Apply properties of operations to add and subtract. 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.)	Mission 1: Lessons 19, 20, 21, 22, 23, 24 Mission 2: Lessons 2, 6, 10, 11
1.OA.B.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	Mission 1: Lessons 26, 27, 29, 30, 32 Mission 2: Lessons 14, 15, 16, 17, 18, 19, 21, 22

1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Mission 1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 16, 26, 27 Mission 2: Lessons 5, 9, 12, 13, 14, 15, 16, 17, 19, 21
1.OA.C.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).	Mission 1: Lessons 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 33, 34, 35, 36, 37, 38, 39 Mission 2: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 25, 27, 28, 29
1.OA.D.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.*	Mission 1: Lessons 17, 18, 19 Mission 2: Lessons 6, 10, 20, 25
1.OA.D.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 = ?.*	Mission 1: Lessons 16, 29, 30, 32 Mission 2: Lessons 10, 20
1.NBT.A.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.*	Mission 4: Lessons 1, 2, 3, 4, 5, 6 Mission 6: Lessons 4, 7, 9
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (a, b, and c)	Mission 2: Lessons 26, 27, 28, 29 Mission 4: Lessons 1, 2, 3, 4, 6, 23 Mission 6: Lessons 3, 4, 8, 9
1.NBT.B.2a	10 can be thought of as a bundle of ten ones — called a “ten.”	

1.NBT.B.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	
1.NBT.B.2c	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).	
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Mission 4: Lessons 7, 8, 9, 10 Mission 6: Lesson 6
1.NBT.C.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.	Mission 4: Lessons 11, 12, 13, 14, 15, 16, 17, 18, 23, 24, 25, 26, 27, 28, 29 Mission 6: Lessons 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
1.NBT.C.4a	Use 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 number sentence; justify the reasoning used with a written explanation.	
1.NBT.C.4b	Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Mission 4: Lessons 5, 6 Mission 6: Lesson 5
1.NBT.C.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.	Mission 4: Lesson 11 Mission 6: Lesson 10
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Mission 3: Lessons 1, 2, 3, 5, 6, 9

1.MD.A.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.*	Mission 3: Lessons 4, 5, 6, 7, 8, 9
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	Mission 5: Lessons 10, 11, 12, 13 Mission 6: Lessons 20, 21, 22, 23, 24
1.MD.C.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.*	Mission 3: Lessons 10, 11, 12, 13
1.MD.D.5	Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)	Mission 4: Lesson 6 Mission 6: Lessons 20, 21, 22, 23, 24
1.G.A.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.	Mission 5: Lessons 1, 2, 3
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and 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.	Mission 5: Lessons 4, 5, 6
1.G.A.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.	Mission 5: Lessons 7, 8, 9, 10

LOUISIANA IMPLEMENTATION GUIDE

Accelerate learning with Zearn Math

Zearn Math is designed to help students catch up and move forward in math. Research shows that Louisiana students that completed 3 grade-level Zearn Math lessons each week increased LEAP scores significantly compared to matched peers who did not use Zearn. This guidance can support you with incorporating Zearn Math into your instruction to support all learners.

Plan

for every kid to start on grade-level

Zearn has just-in-time, built-in Tier 1 intervention that connects unfinished learning into the context of new, grade-level math learning. Plan for your instruction and start all students on the first digital lesson of the Mission aligned to your live instruction.

To support planning, watch this video and see "Planning for a Mission, your week, and for a Lesson" available in the Course Guide within your Zearn account.

Deliver

live, grade-level instruction and use aligned digital lessons

Use Zearn's Independent Digital Lessons, which include an embedded daily diagnostic that assesses students' understanding and automatically delivers support and scaffolding from prior content exactly where kids need it. You can also tailor your live instruction for learning acceleration.

To support delivery, see "A Typical Lesson in Zearn Math" available in the Course Guide within your Zearn account.

Monitor

student progress on the grade-level content

Zearn makes student learning and thinking visible for teachers through robust reporting. Monitor your Zearn reports regularly to identify students for which the built-in learning acceleration is working and those who may need additional support to access and understand their grade-level learning.

To support monitoring, watch this video and see "Class and student reports" available in the Course Guide within your Zearn account.

Diagnose

when additional support is needed

After using your reports to identify students in need of additional support, review your daily Exit Ticket to diagnose the specific needs of your students. Use Zearn's Foundational Lesson Guidance and bookmarking feature to identify, teach, and/or assign digital lessons that will help students catch up and move forward.

To support diagnosing, see "Ongoing formative assessments" and "Approach to Unfinished Learning" available in the Course Guide within your Zearn account.

Zearn is the 501(c)(3) nonprofit educational organization behind Zearn Math, the top-rated math learning platform used by 1 in 4 elementary-school students and by more than 1 million middle-school students nationwide.

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GET TO KNOW ZEARN

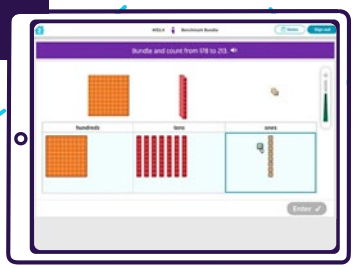
Zearn Math is a nonprofit math learning platform that your child will use to complete online math lessons. With Zearn, students have more ways to engage with grade-level math, always with the personalized support they need.

Throughout their math learning on Zearn, your child will:

- ✓ Explore the important math ideas of their grade
- ✓ Make sense of math with pictures and interactive models
- ✓ Solve math problems in lots of different activities

Students learn grade-level math concepts with their teacher or tutor.

They log in to Zearn and explore those same concepts with on-screen teachers and interactive problem-solving.

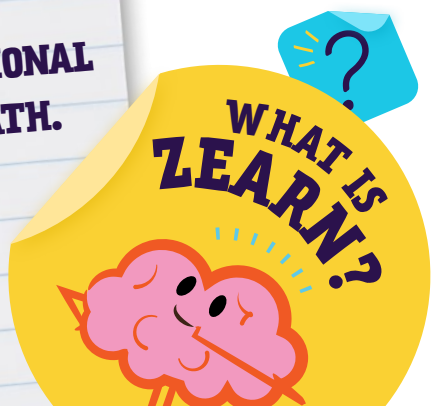


If students get stuck, they receive built-in math help, just in time.

Research shows that students who complete Zearn Math digital lessons each week significantly increase their math scores.

ZEARN IS THE NONPROFIT EDUCATIONAL ORGANIZATION BEHIND ZEARN MATH.

Everything we do is driven by the belief that every kid is a math kid.



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WHAT ARE ZEARN DIGITAL LESSONS?

Your child will use Zearn Math's digital platform to complete online math lessons that are engaging and supportive. In each digital lesson, students will:

Warm up

Opening activities give students a chance to flex their math skills and get ready to learn.

Learn something new

Students explore math concepts with real teachers, solve math problems online and in their notes, and receive real-time feedback.

Show what you know

Finally, students demonstrate what they've learned in the Tower of Power. If students get stuck, Zearn breaks down the problem step-by-step and gives them a chance to try again.

SUPPORTING ALL LEARNERS

Zearn Math digital lessons have built-in features and supports to ensure all students can engage and succeed in math learning. These features include:

A **Closed captioning** in every lesson

B **Audio supports** like text-to-speech for every problem

C **Ability to rewind** to rewatch any part of a digital lesson

D **Zoomability** to view text and images closer up

E **On-screen keypad**

Reach out to **support@zearn.org** for more information on accessibility features and supports for multilingual learners.

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TIPS TO SUPPORT YOUR CHILD'S MATH LEARNING

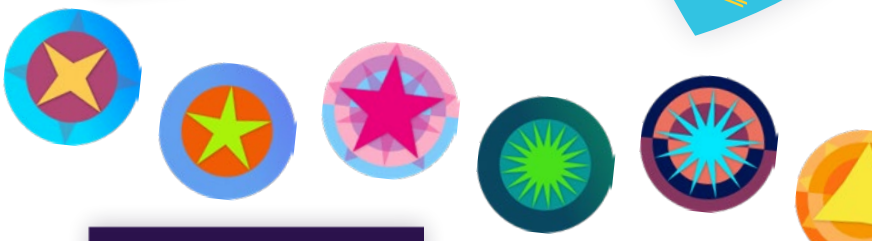
Our school is using Zearn Math to help your child make the most of their math learning this year. Here are some ideas for how you can play a part in motivating and celebrating your child in math!

Making mistakes is how we learn

Encourage your child to persevere in math by reminding them that we learn by trying things we can't do yet! Check out this collection of downloadable reminders all around the theme that mistakes are magic.

Celebrate progress

Kids earn "badges" for each lesson they complete on Zearn. Ask your child how many badges they've completed this week!



All kids are math kids

There are only two things you need to be a math person: 1) Be a person. 2) Do math. Remind your child that math is for everyone with this collection of inspiring role models and mathematicians.

Because Zearn is a nonprofit, access to Zearn Math digital lessons and teaching materials is completely free.

Sign up any time at zearn.org to try a lesson!

ZEARN

Zearn is the 501(c)(3) nonprofit educational organization behind Zearn Math, the top-rated math learning platform used by 1 in 4 elementary-school students and by more than 1 million middle-school students nationwide. Everything we do is driven by the belief that every kid is a math kid.

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