

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)  
and Louisiana Grade Level Expectations (GLEs)**

**ENGLISH LANGUAGE ARTS: Kindergarten**

TEKS	Comments	Louisiana GLE
(K.1) Listening/Speaking/Purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:		
(K.1.A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	<i>K-4 Benchmark</i>	ELA-4-E5 Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem-solving)
(K.1.B) respond appropriately and courteously to directions and questions (K-3);	<i>Approximate</i>	33. Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
(K.1.C) participate in rhymes, songs, conversations, and discussions (K-3);		38. Recite short poems, rhymes, and songs (ELA-4-E4)
(K.1.D) listen critically to interpret and evaluate (K-3);	<i>K-4 Benchmark</i>	ELA-4-E5 Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem-solving)
(K.1.E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	<i>Implied</i>	40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6)
(K.1.F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).	<i>Not specifically addressed in LA</i>	
(K.2) Listening/Speaking/Culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(K.2.A) connect experiences and ideas with those of others through speaking and listening (K-3); and		12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
(K.2.B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).		12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
(K.3) Listening/Speaking/Audiences/Oral Grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:		

TEKS	Comments	Louisiana GLE
(K.3.A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	<i>K-4 Benchmark</i>	ELA-4-E1 Speaking intelligibly, using standard English pronunciation.
(K.3.B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);	<i>K-4 Benchmark</i>	ELA-4-1 Speaking intelligibly, using standard English pronunciation.  ELA-4-E2 Giving and following directions / procedures
(K.3.C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);	<i>K-4 Benchmark</i>	ELA-4-E7 Participating in a variety of roles in groups discussions (e.g., active listener, contributor, discussion leader)
(K.3.D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and		17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
(K.3.E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).	<i>K-4 Benchmark</i>	ELA-4-E1 Speaking intelligibly, using standard English pronunciation.
(K.4) Listening/Speaking/Communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:		
(K.4.A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);	<i>K-4 Benchmark</i>	ELA-4-E5 Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem-solving)
(K.4.B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);		34. Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
(K.4.C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and	<i>K-4 Benchmark</i>	ELA-4-E4 Giving rehearsed and unrehearsed presentations  ELA-4-E7 Participating in a variety of roles in groups discussions (e.g., active listener, contributor, discussion leader)
(K.4.D) retell a spoken message by summarizing or clarifying (K-3).	<i>K-4 Benchmark</i>	ELA-4-E7 Participating in a variety of roles in groups discussions (e.g., active listener, contributor, discussion leader)
(K.5) Reading/Print Awareness. The student demonstrates knowledge of concepts of print. The student is expected to:		
(K.5.A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such		2. Demonstrate understanding of alphabetic principle by doing the following: identifying own first and last name (ELA-1-E1)

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as Exit and Danger (K-1);		<p>3. Demonstrate understanding of phonics by doing the following: matching each consonant or short vowel sound to the appropriate letter</p> <p>4. Recognize and understand words found in environmental print (ELA-1-E1)</p>
(K.5.B) know that print moves left-to-right across the page and top-to-bottom (K-1);		28. Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1)
(K.5.C) understand that written words are separated by spaces (K-1);	<i>K-4 Benchmark</i>	ELA-3-E1 Writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence
(K.5.D) know the difference between individual letters and printed words (K-1);	<i>Implied</i>	7. Demonstrate understanding of book and print concepts by doing the following: isolating individual words in print (ELA-1-E2)
(K.5.E) know the difference between capital and lowercase letters (K-1);	<i>Approximate</i>	29. Print all uppercase and lowercase letters (ELA-3-E1)
(K.5.F) recognize how readers use capitalization and punctuation to comprehend (K-1);		<p>6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)</p> <p>7. Demonstrate understanding of book and print concepts by doing the following: - identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence</p>
(K.5.G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and	<i>Not specifically addressed in LA</i>	
(K.5.H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).	<i>Implied</i>	7. Demonstrate understanding of book and print concepts by doing the following: locating front and back covers, title pages, and inside pages of a book.
(K.6) Reading/Phonological Awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:		
(K.6.A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);	<i>Not specifically addressed in LA</i>	
(K.6.B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);		1.h. Demonstrate understanding of phonemic awareness by doing the following: clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)

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(K.6.C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);		1.a. Demonstrate understanding of phonemic awareness by doing the following: creating rhyming words
(K.6.D) identify and isolate the initial and final sound of a spoken word (K-1);		1. Demonstrate understanding of phonemic awareness by doing the following: 1.c. identifying when words begin with the same sound 1.e. listening to and deleting or adding a beginning, a middle, or a final sound to a word 1.g. isolating and saying the beginning and final sounds (phonemes) of a spoken word (ELA-1-E1)
(K.6.E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and		1.d. Demonstrate understanding of phonemic awareness by doing the following: listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
(K.6.F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).		1.f. Demonstrate understanding of phonemic awareness by doing the following: orally segmenting individual sounds (phonemes) in words that have two to five sounds  3.b. Decoding simple one-syllable words (ELA-1-E1)
(K.7) Reading/Letter-Sound Relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:		
(K.7.A) name and identify each letter of the alphabet (K-1);		2.a. Demonstrate understanding of alphabetic principle by doing the following: distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)
(K.7.B) understand that written words are composed of letters that represent sounds (K-1); and		1. Demonstrate understanding of phonemic awareness by doing the following: demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen
(K.7.C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).	<i>Not specifically addressed in LA</i>	
(K.8) Reading/Vocabulary Development. The student develops an extensive vocabulary. The student is expected to:		
(K.8.A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);		36. Relate an experience or creative story in a logical sequence (ELA-4-E3)
(K.8.B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and		37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)

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(K.8.C) identify words that name persons, places, or things and words that name actions (K-1).		37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)
(K.9) Reading/Comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:		
(K.9.A) use prior knowledge to anticipate meaning and make sense of texts (K-3);		14.a. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: making predictions using prior knowledge and pictures (ELA-7-E1)
(K.9.B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and	<i>Not specifically addressed in LA</i>	
(K.9.C) retell or act out the order of important events in stories (K-3).		14.c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using at least five pictures to sequence the events of a story (ELA-7-E1)
(K.10) Reading/Literary Response. The student responds to various texts. The student is expected to:		
(K.10.A) listen to stories being read aloud (K-1);	<i>Approximate</i>	39. Listen to and recite short poems and stories for an audience (ELA-4-E5)
(K.10.B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);		5. Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)  15. Identify problems in texts and offer possible solutions (ELA-7-E2)
(K.10.C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and		8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)  9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)  17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
(K.10.D) describe how illustrations contribute to the text (K-1).		16. Describe the role of an author and an illustrator (ELA-7-E3)
(K.11) Reading/Text Structures/Literary Concepts. The student recognizes characteristics of various types of texts.		

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The student is expected to:		
(K.11.A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);	<i>Not addressed in LA</i>	
(K.11.B) understand simple story structure (K-1);	<i>Approximate</i>	13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
(K.11.C) distinguish fiction from nonfiction, including fact and fantasy (K-3);		13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
(K.11.D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and		13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
(K.11.E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).		16. Describe the role of an author and an illustrator (ELA-7-E3)
(K.12) Reading/Inquiry/Research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:		
(K.12.A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);		10. Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
(K.12.B) use pictures, print, and people to gather information and answer questions (K-1);		10. Answer questions about the important characters, setting, and events of a story (ELA-1-E5)  14. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using pictures to resolve questions (ELA-7-E1)
(K.12.C) draw conclusions from information gathered (K-3); and		14. c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: drawing conclusions from text (ELA-7-E1)
(K.12.D) locate important areas of the library/media center (K-1).	<i>K-4 Benchmark</i>	ELA-5-E2 Locating and evaluating information sources
(K.13) Reading/Culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(K.13.A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3);		32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of

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and		letter/sound correspondences (ELA-3-E5)
(K.13.B) compare experiences of characters across cultures (K-3).		12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
(K.14) Writing/Spelling/Penmanship. The student develops the foundations of writing. The student is expected to:		
(K.14.A) write his/her own name and other important words (K-1);	<i>Implied</i>	31. Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
(K.14.B) write each letter of the alphabet, both capital and lowercase (K);		29. Print all uppercase and lowercase letters (ELA-3-E1)
(K.14.C) use phonological knowledge to map sounds to letters to write messages (K-1);		1.b. Demonstrate understanding of phonemic awareness by doing the following: demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen (ELA-1-E1)
(K.14.D) write messages that move left-to-right and top-to-bottom on the page (K-1); and		28. Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1)
(K.14.E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).	<i>Not specifically addressed in LA</i>	
(K.15) Writing/Composition. The student composes original texts. The student is expected to:		
(K.15.A) dictate messages such as news and stories for others to write (K-1);		19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
(K.15.B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1);	<i>Not specifically addressed in LA</i>	25. Write informal notes, lists. Letters, personal experiences and stories using developmental /inventive spelling and pictures (ELA-2-E4)
(K.15.C) write to record ideas and reflections (K-3);	<i>Approximate</i>	21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
(K.15.D) generate ideas before writing on self-selected topics (K-1);	<i>Approximate</i>	23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
(K.15.E) generate ideas before writing on assigned tasks (K-1); and	<i>Approximate</i>	23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)

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(K.15.F) use available technology to compose text (K-3).	<i>Approximate</i>	23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
(K.16) Writing/Inquiry/Research. The student uses writing as a tool for learning and research. The student is expected to:		
(K.16.A) record or dictate questions for investigating (K-1); and		19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
(K.16.B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).		22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)  27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)
	<i>Not specifically addressed in TX</i>	11. Describe the connections between life experiences and texts (ELA-1-E6)
	<i>Not specifically addressed in TX</i>	18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)
	<i>Not specifically addressed in TX</i>	20. Create compositions by participating in shared writing activities (ELA-2-E1)
	<i>Not specifically addressed in TX</i>	24. Actively discuss ideas and select a focus for group stories (ELA-2-E3)
	<i>Not specifically addressed in TX</i>	26. Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)
	<i>Not specifically addressed in TX</i>	30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
	<i>Not specifically addressed in TX</i>	35. Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)
	<i>Not specifically addressed in TX</i>	41. Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7)
	<i>Not specifically addressed in TX</i>	42. Use a computer mouse to navigate the screen (ELA-5-E1)
	<i>Not specifically addressed in TX</i>	43. Identify that a computer has a keyboard to enter information

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	<i>addressed in TX</i>	(ELA-5-E1)
	<i>Not specifically addressed in TX</i>	44. Use technology to produce class work (ELA-5-E4)
	<i>Not specifically addressed in TX</i>	45. Read and interpret a classroom schedule (ELA-5-E6)