

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

**MATHEMATICS: Grade 1**

TEKS	Comments	Louisiana GLE
(1.1) Number, Operations and Quantitative Reasoning. The student uses whole numbers to describe and compare quantities.		Number and Number Relations
(1.1.A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;		10. Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after and between 2 given numbers (N-3-E) (A-1-E)
(1.1.B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;	<i>Approximate matches</i>	5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)
(1.1.C) identify individual coins by name and value and describe relationships among them; and		7. Identify quarters, half-dollars, and their values (N-1-E) (N-2-E) (M-1-E) 8. Find the value of a set of coins up to \$1.00, using one denomination of coins (N-2-E) (N-6-E) (M-1-E) M-5-E)
(1.1.D) read and write numbers to 99 to describe sets of concrete objects.		2. Read and write numerals to 100 (N-1-E) 3. Write number words for 0 to 19 (N-1-E) (N-3-E)
		4. Use ordinal numbers through 31st as they relate to the calendar (N-1-E)
		5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)
		9. Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)
		11. From a given number between 1 and 100, count forward and backward (N-3-E)
		16. Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)
(1.2) Number, Operations and Quantitative Reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.	<i>TX: Focus is on conceptual understanding of parts of a whole</i>	

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(1.2.A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and	<i>Approximate matches</i>	6. Use region models and sets of objects to demonstrate understanding of the concept of halves (N-1-E)
(1.2.B) use appropriate language to describe part of a set such as three out of the eight crayons are red.		
(1.3) Number, Operations and Quantitative Reasoning. The student recognizes and solves problems in addition and subtraction situations.	<i>TX and LA: focus is on solving word problems, using models or manipulatives</i>	Number and Number Relations
		15. Recognize real life situations as addition or subtraction problems (N-5-E) (N-4-E)
(1.3.A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and		
(1.3.B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$ )		12. Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles $\pm 1$ , then 10s facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E) 14. Add and subtract 2-digit numbers using manipulatives (N-4-E) (N-7-E0)
(1.4) Patterns, Relationships, and Algebraic Thinking. The student uses repeating patterns and additive patterns to make predictions.	<i>TX : focus is on using patterns to make predictions and solve problems</i>	Patterns, Relations and Functions
	<i>LA: focus is on recognizing and creating patterns</i>	
		36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)
(1.5) Patterns, Relationships, and Algebraic Thinking. The student recognizes patterns in numbers and operations.		
(1.5.A) use patterns to skip count by twos, fives, and tens;	<i>TX and LA: focus is on understanding and using patterns</i>	1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)

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		Patterns, Relations and Functions
(1.5.B) find patterns in numbers, including odd and even;	Approximate matches	35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E)
(1.5.C) compare and order whole numbers using place value;	LA GLE 10 also matched to TEKS 1.1A	10. Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after and between 2 given numbers (N-3-E) (A-1-E)
(1.5.D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and	See LA also GLE 35	13. Recognize and apply addition and subtraction as inverse operations (N-4-E)
(1.5.E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$ , $3 + 2 = 5$ , $5 - 2 = 3$ , and $5 - 3 = 2$ .		
(1.6) Geometry and Spatial Reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.	<i>TX and LA: focus is on recognizing and comparing two and three dimensional geometric shapes</i>	Geometry
(1.6.A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);		26. Compare, contrast, name, and describe attributes (e.g., corner, side, straight, curved, number of sides) of shapes using concrete models [circle, rectangle (including square), rhombus, triangle] (G-1-E) (G-2-E) (G-4-E)
(1.6.B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;		27. Connect the informal language used for 3-dimensional shapes to their proper mathematical name (e.g., a ball is a sphere, a box is a rectangular prism, a can is a cylinder) (G-2-E)
(1.6.C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	See LA Kindergarten GLE 17	
(1.6.D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.	See also LA Kindergarten GLE 29	29. Visualize, predict, and create new shapes by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E)

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(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.	<i>TX; focus is on comparing objects by length, weight/mass, or capacity</i>	Measurement
(1.7.A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles ;	<i>LA: focus is using standard and non-standard measures of length and using identifying instruments that measure length, mass/weight and capacity</i>	22. Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E)
(1.7.B) compare and order two or more concrete objects according to length (from longest to shortest);		
(1.7.C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;	See also LA GLE 22	20. Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E)
(1.7.D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);		
(1.7.E) compare and order two or more containers according to capacity (from holds the most to holds the least);		
(1.7.F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and		
(1.7.G) compare and order two or more objects according to relative temperature (from hottest to coldest).		
		21. Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E)
		23. Compare the measure of objects to benchmarks (e.g., the width of a child's thumb is about a centimeter, the weight of a loaf of bread is about a pound, and the mass of a textbook is about a kilogram) (M-2-E)

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		24. Measure capacity using cups (M-2-E) (M-3-E) (M-1-E)
		25. Identify the thermometer as a tool for measuring temperature (M-2-E)
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations.		Measurement
(1.8.A) order three or more events according to duration; and		
(1.8.B) read time to the hour and half-hour using analog and digital clocks.		21. Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E)
(1.9) Probability and Statistics. The student displays data in an organized form.		Data analysis, probability, and discrete math
(1.9.A) collect and sort data; and	<i>See LA Kindergarten GLE 21</i>	
(1.9.B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.		32. Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)
(1.10) Probability and Statistics. The student uses information from organized data.		
(1.10.A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	<i>See LA Kindergarten GLE 23</i>	
(1.10.B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.		
(1.11) Underlying Processes and Mathematical Tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.		Algebra
(1.11.A) identify mathematics in everyday situations;		
(1.11.B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;		

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(1.11.C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and		
(1.11.D) use tools such as real objects, manipulatives, and technology to solve problems.		
		18. Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)
		19. Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E)
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.	<i>Not specifically addressed in LA</i>	
(1.12.A) explain and record observations using objects, words, pictures, numbers, and technology; and		
(1.12.B) relate informal language to mathematical language and symbols.		
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning		