

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

**MATHEMATICS: Grade 2**

TEKS	Comments	Louisiana GLE
(2.1) Number, Operations, and Quantitative Reasoning. The student understands how place value is used to represent whole numbers.		Number and Number Relations
(2.1.A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;	<i>Not specifically addressed in LA</i>	
(2.1.B) use place value to read, write, and describe the value of whole numbers to 999; and		1. Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E)
(2.1.C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).		5. Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)
	<i>Not specifically addressed in TX</i>	3. Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E)  6. From a given number, count forward and backward and count to 100 by 2s (N-3-E) (N-1-E) (N-4-E)  10. Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)  11. Use the concept of one-to-several correspondence to trade single items for a greater quantity of items with unequal value (1 nickel for 5 pennies, 1 dime for 2 nickels) (N-9-E)
(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects.		Number and Operations
(2.2.A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);		
(2.2.B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and	<i>TX A &amp; B are subsumed in LA 2</i>	2. Model the concepts of thirds, fourths, fifths and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E)

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	<i>Not specifically addressed in TX</i>	2. Model the concepts of thirds, fourths, fifths and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E)
(2.2.C) use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$ , or 1.	<i>Not specifically addressed in LA</i>	
(2.3) Number, Operation, and Quantitative Reasoning. The student adds and subtracts whole numbers to solve problems.		Number and Operations
(2.3.A) recall and apply basic addition and subtraction facts (to 18);		7. Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) (N-6-E) (N-7-E) (N-8-E) (N-9-E)
(2.3.B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	<i>See LA Grade 1 GLE 14</i>	
(2.3.C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;		8. Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E) 9. Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E)
(2.3.D) determine the value of a collection of coins up to one dollar ; and [.]		4. Count and write the value of amounts of money up to \$1.00 using ¢ and \$ (N-2-E) (N-6-E) (M-1-E) (M-5-E)
(2.3.E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.	<i>Not specifically addressed in LA</i>	
(2.4) Number, Operation, and Quantitative Reasoning. The student models multiplication and division.		
(2.4.A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and	<i>Not specifically addressed in LA</i>	
(2.4.B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.	<i>Not specifically addressed in LA</i>	
(2.5) Patterns, Relationships, and Algebraic Thinking. The student uses patterns in numbers and operations.	<i>TX: focus is on using patterns in numbers and operations and on using patterns to make predictions</i>	Patterns, Relations and Functions

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(2.5.A) find patterns in numbers such as in a 100s chart;	<i>Not specifically addressed in LA</i>	
(2.5.B) use patterns in place value to compare and order whole numbers through 999; and		32. Recognize and apply patterns in problem-solving in other content areas and real-life situations (P-3-E) (N-9-E)
(2.5.C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts . Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$ , $9 + 8 = 17$ , $17 - 8 = 9$ , and $17 - 9 = 8$ .	<i>Approximate matches</i>	30. Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip counting (P-1- E) (P-2-E)
(2.6) Patterns, Relationships, and Algebraic Thinking. The student uses patterns to describe relationships and make predictions.		Patterns, Relations, and Functions
(2.6.A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels;	<i>Not specifically addressed in LA</i>	
(2.6.B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and		32. Recognize and apply patterns in problem-solving in other content areas and real-life situations (P-3-E) (N-9-E)
(2.6.C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	<i>Not specifically addressed in LA</i>	
	<i>LA: focus is on number sentences</i>	Algebra
		12. Use number sentences to represent real-life problems involving addition and subtraction (A-1-E) (A-2-E)
		13. Find the missing number in an equation involving addition or subtraction (e.g., $\# + 4 = 7$ , $8 - \# = 3$ ) (A-2-E) (N-4-E)
(2.7) 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.		Geometry
(2.7.A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc. ;		21. Compare and contrast 3-dimensional shapes (i.e., sphere, cube, cylinder, cone, prism, pyramid) according to their attributes (e.g., number of faces, shape of faces) (G-2-E)

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(2.7.B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and	<i>Not specifically addressed in LA</i>	
(2.7.C) cut two-dimensional geometric figures apart and identify the new geometric figures formed.	<i>See LA Grade 1 GLE 29</i>	
	<i>Not specifically addressed in TX</i>	22. Identify a reduction or enlargement of a given shape (G-2-E) 23. Identify congruent 3-dimensional solids in a variety of positions and orientations (G-3-E) (G-4-E) (G-2-E) 24. Identify and draw horizontal and vertical line segments (G-5-E)
(2.8) Geometry and Spatial Reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.	<i>Not specifically addressed in LA</i>	
(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time.		Measurement
(2.9.A) identify concrete models that approximate standard units of length and use them to measure length;	<i>Approximate matches</i>	20. Compare units within the same system (inch is shorter than a foot, minute is shorter than an hour, day is shorter than a month, cup holds less than a quart) (M-3-E)
(2.9.B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface;	<i>Not specifically addressed in LA</i>	
(2.9.C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container; and	<i>Not specifically addressed in LA</i>	
(2.9.D) select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.		14. Select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.

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	<i>Not specifically addressed in TX</i>	17. Select and use appropriate tools and units to measure length, time, capacity, and weight (e.g., scales for pounds and kilograms; rulers for inches and centimeters; measuring containers for cup, quarts, and liters) (M-2-E)
	<i>Not specifically addressed in TX</i>	18. Use non-standard units to cover a given region (M-2-E)
		19. Estimate length in standard units (inch, foot, and centimeter) (M-3-E)
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).		Measurement
(2.10.A) read a thermometer to gather data;		15. Read a thermometer in degrees Fahrenheit and Celsius and interpret the temperature (M-1-E)
(2.10.B) read and write times shown on analog and digital clocks using five-minute increments; and		16. Tell time to the nearest 5 minutes, and identify the time one hour before or after a given time (M-1-E) (M-3-E)
(2.10.C) describe activities that take approximately one second, one minute, and one hour.	<i>Not specifically addressed in LA</i>	
(2.11) Probability and Statistics. The student organizes data to make it useful for interpreting information.	<i>TX: focus is on organizing data to make it useful in making predictions LA: focus is on collecting and organizing data to answer questions and solve problems</i>	Data Analysis, Probability, and Discrete Math 25. Collect and organize data using observations, surveys, and experiments (D-1-E)
(2.11.A) construct picture graphs and bar-type graphs;	<i>See LA Grade 1 GLE 32</i>	
(2.11.B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and	Approximate matches	28. Generate questions that can be answered by collecting and analyzing data (D-3-E)
(2.11.C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.	<i>See LA Grade 1 GLE 34</i>	
	<i>See TX Grade 5 TEKS</i>	26. Construct and read line plots and tables (D-2-E)
	<i>See TX Grade 1 TEKS</i>	27. Interpret pictographs in which each picture represents more than one object (D-2-E)

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	<i>Not specifically addressed in TX</i>	29. Solve logic problems involving two sets by using elementary set logic (i.e., and, or, and is/is not statements) (D-3-E)
(2.12) Underlying Processes and Mathematical Tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.		
(2.12.A) identify the mathematics in everyday situations;	<i>Not specifically addressed in LA</i>	
(2.12.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;	<i>Not specifically addressed in LA</i>	
(2.12.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	<i>Not specifically addressed in LA</i>	
(2.12.D) use tools such as real objects, manipulatives, and technology to solve problems.	<i>Not specifically addressed in LA</i>	
(2.13) Underlying Processes and Mathematical Tools. The student communicates about Grade 2 mathematics using informal language.		Data Analysis, Probability and Discrete Math
(2.13.A) explain and record observations using objects, words, pictures, numbers, and technology; and	<i>Not specifically addressed in LA</i>	
(2.13.B) relate informal language to mathematical language and symbols.	<i>Approximate Match</i>	25. Collect and organize data using observations, surveys, and experiments (D-1-E)
(2.14) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	<i>Not specifically addressed in LA</i>	