

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

**MATHEMATICS: Kindergarten**

TEKS	Comments	Louisiana GLE
(K.1) Number, Operation, and Quantitative Reasoning. The student uses numbers to name quantities.		
(K.1.A) use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects;		2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E)
(K.1.B) use sets of concrete objects to represent quantities given in verbal or written form (through 20 [9]; and	# 8 approximate # 9 approximate	8. Compare sets containing 20 or fewer objects using the words same/different and more/less/greater/fewer (N-3-E) (N-1-E) and  9. Use concrete objects to model simple real-life addition and subtraction problems (N-4-E)
(K.1.C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions	<i>Implied</i>	1. Count by ones to 20 (N-1-E) (N-3-E)
(K.2) Number, Operation, and Quantitative Reasoning. The student describes order of events or objects.		
(K.2.A) use language such as before or after to describe relative position in a sequence of events or objects; and		5. Using a number line or chart, identify the numbers coming before/after a given number and between 2 given numbers (N-1-E) (N-3-E) (A-1-E)
(K.2.B) name the ordinal positions in a sequence such as first, second, third, etc.		3. Use the ordinal numerals 1st through 10th to discuss positions in ordered lists (N-1-E)
(K.3) Number, Operation, and Quantitative Reasoning. The student recognizes that there are quantities less than a whole.		
(K.3.A) share a whole by separating it into equal parts; and	<i>Not specifically addressed in LA</i>	
(K.3.B) explain why a given part is half of the whole.	<i>Not specifically addressed in LA</i>	
(K.4) Number, Operation, and Quantitative Reasoning. The student models addition (joining) and subtraction (separating).		

TEKS	Comments	Louisiana GLE
The student is expected to model and create addition and subtraction problems in real situations with concrete objects.		10. Use operational vocabulary ( <i>add, subtract, join, remove, take away, put together</i> ) to explore sets of objects (N-5-E)
(K.5) Patterns, Relationships, and Algebraic Thinking. The student identifies, extends, and creates patterns.		
The student is expected to identify, extend, and create patterns of sounds, physical movement and concrete objects.		24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E)
(K.6) Patterns, Relationships, and Algebraic Thinking. The student uses patterns to make predictions.		
(K.6.A) use patterns to predict what comes next, including cause-and-effect relationships; and	<i>K-4 Benchmark</i>	P-1-E Recognizing, describing, extending, and creating a wide variety of numerical, geometrical, and statistical patterns.
(K.6.B) count by ones to 100.	<i>Not specifically addressed in LA</i>	
(K.7) Geometry and Spatial Reasoning. The student describes the relative positions of objects.		
(K.7.A) describe one object in relation to another using informal language such as over, under, above, and below; and		18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E)
(K.7.B) place an object in a specified position.		18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E)
(K.8) Geometry and Spatial Reasoning. The student uses attributes to determine how objects are alike and different.		
(K.8.A) describe and identify an object by its attributes using informal language;		17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)
(K.8.B) compare two objects based on their attributes; and		17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)
(K.8.C) sort a variety of objects including two-and three-dimensional geometric figures according to their attributes and describe how the objects are sorted [ those groups are formed].		17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)
(K.9) Geometry and Spatial Reasoning. The student		

TEKS	Comments	Louisiana GLE
recognizes attributes (characteristics )of two-and three-dimensional geometric figures [shapes and solids].		
(K.9.A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures [solids];		16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E)
(K.9.B) recognize shapes in real-life three dimensional geometric figures [objects] or models of three-dimensional geometric figures [solids]; and		16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E)
(K.9.C) describe, identify, and compare circles, triangles, [and] rectangles, and [including] squares (a special type of rectangle).	<i>Implied</i>	16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E) and 20. Draw circles, squares, rectangles, and triangles (G-4-E)
(K.10) Measurement. The student directly compares the [uses] attributes of [such as] length, area, weight/mass, [weight, or] capacity, and/or relative temperature [to compare and order objects]. The student uses comparative language to solve problems and answer questions.		
(K.10.A) compare and order two or three concrete objects according to length (longer/shorter than, or the same); {(shorter or longer), capacity (holds more or holds less), or weight (lighter or heavier); and		15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)
(K.10.B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);	<i>K-4 Benchmark</i>	G-3-E Making predictions regarding combinations, subdivisions, and transformations of simple plane geometric shapes
(K.10.C) compare two containers according to capacity (holds more, holds less, or holds the same);	<i>K-4 Benchmark</i>	M-3-E Using estimation skills to describe, order, and sompare measures of length, capacity, weight/mass, time and temperature  15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)
(K.10.D) compare two objects according to weight/mass (heavier than, lighter than or equal to); and		15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)

TEKS	Comments	Louisiana GLE
(K.10.E) compare situations or objects according to relative temperature (hotter/colder than, or the same as).		15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)
(K.11) Measurement. The student uses time {and temperature} to describe, compare, and order events [,] and situations [, and/or objects].		
(K.11.A) compare situations or objects according to temperature such as hotter or colder;		15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)  13. Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i> , names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E)
(K.11.B) compare events according to duration such as more time than or less time than;		13. Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i> , names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E)
(K.11.C) sequence events (up to three); and		13. Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i> , names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E)
(K.11.D) read a calendar using days, weeks, and months		13. Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i> , names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E)
(K.12) Probability and Statistics. The student constructs and uses graphs of real objects or pictures to answer questions.		
(K.12.A) construct graphs using real objects or pictures in order to answer questions; and	<i>Approximate</i> <i>Approximate</i>	14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E) and  21. Collect and organize concrete data using tally mark charts (D-1-E) and  22. Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)

TEKS	Comments	Louisiana GLE
(K.12.B) use information from a graph of real objects or pictures in order to answer questions.	<i>Approximate</i>	21. Collect and organize concrete data using tally mark charts (D-1-E) and 23. Sort, represent, and use information in simple tables and bar/picture graphs (D-2-E) (D-3-E)
(K.13) Underlying Processes and Mathematical Tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.		
(K.13.A) identify mathematics in everyday situations;	<i>K-4 Benchmarks</i>	<p>N-9-E Demonstrating the connection of number and number relations to the other strands and to real life-situations</p> <p>A-3-E Recognizing the connection of algebra to the other strands and to real-life situations</p> <p>M-5-E Demonstrating the connection of the other strands and to real-life situations</p> <p>G-6-E Demonstrating the connection of geometry to the other strands and to real-life situations</p> <p>D-6-E Demonstrating the connection of data analysis, probability, and discrete math to the other strands and to real-life situations</p> <p>P-3-E Recognizing the connection of patterns, relations, and functions to the other strands and to real-life situations</p>
(K.13.B) solve problems [ use a problem-solving model,] with guidance [,] that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; reasonableness;	<i>Not specifically addressed in LA</i>	
(K.13.C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and		24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E)
(K.13.D) use tools such as real objects, manipulatives, and technology to solve problems.	<i>#11 Implied</i>	24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E) and 11. Use the words same, different, equal, not equal, greater than, and less than while using concrete objects for comparative models (A-1-E)

TEKS	Comments	Louisiana GLE
(K.14) Underlying Processes and Mathematical Tools. The student communicates about Kindergarten mathematics using informal language.		
(K.14.A) communicate mathematical ideas [explain and record observations ] using objects, words, pictures, numbers, and technology; and	<i>Implied</i>	12. Model and act out story problems, physically or with objects, to solve whole number sentences with sums less than or equal to 6 (A-2-E)
(K.14.B) relate everyday language to mathematical language and symbols.	<i>Implied</i>	10. Use operational vocabulary ( <i>add, subtract, join, remove, take away, put together</i> ) to explore sets of objects (N-5-E)
(K.15) Underlying Processes and Mathematical Tools. The student uses logical reasoning [to make sense of his or her world].		
The student is expected to[ reason and support] his or her thinking using objects, words, pictures, numbers, and technology,	# 9 and # 12 <i>Implied</i>	9. Use concrete objects to model simple real-life addition and subtraction problems (N-4-E) and 12. Model and act out story problems, physically or with objects, to solve whole number sentences with sums less than or equal to 6 (A-2-E)
<i>Source: The provisions of this §111.12 adopted to be effective September 1, 1998, 22 TexReg 7623.</i>		
	<i>Not specifically addressed in TX</i>	6. Identify pennies, nickels, and dimes and their values using the cent sign (¢) (N-1-E) (N-2-E) (N-6-E) (M-1-E)
	<i>Not specifically addressed in TX</i>	7. Count forward and backward from a given number between 1 and 10 (N-3-E)
	<i>Not specifically addressed in TX</i>	19. Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.) (G-3-E) (G-1-E)