

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

PRE-KINDERGARTEN: Math

TEKS	Comments	Louisiana GLE
(PK.1) Number and Operations. Understanding the concept of number is fundamental to mathematics. Children come to school with rich and varied informal knowledge of number. A major goal is to build on this informal base toward more thorough understanding and skills. Children move from beginning to develop basic counting techniques in pre-kindergarten to later understanding number size, relationships, and operations.		
(PK.1.A) arranges sets of concrete objects in one-to-one correspondence		2. Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
(PK.1.B) counts by ones to 10 or higher		1. Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E) TX
(PK.1.C) counts concrete objects to five or higher	<i>Approximate</i>	1. Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E) TX
(PK.1.D) begins to compare the numbers of concrete objects using language (e.g., “same” or “equal,” “one more,” “more than,” or “less than”)		5. Compare sets of objects using the words <i>same/different</i> and <i>more/less/fewer</i> (PK-CM-N1)
(PK.1.E) begins to name “how many” are in a group of up to three (or more) objects without counting (e.g., recognizing two or three crayons in a box)	<i>Not specifically addressed in LA</i>	
(PK.1.F) recognizes and describes the concept of zero (meaning there are none)	<i>Not specifically addressed in LA</i>	
(PK.1.G) begins to demonstrate part of and whole with real objects (e.g., an orange)	<i>Not specifically addressed in LA</i>	
(PK.1.H) begins to identify first and last in a series		3. Identify an object’s position as first or last (PK-CM-G3) (N-1-E)
(PK.1.I) combines, separates, and names “how many” concrete objects.	<i>Implied</i>	9. Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
(PK.2) Patterns. Recognizing patterns and relationships among objects is an important component in children’s intellectual development. Children learn to organize their world by recognizing patterns and gradually begin to use patterns as a strategy for problem-solving, forming generalizations, and developing the		

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concepts of number, operation, shape, and space. Pattern recognition is the first step in the development of algebraic thinking.		
(PK.2.A) imitates pattern sounds and physical movements (e.g., clap, stomp, clap, stomp,...)		13. Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
(PK.2.B) recognizes and reproduces simple patterns of concrete objects (e.g., a string of beads that are yellow, blue, blue, yellow, blue, blue)		13. Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
(PK.2.C) begins to recognize patterns in their environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing)	<i>PreK Indicator</i>	PK-CM-P1 Recognize patterns in the physical world
(PK.2.D) begins to predict what comes next when patterns are extended.	<i>PreK Indicator</i>	PK-CM-P2 Describe, copy, extend, create patterns and make predictions about patterns
(PK.3) Geometry and Spatial Sense. Geometry helps children systematically represent and describe their world. Children learn to name and recognize the properties of various shapes and figures, to use words that indicate direction, and to use spatial reasoning to analyze and solve problems.		
(PK.3.A) begins to recognize, describe, and name shapes (e.g., circles, triangles, rectangles—including squares)		8. Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
(PK.3.B) begins to use words that indicate where things are in space (e.g., “beside,” “inside,” “behind,” “above,” “below”)		10. Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
(PK.3.C) begins to recognize when a shape’s position or orientation has changed	<i>Not specifically addressed in LA</i>	
(PK.3.D) begins to investigate and predict the results of putting together two or more shapes	<i>Approximate</i>	11. Recognize and manipulate an object’s position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E) and
(PK.3.E) begins to investigate and predict the results of putting together two or more shapes	<i>Approximate</i>	12. Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
(PK.3.F) puts together puzzles of increasing complexity.		11. Recognize and manipulate an object’s position in space (e.g., blocks, assembling puzzles), (PK-CM-G3) (G-3-E) (G-4-E)
(PK.4) Measurement. Measurement is one of the most widely used applications of mathematics. Early learning experiences with measurement should focus on direct comparisons of objects. Children make decisions about size by looking, touching, and		

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comparing objects directly while building language to express the size relationships.		
(PK.4.A) covers an area with shapes (e.g., tiles)	<i>Not specifically addressed in LA</i>	
(PK.4.B) fills a shape with solids or liquids (e.g., ice cubes, water)	<i>Not specifically addressed in LA</i>	
(PK.4.C) begins to make size comparisons between objects (e.g., taller than, smaller than)		6. Use comparative vocabulary in measurement settings (e.g., <i>long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller</i>) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
(PK.4.D) begins to use tools to imitate measuring	<i>PreK Indicator</i>	PK-CM-M4 Measure objects in the physical world using non-standard units of measurement.
(PK.4.E) begins to categorize time intervals and uses language associated with time in everyday situations (e.g., “in the morning,” “after snack”)		7. Use words such as <i>day, week, month, schedule, morning, noon, night</i> (PK-CM-M1) (M-2-E)
(PK.4.F) begins to order two or three objects by size (seriation) (e.g., largest to smallest) (age 4).		5. Compare sets of objects using the words <i>same/different</i> and <i>more/less/fewer</i> (PK-CM-N1)
(PK.5) Classification and Data Collection. Children use sorting to organize their world. As children recognize similarities and differences, they begin to recognize patterns that lead them to form generalizations. As they begin to use language to describe similarities and differences, they begin sharing their ideas and their mathematical thinking. Children can be actively involved in collecting, sorting, organizing, and communicating information.		
(PK.5.A) matches objects that are alike		9. Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
(PK.5.B) describes similarities and differences between objects	<i>Implied</i>	9. Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
(PK.5.C) sorts objects into groups by an attribute and begins to explain how the grouping was done	<i>PreK Indicator</i>	PK-CM-D1 Sort and classify materials by one or more characteristics
(PK.5.D) participates in creating and using real and pictorial graphs.	<i>PreK Indicator</i>	PK-CM-D2 Collect and organize data about themselves, their surroundings, and meaningful experiences PK-CM-D3 Interpret simple representations in data
	<i>Not specifically addressed in TX</i>	4. Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)

