

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

PRE-KINDERGARTEN: Science

| TEKS | Comments | Louisiana GLE |
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| (PK.1) Science Processes | | |
| (PK.1.A) begins to demonstrate safe practices and appropriate use of materials | | 7. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-14) (S1-E-A7) |
| (PK.1.B) asks questions about objects, events, and organisms | | 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1) |
| (PK.1.C) shows an interest in investigating unfamiliar objects, organisms, and phenomena | | 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1) |
| (PK.1.D) uses one or more senses to observe and learn about objects, events, and organisms | | 3. Use the five senses to describe observations (PK-CS-P3) (SI-E-A3) |
| (PK.1.E) describes observations | <i>PreK Indicator</i> | PK-CS-16 Use appropriate scientific vocabulary related to topics 2. Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1) |
| (PK.1.F) begins to perform simple investigations | <i>PreK Indicator</i> <i>Implied</i> | PK-CS-12 Conduct simple scientific investigations 6. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-15) (S1-E-A6) |
| (PK.1.G) gathers information using simple tools such as a magnifying lens and an eyedropper | <i>PreK Indicator</i> | PK-CS-14 Explore equipment and tools to gather data and extend sensory observations 4. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4) and 8. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3) |
| (PK.1.H) explores by manipulating materials with simple equipment, (e.g., pouring from a cup, and using (PK.1.I) a | <i>PreK Indicator</i> | PK-CS-14 Explore equipment and tools to gather data and extend sensory observations |

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| spoon to pick up sand or water) | | 4. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-14) (SI-E-A4) |
| (PK.1.J) uses simple measuring devices to learn about objects and organisms | <i>PreK Indicator</i> <i>Implied</i> | PK-CS-14 Explore equipment and tools to gather data and extend sensory observations 11. Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PKCS-P4) (PS-E-A2) |
| (PK.1.K) compares objects and organisms and identifies similarities and differences | <i>PreK Indicator</i> <i>Assumed</i> | PK-CS-P2 Describe objects by their physical properties 9. Sort objects using one characteristic (PK-CS-P2) (PS-E-A1) |
| (PK.1.L) sorts objects and organisms into groups and begins to describe how groups were organized | <i>PreK Indicator</i> | PK-CS-P2 Describe objects by their physical properties 9. Sort objects using one characteristic (PK-CS-P2) (PS-E-A1) |
| (PK.1.M) begins to offer explanations, using his or her own words | | 5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-EA5) |
| (PK.1.N) predicts what will happen next based on previous experience | <i>PreK Indicator</i> <i>Implied</i> | PK-CS-11 Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment. 2. Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1) |
| (PK.1.O) solves simple design problems (e.g., making a box into a little house for a storybook character, toy, or pet) | <i>Not addressed in LA</i> | |
| (PK.1.P) participates in creating and using simple data charts | | 5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-EA5) |
| (PK.1.Q) shares observations and findings with others through pictures, discussions, or dramatizations. | <i>PreK Indicator</i> | PK-CS-15 Collect, interpret, and communicate data and findings from observations and experiments in oral and written formats 5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-EA5) and 6. Use a variety of appropriate formats to describe procedures and to |

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| | | express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-15) (S1-E-A6) |
| (PK.2) Science Concepts | | |
| (PK.2.A) observes and describes properties of rocks, soil, and water | <i>PreK Indicator</i> | <p>PK-CS-L2 Explore, observe, and describe a variety of non-living things</p> <p>13. Compare the properties of different solids and liquids through observation (PK-CSP1) and</p> <p>25. Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)</p> |
| (PK.2.B) describes properties of objects and characteristics of living things | <i>PreK Indicator</i> <i>Implied/Approximate</i> | <p>PK-CS-L1 Explore, observe, and describe a variety of living things</p> <p>11. Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PKCS-"P4) (PS-E-A2) and</p> <p>25. Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)</p> |
| (PK.2.C) begins to observe changes in size, color, position, weather, and sound | <i>PreK Indicator</i> <i>Implied</i> | <p>PK-CS-P2 Describe objects by their physical properties</p> <p>PK-CS-P3 Explore the physical world using five senses</p> <p>17. Identify different sounds as soft or loud (PK-CS-P3) (PS-E-C1) and 26. Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)and</p> <p>27. Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CSES2) (ESS-E-A4)</p> |
| (PK.2.D) identifies animals and plants as living things | <i>PreK Indicator</i> <i>Implied</i> | <p>PK-CS-L1 Explore, observe, and describe a variety of living things</p> <p>20. Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)</p> |
| (PK.2.E) groups organisms and objects as living or nonliving and begins to identify things people have built | <i>PreK Indicator</i> | <p>PK-CS-L1 Explore, observe, and describe a variety of living things</p> <p>PK-CS-L2 Explore, observe, and describe a variety of non-living things</p> |

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| (PK.2.F) begins to recognize that living things have similar needs for water, food, and air | <i>PreK Indicator</i> <i>Implied</i> | PK-CS-L1 Explore, observe, and describe a variety of living things 23. Observe and care for pets and plants (PK-CS-L1) (LS-E-B1) |
| (PK.2.G) begins to identify what things are made of (e.g., distinguishing a metal spoon from a plastic spoon) | <i>PreK Indicator</i> | PK-CS-P2 Describe objects by their physical properties |
| (PK.2.H) uses patterns (such as growth and day following night to predict what happens next) | <i>PreK Indicator</i> <i>Implied</i> | PK-CS-ES3 Use vocabulary to describe major features of the earth and sky 28. Learn about objects in the sky through nonfiction literature (PK-CS-ES3) (ESS-E-B1) |
| (PK.2.I) identifies similarities and differences among objects and organisms | <i>PreK Indicator</i> <i>Implied</i> | PK-CS-P2 Describe objects by their physical properties 13. Compare the properties of different solids and liquids through observation (PK-CSP1) (PS-E-A4) |
| (PK.2.J) begins to use scientific words and phrases to describe objects, events, and living things. | <i>PreK Indicator</i> | PK-CS-I6 Use appropriate scientific vocabulary related to topics |
| | | LA GLE's Not Addressed |
| | <i>Not specifically addressed in TX</i> | 10. Determine whether objects float or sink through investigations (PK-CS-P1) (PS-EA1) |
| | <i>Not specifically addressed in TX</i> | 12. Determine whether one object weighs more or less than another by using a pan balance (PK-CS-I4) (PS-E-A2) |
| | <i>Not specifically addressed in TX</i> | 14. Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5) |
| | <i>Not specifically addressed in TX</i> | 15. Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3) |
| | <i>Not specifically addressed in TX</i> | 16. Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3) |
| | <i>Not specifically addressed in TX</i> | 18. Identify selected substances as <i>hot</i> or <i>cold</i> (PK-CS-P2) (PS-E-C3) |
| | <i>Not specifically addressed in TX</i> | 19. Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3) |
| | <i>Not specifically addressed in TX</i> | 21. Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6) |
| | <i>Not specifically</i> | 24. Describe plants and animals in the schoolyard or home |

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| | <i>addressed in TX</i> | environments (PK-CS-L1 (LS-E-C1)) |