

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

SCIENCE: Grade 2

TEKS	Comments	Louisiana GLE
(2.1) Scientific Processes. The student conducts classroom and field investigations following home and school safety procedures.		The Abilities to Do Scientific Inquiry (SI)
(2.1.A) demonstrate safe practices during classroom and field investigations	<i>Similar</i>	SI GLE 11. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)
(2.1.B) demonstrate safe practices during classroom and field investigations	<i>Implied</i>	SI GLE 5. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2) SI GLE 11. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)
(2.2) Scientific Processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.		The Abilities to Do Scientific Inquiry (SI)
(2.2.A) ask questions about organisms, objects, and events;	<i>Similar</i>	SI GLE 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1) SI GLE 2. Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1)
(2.2.B) plan and conduct simple descriptive investigations;	<i>Similar</i>	SI GLE 3. Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2)
(2.2.C) plan and conduct simple descriptive investigations;	<i>Similar</i>	SI GLE 3. Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2)
(2.2.D) gather information using simple equipment and tools to extend the senses	<i>Similar</i>	SI GLE 5. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2) SI GLE 8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4)

TEKS	Comments	Louisiana GLE
		SI GLE 12. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)
	<i>This is addressed in Kindergarten in TX</i>	SI GLE 6. Use the five senses to describe observations (SI-E-A3)
(2.2.E) construct reasonable explanations and draw conclusions using information and prior knowledge	<i>Implied</i>	SI GLE 9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4)
(2.2.F) communicate explanations about investigations.	<i>Implied</i>	SI GLE 9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4) SI GLE 10. 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) (SI-E-A6)
(2.3) Scientific Processes. The student knows that information and critical thinking are used in making decisions.		The Abilities to Do Scientific Inquiry (SI)
(2.3.A) make decisions using information	<i>Implied</i>	SI GLE 4. Predict and anticipate possible outcomes (SI-E-A2)
(2.3.B) discuss and justify the merits of decisions	<i>Not specifically addressed in LA</i>	
(2.3.C) explain a problem in his/her own words and identify a task and solution related to the problem.	<i>Not specifically addressed in LA</i>	
(2.4) Scientific Processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.		The Abilities to Do Scientific Inquiry (SI) Properties of Objects and Materials(PS) Properties of Earth Materials(ESS)

TEKS	Comments	Louisiana GLE
(2.4.A) collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances	<i>Similar</i>	<p>SI GLE 8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4)</p> <p>SI GLE 12. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)</p> <p>PS GLE 15. Record the temperature of objects (Celsius and Fahrenheit) (PS-E-A1)</p> <p>PS GLE 16. Measure weight/mass and volume of a variety of objects and materials by using a pan balance and various containers (PS-E-A2)</p> <p>PS GLE 17. Use standard tools to measure objects or materials (e.g., ruler, meter stick, measuring tape, pan balance, thermometer, graduated cylinder) (PS-E-A2)</p> <p>ESS GLE 42. Identify and use appropriate tools to gather and study rocks, minerals, and fossils (ESS-E-A5)</p>
(2.4.B) measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units.	<i>Similar</i>	<p>SI GLE 7. Measure and record length and temperature in both metric system and U.S. system units (SI-E-A4)</p> <p>PS GLE 17. Use standard tools to measure objects or materials (e.g., ruler, meter stick, measuring tape, pan balance, thermometer, graduated cylinder) (PS-E-A2)</p>
	<i>This is not addressed until 3rd grade in TX</i>	<p>SI GLE 13. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)</p>
(2.5) Science Concepts. The student knows that organisms, objects, and events have properties and patterns.		<p>Properties of Objects and Materials (PS) Characteristics of Organisms,(LS) Properties of Earth Materials (ESS)</p>
(2.5.A) classify and sequence organisms, objects, and events based on properties and patterns	<i>Similar</i>	<p>PS GLE 14. Classify objects as bendable or rigid (PS-E-A1)</p> <p>PS GLE 18. Observe, describe, and record the characteristics of materials that make up different objects (e.g., metal, nonmetal, plastic, rock, wood, paper) (PS-E-A3)</p> <p>LS GLE 27. Match the appropriate food source and habitat for a variety of animals (e.g., cows/grass/field, fish/tadpoles/water) (LS-E-A1)</p>

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		<p>LS GLE 29. Compare differences and similarities among a variety of seed plants (LS-E-A3)</p> <p>LS GLE 33. Compare the life cycles of selected organisms (e.g., mealworm, caterpillar, tadpole) (LS-E-B1)</p> <p>ESS GLE 36. Observe and record the properties of rocks, minerals, and soils gathered from their surroundings (e.g., color, texture, odor) (ESS-E-A1)</p>
(2.5.B) identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers.	<i>Implied</i>	<p>SI GLE 9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4)</p> <p>SI GLE 10. 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) (SI-E-A6)</p>
(2.6) Science Concepts. The student knows that systems have parts and are composed of organisms and objects.		<p>Properties of Objects and Materials (PS) Properties of Earth Materials((ESS) Objects in the Sky (ESS)</p>
(2.6.A) manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves	<p><i>Implied</i></p> <p><i>The matching GLEs may be explored as a system</i></p>	<p>LS GLE 28. Describe structures of plants (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3)</p> <p>LS GLE 35. Identify the components of a variety of habitats and describe how organisms in those habitats depend on each other (LS-E-C1)</p>
(2.6.B) manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings	<p><i>Implied</i></p> <p><i>The matching GLEs may be explored as a system</i></p>	<p>PS GLE 19. Describe and illustrate what remains after water evaporates from a salt or sugar solution (PS-E-A5)</p> <p>ESS GLE 44. Give examples of how the Sun affects Earth's processes (e.g., weather, water cycle) (ESS-E-B5)</p>
(2.6.C) observe and record the functions of plant parts	<i>Similar</i>	<p>LS GLE 28. Describe structures of plants (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3)</p>
(2.6.D) observe and record the functions of animal parts	<i>Not specifically addressed in LA in grade 2</i>	
(2.7) Science Concepts. The student knows that many types of change occur.		

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(2.7.A) observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement	<i>implied</i>	<p>PS GLE 21. Use students' own voices to demonstrate pitch (e.g., low, high) (PS-E-C1)</p> <p>PS GLE 22. Give examples of objects that vibrate to produce sound (e.g., drum, stringed instrument, end of a ruler, cymbal) (PS-E-C1)</p> <p>ESS GLE 40. Gather, record, and graph weather data (e.g., precipitation, wind speed, wind direction, temperature) using appropriate instruments (ESS-E-A4)</p> <p>ESS GLE 41. Analyze recorded daily temperatures and weather conditions from newspapers, television, the Internet, and home/outdoor thermometers (ESS-E-A4)</p>
(2.7.B) identify, predict, and test uses of heat to cause change such as melting and evaporation	<i>Similar- emphasis in LA is evaporation as part of the water cycle</i>	<p>PS GLE 19. Describe and illustrate what remains after water evaporates from a salt or sugar solution (PS-E-A5)</p> <p>ESS GLE 39. Design an experiment involving evaporation (ESS-E-A3)</p> <p>ESS GLE 44. Give examples of how the Sun affects Earth's processes (e.g., weather, water cycle) (ESS-E-B5)</p>
(2.7.C) demonstrate a change in the motion of an object by giving the object a push or a pull	<i>Similar-emphasis in LA is describing motion not change of motion</i>	<p>PS GLE 20. Observe and describe differences in motion between objects (e.g., toward/away, cardinal directions) (PS-E-B3)</p>
(2.7.D) observe, measure, and record changes in weather, the night sky, and seasons.	<i>Similar</i>	<p>ESS GLE 44. Give examples of how the Sun affects Earth's processes (e.g., weather, water cycle) (ESS-E-B5)</p> <p>ESS GLE 40. Gather, record, and graph weather data (e.g., precipitation, wind speed, wind direction, temperature) using appropriate instruments (ESS-E-A4)</p> <p>ESS GLE 41. Analyze recorded daily temperatures and weather conditions from newspapers, television, the Internet, and home/outdoor thermometers (ESS-E-A4)</p>
	<i>Light and Energy is not specifically addressed in TX until grade 5</i>	<p>PS GLE 23. Change the direction of light by using a mirror and/or lens (PS-E-C2)</p> <p>PS GLE 24. Describe how light behaves when it strikes objects and materials (e.g., transparent, translucent, opaque) (PS-E-C2)</p>

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		PS GLE 25. Investigate ways of producing static electricity and describe its effects (PS-E-C4) PS GLE 26. Identify and describe sources of energy used at school, home, and play (PS-E-C7)
(2.8) Science Concepts. The student distinguishes between living organisms and nonliving objects.		Properties of Objects and Materials (PS) Life Cycles of Organisms (LS)
(2.8.A) identify characteristics of living organisms	<i>TAKS Objective Similar</i>	LS GLE 34. Describe inherited characteristics of living things (LS-E-B3)
(2.8.B) identify characteristics of nonliving objects.	<i>TAKS Objective Similar</i>	PS GLE 18. Observe, describe, and record the characteristics of materials that make up different objects (e.g., metal, nonmetal, plastic, rock, wood, paper) (PS-E-A3)
(2.9) Science Concepts. The student knows that living organisms have basic needs.		Characteristics of Organisms (LS)
(2.9.A) identify the external characteristics of different kinds of plants and animals that allow their needs to be met	<i>Similar</i>	LS GLE 28. Describe structures of plants (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3) LS GLE 30. Identify physical characteristics of organisms (e.g., worms, amphibians, plants) (LS-E-A4)
(2.9.B) compare and give examples of the ways living organisms depend on each other and on their environment	<i>Implied</i>	LS GLE 35. Identify the components of a variety of habitats and describe how organisms in those habitats depend on each other (LS-E-C1) LS GLE 27. Match the appropriate food source and habitat for a variety of animals (e.g., cows/grass/field, fish/tadpoles/water) (LS-E-A1) LS GLE 31. Identify and discuss the arrangement of the food pyramid (LS-E-A6) SE GLE 45. Locate and identify plants and animals within an ecosystem (SE-E-A2) SE GLE 46. Illustrate and describe a simple food chain located within an ecosystem (SE-E-A2)
	<i>Human impact is not specifically addressed until grade 7</i>	SE GLE 48. Describe a variety of activities related to preserving the environment (SE-E-A3) SE GLE 50. Describe ways in which habitat loss or change can occur

TEKS	Comments	Louisiana GLE
		as a result of natural events or human impact (SE-E-A5)
	<i>Implied in TX, grade 4 4.8</i>	SE GLE 51. Describe and give examples of threatened or endangered species (SE-E-A5)
	<i>Not specifically addressed in science until HS, this is addressed in Health in TX</i>	LS GLE 32. Analyze selected menus to determine whether they include representatives of all the required food groups (LS-E-A6)
	<i>Not addressed in TX until grade 3</i>	LS GLE 34. Describe inherited characteristics of living things (LS-E-B3)
	<i>Addressed in TX in grade 4 - 4.11 C</i>	SE GLE 47. Identify the Sun as the primary energy source in a food chain (SE-E-A2)
	<i>Addressed in TX in grade 3 - 3.11A</i>	SE GLE 49. Describe how consumption of resources can be reduced by recycling, reusing, and conserving (SE-E-A4)
(2.10) Science Concepts. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere		Objects in the Sky (ESS)
(2.10.A) describe and illustrate the water cycle	<i>Similar</i>	ESS GLE 44. Give examples of how the Sun affects Earth's processes (e.g., weather, water cycle) (ESS-E-B5)
	<i>Not specifically addressed in TX</i>	ESS GLE 37. Compare bodies of water found on Earth (e.g., oceans, seas, lakes, rivers, glaciers) (ESS-E-A2)
(2.10.B) identify uses of natural resources	<i>Implied</i>	ESS GLE 38. Explain why most of the water on Earth cannot be used as drinking (potable) water (ESS-E-A2)
	<i>Addressed in TX in 3rd grade 3.11 D</i>	ESS GLE 43. Describe characteristics of the Sun, stars, and Earth's moon (e.g., relative size, shape, color, production of light/heat) (ESS-E-B1)