

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

SCIENCE: Grade 3

TEKS	Comments	Louisiana GLE
(3.1) Scientific Processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.		The Abilities to Do Scientific Inquiry (SI)
(3.1.A) demonstrate safe practices during field and laboratory investigations	<i>TAKS Objective Similar</i>	SI GLE 12. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)
(3.1.B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.	<i>Similar</i>	SE GLE 60. Explain how renewable and nonrenewable resources can be replenished or depleted (SE-E-A4)
(3.2) Scientific Processes. The student uses scientific inquiry methods during field and laboratory investigations.		The Abilities to Do Scientific Inquiry (SI)
(3.2.A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;	<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) SI GLE 8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4) SI GLE 15. 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>Predicting is not specifically addressed in TX at the elementary level</i>	SI GLE 4. Predict and anticipate possible outcomes (SI-E-A2)
(3.2.B) collect information by observing and measuring;	<i>Similar</i>	SI GLE 3. Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2)

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		<p>SI GLE 5. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2)</p> <p>SI GLE 6. Use the five senses to describe observations (SI-E-A3)</p> <p>SI GLE 7. Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units (SI-E-A4)</p>
(3.2.C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;	<i>Implied</i>	SI GLE 10. Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5)
(3.2.D) communicate valid conclusions	<i>Similar</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. Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5)</p> <p>SI GLE 11. 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> <p>SI GLE 16. Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment (SI-E-B5)</p>
(3.2.E) construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.	<i>Similar</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)
(3.3) Scientific Processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions.		The Abilities to Do Scientific Inquiry (SI)
(3.3.A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;	<i>TAKS Objective Implied</i>	<p>SI GLE 13. Identify questions that need to be explained through further inquiry (SI-E-B1)</p> <p>SI GLE 14. Distinguish between what is known and what is unknown in scientific investigations (SI-E-B1)</p>
(3.3.B) draw inferences based on information related to promotional materials for products and services;	<i>TAKS Objective Not specifically</i>	

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	<i>addressed in LA</i>	
(3.3.C) represent the natural world using models and identify their limitations;	<i>TAKS Objective Not specifically addressed in LA</i>	
(3.3.D) evaluate the impact of research on scientific thought, society, and the environment; and	<i>Similar</i>	SI GLE 17. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)
(3.3.E) connect Grade 3 science concepts with the history of science and contributions of scientists.	<i>Implied</i>	SI GLE 17. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)
(3.4) Scientific Processes. The student knows how to use a variety of tools and methods to conduct science inquiry.		The Abilities to Do Scientific Inquiry (SI)
(3.4.A) collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses;	<i>Similar/Implied</i>	<p>SI GLE 8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4)</p> <p>SI GLE 12. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)</p> <p>SI GLE 15. 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 20. Measure temperature by using Fahrenheit and Celsius thermometers and compare results (PS-E-A2)</p>
(3.4.B) demonstrate that repeated investigations may increase the reliability of results.	<i>Implied</i>	SI GLE 16. Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment (SI-E-B5)
(3.5) Science Concepts. The student knows that systems exist in the world.		Characteristics of Organisms (LS)
(3.5.A) observe and identify simple systems such as a sprouted seed and a wooden toy car;	<i>Implied</i>	<p>LS GLE 35. Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects) (LS-E-A3)</p> <p>LS GLE 36. Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants (LS-E-A3)</p> <p>LS GLE 37. Describe how plant structures enable the plant to meet</p>

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		<p>its basic needs (LS-E-A3)</p> <p>LS GLE 40. Explain how the organs of the digestive system function (LS-E-A5)</p> <p>LS GLE 41. Describe how the components of the skeletal system function (LS-E-A5)</p> <p>SE GLE 57. Describe the interrelationships of living (biotic) and nonliving (abiotic) components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)</p>
(3.5.B) observe a simple system and describe the role of various parts such as a yo-yo and string.	<i>These are some examples of how LA uses the unifying theme Systems in context</i>	<p>LS GLE 35. Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects) (LS-E-A3)</p> <p>LS GLE 36. Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants (LS-E-A3)</p>
(3.6) Science Concepts. The student knows that forces cause change.		<p>Position and Motion of Objects (PS)</p> <p>Properties of Earth Materials (ESS)</p>
(3.6.A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied;	<i>TAKS Objective Similar</i>	<p>PS GLE 23. Demonstrate how force is a push or a pull by using students' bodies, toy cars, or balls (PS-E-B2)</p> <p>PS GLE 24. Explain how the amount and direction of force exerted on an object (e.g., push, pull, friction, gravity) determine how much the object will move (PS-E-B2)</p> <p>PS GLE 26. Explain the effect of varying amounts of force on the motion of an object (PS-E-B4)</p>
(3.6.B) identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.	<i>TAKS Objective Similar</i>	<p>ESS GLE 46. Describe earth processes that have affected selected physical features in students' neighborhoods (e.g., rusting, weathering, erosion) (ESS-E-A1)</p>
	<i>Addressed in TX in grade 4 – 4.6 A</i>	<p>PS GLE 25. Observe and analyze motion and position of objects over time (e.g., shadows, apparent path of the Sun across the sky) (PS-E-B3)</p>
(3.7) Science Concepts. The student knows that matter has physical properties.		<p>Properties of Objects and Materials (PS)</p>
(3.7.A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter;	<i>Similar</i>	<p>PS GLE 18. Compare and classify objects on properties determined through experimentation (e.g., ability to conduct electricity, tendency to float or sink in water) (PS-E-A1)</p>

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		<p>PS GLE 19. Select the appropriate metric system and U.S. system tools for measuring length, width, temperature, volume, and mass (PS-E-A2)</p> <p>PS GLE 20. Measure temperature by using Fahrenheit and Celsius thermometers and compare results (PS-E-A2)</p>
(3.7.B) identify matter as liquids, solids, and gases.	<i>Similar</i>	PS GLE 22. Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling (PS-E-A4)
	<i>Not specifically addressed in TX at the elementary level</i>	PS GLE 21. Compare common objects and identify the original material from which they are made (e.g., paper, pencil, comb) (PS-E-A3)
	<i>Sound is addressed in TX at grade 5 – 5.8C</i>	PS GLE 27. Use the words <i>high/low</i> to compare the pitch of sound and the words <i>loud/soft</i> to compare the volume (amplitude) of sound (PS-E-C1)
	<i>Light reflections is addressed in TX at grade 5 – 5.8 B</i>	PS GLE 28. Describe the reflection/absorption properties of various colored objects (PS-E-C2)
	<i>Not specifically addressed in TX at the elementary level</i>	PS GLE 29. Determine which materials insulate best by using experimental data (PS-E-C3)
	<i>Electrical circuits are addressed in TX at grade 5 – 5.8 C</i>	PS GLE 30. Demonstrate and explain the movement of electricity in closed and open circuits (PS-E-C4)
	<i>Forms of energy are addressed in TX at grade 5 – 5.8</i>	<p>PS GLE 31. Compare and describe the common forms of energy and explain how they are used in everyday life (e.g., light, electricity, heat, mechanical) (PS-E-C6)</p> <p>PS GLE 32. Give examples of how energy can be used to move or lift objects (PS-E-C6)</p> <p>PS GLE 33. Identify simple machines and the tasks they make possible (PS-E-C6)</p>
(3.8) Science Concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.		Science and the Environment (SE)

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(3.8.A) observe and describe the habitats of organisms within an ecosystem;	<i>TAKS Objective Similar</i>	SE GLE 57. Describe the interrelationships of living (biotic) and nonliving (abiotic) components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)
(3.8.B) observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space;	<i>TAKS Objective Similar</i>	SE GLE 57. Describe the interrelationships of <i>living (biotic)</i> and <i>nonliving (abiotic)</i> components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)
(3.8.C) describe environmental changes in which some organisms would thrive, become ill, or perish	<i>TAKS Objective Implied</i>	SE GLE 58. Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3) (SE-E-A5)
(3.8.D) describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.	<i>TAKS Objective Implied</i>	SE GLE 57. Describe the interrelationships of <i>living (biotic)</i> and <i>nonliving (abiotic)</i> components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)
	<i>Addressed in the Health class in the elementary level.</i>	<p>LS GLE 34. Describe what the human body needs to grow and be healthy (LS-E-A1)</p> <p>LS GLE 42. Describe the relationship between eating habits and maintaining a healthy body (LS-E-A6)</p> <p>LS GLE 43. Identify a meal that includes representatives from each group of the food pyramid (LS-E-A6)</p> <p>LS GLE 44. Graph, analyze, and interpret personal and class data (LS-E-B4)</p>
(3.9) Science Concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment.		<p>Characteristics of Organisms (LS)</p> <p>Science and the Environment (SE)</p>
(3.9.A) observe and identify characteristics among species that allow each to survive and reproduce;	<i>Implied</i>	<p>LS GLE 35. Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects) (LS-E-A3)</p> <p>LS GLE 36. Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants (LS-E-A3)</p> <p>LS GLE 37. Describe how plant structures enable the plant to meet its basic needs (LS-E-A3)</p> <p>LS GLE 38. Classify groups of organisms based on common characteristics (LS-E-A4)</p> <p>LS GLE 39. Compare organisms from different groups (e.g., birds with mammals, terrestrial plants with aquatic plants) (LS-E-A4)</p>

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(3.9.B) analyze how adaptive characteristics help individuals within a species to survive and reproduce.	<i>Implied</i>	SE GLE 61. Explain how selected animals once classified as endangered have recovered. (SE-E-A5) ESS GLE 52. Identify characteristics of selected fossils and explain how fossil records are used to learn about the past (ESS-E-A7)
	<i>Not specifically addressed in TX in the elementary level.</i>	SE GLE 58. Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3) (SE-E-A5)
(3.10) Science Concepts. The student knows that many likenesses between offspring and parents are inherited from the parents.		Life Cycles of Organisms (LS)
(3.10.A) identify some inherited traits of plants;	<i>Content addressed in LA Grade 2 in Life Cycles of Organisms</i>	
(3.10.B) identify some inherited traits of animals.	<i>Content addressed in LA Grade 2 in Life Cycles of Organisms</i>	
(3.11) Science Concepts. The student knows that the natural world includes earth materials and objects in the sky.		Properties of Earth Materials (ESS) Objects in the Sky (ESS) Science in the Environment (SE)
(3.11.A) identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources;	<i>TAKS Objective Implied</i>	SE GLE 59. Classify manufactured products according to the natural resources from which they are made (e.g., copper wire from copper ore, plastic from petroleum) (SE-E-A4) SE GLE 60. Explain how renewable and nonrenewable resources can be replenished or depleted (SE-E-A4)
	<i>Addressed in TX in grade 5 - 5.13a</i>	ESS GLE 46. Describe earth processes that have affected selected physical features in students' neighborhoods (e.g., rusting, weathering, erosion) (ESS-E-A1)
	<i>Not specifically addressed in TX</i>	SE GLE 59. Classify manufactured products according to the natural resources from which they are made (e.g., copper wire from copper ore, plastic from petroleum) (SE-E-A4)
(3.11.B) identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants;	<i>Implied</i>	ESS GLE 51. Identify and compare the components found in soil (ESS-E-A6) (ESS-E-A1)

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	<i>Addressed in TX in grade 5 - 5.11 b</i>	ESS GLE 50. Compare and group common rocks according to their characteristics (i.e., igneous, metamorphic, sedimentary) (ESS-E-A5)
	<i>TX does not specifically addressed this concept in the elementary</i>	ESS GLE 45. Recognize and describe that rock is composed of different combinations of minerals (ESS-E-A1) (ESS-E-A5)
	<i>Addressed in TX in grade 4 - 4.10 b</i>	ESS GLE 52. Identify characteristics of selected fossils and explain how fossil records are used to learn about the past (ESS-E-A7)
(3.11.C) identify the planets in our solar system and their position in relation to the Sun;	<i>TAKS Objective Similar</i>	ESS GLE 53. Identify, in order, the planets of the solar system (ESS-E-B1)
(3.11.D) describe the characteristics of the Sun.	<i>TAKS Objective</i> <i>Content covered in LA in Grade 5 in ESS GLE 39</i>	
	<i>TX does not specifically addressed this concept in the elementary</i>	ESS GLE 47. Describe the difference between weather and climate (ESS-E-A2)
	<i>Addressed in TX in grade 2 - 2.10 a</i>	ESS GLE 48. Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of runoff) (ESS-E-A3)
	<i>Addressed in TX in grade 4 - 4.6a</i>	ESS GLE 49. Describe climate patterns from recorded weather conditions over a period of time (ESS-E-A4)
	<i>Addressed in TX in grade 4 - 4.6b</i>	ESS GLE 54. Describe the patterns of apparent change in the position of the Sun (ESS-E-B2) ESS GLE 55. Explain the results of the rotation and revolution of Earth (e.g., day and night, year) (ESS-E-B4)
	<i>Addressed in TX in grade 5 - 5.8 b</i>	ESS GLE 56. Compare shadow direction and length at different times of day and year (ESS-E-B4)