



**Correlation of
Get Ready! Sail
Grade 2**



**to
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading
Grade 2**



**Correlation of
Get Ready! Sail, Grade 2
by Vista
to
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading
Grade 2**

**Correlated to Teacher’s Edition (TE)* and Student Book (SB)
*Roman Numerals and Pages with Letter References are in the TE only**

Please Note: Get Ready! Sail is a program designed specifically for Newcomers, SLIFE, and Level 2s

TEKS: English Language Arts and Reading	Get Ready! Sail Grade 1 Page References
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	TE/SB: 121, 123, 127, 131, 143, 145, 147, 150, 152, 153
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	TE/SB: 98, 99, 101, 105, 107, 109, 166, 167, 173, 175
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	TE/SB: 98, 99, 101, 105, 107, 109, 166, 167, 173, 175
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions making appropriate contributions, and building on the ideas of others; and	TE/SB: 76, 77, 78, 79, 82, 83, 86, 87, 162,166, 167, 169, 180, 181, 186, 210
(E) develop social communication such as distinguishing between asking and telling	TE/SB: 121, 123, 127, 131, 143, 145, 147, 150, 152, 153
2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
demonstrate phonological awareness by:	
(i) producing a series of rhyming words;	TE: 6, 16-17,60-61, 70-71, 170, 245,
(ii) distinguishing between long and short vowel sounds in one-syllable and multi- syllable words;	TE/SB: 15, 18-19, 3-37, 40-41, 48, 102, 124, 146, 166, 170-171 176, 194-195, 266
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	TE/SB: 14, 18, 19, 36, 37, 40, 41, 58, 59, 80, 81, 102
(iv) manipulating phonemes within base words;	TE/SB: 14, 18, 19, 36, 37, 40, 41, 58, 59, 80, 81, 102, 166, 201



(A) demonstrate and apply phonetic knowledge by:	
(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	TE/SB: 36, 58, 102, 124, 146, 170, 190,266
(ii) decoding words with silent letters such as knife and gnat;	TE/SB: 102-103, 124, 125, 266
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81, 102, 105, 218, 128, 129, 152, 153, 24
(iv) decoding compound words, contractions, and common abbreviations;	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 66, 80, 81,102, 105, 108, 128, 129, 152, 153, 181, 183, 196
(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81,102, 105, 128, 129, 152, 153, 242, Txxxix
(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	TE/SB: 129, 177
(vii) identifying and reading high-frequency words from a research-based list;	TE/SB: 15, 37, 59, 81, 103,125, 140, 147, 171, 195, 219, 219, 243, 260, 267 243, 267
(B) demonstrate and apply spelling knowledge by:	
(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	TE/SB: Txxxix, Txxli, 14, 16, 18, 19, 36, 37, 40, 41, 59, 58, 59, 60, 72, 80, 81,85, 102, 105, 124, 128, 129, 141, 146, 147, 148, 150, 152, 153, 170, 189, 194, 218
(ii) spelling words with silent letters such as knife and gnat;	TE/SB: 102-103, 124, 125, 266
(iii) spelling compound words, contractions, and common abbreviations	TE/SB: 147-149, 150, 195
(iv) spelling multisyllabic words with multiple sound-spelling patterns	TE/SB: Txxxix, Txxli, 14, 16, 18, 19, 36, 37, 40, 41, 59, 58, 59, 60, 72, 80, 81,85, 102, 105, 128, 129, 141, 147, 148, 150, 152, 153, 170, 189
(v) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	TE/SB: Txxxix, Txxli, 14, 16, 18, 19, 36, 37, 40, 41, 59, 58, 59, 60, 72, 80, 81, 85, 102, 103, 105, 124, 128, 129, 141, 146, 147, 148, 150, 152, 153, 170, 189, 194, 218
(vi) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	TE/SB: Txxxix, Txxli, 14, 16, 18, 19, 36, 37, 40, 41, 59, 58, 59, 60, 72, 80, 81, 85, 102, 103, 105, 124, 128, 129, 141, 146, 147, 148, 150, 152, 153, 170, 189, 194, 218
(vii) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	TE/SB: Txxxvii, 129, 172, 177
(C) alphabetize a series of words and use a dictionary or glossary to find words; and	TE/SB: 76, 77, 98, 99, 120, 121, 142, 143, 285 – 300, Tiii, v, xi
(D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	TE/SB: Txxiv, 15, 59, 63, 73, 81, 83, 85, 94, 95, 103, 115, 117, 125, 140, 147, 151, 162,163, 168, 171, 187, 223, 267, 268-
3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	TE/SB: 76, 77, 98, 99, 120, 121, 142, 143, 285 – 300, Tiii, v, xi



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(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	TE/SB: Txxv, Txxxiii, 6, 8F, 17, 34, 39, 45, 74, 82-83, 85, 100, 117, 120, 122, 126, 144, 151-153, 190, 192, 197, 200, 203, 210, 221, 231, 233, 239, 244, 256, 262-264, 273, 283,
(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	TE/SB: 129, 177
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	TE/SB:166, 248
4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking fluency. The students read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	TE/SB: 16-17, 38-39, 60-61,82-83, 104-105, 126-127, 148-151,172-175, 196-199, 220-223, 244-247, 268-271
5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	TE/SB: 26-27, 48-49, 70-71, 92-93, 114-115, 136-137, 160-161, 184-185, 208-209, 232-233, 256-257, 280-281,
6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts	TE/SB: 16-17, 38-39, 60-61,82-83, 104-105, 126-127, 148-151,164E, 172-175, 196-199, 220-223, 244-247, 268-271, Txxv
(B) generate questions about text before, during, and after reading to deepen understanding and gain information	TE/SB: 16-17, 38-39, 60-61,82-83, 104-105, 126-127, 148-151,172-175, 196-199, 220-223, 244-247, 268-271
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	TE/SB: 16-17, 38-39, 60-61,82-83, 104-105, 126-127, 148-151,172-175, 196-199, 220-223, 244-247, 268-271
(D) create mental images to deepen understanding	TE/SB: 196, 244, 245, 247, 280
(E) make inferences and use evidence to support understanding	TE/SB: 98, 99, 104, 108, 110, 112, 113, 116, 117
(F) evaluate details to determine key ideas	TE/SB: 64-65, 66-67, 68-69, 86-87, 88-89, 90-91
(G) synthesize information to create new understanding and	TE/SB: Txxvii, Txxi, Txxviii, Txxix, 12, 16, 34, 38, 56, 60, 78, 82, 98, 100, 112, 122, 126, 144, 148, 168, 173, 188E, 192, 196, 216, 221, 240, 244-245, 264, 268-269, 278-279
(H) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	TE/SB: Txxvii, Txxi, Txxviii, Txxix, 12, 15-16, 18-19, 34, 37-38, 40-41, 56, 59-60, 62, 78, 82, 98, 100, 112, 122, 126, 144, 148, 168, 173, 188E, 192, 196, 216, 221, 240, 244-245, 264, 268-269, 278-279
7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	

(A) describe personal connections to a variety of sources;	TE/SB: 108, 110, 112, 129, 132, 134, 154, 156, 158
(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;	TE/SB: 126, 148, 184, 196, 200, 220, 244, 246, 268-269
(C) use text evidence to support an appropriate response;	TE/SB: 18, 19, 40, 41, 62, 63, 84, 85, 106, 107
(D) retell and paraphrase texts in ways that maintain meaning and logical order;	TE/SB: 22, 23, 24, 25, 29, 104, 105, 108, 109, 117
(E) interact with sources in meaningful ways such as illustrating or writing; and	TE/SB: 28, 29, 50, 51, 72, 73, 94, 95, 234, 235, 282, 283
(F) respond using newly acquired vocabulary as appropriate.	TE/SB: 13, 17, 23, 25, 28, 79, 83, 85, 87, 91, 94
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance	TE/SB:8- 9, 30-31, 52-53, 74-75, 92, 93, 96- 97, 114, 115, 118-119, 140-141, 164-165, 184, 185, 188-189, 212- 213, 232, 233, 236- 237, 262-261
(B) describe the main character's (characters') internal and external traits;	TE/SB: 34-35, 56-57, 127, 78-79, 82-83, 100-101, 126-127, 144-145, 168-169, 171, 192, 217, 264
(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	TE/SB: 8-9,42-43, 82-83, 95, 126-127, 196-199, 220-223, 244-245
(D) describe the importance of the setting.	TE/SB: 2, 50, 127, 153, 163, 162-163, 171, 190-191, 210, 240, 259
9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	TE/SB: 6, 16, 74F, 119, 126-127, 140E, 148-149, 160-161, 180-181
(B) explain visual patterns and structures in a variety of poems;	TE/SB: Txx, Txxi, 38-39, 52-52, 60-61, 70-71, 96-97
(C) discuss elements of drama such as characters, dialogue and setting;	TE/SB: 2, 34-35, 50, 56-57, 127, 78-79, 82-83, 100-101, 126-127, 144-145, 153, 162-163, 168-169, 171, 190-192, 217, 240, 259, 264
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	TE/SB: 15, 92-93, 104-105, 257
(ii) features and simple graphics to locate and gain information; and	TE/SB: 30F, 87, 96F, 115, 137, 164F, 181
(iii) organizational patterns such as chronological order and cause and effect stated explicitly	TE/SB: 31, 72-73, 149, 174, 220
(E) recognize characteristics of persuasive text	
(ii) stating what the author is trying to persuade the reader to think or do; and	TE/SB: 92-93, 104-105, 114-115, 184-185, 208-209, 256-257, 280-281
(iii) distinguishing facts from opinion; and	TE/SB: 38, 172-175, 208-209, 196, 269, 271,
(F) recognize characteristics of multimodal and digital texts.	TE/SB: Tiv, Txxxvi, 28, 29, 50, 51, 72, 73, 94, 95, 234, 235, 282, 283
10. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors'	

choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author's purpose for writing text;	TE/SB: 6-7, 184-185, 220-221
(B) discuss how the use of text structure contributes to the author's purpose;	TE/SB: 18-19, 61, 101, 141, 180, 220, 261, 305
(C) discuss the author's use of print and graphic features to achieve specific purposes;	TE/SB: 104-105, 112-113, 132-133, 172-173, 180-181, 182-183, 204-205, 226-227, 228-229, 230-231, 278-279
(D) discuss the use of descriptive, literal, and figurative language;	TE/SB: 32-33, 34-35, 38-39, 48-49, 50, 60, 61, 68, 69, 70, 71, 142, 143, 148, 149, 150, 151
(E) identify the use of first or third person in a text; and	TE/SB: Txxxvii, Txliv, 150, 183
(F) identify and explain the use of repetition.	TE/SB: Txxxviii, 10, 30, 52E, 52, 149, 151, 160
11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	TE/SB: 26, 114, 160, 185, 209, 236, 270
(B) develop drafts in oral, pictorial, or written form by;	
(i) organizing with structure; and	TE/SB: 26, 114, 160, 185, 209, 236, 270
(ii) developing an idea with specific and relevant details;	TE/SB: Txix, Txxv, 9, 26-28, 31, 50, 52-53, 75-77, 115-117, 136-138, 184-185
(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	TE/SB: 16, 60, 105, 128, 129, 152, 153
(i) edit drafts using standard English conventions, including:	TE/SB: 16, 60, 105, 128, 129, 152, 153
(ii) complete sentences with subject-verb agreement;	TE/SB: Txliv, 18-19, 40-41, 182-183
(iii) past, present, and future verb tense;	TE/SB: 84, 85, 176, 177
(iv) singular, plural, common, and proper nouns	TE/SB: Txxxviii, Txliii, Txliv, 19, 41, 62-63, 106-107, 128-129
(v) adjectives, including articles	TE/SB: vil, Txliii, Txlvi, 127, 159, 200, 201, 205
(vi) adverbs that convey time and adverbs that convey place;	TE/SB: 248-249, Txlii
(vii) prepositions and prepositional phrases;	TE/SB: Txliv, 152, 153, 183, 195
(viii) pronouns, including subjective, objective, and possessive cases;	TE/SB: 62, 63, 106, 107, 128, 129
(ix) coordinating conjunctions to form compound subjects and predicates;	TE/SB: 70, 71, 92, 93, 114, 115, 194, 224
(x) capitalization of months, days of the week, and the salutation and conclusion of a letter;	TE/SB: 19, 41, 62, 63, 106, 107
(xi) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	TE/SB: 8, 11, 18, 121, 212, 236

(xii) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	TE/SB: 16, 60, 105, 128, 129, 152, 153
(E) publish and share writing	TE/SB: 91, 104, 111, 112-113, 120, 132, 135, 178, 234, 268-269, 278-279
12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives and poetry	TE/SB: 60-61, 70-71, 136-137, 264-264
(B) dictate or compose informational texts. including procedural texts and reports; and	TE/SB: 92-93, 104-105, 208, 256-257, 280-281
(C) dictate or compose correspondence such as thank you notes or letters.	TE/SB: Txxiii
13. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	TE/SB: 181, 184, 222, 255
(B) develop and follow a research plan with adult assistance;	TE/SB: 50, 72, 94, 116, 138, 159, 162, 184, 186, 255
(C) identify and gather relevant sources and information to answer the questions	TE/SB: 26, 27, 48, 49, 70, 71, 92, 93, 114, 115
(D) identify primary and secondary sources;	TE/SB: 26, 27, 48, 49, 70, 71, 92, 93, 114, 115
(E) demonstrate understanding of information gathered;	TE/SB: 22, 23, 24, 25, 29, 104, 105, 108, 109, 117
(E) cite sources appropriately; and	TE/SB: 185
(F) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	TE/SB: 91, 104, 111, 112-113, 120, 132, 135, 178, 234, 268-269, 278-279