



**Correlation of  
*Get Ready! Sail*  
Grade 3**



**to  
Texas Essential Knowledge and Skills (TEKS)  
English Language Arts and Reading  
Grade 3**



**Correlation of  
Get Ready! Sail, Grade 3  
by Vista  
to  
Texas Essential Knowledge and Skills (TEKS)  
English Language Arts and Reading  
Grade 3**

**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 3 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 make pertinent comments;	SB/TE: 121, 123, 127, 131, 143, 145, 147, 150, 152, 153
B. follow, restate, and give oral instructions that involve a short, related sequences of action;	SB/TE: 98, 99, 101, 105, 107, 109, 166, 167, 173, 175
C. speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	SB/TE: 121, 123, 127, 131, 143, 145, 147, 150, 152, 153
D. work collaboratively with others by following agreed-upon rules norms and protocols	SB/TE: 76, 77, 78, 79, 82, 83, 86, 87, 162,166, 167, 169, 180, 181, 186, 210
E. develop social communication such as conversing politely in all situations	SB/TE: 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:	
A. demonstrate and apply phonetic knowledge by	
i. decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	SB/TE: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81, 102, 105, 218, 128, 129, 152, 153, 242,
ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	SB/TE: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81, 102, 105, 218, 128, 129, 152, 153, 242,
iii. decoding compound words, contractions, and abbreviations.	SB/TE: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 66, 80, 81,102, 105, 108, 128, 129, 152, 153, 181, 183, 196
iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.	SB/TE: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81,102, 105, 128, 129, 152, 153, 242, Txxxix



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v. decoding words using knowledge of prefixes;	SB/TE: 129, 177
vi. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	SB/TE: Txxxviii, 128-129, 182-183
vii. identifying and reading high-frequency words from a research-based list;	SB/TE: 15, 37, 59, 81, 103, 125, 140, 147, 171, 195, 219, 219, 243, 260, 267, 243, 267,
<b>B. demonstrate and apply spelling knowledge by:</b>	
i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	SB/TE: 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 homophones;	SB/TE: Txxiv, 12-13, 152-153, 156-157, 216-217, 218-219, 230-231
iii. spelling compound words, contractions, and abbreviations;	SB/TE: 147-149, 150, 195
iv. spelling multisyllabic words with multiple sound-spelling patterns;	SB/TE: 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 words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCv;	SB/TE: 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 prefixes; and	SB/TE: Txxxvii, 129, 172, 177
vii. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	SB/TE: Txxxvii, 146, 170, 218, 147-148, 150
C. alphabetize a series of words to the third letter; and	TE/SB: 76, 77, 98, 99, 120, 121, 142, 143, 285 – 300, Tiii, v, xi
D. write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	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-
<b>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:</b>	
A. use print or digital resources to determine meaning, syllabication, and pronunciation	TE/SB: 76, 77, 98, 99, 120, 121, 142, 143, 285 – 300, Tiii, v, xi
B. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning 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 such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	SB/TE: 129, 177
D. identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	SB/TE: 166, 248



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4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The students reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	SB/TE: 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.	SB/TE: 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	SB/TE: 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	SB/TE: 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	SB/TE: 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	SB/TE: 196, 244, 245, 247, 280
E. make connections to personal experiences, ideas in other texts, and society	SB/TE: 51, 175, 187, 198
F. make inferences and use evidence to support understanding	SB/TE: 98, 99, 104, 108, 110, 112, 113, 116, 117
G. evaluate details read to determine key ideas;	SB/TE: 64-65, 66-67, 68-69, 86-87, 88-89, 90-91
H. synthesize information to create new understanding and	SB/TE: Txvii, 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
I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	SB/TE: Txvii, 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 ; including self-selected texts;	SB/TE: 108, 110, 112, 129, 132, 134, 154, 156, 158
B. write a response to a literary or informational text that demonstrates an understanding of a text;	SB/TE: 126, 148, 184, 196, 200, 220, 244, 246, 268-269
C. use text evidence to support an appropriate response;	SB/TE: 18, 19, 40, 41, 62, 63, 84, 85, 106, 107
D. retell and paraphrase texts in ways that maintain meaning and logical order;	SB/TE: 22, 23, 24, 25, 29, 104, 105, 108, 109, 117



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E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	SB/TE: 28, 29, 50, 51, 72, 73, 94, 95, 234, 235, 282, 283
F. respond using newly acquired vocabulary as appropriate, and	SB/TE: 13, 17, 23, 25, 28, 79, 83, 85, 87, 91, 94
G. discuss specific ideas in the text that are important to the meaning.	SB/TE: Txi, 3, 16, 18, 26, 212, 213, 239, 261
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. infer the theme of a work, distinguishing theme from topic;	SB/TE: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. explain the relationships among the major and minor characters;	SB/TE: 34-35, 56-57, 127, 78-79, 82-83, 100-101, 126-127, 144-145, 168-169, 171, 192, 217, 264
C. analyze plot elements, including the sequence of events, the conflict, and the resolution; and	SB/TE: 8-9,42-43, 82-83, 95, 126-127, 196-199, 220-223, 244-245,
D. explain the influence of the setting on the plot.	SB/TE: 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, legends and myths;	SB/TE: 6, 16, 74F, 119, 126-127, 140E, 148-149, 160-161, 180-181
B. explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	SB/TE: Txx, Txxi, 38-39, 52-52, 60-61, 70-71, 96-97,
C. discuss elements of drama such as characters, setting and acts	SB/TE: 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 with supporting evidence;	SB/TE: 15, 92-93, 104-105, 257,
ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	SB/TE: 30F, 87, 96F, 115, 137, 164F, 181
iii. organizational patterns such as cause and effect and problem and solution;	SB/TE: 31, 72-73, 149, 174, 220
E. recognize characteristics and structures of argumentative text by:	
i. identifying the claim;	SB/TE: 92-93, 104-105, 114-115, 184-185, 208-209, 256-257, 280-281,
ii. distinguishing facts from opinion; and	SB/TE: 38, 172-175, 208-209, 196, 269, 271
iii. identifying the intended audience or reader; and	TE/SB: 114-115, 144-145
F. recognize characteristics of multimodal and digital texts.	SB/TE: 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:	



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A. explain the author's purpose and message within a text;	TE/SB: 148,-149, 184-185, 220-221
B. explain how the use of text structure contributes to the author's purpose;	SB/TE: 18-19, 61, 101, 141, 180, 220, 261, 305
C. explain the author's use of print and graphic features to achieve specific purposes;	SB/TE: 18-19, 61, 101, 141, 180, 220, 261, 305
D. describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	SB/TE: 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 literary devices, including first- or third-person point of view;	SB/TE: Txxxvii, Txlv, 150, 183
F. discuss how the author's use of language contributes to voice; and	SB/TE: 33, 38, , 57, 98, 100, 196, 198
G. identify and explain the use of hyperbole.	SB/TE: 33, 38, , 57, 98, 100, 196, 198
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 selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	SB/TE: 26, 114, 160, 185, 209, 236, 270
B. develop drafts into a focused, structured, and coherent piece of writing by:	
i. organizing with purposeful structure, including an introduction and a conclusion; and	SB/TE: 26, 114, 160, 185, 209, 236, 270
ii. developing an engaging idea with relevant details;	SB/TE: Txix, Txxv, 9, 26-28, 31, 50, 52-53, 75-77, 115-117,136-138, 184-185
C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	SB/TE: 16, 60, 105, 128, 129, 152, 153
D. edit drafts using standard English conventions, including:	
i. complete simple and compound sentences with subject-verb agreement;	TE/SB: Txlv, 18-19, 40-41, 182-183
ii. past, present, and future verb tense;	SB/TE: 84, 85, 176, 177
iii. singular, plural, common, and proper nouns;	SB/TE: Txxxviii, Txliii, Txliv, 19, 41, 62-63, 106-107, 128-129
iv. adjectives, including their comparative and superlative forms;	SB/TE: vil, Txliii, Txlvi, 127, 159, 200, 201, 205
v. adverbs that convey time and adverbs that convey manner;	SB/TE: 248-249, Txlii
vi. prepositions and prepositional phrases;	SB/TE: Txliv, 152, 153, 183, 195
vii. pronouns, including subjective, objective, and possessive cases;	SB/TE: 62, 63, 106, 107, 128, 129
viii. coordinating conjunctions to form compound subjects, predicates, and sentences;	SB/TE: 70, 71, 92, 93, 114, 115, 194, 224,



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ix. capitalization of official titles of people, holidays, and geographical names and places;	SB/TE: 19, 41, 62, 63, 106, 107
x. punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	SB/TE: 8, 11, 18, 121, 212, 236
xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	SB/TE: 16, 60, 105, 128, 129, 152, 153
E. publish written work for appropriate audiences.	SB/TE: 91, 104, 111, 112-113, 120, 132, 135, 178, 234, 268-269, 278-279
<b>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:</b>	
A. compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	SB/TE: 60-61, 70-71, 136-137, 264-264
B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	SB/TE: 92-93, 104-105, 208, 256-257, 280-281
C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and	SB/TE: 92-93, 104-105, 114-115, 184-185, 208-209, 256-257, 280-281,
D. compose correspondence such as thank you notes or letters.	SB/TE: Txxiii
<b>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:</b>	
A. generate questions for formal and informal inquiry	SB/TE: 181, 184, 222, 255
B. develop and follow a research plan with adult assistance;	SB/TE: 50, 72, 94, 116, 138, 159, 162, 184, 186, 255
C. identify and gather relevant information from a variety of sources	SB/TE: 26, 27, 48, 49, 70, 71, 92, 93, 114, 115
D. identify primary and secondary sources;	SB/TE: 26, 27, 48, 49, 70, 71, 92, 93, 114, 115
E. demonstrate understanding of information gathered;	SB/TE: 22, 23, 24, 25, 29, 104, 105, 108, 109, 117
F. create a works cited page; and	SB/TE: 185
G. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	SB/TE: 91, 104, 111, 112-113, 120, 132, 135, 178, 234, 268-269, 278-279