



**Correlation of
Get Ready! Sail
Grade 1**



**to
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading
Grade 1**



**Correlation of
Get Ready! Sail, Grade 1
by Vista
to
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading
Grade 1**

**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, and making appropriate contributions; 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 introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	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:	
(A) demonstrate phonological awareness by:	
(i) producing a series of rhyming words;	TE: 6, 16-17,60-61, 70-71, 170, 245
(i) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	TE: 66, 85, 108, 110, 172, 181, 183, 196, 231, 254
(ii) distinguishing between long and short vowel sounds in one-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;	TE/SB: 14, 18, 19, 36, 37, 40, 41, 58, 59, 80, 81,102



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(iv) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	TE/SB: 14, 18, 19, 36, 37, 40, 41, 58, 59, 80, 81,102
(v) manipulating phonemes within base words; and	TE/SB: 14, 18, 19, 36, 37, 40, 41, 58, 59, 80, 81, 102, 166, 201
(vi) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81,102, 105, 128, 129, 152, 153
(B) demonstrate and apply phonetic knowledge by:	
(i) decoding words in isolation and in context by applying common letter sound correspondences.	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81, 102, 105, 128, 129, 152, 153
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81, 102, 105, 218, 128, 129, 152, 153, 242,
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81,102, 105, 128, 129, 152, 153, 242, Txxxix
(iv) using knowledge of base words to decode common compound words and contractions;	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 with inflectional endings, including -ed, -s, and -es; and	TE/SB: 129, 177
(vi) identifying and reading at least 100 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
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	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
(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	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
(iii) spelling words using sound-spelling patterns; and	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
(iv) spelling high-frequency words from a research-based list;	TE/SB: 14, 16, 18, 19, 36, 37, 40, 41, 58, 59, 60, 80, 81,102, 105, 128, 129, 152, 153
(C) demonstrate print awareness by identifying the information that different parts of a book provide;	TE/SB: 8, 9, 10, 14, 20, 22, 23, 29, 189, 191, 202, 203
(D) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	TE/SB: 76, 77, 98, 99, 120, 121, 142, 143, 285–300, Tiii, v, xi
(E) develop handwriting by printing words, sentences, and answers legibly 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



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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
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	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 words with the affixes -s, -ed, and -ing; and	TE/SB: 129, 177
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	TE/SB: 18, 32, 37, 84-85, 98-99, 140F, 152-153, 176-177, 179, 234, 262, 270, 280
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.	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 interact independently with text for increasing periods 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 with adult assistance;	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 with adult assistance;	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 with adult assistance;	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 with adult assistance;	TE/SB: 196, 244, 245, 247, 280,
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	TE/SB: 12-13, 16, 34-35, 38, 56-57, 60, 78-79, 82-83, 100-101, 104, 122-123, 126-127, 144-145. 148-149, 168-169, 172-173, 192-193, 196-197, 215-217, 220-221, 240-241, 244-245, 264-265, 268-269
(F) make inferences and use evidence to support understanding with adult assistance;	TE/SB: 98, 99, 104, 108, 110, 112, 113, 116, 117
(G) evaluate details to determine what is most important with adult assistance;	TE/SB: 64-65, 66-67, 68-69, 86-87, 88-89, 90-91



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(H) synthesize information to create new understanding with adult assistance; and	TE/SB: 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 with adult assistance.	TE/SB: 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;	TE/SB: 108, 110, 112, 129, 132, 134, 154, 156, 158
(B) write brief comments on literary or informational texts;	TE/SB: 104-105, 172-175, 244-247, 268-271
(C) use text evidence to support an appropriate response;	TE/SB: 18, 19, 40, 41, 62, 63, 84, 85, 106, 107
(D) retell texts in ways that maintain meaning;	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) and the reason(s) for their actions;	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 plot elements, including the main events, the problem, 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 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) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.	TE/SB: 6, 16-17,60-61, 70-71, 170, 245
(C) discuss elements of drama such as characters 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:	TE/SB: 8-10, 14, 20-23, 29, 82, 92-93, 104-105, 148, 172-175, 189, 191, 202-203, 208, 256-257, 268-269, 280-281,



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(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 or gain information; and	TE/SB: 104-105, 112-113, 132-133, 172-173, 180-181, 182-183, 204-205, 226-227, 228-229, 230-231, 278-279
(iii) organizational patterns such as chronological order and description with adult assistance;	TE/SB: 31, 72-73, 149, 174, 220
(E) recognize characteristics of persuasive text with adult assistance and state 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
(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 with adult assistance the author's purpose for writing text;	TE/SB: 148,-149, 184-185, 220-221
(B) discuss with adult assistance 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 with adult assistance the author's use of print and graphic features to achieve specific purposes;	TE/SB: 18-19, 61, 101, 141, 180, 220, 261, 305
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	TE/SB: 32-33, 34-35, 38-39, 48-49, 50, 60, 61, 68, 69, 70, 71, 142, 143, 148, 149, 150, 151
(E) listen to and experience first- and third-person texts.	TE/SB: Txxxvii, Txlv, 150, 183
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: 48-49
(C) revise drafts by adding details in pictures or words;	TE/SB: 18-19, 26-27, 61, 101, 141, 180, 220, 261, 280-281, 305
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement;	TE/SB: Txlv, 18-19, 40-41, 182-183
(ii) past and present verb tense;	TE/SB: 84, 85, 176, 177
(iii) singular, plural, common, and proper nouns;	TE/SB: Txxxviii, Txliii, Txliv, 19, 41, 62-63, 106-107, 128-129
(iv) adjectives, including articles;	TE/SB: vil, Txliii, Txlvi, 127, 159, 200, 201, 205



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(v) adverbs that convey time;	TE/SB: 248-249, Txlii
(vi) prepositions;	TE/SB: Txliv, 152, 153, 183, 195
(vii) pronouns, including subjective, objective, and possessive cases;	TE/SB: 62, 63, 106, 107, 128, 129
(viii) capitalization for the beginning of sentences and the pronoun "I";	TE/SB: 19, 41, 62, 63, 106, 107
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; 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	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 with adult assistance;	TE/SB: 26, 27, 48, 49, 70, 71, 92, 93, 114, 115
(D) demonstrate understanding of information gathered with adult assistance; and	TE/SB: 22, 23, 24, 25, 29, 104, 105, 108, 109, 117
(E) 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