



Grade 3 TEKS Strand Map

Strands 7 (Response Skills), 11 (Composition), 12 (Genres), and 13 (Inquiry and Research): every student expectation and the clusters and modules where it is taught.

PURPOSE

This page maps every Grade 3 writing TEKS in Strands 7, 11, 12, and 13 to exactly where it lives in the Supplemental Support System.

RATIONALE

One matrix per strand shows the whole year at a glance, so a teacher can see that every standard is addressed and where.

HOW TO USE THIS PAGE

Find a TEKS code in the left column. The colored pills show which modules in each cluster teach that standard.

● Strand 7: Response Skills ● Strand 11: Composition ● Strand 12: Genres ● Strand 13: Inquiry and Research

Strand 7: Response Skills

SE	STUDENT EXPECTATION	P	C1	C2	C3	C4	C5	C6	C7	C8
3.7A	Describe personal connections to a variety of sources, including self-selected texts;	M1	M1	M1	M1	M1			M4	
		M2	M2	M2	M2	M2				
		M3	M3	M3	M3	M3				
		M4	M4	M4	M4	M4				
3.7B	Write a response to a literary or informational text that demonstrates an understanding of a text;	M1	M1	M1	M1	M1			M4	
		M2	M2	M2	M2	M2				
		M3	M3	M3	M3	M3				
		M4	M4	M4	M4	M4				

SE	STUDENT EXPECTATION	P	C1	C2	C3	C4	C5	C6	C7	C8
3.7C	Use text evidence to support an appropriate response;	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4			M4	
3.7D	Retell and paraphrase texts in ways that maintain meaning and logical order;	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4			M4	
3.7E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4			M4	
3.7F	Respond using newly acquired vocabulary as appropriate; and	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4			M4	
3.7G	Discuss specific ideas in the text that are important to the meaning.	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4			M4	

Strand 11: Composition

SE	STUDENT EXPECTATION	P	C1	C2	C3	C4	C5	C6	C7	C8
3.11A	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;	M1 M2 M3 M4	M1 M2 M3 M4		M1 M2 M3 M4					

SE	STUDENT EXPECTATION	P	C1	C2	C3	C4	C5	C6	C7	C8
3.11B	Develop drafts into a focused, structured, and coherent piece of writing by:		M3	M1 M2 M3 M4		M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4		M1 M2 M3 M4
3.11C	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4				M1 M2 M3 M4
3.11D	Edit drafts using standard English conventions, including:	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4		M1 M2 M3 M4				M1 M2 M3 M4
3.11E	Publish written work for appropriate audiences.	Not a focus of this Supplemental Support System								

Strand 12: Genres/Composition

SE	STUDENT EXPECTATION	P	C1	C2	C3	C4	C5	C6	C7	C8
3.12A	Compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	M1 M2 M3 M4	M1							
3.12B	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;		M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4	M1 M2 M3 M4		M1 M2 M3 M4	

SE	STUDENT EXPECTATION	P	C1	C2	C3	C4	C5	C6	C7	C8
3.13E	Demonstrate understanding of information gathered;									M1 M2 M3 M4
3.13F	Recognize the difference between paraphrasing and plagiarism when using source materials;									M1 M2 M3 M4
3.13G	Create a works cited page; and									M1 M2 M3 M4
3.13H	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.									M1 M2 M3 M4