

# How to Read Quickstart Guide Pages – Reading

**Description:** Quickstart Guides provide a snapshot of key information for planning instruction at the TEKS Cluster (genre) and Subcluster levels.

Name of TEKS Cluster (genre)  
( >> = TEKS clusters typically requiring additional time and focus in the curriculum)

Learning from Mistakes  
most common errors in learning that students make in instruction and on assessments – areas where students traditionally struggle, have misconceptions, or may need reinforcement. Relevant for planning instruction and intervention.

Demands of the Text  
important requirements of the genre for student comprehension and understanding

>> Fiction								
Subcluster	Learning from Mistakes Students may make the following mistakes:							
<b>Tools to Know – Process</b> 5.2(B), 5.1(A), Fig.19(A), Fig.19(B), Fig.19(C)	<ul style="list-style-type: none"> <li>focusing on rate of reading without comprehension</li> <li>looking at the explicit clues and missing the critical, implicit clues in the larger chunks of the reading</li> <li>looking within the sentence for clues and missing the clues in the larger chunks of the reading</li> <li>missing the explicit purpose for reading</li> <li>forgetting to use the comprehension strategies to clarify, monitor, and validate understanding</li> <li>not rereading when information/ideas are unclear</li> </ul>							
<b>Tools to Know – Comprehension</b> 5.6 Fig.19(D), 5.6 Fig.19(E), Fig.19(F)	<ul style="list-style-type: none"> <li>confusing details for inferences</li> <li>not recognizing that multiple inferences can be made using the same details</li> <li>relying heavily on schema without textual evidence</li> <li>not understanding that a summary is the most important ideas/information/meanings, etc.</li> <li>thinking a summary only includes details/events from the beginning, middle, and end of the text</li> <li>only using details and not using higher level thinking to make more abstract connections</li> </ul>							
<b>Ways to Show</b> 5.3(A), 5.3(B)	<ul style="list-style-type: none"> <li>confusing theme with plot</li> <li>not understanding that a myth is describing the world before its present state and meant to explain how we got to this present state; not understanding that myths are written from an author’s perspective and are not fact</li> <li>not making logical connections between texts</li> </ul>							
<b>Author’s Craft</b> 5.6(A), 5.6(B), 5.8(A), 5.3(C), 5.6(C)	<ul style="list-style-type: none"> <li>treating all events as equal in importance</li> <li>confusing theme with plot</li> <li>lacking the historical and/or cultural background knowledge specific to the text</li> <li>confusing literal and figurative language</li> </ul>							
<b>Demands of the Text</b> (Fig.19 A, B, C)	Read from beginning to end	Follow the plot	Understand relationships among plot elements and character and setting	Follow clues	Make connections to message or lesson			
Vocabulary				Passages*				
Tools to Know - Process	Tools to Know – Comprehension	Ways to Show	Author’s Craft	Year	Passage #	Genre	Title	% Correct
context evaluative fluency interpretive literal sensory images	connections inference logical order summarize textual evidence	moral lessons theme*	character conflicts figurative language foreshadows* imagery plot point of view sensory details	2018	1	Fiction	A Winning Day	75
				2017	4	Fiction	Lewis and Clark and Me: A Dog’s Tale	69
				2016	1	Fiction	President of the Whole Fifth Grade	68
				2015	1	Fiction	Princess for a Week	78
				2015	3A	Fiction	The Dishonest Merchant	69
				2015	3A+3B	Fiction / Poetry	The Dishonest Merchant / Guilty	62
				2014	3	Fiction	A Penny Saved Is a Penny Earned	71
				2013	4	Fiction	Brody’s Challenge	63
				Local Passages				

Vocabulary  
important words for concept development

Passages  
passages from released STAAR assessments for each genre. State-level item analysis data is used to create a “% Correct” average for each passage.