

Quad Text Set Sample Implementation Guide

Quad Text Set Method <i>Lupo et al. (2017/2019/2022)</i> Select the Target text first; build the Hook, Visual, and Informational texts around it to scaffold comprehension.	HOOK TEXT A fictional, narrative, current event, or accessible image/video that creates relevance, sparks curiosity, and motivates students to engage with more complex content. Serves as the entry point.	TARGET TEXT The grade-level complex primary or secondary source text aligned directly to the GSE standard. Students practice sourcing, contextualizing, close reading, and evidence-based writing.	VISUAL TEXT A map, photograph, infographic, political cartoon, or short video clip. Students build visual and spatial literacy and corroborate across text types.	INFORMATIONAL TEXT A background informational text of increasing complexity that expands vocabulary and content knowledge needed to fully access the Target text.
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Instructional Phase	Classroom Activity (applicable to any Social Studies unit)	Evidence-Based Strategy 2026 GaDOE Social Studies Framework Connection
BEFORE -- Hook Text	Project or distribute the Hook text (image, song, primary source excerpt, or video clip). Students complete a Notice/Wonder chart or respond to the Compelling Question with a prediction.	Activating prior knowledge; visual/textual inference; Compelling Question launch (2026 GaDOE SS Framework)
DURING -- Informational Text	Students read the Informational text independently or in pairs. Complete a graphic organizer (KWL chart, cause-effect chain, or vocabulary map) to build background knowledge before tackling the Target text.	Disciplinary reading; knowledge building; vocabulary in context (2026 GaDOE SS Framework)
DURING -- Target Text	Close read of the Target text using an annotation protocol: underline key evidence, circle unfamiliar terms, write a margin note answering 'What is the author's argument or purpose?' Students source the document (Who wrote it? When? Why?).	Sourcing, contextualizing, and close reading; historical thinking (2026 GaDOE SS Framework)
DURING -- Visual Text	Analyze the Visual text (map, photograph, infographic, or video). Students corroborate: 'What does this image/map confirm, contradict, or add to what we read in the Target text?' Add evidence to the graphic organizer.	Visual literacy; corroboration across sources; spatial reasoning (2026 GaDOE SS Framework)
AFTER -- CER / Discussion	Students write a Claim-Evidence-Reasoning (CER) paragraph responding to the Compelling Question, citing evidence from at least two different text types. Optional: Socratic Seminar or gallery walk for sharing claims.	Evidence-based writing; accountable talk; disciplinary literacy standard (2026 GaDOE SS Framework)

Suggested Text Sequence: Hook --> Informational --> Target --> Visual --> CER / Discussion responding to the Compelling Question with evidence from at least two texts.

Scaffolding Tip: For students needing support, chunk the Target text into sections and pre-teach 4-6 domain vocabulary terms using the Hook and Visual texts first. For extension, require students to source and corroborate across all four text types and craft a claim with a counterargument.