

## Quad Text Set Format

Quad Text Sets are composed of 4 types of texts (Target Texts, Informational Texts, Visual Texts, and Hook Texts) to support discipline-specific learning objectives or content standards. These texts can utilize multimodal features of visual, audio, or written words to communicate ideas to the reader.

The framework helps support student learning by building background knowledge of a topic, increasing motivation, and providing reading to learn experiences from a variety of texts. By building Quad Text Sets, teachers can strategically set target goals to enhance student achievement of complex content while also supporting literacy development.

The **TARGET TEXT** should be selected first in developing a Quad Text Set. The other texts in the Quad Text Set should build background knowledge, vocabulary, and skills as foundation for successful understanding of the Target Text.

The Target Text Should:

- Support the most complex aspect of the content learning standards
- Challenge Students
  - May include unfamiliar or abstract vocabulary and ideas
  - Not be so hard that students cannot learn from the material - instead help students utilize headings/definitions of challenging words, etc...
- Include Primary Sources, Literature, or other challenging text material

The **INFORMATIONAL TEXTS** should be less challenging than the Target Text and build relevant topic knowledge. The Informational Texts introduce students to complex topics that will be important for understanding the more challenging Target Text. The Informational Texts should:

- Focus on the topics, knowledge, vocabulary, and skills students need to successfully understand the target text.
- Be thoughtfully chosen for the Quad Text Set by keeping the discipline-specific learning objectives in mind.

The **VISUAL TEXTS** support background knowledge and are similar in function to the Informational texts, but provide visual support for the key vocabulary and context needed for understanding the Target Text.

The Visual Texts:

- Include photos, pictures, graphics, maps, or video clips
- Could possibly include a political cartoon if its complexity does not hinder student acquisition of knowledge.

The **HOOK TEXT** is either a fictional or nonfictional piece that demonstrates the relevance of the Target Text's concepts and spark student interest. The Hook Text may link the historical concept to a more modern situation.

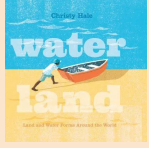
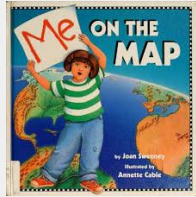
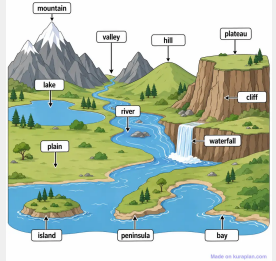
The Hook Texts:

- Could include an excerpt from a fictional novel, present-day news article, picture, graph, chart, or video.
- Should have some written text elements to support literacy development
- Could be challenging but should be easier to read and comprehend than the Target Text.

**SS1G2: Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.**

**SS1G3: Locate major topographical features of the Earth's surface.**

- Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian Ocean.
- Identify and describe landforms (mountains, deserts, valleys, and coasts).

| Target Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Hook Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Visual Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Informational Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li><i>Water Land: Land and Water Forms Around the World</i> by Christy Hale</li> </ul>  <p>The majority of this book is an illustration of the water/land forms with the accompanying term alone on the page in large text. Most land/water forms are defined as a single word, and a few are explained in phrases. At the beginning of first grade, teachers might use selected terms to emphasize a specific phonemic pattern or a decoding strategy.</p> <p>After multiple readings, most students will have the terms memorized, but they can be encouraged to use their good reading habits to notice the letters and sounds in the terms.</p> | <ul style="list-style-type: none"> <li><i>Me on the Map</i>, by Joan Sweeney</li> </ul>  <p>Use a large classroom map or globe to enhance this read-aloud. Allow students to point to the places discussed in the book on the map/globe. (Students can also create their own version of the book's text. One possibility is to use the materials found in this GADOE Inspire lesson: <a href="https://inspire.gadoe.org/lesson/286">https://inspire.gadoe.org/lesson/286</a>.)</p> | <ul style="list-style-type: none"> <li>Landforms Diagram<br/>Available here, with CC licensing: <a href="https://www.kuraplan.com/free-images/landforms_diagram--8f472129-691b-4fb1-8fe9-5d1748ee8197">https://www.kuraplan.com/free-images/landforms_diagram--8f472129-691b-4fb1-8fe9-5d1748ee8197</a></li> </ul>  <p>Have students describe each landform or water feature in their own words, using clues from the diagram as "evidence" for their definitions. Having a visual for all the landforms at once also allows students to compare and contrast each feature.</p> | <ul style="list-style-type: none"> <li><i>What Are Landforms?</i> by Bobbie Kalman</li> </ul>  <p>Available online in its entirety: <a href="https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/coaches/florida/digital_books/What_are_landforms_%2001-24.pdf">https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/coaches/florida/digital_books/What_are_landforms_%2001-24.pdf</a></p> <p>This book lends itself to an extended read-aloud over several days, allowing students time to familiarize themselves with each landform.</p> <p>Teachers might construct an anchor chart to help students distinguish between the landforms. A three-part chart with each landform's name, student-generated definition, and symbol/illustration could work well.</p> |