

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.

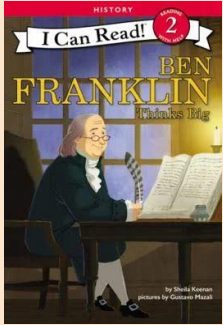
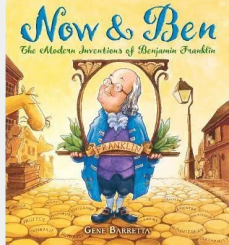
The **HOOK TEXT** is either a fictional or nonfictional piece that demonstrates the relevance of the Target Text's concepts and spark student interest. The Hook Text may link the historical concept to a more modern situation.

The Hook Texts:

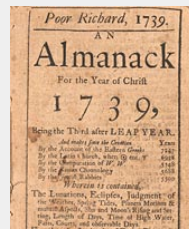
- Could include an excerpt from a fictional novel, present-day news article, picture, graph, chart, or video.
- Should have some written text elements to support literacy development
- Could be challenging but should be easier to read and comprehend than the Target Text.

SS1H1 Read about and describe the life of historical figures in American history.

- a. Identify the contributions made by these figures: **Benjamin Franklin (inventor/author/ statesman)**, Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).

Target Text	Hook Text	Visual Text	Informational Text
<i>Ben Franklin Thinks Big</i> by Sheila Keenan  This straightforward account of Franklin's accomplishments allows for confident readers to practice their skills and allows developing readers to focus on comprehending while decoding. By the time first graders attempt this target text, their prior knowledge will allow them to make several meaningful connections.	- Image of Benjamin Franklin's signature https://commons.wikimedia.org/wiki/File:Benjamin_Franklin_signature.png - Portrait of Benjamin Franklin by David Martin from the White House Historical Association https://www.whitehousehistory.org/photos/benjamin-franklin-by-david-martin 	<i>Ben Franklin's Philadelphia</i> by American Battlefield Trust https://www.youtube.com/watch?v=QqpLdY7hO3Y  Teachers will want to preview the video and select sections to use with their classes. Because the American Battlefield Trust filmed the video at the Franklin Court National Historic Park in Philadelphia, there are numerous explanatory signs and labels that students can read to aid in their comprehension. The vocabulary level for the video is high, but the engaging visuals will allow students to understand what's happening.	<i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta  Barretta's text cleverly compares Franklin's original inventions and innovations with their modern equivalents. These range from everyday items like bifocals to public services like fire departments and lending libraries. Students can create their own "now and Ben" booklets or t-charts to show what they have learned.

Begin by showing students Franklin's signature and ask if they can read it. Then, show them the portrait and ask if they can identify the man they see. Explain that the signature and the portrait are both Benjamin Franklin's, and continue by using some of the images from the exhibit linked below to introduce Franklin's achievements to the class.



- *Benjamin Franklin, in His Own Words* - online exhibit from the Library of Congress
<https://www.loc.gov/exhibits/franklin/franklin-printer.html>