
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.

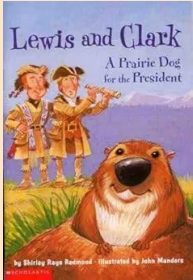
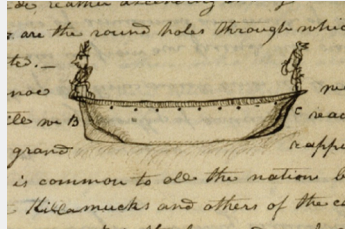
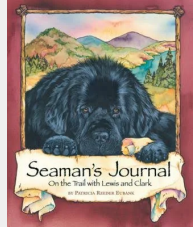
The **HOOK TEXT** is either a fictional or nonfictional piece that demonstrates the relevance of the Target Text's concepts and spark student interest. The Hook Text may link the historical concept to a more modern situation.

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.

- 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).
- 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>Lewis and Clark: A Prairie Dog for the President</i> by Shirley Raye Redmond  Students who have already studied Thomas Jefferson will have a natural point of entry to this book, which briefly explains the Lewis and Clark expedition while also discussing Jefferson's role in the expansion of the new nation. The examples given (like the prairie dog!) are simple and engaging.	<i>America Heads West</i> by National Geographic Kids https://kids.nationalgeographic.com/history/article/lewis-and-clark This article is a little lengthy, but teachers could easily edit it to fit their students' attention and readiness. It gives an excellent overview of the expedition and each segment of the article is illustrated. Teachers wishing to focus on different types of non-fiction sources might appreciate the magazine style of the piece, as well.	February 1, 1806 - Journal entry by Meriwether Lewis https://lewisandclarkjournals.unl.edu/item/lc.img.1806-02-01.02  The expedition's journals are all available digitally, though many are hard to decipher and not suitable for use with elementary students. However, there are some entries that include clear illustrations and explanations - this canoe is one such example. Students can describe the picture and discuss its relevance to the success of the expedition.	<i>Seaman's Journal: On the Trail with Lewis and Clark</i> by Patricia Reeder Eubank  Because of the journal format, this book helps students understand exactly where Lewis and Clark traveled. The class can easily follow the expedition's route on the map found on the book's endpages or on a classroom map. Teachers can concentrate on certain portions of the journey or certain experiences, and there are also numerous academic vocabulary terms that teachers could choose to reinforce (<i>expedition, upriver, blubber, territory</i>, etc.).