

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.

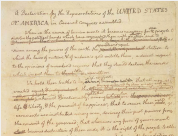
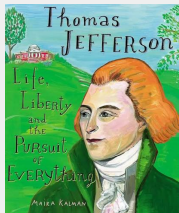
The **HOOK TEXT** is either a fictional or nonfictional piece that demonstrates the relevance of the Target Text's concepts and spark student interest. The Hook Text may link the historical concept to a more modern situation.

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
Thomas Jefferson by ReadWorks https://www.readworks.org/article/Thomas-Jefferson/43561258-e2e1-49e6-add8-f3e09479febcb#!articleTab:content/ This article, while basic, is written on a first-grade reading level. Many students will be able to read the majority of it independently. Others will read it well with some basic decoding support. (ReadWorks is free to access with a login obtainable by providing your school's name and zip code.)	Jefferson's Rough Draft of the Declaration of Independence, by Thomas Jefferson, provided by Monticello: https://www.monticello.org/the-declaration-of-independence/jefferson-and-the-declaration  Project this image for students to view. Help them identify the words they will easily recognize: United States of America. From there, point out other words that they have learned while studying Jefferson's work on the Declaration. Help them see that it took a great deal of work for Jefferson (and others!) to develop the language that became so important in the founding of our country.	America in the Making: Thomas Jefferson by N. C. Wyeth https://emuseum.its.iastate.edu/objects/7117/america-in-the-making-thomas-jefferson  Wyeth's painting captures Jefferson in a moment of reflection while writing the Declaration. (Read more about this on the painting's website.) Ask students to identify important parts of the painting based on what they've learned about Jefferson, and discuss how this painting conveys something important about the act of writing the document.	Thomas Jefferson: Life, Liberty, and the Pursuit of Everything by Maira Kalman  This book gives an excellent overview of Jefferson's life and interests. It also spends several pages focusing on the Declaration of Independence and the Lewis & Clark expedition, both of which appear in the first grade standards. Note: The text addresses Jefferson's relationship with Sally Hemings in an age-appropriate way. Teachers will want to preview that section especially and determine whether or not to skip those pages with students.