

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.

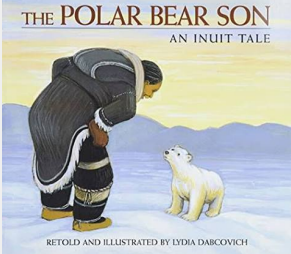
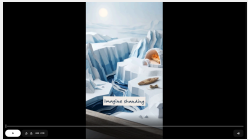
The **HOOK TEXT** is either a fictional or nonfictional piece that demonstrates the relevance of the Target Text's concepts and spark student interest. The Hook Text may link the historical concept to a more modern situation.

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.

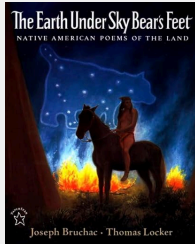
SS3H1 Describe early American Indian cultures and their development in North America.

- a. Locate the regions where American Indians settled in North America: **Arctic**, Northwest, Southwest, Plains, Northeast, and Southeast.
b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

Target Text	Hook Text	Visual Text	Informational Text
<i>The Inuit (A True Book: American Indians)</i> by Kevin Cunningham  Students could read the chapter independently or with a peer, using a structured graphic organizer to categorize exactly how the environment provided for the community's basic human needs: food, clothing, shelter, and cultural contributions.	<i>The Polar Bear Son: An Inuit Tale</i> by Lydia Dabovich  As you read, start a two-column anchor chart titled "Life on the Ice." Ask students: "What do you notice about the weather, the animals, and what the people eat in this story?" Have them look for clues about how the environment dictates daily life.	"Hundreds of Century-Old Photos of Inuit Traveling the North" by Katherine Barton, CBC https://www.cbc.ca/news/canada/north/archival-photos-nunavut-inuit-1.4821192 - Arctic Survival Tools Short Explainer Video https://drive.google.com/file/d/1uPfQnWQ_RXzhwR7WHrcQgHZCvYtmnN6g/view  Use a notice and wonder routine to have students think about the environment of the Arctic. -What materials do you see being used? -Why do you think they chose packed snow instead of wood or mud? -What does this make you wonder about how warm it is inside?	"Native People of the Arctic and Subarctic" by Cynthia O'Brien and Allyson Shaw, <i>National Geographic Kids</i> https://kids.nationalgeographic.com/history/article/native-people-of-the-arctic-and-subarctic <i>Engineers of the Ice: How the Arctic Tribes Used the Arctic Environment</i> Infographic  Use the infographic's text to explicitly build content-area vocabulary and outline the factual ways the Arctic tribes obtained their primary needs. The text details how the lack of trees meant no farms or wooden houses could exist, forcing the culture to rely completely on hunting (whales, seals, caribou) for food; bones/driftwood for tools; snow/ice for temporary winter shelter; and heavy animal furs for layered clothing.

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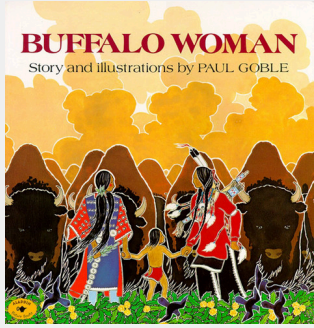
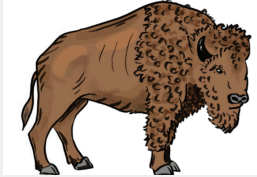
- a. Locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, **Northeast**, and Southeast.
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“Native People of the American Northeast” by Cynthia O’Brien and Jamie Kiffel-Alceh https://kids.nationalgeographic.com/history/article/native-people-of-the-american-northeast  Using this article, students can focus on the unique aspects of traditional American Indian life in the region, while also learning about the ways that people in this area retain some of their traditions. (Helpful article for teacher background: https://joebruchac.com/blog/f/native-american-storytelling-in-the-northeast-woodlands.)	<i>The Earth Under Sky Bear's Feet: Native American Poems of the Land</i> by Joseph Bruchac  This poetry anthology contains poems inspired by traditions from across North America. Select one or two of the poems from the Northeast and share them with students. Ask: -What do these poems tell you about the area's geography? -Do these poems contain anything surprising? -How can you learn something about the native people of the region from these poems?	“Indigenous Peoples of the Northeast” from <i>Encyclopedia Britannica</i> https://www.britannica.com/topic/Northeast-Indian  Printing individual copies of this map for groups of students will allow them to examine it closely. They can identify any names they might recognize. For example, they might know Lake Erie and realize the proximity of the lake to the traditional lands of the Erie people. Allow groups to record their observations on sticky notes placed near the corresponding people's land. Students can share their responses with the whole class and make connections between the lifestyle of these groups with the geography of the area.	“Native Peoples of the Woodlands” from Lumina Learning https://www.youtube.com/watch?v=qFoW80m9Jkw  This video provides a birds-eye overview of the Woodland/Northeastern American Indians' traditional lifestyle and culture, with a focus on shelter, food, day-to-day life, etc. To dig deeper, teachers may want to find additional resources that address selected specific American Indian nations. Teachers may want to consider using a lesson frame that allows students to compare traditional lifestyles across different geographical areas, such as this one from GADOE's Inspire: https://inspire.gadoe.org/lesson/269.

All resources should be fully reviewed prior to student use to verify their appropriateness for the individual teacher's classroom and school setting. If you are unsure if something is appropriate for your school or district, check your district guidelines and/or consult with your grade level/department chair, teacher mentor, or administrator before using the resource.

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“The Legend of the White Buffalo Woman” (Lakota Museum and Cultural Center) https://aktalakota.stjo.org/lakota-legends/white-buffalo-woman/ Using this article, students can focus on the unique aspects of traditional American Indian life in the region, while also learning about the ways that people in this area retain some of their traditions. It is important to preview the idea of myth/legend and the importance of stories passed over generations can be to cultural groups.	 • <i>Buffalo Woman</i> by Paul Goble.	• “First Americans: Great Plains Tribes” Video (Lumina Learning) https://www.youtube.com/watch?v=Q7StpIJ2Zy0  • “How Many Ways Can You Use a Buffalo” Interactive Image (Texas Beyond History - University of Texas) https://www.texasbeyondhistory.net/kids/buffalo.html • “The Sacred Relationship Between Native Americans and the American Buffalo” Video (PBS Learning Media) https://gpb.pbslearningmedia.org/resource/relationship-native-americans-buffalo-gallery/sacred-relationship-video-gallery-the-american-buffalo/	• “Native People of the American Great Plains” (National Geographic Kids) https://kids.nationalgeographic.com/history/article/native-people-of-the-american-great-plains • “Meet the Plains Indians” (National Park Service) https://www.nps.gov/articles/000/meet-the-plains-indians.htm • “Lakota Legends” (Lakota Museum and Cultural Center) https://aktalakota.stjo.org/lakota-culture/lakota-legends/ • “Storytelling Traditions Across the World: Native American” (All Good Tales) https://allgoodtales.com/storytelling-traditions-across-the-world-native-american/