

Sample Quad Text Set Collections
Third Grade
European Exploration - Spanish Explorers

Aligned to Georgia Standards of Excellence (GSE) | Based on the work of Sarah Lupo et al. (2022)

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.

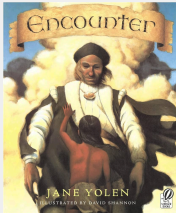
*All resources should be **fully reviewed prior to student use** to verify their appropriateness for the individual teacher's classroom and school setting. If you are unsure if something is appropriate for your school or district, check your district guidelines and/or consult with your grade level/department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

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SS3H2 Describe European exploration in North America.

a. Describe the reasons for and obstacles to the exploration of North America.

Target Text	Hook Text	Visual Text	Informational Text
“Gold, God and Glory” Article (Encyclopedia.com) https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/gold-god-and-glory Use a "Concept Map" graphic organizer. As students engage with this close-read text, have them track the "Three Gs" on one side and the physical/human obstacles on the other. Consider focusing on teaching the Tier 2/3 academic vocabulary (<i>colonize, monarchy, motivations, navigation, and evangelize</i>). Have students underline sentences that explain <i>why</i> monarchs financed these high-risk trips, helping them connect the cause (desire for wealth/power) to the effect (risking starvation and disease).	<i>Encounter</i> by Jane Yolen  Consider using a sentence expansion task following the reading: -Kernel sentence: <i>The Taíno boy felt worried.</i> - When? - Why? -Example expanded sentence: <i>When the Spanish explorers arrived, the Taíno boy felt worried because their customs were different and they wanted to take the land.</i>	<i>Exploring the New World: Europe's Race for Power and Wealth</i> Video by GPB *Stop at 4:23* https://www.gpb.org/education/georgiastories/exploring-the-new-world  Have students keep a two-column running list of 'cooperation vs. conflict' evidence based on the video's animations.	“Gold, God, and Glory” Article (Exploros) https://www.exploros.com/summary/gold-god-glory Use the text to explicitly build content-area vocabulary and outline the factual reasons, obstacles, and historical accomplishments of Spanish exploration. The text details how the pursuit of the "Three Gs" drove the nation to seek wealth (gold and silver), new trade routes, religious conversion, and national glory. “Exploration and Settlement of the Americas” (Britannica Kids) https://kids.britannica.com/kids/article/exploration-and-settlement-of-the-Americas/352742

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SS3H2 Describe European exploration in North America.

b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).

Target Text	Hook Text	Visual Text	Informational Text
Vasco Nuñez de Balboa Discovered the Pacific Ocean by Look and Learn (1967) https://www.lookandlearn.com/blog/25194/vasco-nunez-de-balboa-discovered-the-pacific-ocean-2  This short article succinctly summarizes Balboa's life, motivations, and legacy. For third graders, it helps situate Balboa within the Age of Exploration, and it also explains his personal motivations in exploring. Students can read the article and complete a concept map, 5Ws organizer, or other concrete thinking tool.	Panamanian Balboa Coin (front and back) https://learn.apmex.com/learning-guide/coin-collecting/world-coins/what-is-the-panamanian-balboa/ (for image)  Show students the coin image, and ask them to share what they notice. Who is on the coin? (Balboa!) Explain that the Panamanian currency is called the Balboa, in honor of the explorer. Ask students to predict why a country would name its currency after an individual. Revisit the conversation after students have learned more to see what conclusions they draw.	The Pacific: Spain and the Adventure of the South Seas by Archivos Estatales, hosted on Google Arts & Culture https://exploration.marinersmuseum.org/subject/vasco-de-balboa/  Students can view letters and other correspondence related to Balboa's exploration of the Pacific, as well as replica ships and navigational tools essential to the sailors of the era. Teachers will want to preview the site and select portions for use. Later images/selections relate to the role of the Pacific in commerce and governance, rather than Balboa himself, but are still quite interesting.	Vasco Nuñez de Balboa from the Mariners' Museum and Park https://exploration.marinersmuseum.org/subject/vasco-de-balboa/  Using this site, students can find information about various aspects of Balboa's life and exploration. They can also trace his "success" according to the Spanish monarchs who supported his voyages; he was not always in good favor with the king.

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