

Sample Quad Text Set Collections
Fourth Grade
Westward Expansion - War of 1812

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.

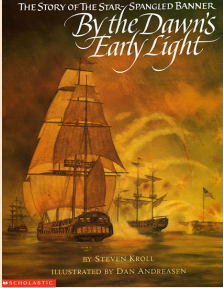
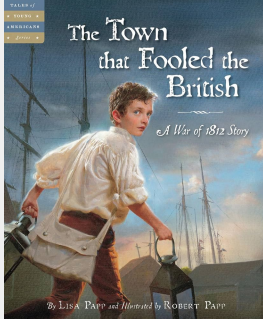
*All resources should be **fully reviewed prior to student use** to verify their appropriateness for the individual teacher's classroom and school setting. If you are unsure if something is appropriate for your school or district, check your district guidelines and/or consult with your grade level/department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

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SS4H3 Explain westward expansion in America.

a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of "The Star Spangled Banner."

Target Text	Hook Text	Visual Text	Informational Text
<i>By the Dawn's Early Light: The Story of the Star Spangled Banner</i> by Steven Kroll  Students read the text with a peer, tracking the sequence of events using a timeline graphic organizer. At designated stopping points, they match lines from the actual "Star-Spangled Banner" lyrics (like "the rockets' red glare, the bombs bursting in air") back to the historical actions detailed in the book.	<i>The Town that Fooled the British: A War of 1812 Story</i> by Lisa Papp  Pause during reading to ask: "Why are the British back to fight the United States again? Didn't the Americans already win the Revolutionary War?" Start a class anchor chart to organize students' thinking about this second war between Great Britain and the United States of America.	<i>Landsdowne Portrait of George Washington</i> by Gilbert Stuart https://npg.si.edu/object/npg_NPG.2001.13  - Historical illustrations of the British burning the White House:  https://www.smithsonianmag.com/history/how-dolley-madison-saved-the-day-7465218/	<i>The War of 1812: Impressment and the Burning of Washington</i> Infographic  <i>The War of 1812 Overview: US Navy and America's Second Fight for Independence</i> From the USS Constitution Museum https://ussconstitutionmuseum.org/major-events/war-of-1812-overview/

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		 https://www.whitehousehistory.org/photos/days-of-destruction-august-24-25-1814-photo-1 Display the Landsdowne Portrait alongside an illustration of the burning Executive Mansion. Ask students: -What do you see? -Why would a painting be so important that a First Lady would risk her life to save it while her house was targeted by an army? -What does this tell us about American pride during the War of 1812?	
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