

Sample Quad Text Set Collections
Fourth Grade
Unit 3 - New Nation - Branches of Government

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.

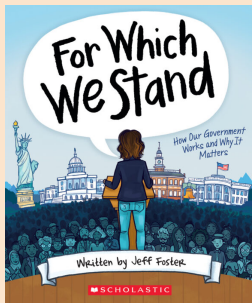
*All resources should be **fully reviewed prior to student use** to verify their appropriateness for the individual teacher's classroom and school setting. If you are unsure if something is appropriate for your school or district, check your district guidelines and/or consult with your grade level/department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

SS4CG3 Describe the structure of government and the Bill of Rights.

a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.

Target Text

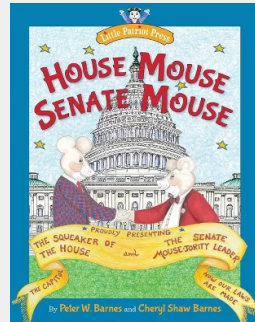
- For Which We Stand: How Our Government Works and Why It Matters by Jeff Foster



Students read the text with a partner, using a graphic organizer to sort government actions into the correct buckets.

Hook Text

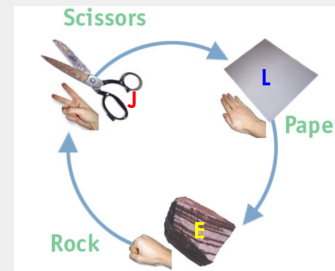
- House Mouse Senate Mouse by Peter W. Barnes



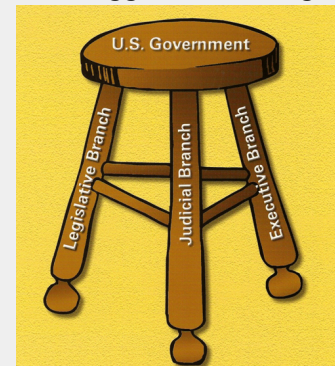
As you read, pause on the pages showing the two separate chambers. On a classroom anchor chart, draw a simple two-sided building layout (the House side and the Senate side).

Visual Text

- Rock, Paper, Scissors Diagram

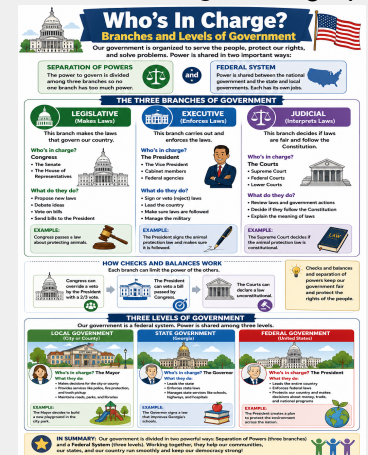


- 3-Legged Stool Diagram



Informational Text

- Who's In Charge? Infographic



- The Branches of Government: A Closer Look by [ReadWorks.Org](https://www.readworks.org/article/American-Government---The-Branches-of-Government-A-Closer-Look/33c29eba-a072-47f4-a783-7b55b90768ea#!articleTab:content/)
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	-Optional activity: Give a student a paper cutout of a block of cheese (representing a bill/law). Have them try to take it straight to the "President Mouse" for a signature. Use the text to show why they can't do that yet. Show how the "Squeaker of the House" mice must vote on it first, and then it must travel over to the Senate mice to be voted on again. Ask students, <i>"Why do you think the mice made a rule that BOTH sides have to agree before the President Mouse signs it?"</i>	Guide students through the See, Think, Wonder visual discovery strategy or a similar strategy you use in your classroom. Relate the checks and balances between the branches to the game of rock, paper, and scissors or how the branches of government support the 3-legged stool.	
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