GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

First Grade

History - Theodore Roosevelt

Aligned to Georgia Standards of Excellence (GSE) I 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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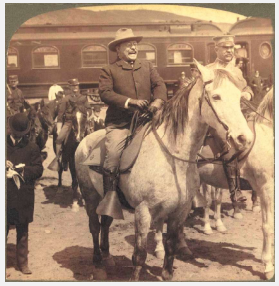
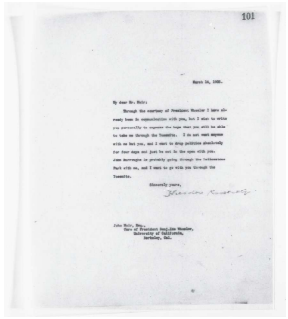
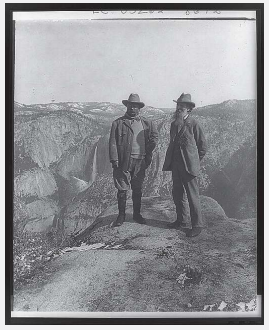
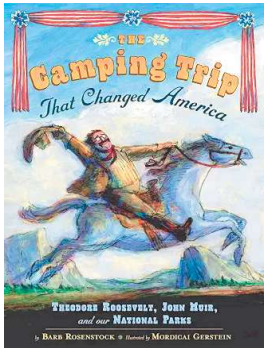
History - Theodore Roosevelt

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SS1H1 Read about and describe the life of historical figures in American history.

a. *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).*

b. *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
Theodore Roosevelt (1858-1919) from PBS https://www.pbs.org/kenburns/the-national-parks/theodore-roosevelt  This is an article to use to help first graders with comprehension skills, rather than a decoding lesson. Once students have gained background and knowledge and vocabulary from the other texts in	*Letter from Theodore Roosevelt to John Muir* from the Theodore Roosevelt Center https://www.theodorerooseveltcenter.org/digital-library/o184498/  This is the letter that leads to the camping trip discussed in the informational text. Project it so that	*Theodore Roosevelt and John Muir on Glacier Point, Yosemite Valley, California, in 1903* from the Library of Congress https://www.loc.gov/pictures/resource/cph.3a11256/  This photo, taken on the Yosemite "camping trip" discussed in the hook and informational texts has	*The Camping Trip that Changed America: Theodore Roosevelt, John Muir, and Our National Parks* by Barb Rosenstock  This book provides an excellent overview of how Theodore Roosevelt, a lifelong outdoorsman, became interested in preservation

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this set, the article will be challenging but not overwhelming. In addition, the article directly addresses Roosevelt's Yosemite trip while providing new information about his work establishing national parks and his previous life experience in conservation. Teachers may wish to project this article and annotate it together with students, or even give students their own copies to highlight while discussing.	all students can see it, and help the class read it. Students may need some assistance with vocabulary, but they should be able to discern the gist: President Theodore Roosevelt is asking John Muir to travel with him to Yosemite. Ask students to consider why Roosevelt would want someone to travel with him, and allow the letter to lead into a read-aloud of the informational text.	become a classic symbol of Roosevelt's interest in national parks. Students may benefit from dividing the photo into quadrants, and observing what can be seen in each quadrant, before attempting to describe the photo as a whole. In addition, teachers may wish to show students images of the national parks that Roosevelt created during his presidency. More information about these parks can be found here: https://www.trlibrary.com/tr/presidency/conservation/national-parks. (These images provide additional opportunities for students to share why they think Roosevelt developed such an interest in preservation, which creates key background information when reading more about Roosevelt himself.)	of America's wild places. It also shows the impact of Roosevelt's personal experience on his political decisions as President. Best used as a read-aloud, with frequent stops for conversation, this text allows students to consider numerous examples of cause-and-effect scenarios and the value of good decision-making.

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