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.

GCSS
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Sample Quad Text Set Collections

US History (High School)

Unit 6, Expansion and Reform

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

SSUSH13: *Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.*

c. Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.

Target Text	Hook Text	Visual Text	Informational Text
• "The Visit of Red Cloud to Washington, DC, June 30, 1870" Report of the Board of Indian Commissioners to the Secretary of the Interior for Submission to the President (Teaching American History Document and Introduction) https://teachingamericanhistory.org/document/the-visit-of-red-cloud-to-washington-d-c/	• Chief Joseph's "Surrender Speech" 5 October 1877 (American Rhetoric) https://www.americanrhetoric.com/speeches/nativeamericans/chiefjosephsurrenderspeech.htm	 • "American Progress" Painting by John Gast (Picturing US History, CUNY) https://picturinghistory.gc.cuny.edu/john-gast-american-progress-1872/  • Red Cloud Portrait by Charles Milton Bell, 1880 (Smithsonian) https://npg.si.edu/learn/classroom-resource/red-cloud-1822%E2%80%931909  • "1968 Treaty Field Area" Image & Explanation (Nat. Park Service) https://www.nps.gov/places/1868-treaty-field-area.htm	• "Fort Laramie Treaty: Case Study" Excerpts, Maps, and Timeline Online Investigation (Smithsonian Museum of the American Indian) https://americanindian.si.edu/nk360/plains-treaties-fort-laramie/#introduction • "Chief Red Cloud" Video Clip (PBS - Nebraska Public Media) https://nebraskapublicmedia.org/en/series-media/history-moments-video/standalone-video-16498/history-moments-chief-red-cloud-50005971/ • "Sitting Bull" Biography (American Battlefield Trust) https://www.battlefields.org/learn/biographies/sitting-bull • The Dawes Severalty Act, 8 February 1887 https://www.archives.gov/milestone-documents/dawes-act

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

SSUSH13: *Evaluate efforts to reform American society and politics in the Progressive Era.*

a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.

Target Text	Hook Text	Visual Text	Informational Text
• "The History of Standard Oil" by Ida Tarbell, 1902 https://www.coreknowledge.org/wp-content/uploads/2018/05/CKHG_G6_U9_Reform-in-Industrial-America_NFE1_HistoryoftheStandardOilCompany.pdf	• "Introduction to the Gilded Age" Video (Khan Academy) https://www.khanacademy.org/humanities/us-history/the-gilded-age/gilded-age/v/the-gilded-age-part-1	 • "Next!" Standard Oil Political Cartoon by Udo J. Keppler, Sept. 7, 1904 *Puck* Magazine. (Library of Congress) https://www.loc.gov/resource/cph.3a27007/ • "Introduction to Monopoly" Video (Federal Reserve Education) https://www.federalreserveeducation.org/teaching-resources/economics/market-structure/introduction-to-monopoly	• "Ida Tarbell and the Muckrackers" Essay (Bill of Rights in Action, Teach Democracy) https://teachdemocracy.org/wp-content/uploads/2025/01/Ida_Tarbell.pdf • "Sherman Anti-Trust Act, 1890" Summary and Text (Milestone Document Docs Teach, National Archives) https://www.archives.gov/milestone-documents/sherman-anti-trust-act • "How Rich Was John D. Rockefeller?" Article (Britannica) https://www.britannica.com/topic/How-Rich-Was-John-D-Rockefeller • "May 15, 1911 | Supreme Court Orders Standard Oil to Be Broken Up" Essay (The Learning Network of *The New York Times*) https://archive.nytimes.com/learning.blogs.nytimes.com/2012/05/15/may-15-1911-supreme-court-orders-standard-oil-to-be-broken-up/

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