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

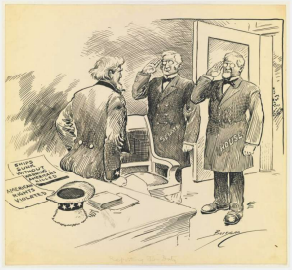
US History (High School)

Unit 7, World War I and the 1920s

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

SSUSH15: *Analyze the origins and impact of U.S. involvement in World War I.*

a. Describe the movement from US neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.

Target Text	Hook Text	Visual Text	Informational Text
• Woodrow Wilson's Joint Address to Congress 2 April, 1917 https://www.archives.gov/milestone-documents/address-to-congress-declaration-of-war-against-germany	• "Theodore Roosevelt on the Sinking of the Lusitania" Letter from Theodore Roosevelt to Oscar King Davis June 23, 1915 (Gilder Lehrman Institute of American History) https://www.gilderlehrman.org/history-resources/spotlight-primary-source/theodore-roosevelt-sinking-lusitania-1915	 • "Reporting for Duty" April 2, 1917 Political Cartoon by Clifford Berryman (US Capitol Visitor Center) https://www.visitthecapitol.gov/artifact/reporting-duty-drawing-clifford-berryman-april-2-1917 • "US Enters the War" Video (National WWI Museum and Memorial) https://www.theworldwar.org/learn/about-wwi/us-enters-war • US Entry Into WWI (Heimler's History) Video https://www.youtube.com/watch?v=I_Ugy3dedVo	• The Zimmermann Telegram, 1917 https://www.archives.gov/milestone-documents/zimmermann-telegram • "WWI" Article regarding unrestricted submarine warfare (National Marine Sanctuary) https://monitor.noaa.gov/shipwrecks/world-war-i.html • "Overview of the Declare War Clause" Constitutional Explanation (US Congress: Constitution Annotated) https://constitution.congress.gov/browse/essay/artI-S8-C11-2-1/ALDE_00000110/ • "From Neutrality to War" Article (Teaching American History) https://teachingamericanhistory.org/collections/from-neutrality-to-war-america-and-wwi/

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7/2/2026

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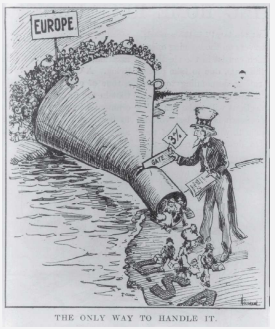
US History (High School)

Unit 7, World War I and the 1920s

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

SSUSH16: *Investigate how political, economic, and cultural developments after WW I led to a shared national identity.*

a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

Target Text	Hook Text	Visual Text	Informational Text
• "The Case Against the Reds" A. Mitchell Palmer https://teachingamericanhistory.org/document/the-case-against-the-reds/ It may be necessary to define "Reds" for students. The assumption in Palmer's article is that the reader understands the reference to communists as reds.	• "Understanding Communism: Marx and the Soviet Union" Overview Video of Communism (The Great Courses) https://www.youtube.com/watch?v=wnq6HJz0X0U	 • "The Only Way to Handle It" Political Cartoon. May 7, 1921 (New York State Archives) https://considerthesourceny.org/document/only-way-handle-it • "The Red Scare," ""The Crackdown Begins," and "The Palmer Raids Continue" Series of 3 Video Clips (PBS Learning Media) https://gpb.pbslearningmedia.org/resource/amex30bws-soc-crackdown/red-scare-crackdown-the-bombing-of-wall-street/	• "Historical Context: The Post-World War I Red Scare" Essay by Steven Mintz (Gilder Lehrman Institute of American History) https://www.gilderlehrman.org/history-resources/teacher-resources/historical-context-post-world-war-i-red-scare • "On this Day: Massive Raids During the Red Scare" Blog Post (National Constitution Center) https://constitutioncenter.org/blog/on-this-day-massive-raids-during-the-red-scare • "Immigration Act of 1921" Article (Research Starter EBSCO) https://www.ebsco.com/research-starters/law/immigration-act-1921 • "What were the Palmer Raids and What Tactics Did They Use?" Online Article (History Channel) https://www.history.com/articles/palmer-raids-red-scare-tactics

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