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 a 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 Informational texts, but provide visual support for the key vocabulary and context needed to understand 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 sparks 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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Sample Quad Text Set Collections

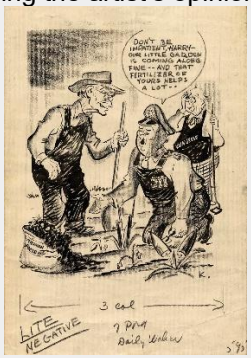
US History

Unit 9, Cold War and Civil Rights

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

SSUSH20: Analyze US international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

*a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the **Truman Doctrine**, and the Korean War.*

Target Text	Hook Text	Visual Text	Informational Text
• "Truman Doctrine" President Truman's speech to a join session of Congress, March 12, 1947. (National Archives) https://www.archives.gov/milestone-documents/truman-doctrine	• "Truman Acts to Save Nations From Red Rule: Asks 400 Million to Aid Greece and Turkey" Article in New York Times by Felix Belair Jr., March 13, 1947 (New York Times Archives) https://archive.nytimes.com/www.nytimes.com/learning/aol/onthisday/big/0312.html	• "Cartoon of President Truman" by Fred Ellis ca. 1948. (Smithsonian Archives of American Art) https://www.si.edu/object/cartoon-president-truman%3AAAADCD_item_616 Use the political cartoon with students to consider perspective. What message is the cartoon conveying about the artists view of the Truman Doctrine. Ask students to be specific in components of the drawing that led them to their conclusions regarding the artist's opinion. 	• "The Truman Doctrine, 1947" Article of Explanation (Office of the Historian, US State Department) https://history.state.gov/milestones/1945-1952/truman-doctrine • "President Truman Announces the Truman Doctrine" Article (History Channel) https://www.history.com/this-day-in-history/march-12/truman-doctrine-is-announced • "The Truman Doctrine" Article (Roosevelt Institute for American Studies) https://www.roosevelt.nl/en/library/from-the-vaults/the-truman-doctrine/ • "The Truman Doctrine" Article (Council on Foreign Relations) https://www.cfr.org/articles/remembering-the-truman-doctrine

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7/2/2026

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US History

Unit 9, Cold War and Civil Rights

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

SSUSH21: Analyze US international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.

d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.

Target Text	Hook Text	Visual Text	Informational Text
• "Bigger than a Hamburger" Article by Ella Baker for The Southern Patriot in May 1960 summarizing the address she gave at the Student Nonviolent Coordinating Committee (SNCC) founding conference at Shaw University. (Civil Rights Movement Archives) https://www.crmvet.org/docs/snc c2.htm	• "SNCC: Student Nonviolent Coordinating Committee" Article explaining resistance training (National Museum of African American History) https://nmaahc.si.edu/explore/sto ries/sncc-student-nonviolent-coordinating-committee	• "Protesting and Marching for Civil Rights" Digital Collection (National Museum of African American History) https://www.searchablemuseum.c om/sit-ins/ 	• "Ella Baker" Background Information (SNCC Digital Gateway) https://snccdigital.org/people/ella-baker/ • "Sit-ins" Description of the SNCC sit-ins from Feb. 1960 at Woolworth's in Greensboro, NC. (Stanford Research and Education Institute) https://kinginstitute.stanford.edu/si t-ins • "SNCC Student Nonviolent Coordinating Committee) Article (North Carolina History Project) https://northcarolinahistory.org/en cyclopedia/sncc-student-nonviolent-coordinating-committee/ • "Why the Woolworth's Sit-in Worked" Article (Time Magazine) https://time.com/3691383/woolwor ths-sit-in-history/

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