

Sample Quad Text Set Collections
Kindergarten
Holidays - Historical Thanksgiving

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:

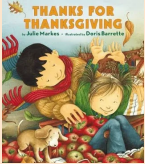
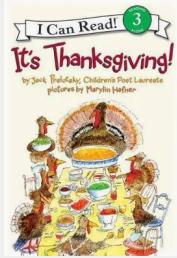
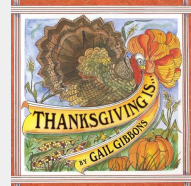
- Could include an excerpt from a fictional novel, present-day news article, picture, graph, chart, or video.
- Should have some written text elements to support literacy development
- Could be challenging but should be easier to read and comprehend than the Target Text.

*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.*

SSKH2: Identify the national holidays and describe the people and/or events celebrated.

j. Thanksgiving Day

(Note: This text set addresses the modern celebration of Thanksgiving in the United States. An additional text set contains materials related to the historical origins of the holiday.)

Target Text	Hook Text	Visual Text	Informational Text
<i>Thanksgiving Day</i> by ReadWorks https://www.readworks.org/article/Thanksgiving-Day/5541931e-7d0e-41c8-87d6-670c3209a87a#!articleTab:content/ This short text should be accessible to more advanced Kindergarteners and provide solid decoding/ comprehension practice for others. <i>Thanks for Thanksgiving</i> by Julie Markes  The quick-paced, rhyming text encourages discussion about students' own Thanksgiving traditions. This may be a more engaging option for students, even though the needed decoding skills are more advanced.	<i>It's Thanksgiving!</i> by Jack Prelutsky  Choose a sampling of the poems to share with students and spark conversation about how students' families celebrate the Thanksgiving holiday.	<i>Thanksgiving - Brought to You by the American Farmer</i> U.S. Department of Agriculture infographic https://www.usda.gov/about-usda/news/blog/thanksgiving-brought-you-a-american-farmer  While slightly outdated, this is an excellent graphic to use with young students. Project the image in a large format, and ask students what they see. Point out different ways of reading the graphic (top to bottom, section by section, focusing on what interests them first, etc.). It also ties nicely to discussion of different celebrations across the country, which can incorporate Kindergarten geography standards.	<i>Thanksgiving Is...</i> by Gail Gibbons  (Gibbons wrote another book called <i>Thanksgiving Day</i>, which is also useful, though harder to find.) This text allows teachers to suggest particular facets of the holiday for student focus: - How did people celebrate in the past? - How do people celebrate today? - How do we honor our history when we celebrate? - What perspectives do different groups of people have when it comes to this holiday?

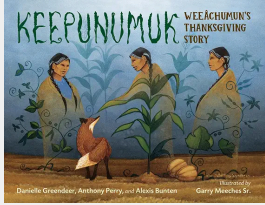
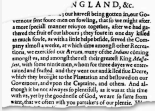
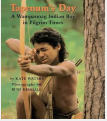
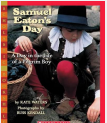
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Target Text	Hook Text	Visual Text	Informational Text
<i>Who Were the Pilgrims?</i> by Susan LaBella/ ReadWorks.Org https://www.readworks.org/article/Who-Were-the-Pilgrims/a0d2a9fb-6f81-4851-a04f-0479c6a6c193#!articleTab:content/ <i>Pilgrims and Native Americans</i> - paired texts from ReadWorks.Org https://www.readworks.org/article/Pilgrims-and-Native-Americans/862bc16f-2ed8-4a30-bb6a-b3c5a1491b63#!articleTab:content/contentSection:2d5e87be-a1e5-4109-900f-cd4b354d98f9/ (To access the articles above, teachers need a free account from ReadWorks, which requires only the name of your school and its zip code.)	<i>Keepunumuk: Weeâchumun's Thanksgiving Story</i> by Danielle Greendeer, Anthony Perry, and Alexis Bunten  This story, based on the oral history of the Wampanoag people, addresses the origins of the Thanksgiving holiday while also discussing modern perceptions of the holiday. There is a framing story of modern Wampanoag children learning about “the first Thanksgiving.” Teachers will want to preview this book before using, as it does incorporate traditional Wampanoag spirituality.	<i>Mourt's Relation</i> by Edward Winslow (excerpt regarding Harvest of 1621) https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration  This excerpt, which is the only surviving first-person account of the 1621 thanksgiving celebration, comes from a compilation of Plimoth Colony records. Winslow described the thanksgiving feast in a letter to a friend. With Kindergarteners, using this source can mean simply projecting the image and explaining that it comes from a person who experienced the 1621 Harvest celebration. There is an included transcription at the link above to make sharing the source with students easier. The site also provides excellent background information.	The following three books are Thanksgiving classics, and children continue to love their photographic illustrations! <i>Tapenum's Day: A Wampanoag Boy in Pilgrim Times</i> by Kate Waters <i>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</i> by Kate Waters <i>Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy</i> by Kate Waters   

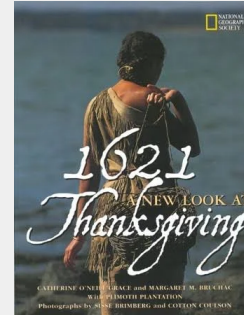
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Teachers may wish to work toward all three of the articles or select one target text. Incorporating multiple perspectives (Wampanoag/Pilgrim) is extremely helpful for students, even when they are young kindergarteners. The additional texts in this set work toward that goal.

- *1621: A New Look at Thanksgiving*
by Catherine O'Neill Grace



As an accompaniment, *1621* can give students a visual secondary source to understand what the celebration might have included.