GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

First Grade

Government - Patriotic Songs (My Country 'Tis of Thee/America the Beautiful)

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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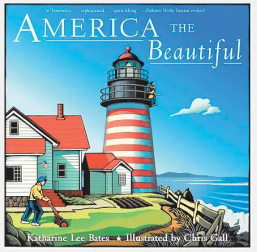
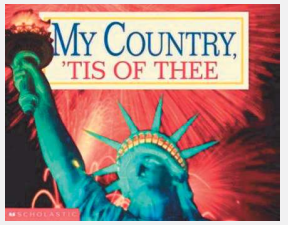
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First Grade

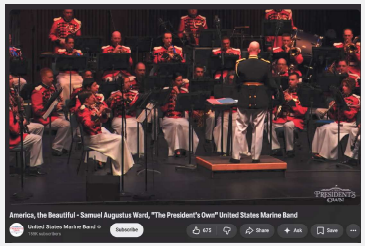
Government - Patriotic Songs (My Country 'Tis of Thee/America the Beautiful)

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

SS1CG2: Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).

Target Text	Hook Text	Visual Text	Informational Text
America (My Country 'Tis of Thee) by Samuel Francis Smith https://www.gvsu.edu/cms4/asset/5888BBF7-E63E-25A3-2C23C6A679258F5D/america.pdf *America the Beautiful* by Katherine Lee Bates https://music.msu.edu/wp-content/uploads/2024/08/America-The-Beautiful-Bb-Major.pdf While both songs contain words beyond the decoding readiness of many first graders, repeated singing will help students familiarize themselves with the texts. Additionally, students will be able to decode many familiar words and the "harder" vocabulary offer an opportunity to teach decoding and comprehension strategies. Printing sheet music/lyrics sheets for students to use as they sing is extremely helpful.	*My Country 'Tis of Thee* performed by Laura Osnes https://www.youtube.com/watch?v=pDjXRu1179Q  This 2026 performance includes all the verses to the song, so teachers may wish to stop the recording after the first verse to help students focus on the lyrics they are learning. (Or, of course, students could learn more verses!) In addition, students may enjoy viewing the 250 years' worth of military uniforms worn by the soldiers standing behind Osnes as she sings. *America the Beautiful*	*Marian Anderson Sings at Lincoln Memorial* https://www.youtube.com/watch?v=mAONYTMf2pk  In 1939, the Daughters of the American Revolution banned Marian Anderson, renowned opera singer, from their concert hall due to her race, Eleanor Roosevelt organized a concert on the steps of the Lincoln Memorial. (*When Marian Sang*, by Pam Muñoz Ryan, tells this story.) This is a recording of that concert. Help students consider how the location of the concert reflects the meaning of the lyrics. **When using with students, explain in advance that the style of	*America the Beautiful* by Katherine Lee Bates Illustrated by Chris Gall  *My Country Tis of Thee* by Samuel Francis Smith illustrated by Scholastic  These books both use the lyrics of the songs in combination with

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	performed by the United States Marine Band https://www.youtube.com/watch?v=06vkaW_Tuk4  This recording, which is solely instrumental, gives students the opportunity to reflect on ways that the music of a song may reflect its lyrics even when the lyrics themselves are absent. Students might discuss what they hear in the song and what they think it might be about, and then can then listen again after learning the lyrics to evaluate the accuracy of their initial impressions.	singing may be different than what they've heard before, and they should be respectful listeners, as Mrs. Anderson was very brave when she gave this concert.**	beautiful illustrations to convey the lyrics' meaning. Students may find it helpful to read these particular books several times to cement their vocabulary knowledge and overall understanding of the meaning of each song.

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7/2/2026