GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

Kindergarten

Holidays - Juneteenth

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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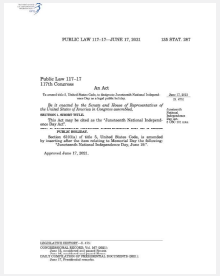
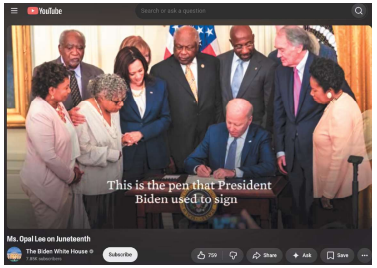
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SSKH2: Identify the national holidays and describe the people and/or events celebrated.
d. Juneteenth National Independence Day

Target Text	Hook Text	Visual Text	Informational Text
What is Juneteenth? by ReadWorks.Org https://www.readworks.org/article/What-is-Juneteenth/5f33bf84-4e9b-4aba-b448-01cbf7bca1fc#!articleTab:content/ (This requires a free account to access. Any teacher can obtain an account by identifying their school's name and zip code.) This short article will challenge many kindergarten readers, but also provides a great overview of the Juneteenth holiday. Teachers may wish to project it for choral reading activities or provide individual copies for students to use for repeated readings.	*Public Law 117-17* passed by the United States Congress, signed into law by President Joe Biden https://www.congress.gov/bill/117th-congress/senate-bill/475/text  This is the legislation that created the Juneteenth National Independence Day holiday. Students will enjoy seeing "the real law" and finding words they know. Teachers can project an image of the text for students to see as a whole group, and then lead students in a discussion about what they think the Juneteenth holiday commemorates.	*Ms. Opal Lee on Juneteenth* from the Biden White House https://www.youtube.com/watch?v=mBVsjIjP_aI  Ms. Opal Lee, whose decades of activism led to the adoption of the Juneteenth National Independence Day holiday, shares her thoughts on the signing of the law creating the holiday. She also gives a very concise and kindergarten-friendly explanation of the holiday's history. Teachers will want to stop this video frequently to check for student understanding. Partnership conversations or a simplified "Chalk	*Juneteenth for Mazie* by Floyd Cooper  This book's title character learns her own family's history with Juneteenth while celebrating the holiday in the modern day. Teachers may need to help students distinguish between past and present while reading. In addition, teachers may find that this text lends itself surprisingly well to a graphic organizer along the lines of a KWL, allowing students to record what they've learned and what they still want to know. (This can be done

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		Talk" thinking routine (https://pz.harvard.edu/resources/chalk-talk) can help students synthesize Ms. Lee's thoughts with their previous learning. The original General Order #3, as mentioned by Ms. Lee, is held by the National Archives, and can be read here: https://www.archives.gov/news/articles/juneteenth-original-document. Students will need help with both the cursive and the language, but simply seeing that there is an original document is excellent for enriching their historical understanding. As news about emancipation spread, newspapers also published the order. One such printed version can be found here: https://www.battlefields.org/learn/primary-sources/general-order-no-3. Obviously, students will have an easier time identifying key words and phrases in the printed copy. Teachers will want to decide whether to use the last sentence of the order, which is based in racist stereotypes. Teacher note: Students may need helping understanding that Ms. Lee was *not* present at the initial Juneteenth celebrations on June 19, 1865. Rather, she worked to	as a whole class, rather than overly taxing students' writing skill by having them create individual copies.)

		encourage commemoration and celebration of that day's events.	

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