GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

Kindergarten

Holidays - Martin Luther King, Jr. Day

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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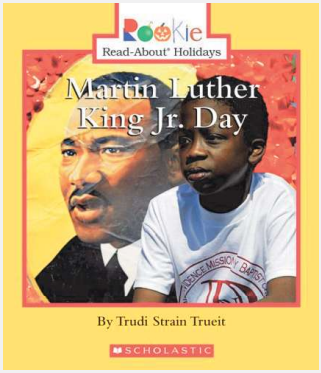
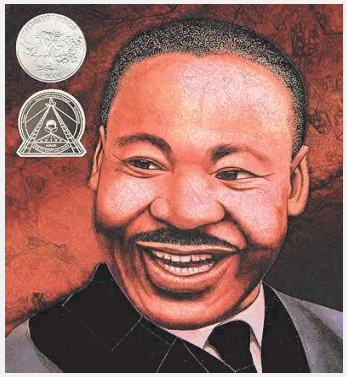
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SSKH2: Identify the national holidays and describe the people and/or events celebrated.
f. Martin Luther King, Jr. Day

Target Text	Hook Text	Visual Text	Informational Text
Martin Luther King, Jr. Day (Rookie Read About Holidays) by Trudi Strain Trueit  This text provides a simple biography of Dr. King along with a description of the holiday. Teachers may want to highlight vocabulary words significant both to Dr. King's life and the larger Civil Rights Movement (*leader*, *rights*, *serve/service,* etc.). Due to its small size, teachers might consider projecting the images and text from this book so that all students can see	*Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport  Using this text as a read-aloud, teachers can introduce Dr. King's background to students, and they can start a discussion about Dr. King's accomplishments. Then, teachers can pose a simple question: "why did Americans want to create a holiday to honor Dr. King?" Since the book ends before the creation of the holiday, it provides an opportunity for students	*Martin Luther King, Jr. Timeline* by Editors of Encyclopedia Britannica https://www.britannica.com/summary/Martin-Luther-King-Jr-Timeline  Teachers can use this timeline to select events most relevant to their class discussions and students' readiness. Because it incorporates a number of primary source images, the timeline will help kindergarten students gain a real sense of Dr. King as a person: he grew up in Georgia, spent time in school, became a minister, and then worked to advance civil rights for all Americans. Teachers using the inquiry model will	*What is MLK Jr. Day? (All About Holidays for Kids)* by Colonial Williamsburg https://www.youtube.com/watch?v=0h38-Ofxf5A  This short video provides additional evidence to help students answer the inquiry question about Americans creating a holiday in honor of Dr. King. It also gives a summarized description of his major accomplishments, which provides helpful reinforcement for students who benefit from multiple exposures to new material.

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them when using the book as a read-aloud or part of whole-group instruction. NOTE: Teachers will want to preview the book to ensure they are ready to explain racial discrimination and the need for the Civil Rights Movement in an age-appropriate manner for kindergarten students.	to engage in meaningful inquiry. At the same time, the book's thorough biography of Dr. King gives kindergarten students an age-appropriate amount of information to begin answering the question, especially when supported by the other texts in this set.	also find plenty of evidence to help students identify reasons that Americans wanted to establish a holiday honoring Dr. King, and students can recognize these facts without needing to decode every word of the timeline.	

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