GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

Kindergarten

American Symbols - Washington Monument

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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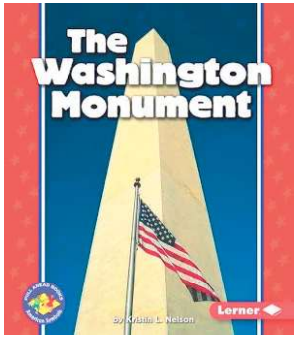
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SSKH2: Identify the following American symbols:
b. Washington Monument (identify image and associate with George Washington and Presidents Day)

Target Text	Hook Text	Visual Text	Informational Text
The Washington Monument by Kristin L. Nelson  Even though this is a shorter, decodable text, it may prove challenging for some kindergarteners. Teachers might choose to select a single chapter for students to focus on reading, or use the book as a read-aloud with more emphasis on comprehension and vocabulary application than independent decoding.	*First Phase of Washington Monument Construction* from the National Park Service https://www.nps.gov/wamo/learn/historyculture/index.htm  *Washington Monument* from the National Park Service https://www.nps.gov/wamo/learn/historyculture/index.htm 	*Sketch of Washington National Monument* by Robert Mills https://www.archives.gov/publications/prologue/2016/spring/monument  Using additional background information from the NARA website linked above, guide students in studying architect Robert Mills' original design for the monument. -What was eventually built?	*Building the Washington Monument* from CBS Sunday Morning https://www.youtube.com/watch?v=umCxyvVCvW8  This short video may be too challenging for some kindergarten classes, but it nicely explains the history of the monument, the stall in construction in the mid-19th century, and people's reactions to the monument today. Teachers may wish to use only the first half of the video, skipping the section on the Know-Nothing Party's takeover of construction.

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Additionally, teachers might select a focus skill for this book, such as reading captions alongside pictures, looking at maps or charts, etc. It lends itself well to many of these skills. If doing this, then teachers will want to develop those same skills with the other texts included in this set.	Using these two images, ask students to discuss and compare/contrast what they see (possibly using a basic T-chart or Venn diagram). After completing this discussion, explain to students that both pictures actually show the Washington Monument, built to honor George Washington. Have students express their thoughts - are they surprised? Would they have known the buildings were the same place? Why or why not? What do they think the relationship is between the two photos? (The first shows the monument under construction, which halted during the American Civil War. The second photo shows the monument as it looks today, from above.)	-What wasn't built? -How do students think this design honors Washington? While simple enough upon first glance, this primary source allows students to ask numerous questions that the target text can answer.	As an alternative, teachers might consider this video, designed specifically for younger students: https://www.youtube.com/watch?v=yR354C_Qw8Q Both videos provide historical background and images that help students understand how the Washington Monument came to be and the man it honors.

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