

Sample Quad Text Set Collections
6th Grade World Areas Studies
Unit 6: Latin America: Modern Latin America (SS6H1d)

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:

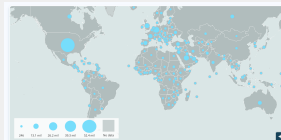
- Could include an excerpt from a fictional novel, present-day news article, picture, graph, chart, or video.
- Should have some written text elements to support literacy development
- Could be challenging but should be easier to read and comprehend than the Target Text.

*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.*

7/2/2026

SS6H1 Explain conflict and change in Latin America.

d. Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

Target Text	Hook Text	Visual Text	Informational Text
“Central American Migration: Root Causes and US Policy” Data and Research Report (Congressional Research Service) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.congress.gov/crs_external_products/IF/PDF/IF11151/IF11151.13.pdf	“Second Heaven: A Young Immigrant Tells His Story of Coming to the US From Guatemala” Video (The Oregonian Newspaper Portland) https://www.youtube.com/watch?v=pXZ914J6yDU ** Be sure to preview this video prior to showing to students as it brings forward many challenging topics, which may be sensitive for some students.	“Timeline of Latino American History” (PBS) https://www.pbs.org/latino-american-s/en/timeline/ “A Look Inside the Journey Asylum Seekers Make Through Mexico to Reach U.S. Border” Video and Transcript (PBS Newshour) https://www.pbs.org/newshour/show/a-look-inside-the-journey-asylum-seekers-make-through-mexico-to-reach-u-s-border  “Migration Data Portal” Interactive Map of Global Migration (United Nations - International Organization for Migration) https://www.migrationdataportal.org/international-data?i=stock_abs_&t=2024	“Immigration Policy, Mexican Americans, and Undocumented Immigrants, 1954 to the Present” Essay (Gilder Lehrman Institute of American History) https://www.gilderlehrman.org/history-resources/essays/immigration-policy-mexican-americans-and-undocumented-immigrants-1954 “The Organized Crime Threat to Latin American Democracies” Essay (Council on Foreign Relations) https://www.cfr.org/articles/organized-crime-threat-latin-american-democracies “Latino Immigration” Article (National Museum of the American Latino) https://latino.si.edu/learn/latino-history-and-culture/latino-history/latino-immigration “Why Migrants Risk It All” Article (United Nations - International Organization for Migration) https://lac.iom.int/en/blogs/why-migrants-risk-it-all

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