

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Karyn Bacinskas	Event/Date:	TeachFest Connecticut, Summer Academy July 29, 2014
Text and Author	“Children Toil in India’s Mines, Despite Legal Ban” By Gardiner Harris The New York Times	Where to Access Text	The New York Times http://www.nytimes.com/2013/02/26/world/asia/in-india-missing-school-to-work-in-the-mine.html?pagewanted=all&r=0
Text Description			
<p>This text is a non-fiction article that discusses the issue of Child Protection Laws and unsafe working conditions in Indian mines. The article discusses both the pros and cons of the issue of child labor laws. Some pros of the laws are clearly to protect young children from working in harsh working environments and too many hours. However, a problem that seems to come up is the implementation of these laws. Some of the parents discuss the fact that these laws actually hurt their families because they need their children to work for financial reasons. State officials and the deputy chief of minister for mining and geology deny any of these problems or issues.</p>			
Quantitative			
Lexile and Grade Level	Readability Grade 8.8	Text Length	3 typed pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The meaning and the central ideas of the enforcing of child labor laws are both implicitly and explicitly stated. Although some of the ideas put forth are obvious that it is wrong for children to be working in such horrific conditions, the use of some examples supporting the opposite side makes the reader ponder the fact if these laws will in turn hurt some families.</p>		<p>The text is organized as a newspaper article using numerous paragraphs and pages with sentences that are varying in length. The article begins with painting a vivid picture in the readers’ mind of the terrible conditions in these mines. The article continues with specific examples, and quotes from various people involved. There are a few images that help students to visualize these young miners.</p>	
Prior Knowledge Demands		Language Features	
<p>In order to fully comprehend this article, the reader must have some background knowledge of the need for child labor laws and appropriate working conditions, and also the final state of some other countries other than the United States. It is important that the students understand the need for children to work in order to help support their families.</p>		<p>The text is written in modern standard English with no use of literary devices. Some of the foreign names are difficult to pronounce and understand, which may then therefore interrupt the flow of the reading as well as a few challenging vocabulary words. But most can be understood if it is read carefully with the use of context clues.</p>	
Potential Reader/Task Challenges			
<p>The subject matter of child labor laws and the absolute need for children working might be a difficult for students to make connections with because it is not something they have to come across much here in the United States. Some of the vocabulary in the article might be higher level, although in most cases can be understood of how it is used in context. This article will challenge the students to take a side on the issue. The article poses valid points of both pros and cons, so it might be difficult for the students to take a side.</p>			

Big Takeaway

In “Children Toil in India’s Mines, Despite Legal Ban,” the author analyzes the problems with child labor laws and working conditions in Indian Mines by giving examples of both the pros and cons of these laws. In the concluding statement, made by a young miner and specific examples from parents, it seems that the people of India recognize the issues of children working in horrific conditions but despite these problems, they must continue working in the mines in order to be financially stable. This in turn can be understood that in most jobs or everyday life, nothing is perfect, but one must persevere on. (RI 7.2)

Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
Words that can be determined in context	<ul style="list-style-type: none"> • Shack (Tier 1) • Monsoon (Tier 2) • Extensive (Tier 1) • Amended (Tier 1) 	<ul style="list-style-type: none"> • Allegations (Tier 2) • Regulations (Tier 1) • Implementation (Tier 2) • Endemic (Tier 2) • Denuded (Tier 2) • Degradation (Tier 3)
Words that cannot be determined in context	<ul style="list-style-type: none"> • Bamboo (Tier 1) 	<ul style="list-style-type: none"> • Decrepit (Tier 2) • Corruption (Tier 2) • Subsidence (Tier 2)