

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Michelle Hier Trani	<b>Event/Date:</b>	CT Summer TeachFest, July 29, 2014
<b>Text and Author</b>	<i>Public divided on genetic testing to predict cancer risk: American national poll</i> , contributed to Science Daily by the Huntsman Cancer Institute at the University of Utah	<b>Where to Access Text</b>	<a href="http://www.sciencedaily.com/releases/2014/02/140205103149.htm">http://www.sciencedaily.com/releases/2014/02/140205103149.htm</a>
Text Description			
<p>This text is a non-fiction science article that engages students by presenting information about genetic testing and whether individuals would agree to be genetically tested if it could determine their predisposition to certain cancers. The article details the poll results for several questions asked in regards to genetic testing (such as: would respondents change their lifestyle if they found out that they had a predisposition to certain cancers, would respondents allow research facilities to have access to their genetic information if they had the predisposition). Very brief details were given regarding the surveyed group, but the group was described as being collected from across the United States. There is no reference to other texts within this article.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	1630L (intended for 8 <sup>th</sup> grade audience)	<b>Text Length</b>	One full page
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The meaning of the text is explicitly stated in that it gave the results of a national poll regarding genetic testing. However, the article only presents select information from the poll. The text presents many ideas that invite further discussion on the part of students because they are side topics off-shooting from the central idea of genetic testing for inherited cancers. These ideas are not always explicitly stated (for example, only a small number of polled participants had been genetically tested...Article never addresses why—because of prohibitive costs? Due to other objections to genetic testing?)</p>		<p>No graphics. No headings. Short (one-page) informative article. Some quotations.</p>	
Prior Knowledge Demands		Language Features	
<p>Students will need to have background knowledge of DNA, genes, the concept of genetic testing, and how genes affect body function. Ideally this article would be assigned towards the end of a unit on middle school genetics. Another concept</p>		<p>It is a contemporary article that is informative in nature. It is meant to be a summary of poll results regarding genetic testing. Invites debate and value judgment.</p>	

that would help students would be an understanding of the biology of cancer, specifically the type of uncontrolled cell growth by mitosis that can cause cancer.

#### Potential Reader/Task Challenges

This article is an engaging one; however it does require significant preparation with regards to background vocabulary and knowledge. With prior teaching of the vocabulary and a teacher-led read-aloud, 8<sup>th</sup> grade students should be able to comprehend the main points of the text, if it is offered towards the end of a genetics unit. Focusing on the main ideas of the article, of which there is more than one, might also be a challenge, since the title of the article makes it appear as though there is only one main idea.

#### Big Takeaway

The main idea of this article is that an American national poll found that individuals are divided regarding the potential to conduct genetic tests for inherited types of cancer. A variety of questions regarding genetic testing were asked of participants such as participant willingness to have genetic tests, what they would do with results of said tests, and whether they would be willing to share test results with researchers. Although this is not explicitly stated, students can infer that there are a variety of reasons for participants selecting their responses (cost, quality of life, religious reasons, etc.).

## 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)
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"> <li>• Respondents</li> <li>• Likelihood</li> <li>• Prevention</li> <li>• Family and personal health history</li> </ul>	<ul style="list-style-type: none"> <li>• Employment and insurability</li> <li>• Pre-disposition</li> <li>• False barrier</li> </ul>
<b>Words that cannot be determined in context</b>	<ul style="list-style-type: none"> <li>• Medical center associated with a university or dedicated cancer hospital</li> <li>• Melanoma, colon, and breast cancer</li> </ul>	<ul style="list-style-type: none"> <li>• Hereditary cancer</li> <li>• Genetic testing</li> <li>• Genetic counseling</li> <li>• Mutations</li> <li>• <i>Hereditary cancer syndromes, mastectomy will probably be unfamiliar to students but can be less emphasized to prevent vocabulary from becoming too overwhelming</i></li> </ul>