

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Martin Swanhall	<b>Event/Date:</b>	TeachFest CT: Summer Academy July 2014
<b>Text and Author</b>	Sodium, Hiding in Plain Sight by Jane E. Brody	<b>Where to Access Text</b>	<a href="http://well.blogs.nytimes.com/2013/04/01/sodium-hiding-in-plain-sight/">http://well.blogs.nytimes.com/2013/04/01/sodium-hiding-in-plain-sight/</a>
Text Description			
<p><b>Imagine saving up to half a million lives in the United States over the next decade! Just by reducing the amount of sodium Americans consume, this many lives can be saved – and, Finland has already proved this projection. Many Americans are unaware of the amount of sodium that is put into foods – bread, soups, cereal to name a few – and that consuming too much sodium can lead to high blood pressure, hypertension, cardiovascular disease and kidney disease. The benefits of reducing sodium in the diet were determined by research groups from three different universities using three different techniques.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	Lexile 1300	<b>Text Length</b>	1153 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The article gives the health hazards of a high sodium diet and the foods where sodium is found. It also provides information on how much sodium is needed by a person to function normally, percentage of Americans over the average intake of sodium, and how by reducing the amount of sodium consumed the number of lives that can be saved.</p>		<p>The structure ranges from simple to complex due to the health/biology vocabulary that the reader may be unfamiliar with. The high Lexile/Grade Level is due to the health/biology related vocabulary. But being a newspaper article, the paragraphs are many and short.</p>	
Prior Knowledge Demands		Language Features	
<p>Whereas a prior knowledge in heart disease biology would be helpful, it is not necessary to understand the implications of having too much sodium in one's diet.</p>		<p>Some language/terms may be unfamiliar to some readers due to the article being health/biology content related.</p>	
Potential Reader/Task Challenges			
<p>The student will have a connection with the article due to the fact that sodium is found in many foods and drinks. The student, because of age, may not be aware though of the potential health problems associated with a high sodium diet. However, many 11<sup>th</sup>/12<sup>th</sup> graders might already have taken Health class leading to a deeper understanding of the content in the article.</p>			
Big Takeaway			
<p>The student will see how important a healthy diet is and the hazards of consuming too much sodium. The student will complete a table monitoring how much sodium the student takes in via bottled drinks – soda, water, energy drinks, etc. Using the data the student collected and information from the article, the student will write, with support, an essay explaining whether they think they are at a health risk from having too much sodium in their diet and if so, what can they do to reduce that risk.</p>			
<p>Literacy.RH.11-12.1 Literacy.RH.11.12.7</p>			

## Vocabulary Analysis Template

	<b>Words that demand less teaching time (i.e. the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)</b>
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"> <li>• Condiment (Tier 2)</li> <li>• Disadvantage (Tier 2)</li> <li>• Randomized (Tier 2)</li> <li>• Regulate (Tier 2)</li> <li>• Traditionally (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Consumption (Tier 2)</li> <li>• Receptors (Tier 3)</li> </ul>
<b>Words that cannot be determined in context</b>	<ul style="list-style-type: none"> <li>• Replete (Tier 3)</li> <li>• Infuse (Tier 3)</li> <li>• Myriad (Tier 3)</li> <li>• Enhance (Tier 2)</li> <li>• Afflicted (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Coronary (Tier 2)</li> <li>• Cardiovascular (Tier 3)</li> <li>• Essential (Tier 2)</li> <li>• Hypertension (Tier 3)</li> <li>• Instantaneous (Tier 2)</li> <li>• Adversely (Tier 2)</li> <li>• Afflicted (Tier 2)</li> </ul>

## Questions to Answer

1. "Centuries ago, salt was more valuable than gold,...", so begins the article about salt and sodium. Research why salt was more important to people than gold. Hint: the English word, 'salary', comes from the Latin word, "salarium".
2. The article mentions other sources of sodium besides salt: monosodium glutamate (MSG), baking soda, baking powder, and disodium phosphate. Research to find how each of the chemicals is used in foods and/or food preparation.

