

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Theresa Thomas	Event/Date:	Learn Zillion Summer Academy 07/29/14
Text and Author	<i>"Ethicists Criticize Treatment of Teen, Texas Patient"</i> Liz Szabo, <i>USA Today</i>	Where to Access Text	http://www.usatoday.com/story/news/nation/2014/01/09/ethicists-criticize-treatment-brain-dead-patients/4394173/
Text Description			
<p>This is an article that appeared in <i>USA Today</i> that examines the rights of the families in end-of-life decisions for patients diagnosed as "brain-dead." The article closely examines two high profile cases that made national headlines last year. One patient is Jahi McMath, a 13-year-old girl who was pronounced brain dead after complications from a routine procedure, and Marlise Munoz, a 33-year-old pregnant woman who suffered from a sudden brain clot. In the case of Jahi McMath, the hospital declared her "brain dead," and by that definition wanted to remove the ventilators and feeding tubes. The family disagreed and eventually found a facility that would take her and keep her on life support. In the case of Marlise Munoz, the husband wants to remove life support because he states she is "brain dead" and wouldn't want to go on that way. The hospital disagrees and will not allow him to remove the ventilator and feeding tube. The article discusses the legal, medical, and familial viewpoints of these difficult decisions.</p>			
Quantitative			
Lexile/ Grade Level	1310, 12th	Text Length	1273 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>There are many ethical dilemmas surrounding end of life decisions. The article examines some of these dilemmas. Does the family have a right to either continue or cease to use ventilators and feeding tubes on patients described as "brain dead?" Does the hospital have an obligation to take brain dead patients off of life support regardless of what the family may want? The article does not conclude for the reader, but lays out all sides of the debate.</p>		<p>Mostly compare and contrast. Text jumps around somewhat. Two other cases are briefly discussed.</p>	
Prior Knowledge Demands		Language Features	
<p>Some knowledge of anatomy needed. Some knowledge of how laws may affect what people do in these situations.</p>		<p>Some strong language used to make a point, such as "corpse." There is a lot of new vocabulary. The text has a formal tone.</p>	
Potential Reader/Task Challenges			
<p>Some difficulties may arise from the vocabulary. Some students may need significant support. Also, the subject matter is emotional, and students may have difficulty analyzing from a distance.</p>			

Big Takeaway

Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. For example, in this text I think the big takeaway is that sometimes there are no easy answers. Sometimes problems need to be looked at from many different angles and still any solution proposed will not fix all sides of it. Some other examples include euthanasia and abortion.

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	<p>Coroner Brain dead Stimulate Artificially Compassionate Aggressive corpse Fetus</p>	<p>Vegetative Facility Process (process her loss) Unethical Resurrected Brain stem Blood clot Cessation Disordered Decompose Deteriorate Deliberation Grievous Viable Living will</p>
Words that cannot be determined in context	<p>Ethicists Bioethics Tonsillectomy</p>	<p>Ventilators Circulation</p>