

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Caron Carpenter	Event/Date:	TeachFest CT: Summer Academy July 2014
Text and Author	"Kicking Unhealthy Food Out of School Cafeterias" by The Kansas City Star, adapted by Newsela Staff	Where to Access Text	https://newsela.com/
Text Description			
<p>This non-fiction article discusses some of the changes in USDA regulations on nutrition in school lunches, and the difficulty of creating healthy meals that kids will enjoy. The author includes the viewpoints of three people who are affected by the new rules—Leah Schmidt (school nutritionist), Nancy Coughenour (district food manager), and Cree Crook (fifth-grade student). Although the vocabulary is primarily Tier 1, the content within this article is complex (cause/effect, perspective/point-of-view).</p>			
Quantitative			
Lexile and Grade Level	690 Lexile; 3 rd Grade	Text Length	~ 599 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The purpose of this text is to inform readers of the changes to policy regarding school lunches. The author explicitly explains the pros (healthier foods) and cons (food waste, unrealistic policies) of the upcoming regulations.</p>		<p>One graphic and caption included, depicting students eating school lunch. Organized into sections with sub-headings—sections divided into sentences (not typical paragraph structure). Some quotations used.</p>	
Prior Knowledge Demands		Language Features	
<p>The author assumes students understand what the terms “healthy” and “nutrition” means.</p>		<p>The sentence structure is primarily simple with some transition words throughout (still, otherwise, though). Some discipline-specific words (nutritionist, government, USDA).</p>	
Potential Reader/Task Challenges			
<p>Students may have a difficult time connecting to the text if they do not (or have not) purchased school lunches. In addition, some students may have cultural beliefs that inform their daily decisions regarding food consumption; therefore, government mandates may not impact their choice for school lunch.</p>			
Big Takeaway			
<p>The government is instituting changes to school lunch programs across the country, to ensure lunches are healthy. (cause-effect) Literacy.RI.3.8—Describe the logical connection between the particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>In addition to having students look at the cause-and-effect relationship within the text, students should also be taught to compare their own perspective, to that of the author’s.</p> <p>Literacy.RI.3.6—Distinguish their own point of view from that of the author of a text.</p>			

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>particular (Tier 2) whole-grain (Tier 2) satisfied (Tier 2) fairly (Tier 2)</p>	<p>nutrition (Tier 3)- nutritionist, nutritious “You have to mess with it” (Tier 2)</p>
Words that cannot be determined in context	<p>angst (Tier 2) gradually (Tier 2) adjusted (Tier 2) USDA (Tier 3)</p>	<p>realistic (Tier 2) tricky (Tier 2) government (Tier 3)</p>