

Assessment C

Grade 9+

You Are What You Eat

Questions that people often ask when examining prepared food before purchasing it are: What additives does it contain? Why are they there? Are they dangerous? Additives are substances that are added to food in order to make it more nutritious, to improve its appearance and texture, or to prolong its shelf life. They can be added during the food's production, processing, packaging, or storage.

Bread, milk, and salt are foods used daily by most Canadians. For this reason, they contain additives that have been introduced to improve their nutritional value. For example, iodine is added to salt; vitamins of the B complex (thiamin, niacin, riboflavin) and iron are added to flour; and vitamins A and D are added to dairy products.

Examples of Food Additives

Additive	Function	Example	Used In
Emulsifiers	Give texture, smoothness	Mono- and diglycerides of fatty acids lecithin	Ice cream Mayonnaise
Nutrients	Improve nutrient value	Vitamin B Vitamin C Vitamin D	Bread Fruit juices Milk
Flavour enhancers	Increase flavour but have no flavour on their own	MSG (monosodium glutamate) Maltol	Meat Soup mixes
Neutralizing agents	Control acidity or alkalinity	Sodium bicarbonate Acetic acid Citric acid Lactic acid	Bread Tomato sauce Jam
Antimicrobial agents	Prevent spoilage	Sodium benzoate Sodium propionate Sodium sorbate	Bread Pickles Margarine Beverages
Antioxidants	Prevent spoilage, especially of lipids	BHA (butylated hydroxyanisole) BHT (butylated hydroxytoluene) Vitamin C * Vitamin E * Sulfites of sodium and potassium	Potato chips Box cereals Bread Jam Fruit juice

Although vitamins C and E are antioxidants, they are usually not added for that purpose because of their relatively high cost

From Costello, C., and Noeline L. (advisors). (2000) *Literacy Skills Tests Preparation Workbook: A Preparation Guide for the Grade 10 Test of Reading and Writing Skills*. Toronto: Harcourt Canada Ltd.

Assessment C - continued

Comprehension

Circle the letter of the correct response:

1. Why are vitamins or minerals added to bread, milk and salt?
 - a) To improve the flavour
 - b) To make them last longer on the shelf
 - c) To add nutrition to foods eaten every day by Canadians
 - d) To make them look better

2. Why would you find it difficult to know when a flavour enhancer has been used in food?
 - a) It is colourless.
 - b) It has no flavour of its own.
 - c) It is in every food.
 - d) You do not always know it's there.

Answer the following questions, using the chart "Examples of Food Additives".

1. Why are emulsifiers added to foods?

2. What additives are Vitamin B and D examples of?

3. Where are antimicrobial agents used?

Assessment C - continued

Answer the questions below in complete sentences.

1. Which column (of the chart "Examples of Food Additives") makes it easiest to understand the effects of an additive? Explain your choice.

2. Why might it be important to some people to know what additives are in food? (This question requires you to think beyond some of the information in the text or chart. You should consider everything you know from all sources about food additives.)

3. Copy the sentence from the reading passage that identifies the main idea.

Assessment C – continued

You Are What You Eat: ANSWER KEY

Comprehension

Circle the letter of the correct response.

1. Why are vitamins or minerals added to bread, milk and salt?
 - a) To improve the flavour
 - b) To make them last longer on the shelf
 - c) To add nutrition to foods eaten every day by Canadians**
 - d) To make them look better
2. Why would you find it difficult to know when a flavour enhancer has been used in food?
 - a) It is colourless.
 - b) It has no flavour of its own.**
 - c) It is in every food.
 - d) You do not always know it's there.

Answer the following questions, using the chart "Examples of Food Additives".

1. Why are emulsifiers added to foods? **To give texture and smoothness to food products**
2. What additives are Vitamin B and D examples of? **Nutrients**
3. Where are antimicrobial agents used? **In foods like bread, pickles, margarine, beverages**

Answer the questions below in complete sentences.

1. Which column (of the chart "Examples of Food Additives") makes it easiest to understand the effects of an additive? Explain your choice.

The second column because it states the function of the additive or why it is used.

2. Why might it be important to some people to know what additives are in food? (This question requires you to think beyond some of the information in the text or chart. You should consider everything you know from all sources about food additives.)

Answers will vary but may include: allergies people may have; health side effects for people with some illnesses or taking medication; the presence of these additives is not apparent by sight, taste, or smell

3. Copy the sentence from the reading passage that identifies the main idea.

"Additives are substances that are added to food in order to make it more nutritious, to improve its appearance and texture, or to prolong its shelf life."

Reading Descriptors

Level	The EAL student can:
A1.1 - A1.2	identify letters of the Roman alphabet
	follow simple written instructions
	read and respond to simple stories and non-fiction passages orally
	use context to infer meaning of simple words
	skim to find the main idea of a paragraph
A2.1 - A2.2	scan to find specific details in a paragraph
	demonstrate understanding of A2.1 to A2.2 story or non-fiction piece (retelling story, short answer, personal response)
	use context to infer meaning of words from everyday life
	skim to find the main idea of a whole short passage
	scan to find specific details in a whole short passage (examples, sequences)
B1.1	identify story elements (character, plot, setting)
	use a graphic organizer to record facts and ideas from a passage
	demonstrate understanding in a response to B1.1 story or non-fiction piece including author/character's P.O.V.
	use context to infer meaning of words from adapted academic passages
	skim longer passages and use organizational feature to find main ideas
B1.2	scan passage to find specific information (examples, details, proof, comparison, and contrast)
	demonstrate understanding of B1.2 passage (summarizing, predicting, inferring, identifying facts and opinions)
	identify and explain literary elements (theme, character, plot, setting)
	take point form notes from a passage
	skim longer passages to identify topic and sub-topics, purpose, and intended audience
B2	scan passage to find specific information (examples, details, proof, cause and effect)
	demonstrate understanding of B2 passage (summarizing, evaluating, distinguishing between facts and opinions)
	use context to infer meaning from grade 10 level non-fiction or literary passages

Writing Descriptors

A1.1 - A1.2 EAL student can:	A2.1 - A2.2 EAL student can:	B1.1 EAL student can:	B1.2 EAL student can:	B2 EAL student can:
write Roman alphabet legibly (cursive and printed)				
spell frequently used words with some accuracy	spell frequently used words with considerable accuracy	spell vocabulary of everyday life and academic subjects with considerable accuracy	spell words and use punctuation accurately in final drafts	use spelling, punctuation and conventions of English grammar with high accuracy
use capitals at the beginning of sentences and for most proper nouns; use end punctuation	use capital letters and sentence final punctuation with some consistency			
write a simple description of a photograph				
write basic personal information on simple forms		use a planner with teacher assistance to develop and organize ideas	use a planner or outline independently to develop and organize ideas	create and use a plan or outline to develop and organize ideas
respond appropriately to simple questions in short sentences or phrases	respond appropriately to written questions in complete sentences	write short expository paragraphs in response to reading or on topics of personal interest	use descriptive words and phrases to convey mood, atmosphere, and emotion in written responses to literature	write a coherent response to literature which analyzes interprets and evaluates information and ideas
write short, structured compositions following a model	write a short composition following an outline given by the teacher	write a composition, linking simple paragraphs about central idea, using common transition words	write a passage of three or more paragraphs to develop a central idea	write a short essay introducing, developing, and concluding an argument
		revise first drafts to clarify ideas, improve organization and correct language errors as identified by the teacher	revise content, structure and language in a first draft with some teacher guidance	edit with a checklist
write simple assertive, negative, and interrogative sentences	write simple and compound sentence	use a variety of simple, compound, and complex sentences with some accuracy	use transition words and a variety of sentence patterns to express relationships	organize and link ideas effectively in writing using a variety of connecting words and phrases to express logical relationships between ideas
use with limited accuracy some simple aspects of English grammar (simple verb tenses, plurals, pronouns, adjectives, and basic prepositions)	use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing		use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions, interrogative and negative constructions accurately most of the time	use Canadian English grammar and syntax with the degree of accuracy necessary for success in college or university prep. English courses