



2023-2024

MSCS WINTER

**Student/Parent Packet
Week 1**



5th Grade

ELA

December 21, 2023 - January 3, 2024

**Have Fun
together!**

Department of Curriculum & Instruction

Literacy Support Parent Guide

Play, Play Again

by Ellen Braaf 2010



In this section of the Literacy Support Guide, we're reading anchor text "Play, Play Again" by Ellen Braaf. In the informational text "Play, Play Again," Ellen Braaf discusses why animals play and how it might benefit them.

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1. Read the text.
2. Answer the text-dependent questions.
3. Complete open-ended written responses.

Paired Text

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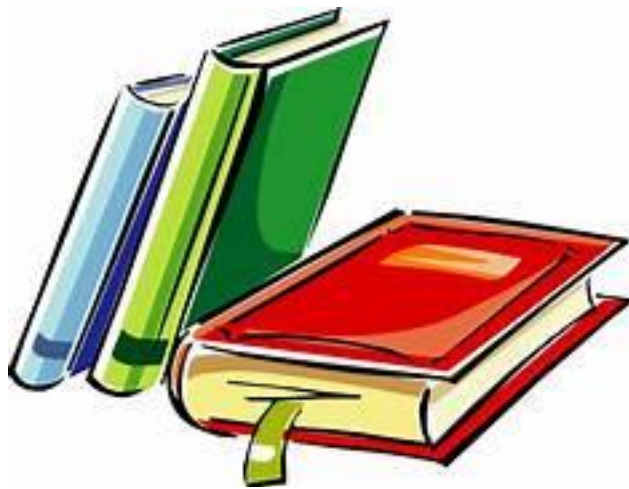
Ways to Support Your Child

1. Ask your child about the informational texts at home: What were "Play, Play Again" and "Strength in Numbers" about?
2. **Parent Answer Keys:** Review written responses together.

Related Media: Watch the following clips with your child at home:

- ['Elk on Trampoline: Why Animals Play'](#)
- ['Lion Cubs Play & Fight - CUTE! #youtubeZA'](#)
- ['Children speaking about the importance of play'](#)

ANCHOR TEXT



Name: _____

Class: _____

Play, Play Again

Play puzzles scientists. Why do animals spend time and energy doing silly things that seem to have no purpose?

By Ellen Braaf
2010

Just like humans, animals commonly play with each other, especially when they are young. In this informational text, Ellen Braaf discusses why animals play and the benefits that come with playing.

- [1] The struggle for survival in nature is deadly serious. What place is there for play, an activity that doesn't help animals eat, grow, or reproduce?

And play is risky. Animals can break bones, pull muscles, or get bitten or scratched. Why is play worth the risk? Many scientists believe it's essential for survival — as important as food or sleep. According to animal play expert Marc Beckoff at the University of Colorado, "play is serious business."



"Playing cubs" by Tambako The Jaguar is licensed under CC BY-ND 2.0.

Getting Ready for the Adult World

Playing lets young animals try out different ways of doing things again and again in a safe environment, where a mistake won't be fatal.¹ Most scientists believe that when animals play, they are practicing skills they'll need later in life. This is why different kinds of animals play in different ways. Young predators, such as wolves, lions, and bears, play by stalking, pouncing, biting, and shaking their heads from side to side. They're honing their skills for when they will run down, catch, and kill prey. When a wolf pup chases its own tail, bites it, and yanks it back and forth, the pup is rehearsing skills it will need one day as a hunter.

Prey animals, such as elk, deer, or antelope, play differently. They dash about like crazy, leaping wildly in the air — twisting, turning, twirling. According to biologist John Byers of the University

1. **Fatal** (*adjective*) causing death

of Idaho, they act like they have “flies in their brains.” But these animals are rehearsing skills they’ll need one day to escape predators and avoid becoming dinner.

- [5] During play, animals constantly monitor their behavior to keep play going. If one animal plays too roughly, the play ends. To keep things fun, they often reverse roles. A stronger or dominant animal will lie on its back, assuming a submissive² position, while a weaker animal gets to play “boss.”

Taking Risks

Animals at play are also training for the unexpected. In play, animals learn about the world around them and their own physical limits. The need to test those limits, and experience unpredictable situations, could explain why animals sometimes seem to prefer play that is a bit dangerous.

A study of Siberian ibexes at Brookfield Zoo in Chicago showed that even though half their enclosure was flat and grassy — a perfect place to frolic³ in safety — the young goats chose to play most of the time on a steep, rocky area where they were much more likely to get hurt. Why did they place themselves in danger?

Beckoff believes that such play helps animals develop flexibility — in their minds as well as their muscles — so that they are better prepared to deal with unexpected or uncontrolled events. In the confusion of fleeing a sudden attack by a predator, an ibex may stumble or crash into another member of the herd. But if it has had lots of practice regaining its footing in play, its misstep is less likely to spell disaster.

Playing for Smarts

Research shows that smarter animals spend more time playing. Elephants play more than horses. Wolves play more than rabbits. And parrots play more than ducks or sparrows. Smarter animals also play in more creative and complex ways. Not surprisingly, humans and chimpanzees are among the most playful species.

- [10] Could play actually help the brain grow? Some scientists think so. They believe that play exercises the brain like lifting a weight exercises a muscle. They even call play “brain food.” So play on! Your brain will thank you for it.

-
2. ready to yield to an authority figure
 3. **Frolic (verb)** to play and move about cheerfully

"Play, Play Again" by Ellen Braaf, ASK, May/June 2010 (text). Copyright © 2010 Cricket Media. Used with permission. All rights reserved.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Read the sentences from paragraph 2 of the passage. "And play is risky. Animals can break bones, pull muscles, or get bitten or scratched. Why is play worth the risk?" How does the author support the idea that play is worth the risk?
 - A. by showing how play helps animals prepare to survive in their environment
 - B. by showing how play teaches behaviors that help animals work together
 - C. by showing how play trains animals to react to unexpected dangers
 - D. by showing how play provides exercise that makes animals strong
2. PART B: Which detail from the passage supports the answer to Part A?
 - A. "yanks it back and forth" (Paragraph 3)
 - B. "leaping wildly in the air" (Paragraph 4)
 - C. "rehearsing skills they'll need one day" (Paragraph 4)
 - D. "monitor their behavior" (Paragraph 5)
3. Which sentence contains two main ideas from the passage?
 - A. Some animals engage in risky play; goats prefer rugged play areas.
 - B. Animals develop physical abilities in play; play increases their intelligence.
 - C. Play is different for various animals; some animals play more than others.
 - D. Large animals play more than small ones; prey animals play more roughly.
4. PART A: Read the sentence from paragraph 3 of the passage. "They're honing their skills for when they will run down, catch, and kill prey." What does the word "honing" mean as used in paragraph 3?
 - A. demonstrating, displaying
 - B. identifying, recognizing
 - C. improving, sharpening
 - D. changing, reversing
5. PART B: Which phrase from the passage best supports the answer to Part A?
 - A. "try out different ways of doing things" (Paragraph 3)
 - B. "the pup is rehearsing skills" (Paragraph 3)
 - C. "animals constantly monitor their behavior" (Paragraph 5)
 - D. "animals develop flexibility" (Paragraph 8)

6. Which sentence describes a way that young prey animals play differently than young predators?
- A. Young prey animals injure themselves more often during play.
 - B. Young prey animals jump and run around more during play.
 - C. The play of young prey animals includes less role reversal.
 - D. The play of young prey animals involves more creativity.
7. PART A: Read the statement from paragraph 2 of the passage: "play is serious business." Which point is the author supporting with the statement?
- A. Play for animals is not filled with fun.
 - B. Play helps animals learn to survive.
 - C. Play can be very risky for some animals.
 - D. Play helps animals communicate with one another.
8. PART B: Which TWO sentences from the passage best support the author's point in Part A?
- A. "they are practicing skills they'll need later in life." (Paragraph 3)
 - B. "This is why different kinds of animals play in different ways." (Paragraph 3)
 - C. "Prey animals, such as elk, deer, or antelope, play differently." (Paragraph 4)
 - D. "They dash about like crazy, leaping wildly in the air – twisting, turning twirling." (Paragraph 4)
 - E. "they act like they have 'flies in their brains.'" (Paragraph 4)
 - F. "But these animals are rehearsing skills they'll need one day to escape predators and avoid becoming dinner." (Paragraph 4)
9. PART A: Read the subheading from the passage. "Play puzzles scientists. Why do animals spend time and energy doing silly things that seem to have no purpose?" How does the author answer the question?
- A. by providing descriptions of how animals play
 - B. by providing examples of different animals that play
 - C. by providing details of research studies on playing animals
 - D. by providing explanations of how different types of play help animals

10. PART B: Which detail from the passage best supports the answer to Part A?
- A. "Young predators, such as wolves, lions, and bears, play by stalking" (Paragraph 3)
 - B. "Prey animals, such as elk, deer, or antelope, play differently." (Paragraph 4)
 - C. "if it has had lots of practice regaining its footing in play, its misstep is less likely to spell disaster." (Paragraph 8)
 - D. "Research shows that smarter animals spend more time playing." (Paragraph 9)
11. PART A: According to the passage, which is a benefit of risky play for young animals?
- A. They can build endurance and speed for long-distance travel.
 - B. They gain the respect of other animals in their herd.
 - C. They improve their physical and mental alertness.
 - D. They can challenge animals in other herds.
12. PART B: Which statement from the passage best supports the answer to Part A?
- A. "The struggle for survival in nature is deadly serious." (Paragraph 1)
 - B. "Many scientists believe it's essential for survival — as important as food or sleep." (Paragraph 2)
 - C. "the young goats chose to play most of the time on a steep, rocky area" (Paragraph 7)
 - D. "such play helps animals develop flexibility — in their minds as well as their muscles" (Paragraph 8)

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. Have you ever seen an animal play with another? What skills do you think they were developing?

2. In the context of the text, how do we understand the world around us? Why is studying animals and their behavior important? Do students think that studying animals could help scientists better understand humans? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. Why are the activities that we engage in as children important? How might these activities impact us when we're older? What do animals gain from engaging in play at a young age? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

PAIRED TEXT



Name: _____

Class: _____

Strength in Numbers

By BirdBrain Science

2016

There are a lot of different types of living things. By grouping living things based on their similarities, it is easier to determine how they work in and contribute to the world. This article explores the classification of living things, how they live together, and how they interact with other groups. As you read, takes notes on the ways living things work together in their environments.

- [1] Let's take a minute and classify you. No, this will not hurt. Let's see... you are a person, right? You belong to a group called "students." You spend your day at school with other students. Your school is filled with other people who are not students but help the students learn. Did I get all that right? It is very helpful to find out how a living thing fits into the world and how it changes the things around it. By knowing what kind of human you are, I can probably tell when you wake up, what you study, what you eat at school, maybe even what you want to be when you grow up. Here, I will show you how to do it.



["Strength in Numbers"](#) by BirdBrain Science is used with permission.

It all begins with one living thing. You are a person. One organism. Pick an animal. I am going to guess you picked a... slug. No? Maybe I do not know everything about you. How about a bee? An **organism** is one living thing. It can be anything from a piece of grass to a chicken to a blue whale to you. Think of it as one thing that needs energy to keep on living. This is what makes an organism different from dirt or air. This bee of ours cannot buzz alone.

Just as you belong to a group of students, all living things belong to one group. A lot of living things will be born together and stay in places where there is food they can eat. You stay with students because you all learn together. When talking about living things in general though, we say it's because they can make babies together. A **species** is a group of living things that make babies with each other but not other living things. It's like a club only for bees.

Students hang out in schools. Bees hang out in a hive. They live together because they are stronger in numbers. They all have the same needs when it comes to food and homes. That means bees can help each other find pollen and students help each other learn new things. A **population** is a group of the same kind of living thing all living together. They stay strong by staying together. It's a lot easier to squish one bee than it is a swarm of bees coming right at you.

- [5] Bees need more than just other bees. They can't eat other bees. They can't build their hive out of bees. They need many different kinds of living things around them. They need flowers, and the flowers need the bees to help them make seeds. After the bees make honey, there will be bears to come eat the hive so there are not too many bees. A **community** is a lot of different kinds of populations living together: bees, flowers, bears. At your school, that means students, teachers, the janitor. No living thing can live without many other living things around it.

By figuring out how a living thing works in the world we can understand so much more about how it affects everything around it. You cannot learn about bees without learning how they act with other bees. You cannot learn about bees without learning about flowers and maybe even bears. You cannot learn about students without learning about teachers and principals. Nothing grows alone.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best identifies the central idea of the text?
 - A. Living things are grouped together but only individuals can change their environments.
 - B. Living things can grow or shrink based on how well the species works by itself.
 - C. Living things interact with similar organisms but need different species to survive.
 - D. Living things need to actually live together in order to be called a species.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "It all begins with one living thing. You are a person. One organism." (Paragraph 2)
 - B. "It's a lot easier to squish one bee than it is a swarm of bees coming right at you." (Paragraph 4)
 - C. "No living thing can live without many other living things around it." (Paragraph 5)
 - D. "You cannot learn about bees without learning how they act with other bees." (Paragraph 6)

3. PART A: What does the word "classify" mean as it is used in paragraph 1?
 - A. to judge someone
 - B. to place in a group
 - C. to look over carefully
 - D. to remove from a group

4. PART B: Which quote from paragraph 1 supports the answer to Part A?
 - A. "Let's see... you are a person, right?"
 - B. "You belong to a group called 'students.'"
 - C. "to find out how a living thing fits into the world"
 - D. "when you wake up, what you study, what you eat at school"

5. How does paragraph 5 support the central idea of the text?

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. What are additional benefits to being a part of a population? Consider your relationships with fellow humans. How do these relationships benefit you?

2. What other species do you interact with in your community? How do you benefit from each other?

3. In the context of the text, what makes you who you are? Based on what traits are organisms grouped together? Do you think this is the best way to label organisms? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

ANSWER KEYS



Answer key > Play, Play Again

by Ellen Braaf ● 2010

1. PART A: Read the sentences from paragraph 2 of the passage. "And play is risky. Animals can break bones, pull muscles, or get bitten or scratched. Why is play worth the risk?" How does the author support the idea that play is worth the risk? **5RI.IK1.8** ^

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- A. **by showing how play helps animals prepare to survive in their environment**
- B. by showing how play teaches behaviors that help animals work together
- C. by showing how play trains animals to react to unexpected dangers
- D. by showing how play provides exercise that makes animals strong

2. PART B: Which detail from the passage supports the answer to Part A? **5RI.KID.1** ^

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. "yanks it back and forth" (Paragraph 3)
- B. "leaping wildly in the air" (Paragraph 4)
- C. **"rehearsing skills they'll need one day" (Paragraph 4)**
- D. "monitor their behavior" (Paragraph 5)

3. Which sentence contains two main ideas from the passage? **5RI.KID.2** ^

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- A. Some animals engage in risky play; goats prefer rugged play areas.
- B. **Animals develop physical abilities in play; play increases their intelligence.**
- C. Play is different for various animals; some animals play more than others.
- D. Large animals play more than small ones; prey animals play more roughly.

4. PART A: Read the sentence from paragraph 3 of the passage. "They're honing their skills for when they will run down, catch, and kill prey." What does the word "honing" mean as used in paragraph 3? **5RI.CS.4** ^

Help

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- A. demonstrating, displaying
- B. identifying, recognizing
- C. **improving, sharpening**
- D. changing, reversing

5. PART B: Which phrase from the passage best supports the answer to Part A? 5RI.KID.1 ^

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. "try out different ways of doing things" (Paragraph 3)
- B. **"the pup is rehearsing skills" (Paragraph 3)**
- C. "animals constantly monitor their behavior" (Paragraph 5)
- D. "animals develop flexibility" (Paragraph 8)

6. Which sentence describes a way that young prey animals play differently than young predators? 5RI.KID.3 ^

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- A. Young prey animals injure themselves more often during play.
- B. **Young prey animals jump and run around more during play.**
- C. The play of young prey animals includes less role reversal.
- D. The play of young prey animals involves more creativity.

7. PART A: Read the statement from paragraph 2 of the passage: "play is serious business." Which point is the author supporting with the statement? 5RI.IKI.8 ^

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- A. Play for animals is not filled with fun.
- B. **Play helps animals learn to survive.**
- C. Play can be very risky for some animals.
- D. Play helps animals communicate with one another.

8. PART B: Which TWO sentences from the passage best support the author's point in Part A? 5RI.KID.1 ^

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. **"they are practicing skills they'll need later in life." (Paragraph 3)**
- B. "This is why different kinds of animals play in different ways." (Paragraph 3)
- C. "Prey animals, such as elk, deer, or antelope, play differently." (Paragraph 4)

- D. "They dash about like crazy, leaping wildly in the air – twisting, turning twirling." (Paragraph 4)
- E. "they act like they have 'flies in their brains.'" (Paragraph 4)
- F. **"But these animals are rehearsing skills they'll need one day to escape predators and avoid becoming dinner." (Paragraph 4)**

9. PART A: Read the subheading from the passage. "Play puzzles scientists. Why do animals spend time and energy doing silly things that seem to have no purpose?" **5RI.IKI.8** ^
How does the author answer the question?

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- A. by providing descriptions of how animals play
- B. by providing examples of different animals that play
- C. by providing details of research studies on playing animals
- D. **by providing explanations of how different types of play help animals**

10. PART B: Which detail from the passage best supports the answer to Part A? **5RI.KID.1** ^

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. "Young predators, such as wolves, lions, and bears, play by stalking" (Paragraph 3)
- B. "Prey animals, such as elk, deer, or antelope, play differently." (Paragraph 4)
- C. **"if it has had lots of practice regaining its footing in play, its misstep is less likely to spell disaster." (Paragraph 8)**
- D. "Research shows that smarter animals spend more time playing." (Paragraph 9)

11. PART A: According to the passage, which is a benefit of risky play for young animals? **5RI.KID.3** ^

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- A. They can build endurance and speed for long-distance travel.
- B. They gain the respect of other animals in their herd.
- C. **They improve their physical and mental alertness.**
- D. They can challenge animals in other herds.

12. PART B: Which statement from the passage best supports the answer to Part A? **5RI.KID.1** ^

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. "The struggle for survival in nature is deadly serious." (Paragraph 1)
- B. "Many scientists believe it's essential for survival — as important as food or sleep." (Paragraph 2)
- C. **"the young goats chose to play most of the time on a steep, rocky area" (Paragraph 7)**

- D. "such play helps animals develop flexibility – in their minds as well as their muscles" (Paragraph 8)

Answer key > Strength in Numbers

by BirdBrain Science ● 2016

1. PART A: Which statement best identifies the central idea of the text?

5.RI.KID.2 ^

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- A. Living things are grouped together but only individuals can change their environments.
- B. Living things can grow or shrink based on how well the species works by itself.
- C. **Living things interact with similar organisms but need different species to survive.**
- D. Living things need to actually live together in order to be called a species.

2. PART B: Which quote from the text best supports the answer to Part A?

5.RI.KID.1 ^

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. "It all begins with one living thing. You are a person. One organism." (Paragraph 2)
- B. "It's a lot easier to squish one bee than it is a swarm of bees coming right at you." (Paragraph 4)
- C. **"No living thing can live without many other living things around it." (Paragraph 5)**
- D. "You cannot learn about bees without learning how they act with other bees." (Paragraph 6)

3. PART A: What does the word "classify" mean as it is used in paragraph 1?

5.RI.CS.4 ^

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- A. to judge someone
- B. **to place in a group**
- C. to look over carefully
- D. to remove from a group

4. PART B: Which quote from paragraph 1 supports the answer to Part A?

5RI.KID.1
Help

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. "Let's see... you are a person, right?"
- B. **"You belong to a group called 'students.'"**
- C. "to find out how a living thing fits into the world"
- D. "when you wake up, what you study, what you eat at school"

5. How does paragraph 5 support the central idea of the text?

5.RI.CS.5 ^

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Answers will vary; students should discuss how paragraph 5 explains the benefits of a "community," using bees as an example while emphasizing that a species cannot exist by itself. As paragraph 5 notes, organisms need more than just living things in their same species: "No living thing can live without many other living things around it" (Paragraph 5). For example, bees "can't eat other bees" and they "can't build their hive out of bees" (Paragraph 5). They need flowers to make honey, just as the "flowers need the bees to help them make seeds" (Paragraph 5). Likewise, bears later "eat the hive so there are not too many bees" (Paragraph 5). All species need a community of multiple species in order to survive and keep their environment thriving. This supports the central idea that living things must participate in communities in order to flourish.



2023-2024

MSCS WINTER

**Student/Parent Packet
Week 2**



5th Grade

ELA

December 21, 2023 - January 3, 2024

**Have Fun
together!**

Department of Curriculum & Instruction

Literacy Support Parent Guide

Chocolate from Children

by Deb Dunn 2013



*In this section of the Literacy Support Guide, we're reading anchor text *Chocolate from Children* by Deb Dunn. In the informational text "Chocolate from Children," Deb Dunn discusses how child laborers pick cocoa beans for chocolate.*

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Anchor Text

1. Read the text.
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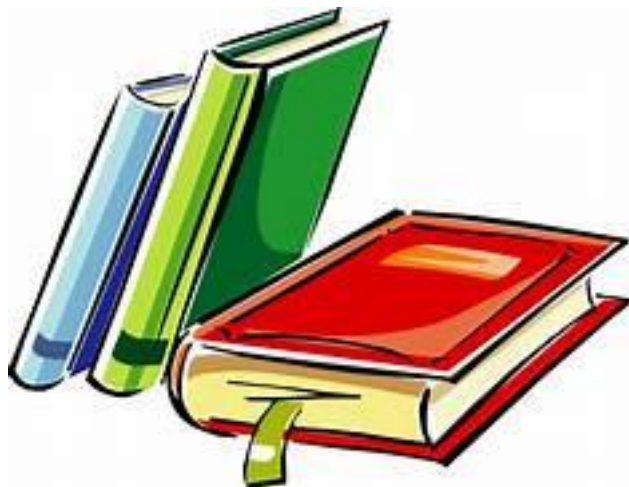
Ways to Support Your Child

1. Ask your child about the informational texts at home: What were "Chocolate from Children" and "One Week Wonder" about?
2. **Parent Answer Keys:** Review written responses together.

Related Media: Watch the following clips with your child at home:

- ['Chocolate Child Slaves- CNN '](#)
- ['Why Fair Trade Chocolate Matters '](#)
- ['slavefreechocolate.org'](#)

ANCHOR TEXT



Name: _____

Class: _____

Chocolate from Children

By Deb Dunn

2013

While many people enjoy chocolate as a tasty treat, few fully understand the work that goes into making chocolate, specifically the work done by children. In this informational text, Deb Dunn discusses the children in West Africa who pick the cocoa beans that chocolate is made from. As you read, take notes on the lives of the children who pick cocoa beans.

- [1] Have you had some chocolate recently? Most Americans eat about 12 pounds of it each year! But many people don't know that children in West Africa pick most of the world's cocoa beans. (Cocoa is the main ingredient in chocolate.) People who buy chocolate are becoming more and more worried about child labor.¹



["Untitled"](#) by Charisse Kenion is licensed under CC0.

Imagine this. Ten-year-old Sametta lives in Cote d'Ivoire (or Ivory Coast), a country in West Africa. She wakes up at 4:00 a.m., eats millet porridge, and then walks two miles to her family's cocoa bean field. For the next 12 hours, she picks cocoa pods and then breaks them open. She scoops out the 30 to 50 seeds, or "beans," that are inside the pods. (About 400 beans are needed to make one pound of chocolate.) Sametta does not have time to go to school. Her family needs her to work in order for them to survive. Her health is also at risk. The cocoa pods are sprayed with poisonous pesticides.² She also uses a knife with a long, sharp blade when she works.

This is not a story from long ago. This is happening right now. Every day in Ivory Coast, Ghana, Nigeria, and Cameroon, about 300,000 children pick cocoa beans that will be sold to big chocolate companies. Most of the children work on their families' farms. They need to sell every bean to make money for their families to survive. School is out of the question. Worse, about 6,000 of these children are slaves. They sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped.

1. the illegal work that children take part in
2. chemicals used to kill insects that are harmful to plants

Why is this happening? The reason is money. Extremely poor countries send children to work in other countries where cocoa beans grow. In exchange, their government is paid. Also, families who own the cocoa bean farms are very poor. They depend on growing and selling cocoa beans to survive. Without help from their children, the farmers would not be able to buy food. Big chocolate companies pay farmers a very low price for their cocoa beans. Most farmers earn only between \$30 and \$100 a year — total.

- [5] In 2001, the U.S. government created an international agreement with major chocolate companies. It said that chocolate companies should help eliminate child slavery and child labor by July 2005. So far, however, the agreement has not ended child slavery and child labor.

Still, there is hope, as organizations around the world work to eliminate child labor. For example, a group of farms in Africa and South America are called Fair Trade Certified. Companies that buy cocoa beans from these farmers sign an agreement. They promise to pay the farmers a Fair Trade price. This is enough for them to buy food and clothing for their families and send their children to school. There are about 45,000 farmers in this program. Any chocolate made from these farmers' beans is labeled Fair Trade.

The Rainforest Alliance is also working to improve life for farmers, teaching them ways to protect soils, waterways, and wildlife while increasing their yields,³ ensuring that their children go to school and eliminating child labor. Farms that meet strict standards designed to protect the environment and ensure the well-being of farm families, workers, and their communities can earn the Rainforest Alliance Certified seal.

You can help eliminate child labor too by looking for the Rainforest Alliance's green frog seal and the FairTrade trustmark when you shop for chocolate.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
 - A. Children work for cocoa farmers because they think that it will be safe and fun.
 - B. Children are paid well for the dangerous work they do picking cocoa beans for chocolate.
 - C. Children are forced to pick cocoa beans for chocolate because adults cannot do the work.
 - D. Children work in unsafe environments for little or no money to pick cocoa beans for chocolate.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Have you had some chocolate recently? Most Americans eat about 12 pounds of it each year!" (Paragraph 1)
 - B. "They sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped." (Paragraph 3)
 - C. "Without help from their children, the farmers would not be able to buy food." (Paragraph 4)
 - D. "The Rainforest Alliance is also working to improve life for farmers, teaching them ways to protect soils, waterways, and wildlife while increasing their yields" (Paragraph 7)

3. How do child laborers compare to child slaves?
 - A. Child laborers are paid fairly, while child slaves are paid little.
 - B. Child laborers work and go to school, while child slaves can only work.
 - C. Child laborers only work for short periods, while child slaves work long hours.
 - D. Child laborers help provide for their families, while child slaves work without pay.

4. What is the meaning of "eliminate" in paragraph 5?
 - A. to lessen
 - B. to punish
 - C. to get rid of
 - D. to make better

5. How did the U.S. government respond to the use of child labor to make chocolate?
- A. They attempted to hide the fact that chocolate companies were using child labor.
 - B. They created an agreement with chocolate companies to help end child labor.
 - C. They ignored the evidence that chocolate companies were using child labor.
 - D. They shut down companies that they confirmed used child labor.
6. What is the author's overall purpose in the text?
- A. to make readers feel bad about eating chocolate
 - B. to suggest that America uses child labor to produce chocolate
 - C. to inform readers about where their chocolate likely comes from
 - D. to teach readers about where different types of chocolate come from
7. How does Sametta's story in paragraph 2 contribute to the text?

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. In the text, the author claims that readers can help end child labor by only buying chocolate that is approved by Fair Trade Certified and the Rainforest Alliance. Why do you think this can help end child labor? After learning about how child laborers are treated and paid, would you be willing to spend more money on fair trade chocolate? Why or why not?

2. In the text, the author discusses how children are forced to pick cocoa beans for chocolate. Why is this unfair? What risks are children exposed to when they pick cocoa beans? What other activities are they missing out on because they are picking cocoa beans? How might this negatively affect children later in life?

PAIRED TEXT



Name: _____

Class: _____

One Week Wonder

By One Week Wonder

In this informational text, Rebecca van der Ham explains how jellybeans are made.

As you read, take notes on each step of making jellybeans.

- [1] Would you wait a week to eat a jellybean? You don't have a choice! It takes about a week (and sometimes longer) to make a jellybean. Candy factories make thousands of these tiny yummys, but only one flavor can be made at a time.

Why does it take so long? Unlike other candies made by shaping or molding a sugar mixture, jellybeans are made in several stages and have to age, or rest, between each stage.

It all starts with the chewy center of the jellybean. The basic recipe¹ includes sugar, water, starch, and corn syrup mixed and cooked together to make a thick liquid.² For gourmet³ jellybeans, a flavor is added to the mix. Traditional⁴ jellybeans have plain centers with flavor only in the outer shell.



"Untitled" by Amit Lahav is licensed under CC0.

The liquid moves to the next stage through pipes. Before it arrives, hundreds of trays are prepared with a layer of fine cornstarch. A machine, called a die, presses perfect jellybean-shaped holes into the cornstarch. Thousands of these tiny molds fill wooden or plastic trays.

- [5] The trays move along a conveyor belt⁵ as another machine quickly squirts liquid candy into each hole. Once the trays are filled, they are stacked and moved to a heated room where the

1. **Recipe (noun)** a list of foods and steps for cooking something
2. **Liquid (noun)** one of the states of matter; not solid or gas
3. suited to the taste of someone who likes very fine food or drink
4. done in a way that has been passed down over many years
5. a machine that moves objects

jellybean centers harden overnight.

The next day, the centers come out of the molds, and the cornstarch is recycled. The centers are coated with sugar, so they will not stick together. Then they are left to rest again for another night or two.

Once the centers have aged enough, it is time to get their crunchy outer shells. The process⁶ of coating something with a sugar shell is called panning. Jordan almonds, Boston baked beans, and jaw-breakers are also coated this way. French candy makers invented the process in the 1600s. Nuts were placed in a bowl along with sugar syrup and rocked by hand until they were thickly coated.

In a modern candy kitchen, the centers are heaped into huge metal kettles that tip nearly sideways and spin around like a clothes dryer. Flavored liquid sugar pours over the jellybeans. They get an even coating as they tumble over each other. This process repeats four times and takes about two hours.

What happens next? You guessed it! Another night (or more) of rest.

- [10] The next day, the beans go back into the spinning kettles. Now that the candy shells have had a chance to harden, the jellybeans can be polished. A few coats of special glaze are added, one at a time, to give the jellybeans their familiar smooth and shiny finish. Once more, they go into storage for the final aging or curing process. This can take up to three days or even longer, depending on the type of bean and manufacturer.⁷

No one knows who invented the original jellybean recipe. Perhaps the first time anyone wrote about jelly-beans was in an 1861 advertisement⁸ suggesting them as treats for Civil War soldiers. Now it's one thing to spend a week making jellybeans in the 1800s. Everything took longer then! Hasn't anybody figured out a way to speed up the process yet? Professor Gregory Ziegler of Penn State University researched⁹ this mystery. Using magnetic resonance imaging (MRI) equipment, he studied what was going on inside jellybeans during their rest between panning and polishing. He observed¹⁰ that some of the moisture¹¹ evaporates¹² out of the jellybeans. This hardens the shell. But some of the moisture returns to the squishy center, making it softer. No artificial¹³ drying process can speed this up. If jellybeans don't rest long

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6. **Manufacturer (noun)** maker
 7. **Process (noun)** a series of steps to do something
 8. **Advertisement (noun)** a notice that tells people about items for sale, services, or things that are happening
 9. **Research (verb)** study something carefully in order to find out information about it
 10. **Observe (verb)** to notice
 11. **Moisture (noun)** a small amount of liquid in the air or on a surface
 12. **Evaporate (verb)** to turn from liquid to gas

enough, they end up in a sticky glob. If they dry too quickly, the centers are hard. The real thing simply can't be faked or hurried. "Sometimes good things just take time," said Professor Ziegler.

So when you pop a jellybean in your mouth, take some time to savor the crunchy outer layer. Focus for a while on the chewy center. Remember for a moment how long it took to make something that's already gone.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Another title for this text could be —
 - A. Worth the Wait.
 - B. The History of Candy.
 - C. France's Greatest Invention.
 - D. Wacky and Weird Jellybeans Flavors.

2. According to the text, what is the main difference between jellybeans and other candies?
 - A. Most candies have sugar in them and jellybeans have water.
 - B. Most candies are made in a few steps and jellybeans take many steps.
 - C. Most candies have rectangle shapes and jellybeans have round shapes.
 - D. Most candies are new and jellybeans were invented a very long time ago.

3. The word "original" in paragraph 11 most closely means —
 - A. celebrated.
 - B. first.
 - C. quick.
 - D. sweet.

4. The author of the text believes that jellybeans are —
 - A. special because they take time to make.
 - B. boring because they only come in one flavor.
 - C. healthy because they are made with cornstarch.
 - D. disgusting because they are covered with a hard shell.

5. Why is rest an important part of how jellybeans are made?

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. What is your favorite candy? What do you know about how it is made? What do you wonder about how it is made?

2. How did learning about the way jellybeans are made change the way you think about this candy? Do you agree with Professor Ziegler that the way they are made makes jellybeans taste good? Why or why not?

3. What are some other examples of things that take a long time that are worth the wait?

4. Have you ever heard of a scientist who studies candy? If you could study anything as a scientist, what would you want to study?

ANSWER KEYS



Answer key > Chocolate from Children

by Deb Dunn ● 2013

1. PART A: What is the central idea of the text?

5.RI.KID.2 ^

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- A. Children work for cocoa farmers because they think that it will be safe and fun.
- B. Children are paid well for the dangerous work they do picking cocoa beans for chocolate.
- C. Children are forced to pick cocoa beans for chocolate because adults cannot do the work.
- D. **Children work in unsafe environments for little or no money to pick cocoa beans for chocolate.**

2. PART B: Which detail from the text best supports the answer to Part A?

5.RI.KID.1 ^

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- A. "Have you had some chocolate recently? Most Americans eat about 12 pounds of it each year!" (Paragraph 1)
- B. **"They sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped." (Paragraph 3)**
- C. "Without help from their children, the farmers would not be able to buy food." (Paragraph 4)
- D. "The Rainforest Alliance is also working to improve life for farmers, teaching them ways to protect soils, waterways, and wildlife while increasing their yields" (Paragraph 7)

3. How do child laborers compare to child slaves?

5.RI.KID.3 ^

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- A. Child laborers are paid fairly, while child slaves are paid little.
- B. Child laborers work and go to school, while child slaves can only work.
- C. Child laborers only work for short periods, while child slaves work long hours.

Help

D. Child laborers help provide for their families, while child slaves work without pay.

4. What is the meaning of "eliminate" in paragraph 5?

5RI.CS.4 ^

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- A. to lessen
- B. to punish
- C. to get rid of**
- D. to make better

5. How did the U.S. government respond to the use of child labor to make chocolate? 5RI.KID.3 ^

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- A. They attempted to hide the fact that chocolate companies were using child labor.
- B. They created an agreement with chocolate companies to help end child labor.**
- C. They ignored the evidence that chocolate companies were using child labor.
- D. They shut down companies that they confirmed used child labor.

6. What is the author's overall purpose in the text?

5RI.CS.6 ^

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- A. to make readers feel bad about eating chocolate
- B. to suggest that America uses child labor to produce chocolate
- C. to inform readers about where their chocolate likely comes from**
- D. to teach readers about where different types of chocolate come from

7. How does Sametta's story in paragraph 2 contribute to the text?

5RI.CS.5 ^

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Answers may vary; students should indicate how Sametta's story shows readers how difficult the life of a child laborer is. Sametta is only ten, but works for 12 hours a day. She has to wake up at 4:00 a.m. and then "walks two miles to her family's cocoa bean field." Because of the long hours Sametta works, she "does not have time to go to school" and her "health is also at risk" because the cocoa pods are "sprayed with poisonous pesticides." Also, the knife that she uses is sharp and could lead to a dangerous accident.

Answer key > One Week Wonder

by One Week Wonder

1. Another title for this text could be —

5.RI.KID.2 ^

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- A. **Worth the Wait.**
- B. The History of Candy.
- C. France's Greatest Invention.
- D. Wacky and Weird Jellybeans Flavors.

2. According to the text, what is the main difference between jellybeans and other candies?

5.RI.KID.3 ^

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- A. Most candies have sugar in them and jellybeans have water.
- B. **Most candies are made in a few steps and jellybeans take many steps.**
- C. Most candies have rectangle shapes and jellybeans have round shapes.
- D. Most candies are new and jellybeans were invented a very long time ago.

3. The word "original" in paragraph 11 most closely means —

5.RI.CS.4 ^

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- A. celebrated.
- B. **first.**
- C. quick.
- D. sweet.

4. The author of the text believes that jellybeans are —

5.RI.CS.6 ^

Compare and contrast a firsthand and secondhand account of the same event or to describe the differences in focus and the information provided.

Help

- A. special because they take time to make.
- B. boring because they only come in one flavor.
- C. healthy because they are made with cornstarch.
- D. disgusting because they are covered with a hard shell.

5. Why is rest an important part of how jellybeans are made?

5.RI.KID.3 ^

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Answers will vary. Students should explain that rest helps jellybeans come out the right way. According to the text, jellybeans need rest so that the candy shell will get hard. A scientist studied jellybeans: "He observed that some of the moisture evaporates out of the jellybeans. This hardens the shell" (Paragraph 11). The rest also makes sure that the candy center is not too hard. They need the right amount of rest to come out correctly. According to the text, "If jellybeans don't rest long enough, they end up in a sticky glob. If they dry too quickly, the centers are hard" (Paragraph 11). These details show why rest is an important part of how jellybeans are made.