

## Grade 5 -- Informational

### Venus Flytrap

Waiting, like a hunter in the Serengeti, the leaves of the Venus Flytrap are open wide, anticipating its next meal. Snap! In less than a second, the leaves close with an insect inside.

How does the Venus Flytrap know when to close? It has short, stiff hairs on the leaves that are sensitive. If the hairs are touched and bend, the leaves close, trapping the insect inside. At first, the leaves do not shut completely, allowing insects too small to provide food for the plant to escape. After a few minutes, the leaves close completely, forming an airtight seal. If the leaves trap something that is not food, like a rock, they will reopen in about twelve hours and spit it out.

The leaves of the Venus Flytrap squeeze tightly around the trapped food and release digestive juices. The juices dissolve the soft inner parts of the insect. The hard outer parts, called the exoskeleton, are not dissolved. After five to twelve days, the leaves reabsorb the digestive juices and reopen. The wind or rain removes the leftover parts of the insect that were not digested.

The Venus Flytrap can be found living in wet, muddy ground in a few areas of North and South Carolina. Greenhouses also grow the plants. Want to grow your own? You may want to place it inside an old aquarium or glass fish bowl and keep the roots wet. The plant likes to be warm and moist; it needs about two hours of sunlight each day. If you grow your plant inside, you will need to feed it live insects. A couple of flies or slugs each month are all that it needs to eat. If you plant it outside, it will trap food on its own.

Some people think the Venus Flytrap will eat any meat, but this is not true. If given hamburger, the plant will not digest the meat and it will usually die. If you're planning to use a Venus Flytrap to control the fly population in your house, you might invest in a fly swatter instead.

**1)** What is the purpose of digestive juices in a Venus Flytrap? (LA.5.1.6.e)

- a) They dissolve the exoskeleton of the insect.
- b) They dissolve the soft inner parts of the insect.
- c) They remove the leftover parts of the insect.
- d) They cause the leaves to squeeze shut tightly.

**2)** Which literary device is used when the author writes "Snap!" in the first paragraph? (LA.5.1.6.d)

- a) imagery
- b) onomatopoeia
- c) oxymoron
- d) simile

**3)** "Waiting, like a hunter in the Serengeti, the leaves of the Venus Flytrap are open wide, anticipating its next meal." Which literary device does the author use? (LA.5.1.6.d)

- a) alliteration
- b) metaphor
- c) onomatopoeia
- d) simile

**4) Which word has a prefix? (LA.5.1.5.a)**

- a) completely
- b) leftover
- c) muddy
- d) reabsorb

**5) What causes the leaves of the Venus Flytrap to close? (LA.5.1.6.f)**

- a) The plant needs food.
- b) The leaves form an airtight seal.
- c) The leaves release digestive juices.
- d) The sensitive hairs on the leaves are touched.

**6) What happens before digestive juices dissolve parts of the insect? (LA.5.1.6.f)**

- a) The leaves reopen.
- b) The leaves release the exoskeleton.
- c) The leaves reabsorb the digestive juices.
- d) The leaves squeeze tightly around the food.

**7) What is the author's purpose for writing this passage? (LA.5.1.6.a)**

- a) to persuade the reader to plant a Venus Flytrap
- b) to inform the reader of how to care for a Venus Flytrap
- c) to inform the reader about facts relating to a Venus Flytrap
- d) to entertain the reader about the excitement of owning a Venus Flytrap

# C4L Reading - Item Writing Tally Sheet

## Grade 5- Informational

**Passage Name: Venus Flytrap**

Gr5 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b>LA 5.1.5.a</b> <i>Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)</i>	1, 2	1	1		2
<b>LA 5.1.5.c</b> <i>Select and apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures</i>	2				
<b>LA 5.1.5.d</b> <i>Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)</i>	1, 2				
Gr5 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>					
<b>LA 5.1.6.a</b> <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text</i>	3				
<b>LA 5.1.6.d</b> <i>Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3		2		2
<b>LA 5.1.6.e</b> <i>Summarize and analyze the main idea from informational text using supporting details</i>	2		1		1
<b>LA 5.1.6.f</b> <i>Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</i>	2		1		2
<b>LA 5.1.6.g</b> <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2				

<p><b>LA 5.1.6.h</b>  Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)</p>	2				
<p><b>LA 5.1.6.k</b>  Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources</p>	1, 2, 3	1			1