

Module 1 ~ Silent Invaders (UE)

Answer Key – Non-Native Plants Reading Activity



Name: _____ Class Period: _____ Date: _____

Directions: Read the following passage and then use what you've learned to answer the questions below in complete sentences.

When someone says a plant is a **non-native plant**, they are referring to a type of plant (species) found in a region outside its original, historic range. In general, if a plant was introduced to Florida after the time of Christopher Columbus and other European explorers around the year 1513, it is considered non-native. More than 1000 non-native plant species can be found in Florida's natural areas.

Some non-native plants are brought to Florida on purpose and others arrive accidentally on boats, ships, trains, airplanes and in people's luggage when they returned from a trip. Today's modern transportation makes it easy for non-native plants to survive the journey from one part of the world to another. Long ago, non-native plants didn't travel so easily.

Many non-native plants are beneficial to our economy and they don't harm the environment. Examples are garden plants like roses and also important farm crops like peanut plants and orange trees. Most of these have to be taken care of (cultivated) in order to grow in Florida. However, some non-native plants can grow well without help from us. Because they are from someplace else, they arrived without the natural enemies, diseases and other factors (like the climate) that keep them under control in their native habitat. Sometimes they grow so well, they can become a big problem. But that's another story.



Non-Native Plants Reading Activity (UE) – answer in complete sentences

1. What is meant by a non-native plant species?

A non-native species is a type of plant found in a region outside its original, historic range. If it was introduced around or after the year 1513 it is considered non-native.

2. How does modern transportation factor into the movement of non-native plants into Florida?

Today's modern transportation, such as boats, trains and airplanes, makes it easy for non-native plants to survive the journey from one part of the world to another.

3. Cite examples of harmless non-native plants that are beneficial to Florida's economy.

Some non-native plants that are beneficial to Florida's economy are roses, peanuts, and orange trees.



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The following is a list of suggested standards that pertain to this activity. This list is provided as a reference to incorporate and expand upon as needed.

Next Generation Sunshine State Standards

4th Grade

SC.4.N.1.4: Recognize ways plants and animals, including humans, can impact the environment.

Common Core State Standards

4th Grade

Common Core Code	FL Common Core Code	Common Core Standard
RI.4.1	LAFS.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.4	LAFS.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RF.4.3	LAFS.4.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	LAFS.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	LAFS.4.RF.4.4a	Read grade-level text with purpose and understanding.
L.4.4	LAFS.4.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.6	LAFS.4.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5th Grade

RI.5.1	LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.4	LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RF.5.3	LAFS.5.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	LAFS.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	LAFS.5.RF.4.4a	Read grade-level text with purpose and understanding.
L.5.4	LAFS.5.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.6	LAFS.5.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Sources:



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UF/IFAS Center for Aquatic and Invasive Plants: <http://plants.ifas.ufl.edu/>

Plant Management in Florida Waters: An Integrated Approach: <http://plants.ifas.ufl.edu/manage/>

Common Aquatic Plants of Lake Okeechobee: Identification, Value, and Management: <http://edis.ifas.ufl.edu/aq371>



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