



Science Exemplary Text Student Handout

The Inventory categorizes plants as High, Moderate, or Limited, reflecting the level of each species' negative ecological impact in California. Other factors, such as economic impact or difficulty of management, are not included in this assessment. It is important to note that even Limited species are invasive and should be of concern to land managers.

Although the impact of each plant varies regionally, its rating represents cumulative impacts statewide. Therefore, a plant whose statewide impacts are categorized as Limited may have more severe impacts in a particular region. Conversely, a plant categorized as having a High cumulative impact across California may have very little impact in some regions.

The Inventory Review Committee, Cal-IPC staff, and volunteers drafted assessments for each plant based on the formal criteria system described below. The committee solicited information from land managers across the state to complement the available literature. Assessments were released for public review before the committee finalized them. The 2006 list includes 39 High species, 65 Moderate species, and 89 Limited species. Additional information, including updated observations, will be added to this website periodically, with revisions tracked and dated.

Definitions

The Inventory categorizes "invasive non-native plants that threaten wildlands" according to the definitions below.

Plants were evaluated only if they invade California wildlands with native habitat values. The Inventory does not include plants found solely in areas of human-caused disturbance such as roadsides and cultivated agricultural fields.

- Wildlands are public and private lands that support native ecosystems, including some working landscapes such as grazed rangeland and active timberland.
- Non-native plants are species introduced to California after European contact and as a direct or indirect result of human activity.
- Invasive non-native plants that threaten wildlands are plants that 1) are not native to, yet can spread into, wildland ecosystems, and that also 2) displace native species, hybridize with native species, alter biological communities, or alter ecosystem processes.

This is an example of exemplary text found in *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix B Text Exemplars and Sample Performance Tasks*. Retrieved from http://www.corestandards.org/assets/Appendix_B.pdf



California Invasive Plant Council. Invasive Plant Inventory.
<http://www.cal-ipc.org/ip/inventory/index.php>. 2006–2010. (2010).

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Ohio Aspire

Science Exemplary Text Teacher Resource

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Teacher introduces the text with minimal commentary and students read it independently. Teacher then reads passage aloud. Give a brief definition to words students would likely not be able to define from context (underlined in text). Teacher guides the students through a series of text-dependent questions. Complete the performance task as a cumulative evaluation of the close-reading.

Text-Dependent Questions

1. Explain what the Invasive Plant Inventory does.
2. Why is this important?
3. Where does the Inventory categorize plants?
4. The article states that they look at the plants on a cumulative level. What does this mean?
5. Did the people compiling the Inventory catalog all the plants in California or did they solicit help from anyone?

Performance Tasks for Informational Texts

Students sum up the passages about the Plant Inventory and discuss all of the ways that the information about the plants is gathered and organized. [RI.7.2]

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Word Count 313

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