

## **Plant Communication**

Plants can communicate with each other. A botanist at Rutgers University demonstrated this in an experiment. Dozens of plants chosen because of their strong chemical response to a particular virus were placed in two airtight chambers. Tubes carried air between the chambers. The scientist injected the plants in one chamber with the virus. Within two days the infected plants emitted a volatile chemical into the air, stimulating the plants in the second chamber to produce chemicals in their leaves that protected them against the virus.

Until recently botanists did not understand chemicals like those produced by the plants in this experiment. But now it's known that plants generate an array of chemicals that protect them against disease and also help them reproduce. Knowledge about such chemicals could lead to the development of hardier plants and to changes in our basic understanding of how they function.





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□ Other: \_

## Student Record Form: Comprehension

## DAR Levels 7-9/10 Strategy: Summarizing

| Passage Title:   |
|--|
| Rate the student's written summary of the entire passage (attach summary to this page):  Good response Shows understanding of information from the passage Fair response Shows limited understanding of information from the passage |
| <ul> <li>□ Good response         Shows understanding of information from the passage     </li> <li>□ Fair response         Shows limited understanding of information from the passage     </li> </ul>                               |
| <ul> <li>□ Good response         Shows understanding of information from the passage     </li> <li>□ Fair response         Shows limited understanding of information from the passage     </li> </ul>                               |
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| <ul> <li>□ Good response         Shows understanding of information from the passage     </li> <li>□ Fair response         Shows limited understanding of information from the passage     </li> </ul>                               |
| <ul> <li>□ Good response         Shows understanding of information from the passage     </li> <li>□ Fair response         Shows limited understanding of information from the passage     </li> </ul>                               |
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| <ul> <li>□ Good response         Shows understanding of information from the passage     </li> <li>□ Fair response         Shows limited understanding of information from the passage     </li> </ul>                               |
| Shows understanding of information from the passage  Fair response Shows limited understanding of information from the passage   |
| ☐ Fair response  Shows limited understanding of information from the passage   |
| Shows limited understanding of information from the passage  |
|  |
| □ Poor response  |
| = 1 001 100 p 01100  |
| Shows lack of understanding or misunderstanding of information from the passage  |
| D 4b - 4-1-4-1-4-1-4-1-4-1-4-1-4-1-4-1-4-1-4   |
| Does the student have difficulty distinguishing among main ideas, supporting details, and trivial information?   |
| Y or N   |
| Explain:   |
|  |
| During this activity, the student seemed:  Additional Comments:  |
| Actively engaged  Actively engaged   |
| ☐ Somewhat engaged   |
|  |
| □ Passively cooperative □ Not interested   |