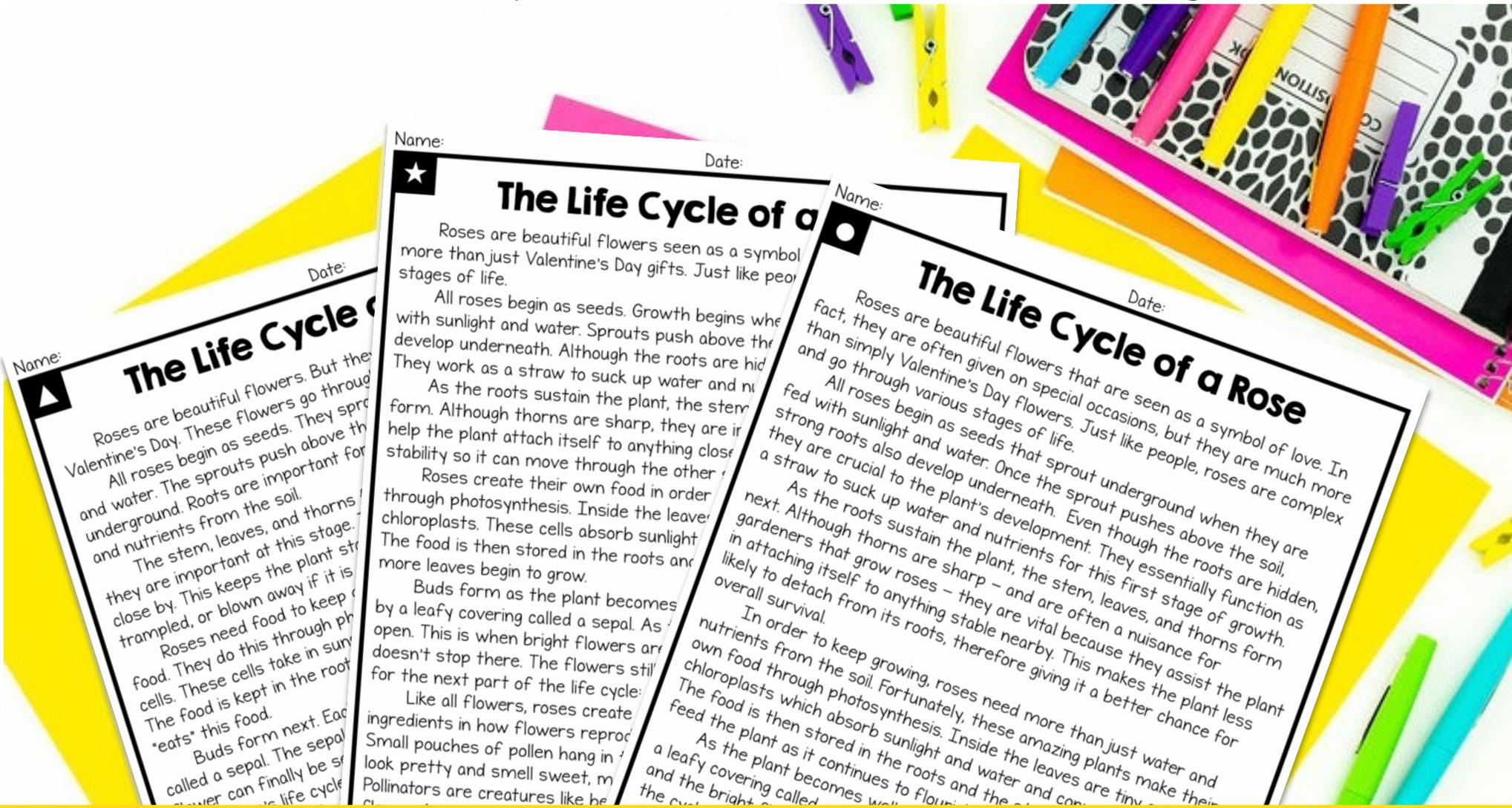


Differentiated Reading Passages

TEXT EVIDENCE

Same Text Topic, 3 Different Reading Levels



Name: _____ Date: _____

★ The Life Cycle of a Rose

Roses are beautiful flowers seen as a symbol more than just Valentine's Day gifts. Just like people, roses go through various stages of life.

All roses begin as seeds. Growth begins when the seed is planted with sunlight and water. Sprouts push above the ground and develop underneath. Although the roots are hidden, they work as a straw to suck up water and nutrients.

As the roots sustain the plant, the stem grows. Although thorns are sharp, they are important to help the plant attach itself to anything close to it for stability so it can move through the other soil.

Roses create their own food in order to survive through photosynthesis. Inside the leaves are chloroplasts. These cells absorb sunlight and convert it into energy. The food is then stored in the roots and used for more leaves to begin to grow.

Buds form as the plant becomes ready to flower. A leafy covering called a sepal covers the bud. As the bud opens, this is when bright flowers are formed. The flowers don't stop there. The flowers still need to be protected for the next part of the life cycle.

Like all flowers, roses create their own food through photosynthesis. Inside the leaves are chloroplasts which absorb sunlight and water and convert it into energy. The food is then stored in the roots and used for more leaves to begin to grow.

Name: _____ Date: _____

★ The Life Cycle of a Rose

Roses are beautiful flowers that are seen as a symbol of love. In fact, they are often given on special occasions, but they are much more than simply Valentine's Day flowers. Just like people, roses are complex and go through various stages of life.

All roses begin as seeds that sprout underground when they are fed with sunlight and water. Even though the roots are hidden, they are crucial to the plant's development. They essentially function as a straw to suck up water and nutrients for this first stage of growth.

As the roots sustain the plant, the stem, leaves, and thorns form next. Although thorns are sharp – and are often a nuisance for gardeners that grow roses – they are vital because they assist the plant in attaching itself to anything stable nearby. This makes the plant less likely to detach from its roots, therefore giving it a better chance for overall survival.

In order to keep growing, roses need more than just water and nutrients from the soil. Fortunately, these amazing plants make their own food through photosynthesis. Inside the leaves are tiny chloroplasts which absorb sunlight and water and convert it into energy. The food is then stored in the roots and used for more leaves to begin to grow.

As the plant becomes ready to flower, a leafy covering called a sepal covers the bud. As the bud opens, this is when bright flowers are formed. The flowers don't stop there. The flowers still need to be protected for the next part of the life cycle.

Like all flowers, roses create their own food through photosynthesis. Inside the leaves are chloroplasts which absorb sunlight and water and convert it into energy. The food is then stored in the roots and used for more leaves to begin to grow.

Name: _____ Date: _____

★ The Life Cycle of a Rose

Roses are beautiful flowers. But they are often given on special occasions, but they are much more than simply Valentine's Day gifts. Just like people, roses go through various stages of life.

All roses begin as seeds. Growth begins when the seed is planted with sunlight and water. Sprouts push above the ground and develop underneath. Although the roots are hidden, they work as a straw to suck up water and nutrients.

As the roots sustain the plant, the stem grows. Although thorns are sharp, they are important to help the plant attach itself to anything close to it for stability so it can move through the other soil.

Roses create their own food in order to survive through photosynthesis. Inside the leaves are chloroplasts. These cells absorb sunlight and convert it into energy. The food is then stored in the roots and used for more leaves to begin to grow.

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WHAT'S INCLUDED?

This resources includes differentiated reading passages, skill-based graphic organizers, and comprehension passages based on the text passages.



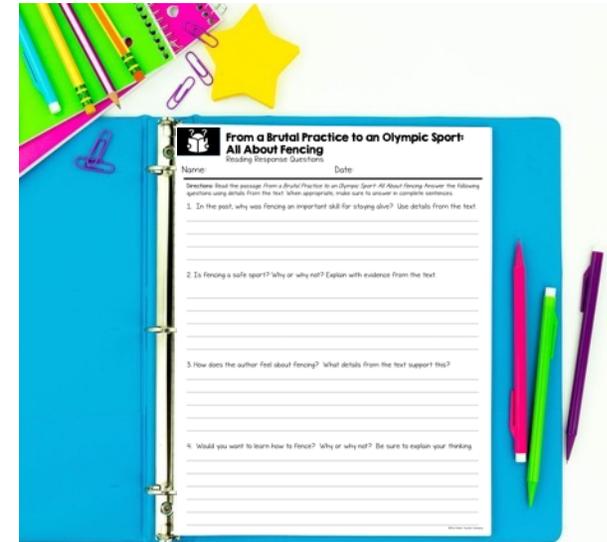
3 Sets of Differentiated Reading Passages

Each set includes the same text written at three different levels for a total of 9 passages.



Graphic Organizer

Each text set has a graphic organizer students can use in response to that text, OR, it can be used with any text to practice the same skill.



Reading Response Questions

Each text set also includes a set of reading response questions that could be answered using any level of passages, so it doesn't matter if your students are reading level A, B, or C, the answer to the questions will still be the same.

Digital versions are included for all templates.

EASY TO DIFFERENTIATE

Each text is written at three different levels. You can select the level that is best for your entire class, or you can let students choose the level they want to read. This makes discussing the same text whole group so much easier.



Each text is written at 3 different levels to make it easy to differentiate.

- ▲ Level A: 420L - 610L
- ★ Level B: 6:10L - 810L
- Level C: 810L - 1100L

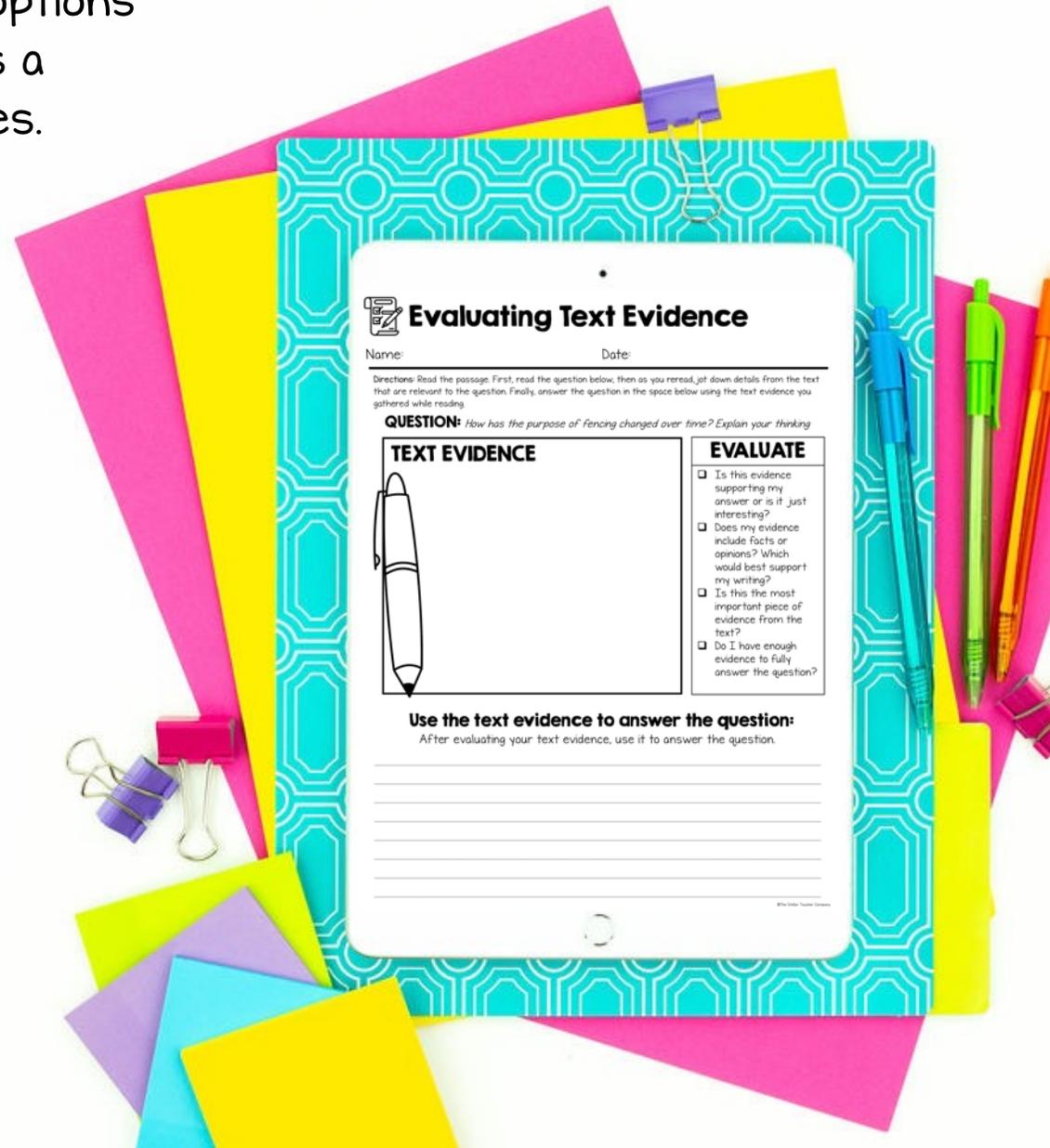
Digital versions are included for all passages and response pages.

Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE... SET #1

Collecting Text Evidence in a Variety of Ways

Passage A - Easy Level

Passage B - Middle Level

Passage C - Challenge Level

The pollen travels down the style. Then it enters the ovary. New seeds start to grow inside the flower once the pollen meets the ovary. At this point, the rose withers. Its petals fall and the scent fades. But new life is still growing inside. The top of the stem fills with new seeds. This creates a pod that turns red. The pods are called rose hips. Rose hips are eaten by small animals and birds. The new rose seeds then come out in the droppings of these creatures. If the seeds land on good soil, they will grow into new roses.

reproduction. Once the pollen travels down the style, it enters and fertilizes the ovary. This allows new seeds to grow inside the flower. At this point, the rose starts to wither. Petals fall from the center and the scent fades. But new life is still forming inside. The top of the stem swells as new seeds are made. This creates a tight pod that gets big and turns red. The pods are called rose hips. Rose hips are eaten by small animals and birds. The new rose seeds then come out in the droppings of these creatures. If the seeds land on good soil, they will grow into new roses.

move on to another flower, the pollen is transferred to a tacky area at the top of the flower called the stigma. Under the stigma is a long tube called a style which connects to the flower's ovary. Once the pollen travels down the style and fertilizes the ovary, new seeds begin to grow inside. At this point, the rose starts to wither, its bright petals fall and its scent fades. But new seeds are still forming inside. In fact, so many seeds develop inside the flower that the stem swells and forms a pod. These pods are eaten by small animals and birds. The new rose seeds then come out in the droppings of these creatures. If the seeds land on good soil, they will grow into new roses.

Name: _____ Date: _____

The Life Cycle of a Rose

Roses are beautiful flowers. But they are more than just a gift for Valentine's Day. These flowers go through stages of life, just like people. All roses begin as seeds. They sprout when they are fed with sun and water. The sprouts push above the soil. Strong roots grow underground. Roots are important for roses. They give the plant water and nutrients from the soil.

The stem, leaves, and thorns form next. Thorns are sharp, but they are important at this stage. They help the plant attach to others close by. This keeps the plant stable. It is less likely to be dug up, trampled, or blown away if it is connected to something else.

Roses need food to keep growing. They actually make their own food. They do this through photosynthesis. Inside the leaves are tiny cells. These cells take in sunshine and water and turn it into plant food. The food is kept in the roots and the stem. The plant gets bigger as it "eats" this food.

Buds form next. Each bud is surrounded by a leafy shell. The shell is called a sepal. The sepal pops open as the bud gets larger. This is when a

Name: _____ Date: _____

The Life Cycle of a Rose

Roses are beautiful flowers seen as a symbol of love. But they are more than just Valentine's Day gifts. Just like people, roses go through stages of life.

All roses begin as seeds. Growth begins when the seeds are fed with sunlight and water. Sprouts push above the soil while strong roots develop underneath. Although the roots are hidden, they are essential. They work as a straw to suck up water and nutrients for the plant.

As the roots sustain the plant, the stem, leaves, and thorns start to form. Although thorns are sharp, they are important at this stage. They help the plant attach itself to anything close by. This gives the plant stability so it can move through the other stages of growth.

Roses create their own food in order to keep growing. They do this through photosynthesis. Inside the leaves are tiny cells called chloroplasts. These cells absorb sunlight and water and turn it into food. The food is then stored in the roots and the stem. As the plant is fed, more leaves begin to grow.

Buds form as the plant becomes well-fed. Each bud is surrounded by a leafy covering called a sepal. As the plant gets bigger, the sepal pops open. This is when bright flowers are finally revealed. But the cycle doesn't stop there. The flowers still have a job to do. They are essential to the next part of the life cycle: reproduction.

In all flowers, roses create pollen. Pollen is one of the main ingredients in how flowers reproduce or continue to make more flowers. Pouches of pollen hang in the center of roses. Because the flowers are pretty and smell sweet, many pollinators are attracted to them. Bees and butterflies are creatures like bees and butterflies that land on top of the flower. As they do, the pollen sticks to them. Then, when they land upon another flower, the pollen rubs onto the new flower.

When the pollen gets stuck to a tacky area at the top of the flower called the stigma, the pollen rubs onto the new flower. The style is the tube that connects the pollen to the flower's ovary, the other ingredient needed for

Name: _____ Date: _____

The Life Cycle of a Rose

Roses are beautiful flowers that are seen as a symbol of love. In fact, they are often given on special occasions, but they are much more than simply Valentine's Day flowers. Just like people, roses are complex and go through various stages of life.

All roses begin as seeds that sprout underground when they are fed with sunlight and water. Once the sprout pushes above the soil, strong roots also develop underneath. Even though the roots are hidden, they are crucial to the plant's development. They essentially function as a straw to suck up water and nutrients for this first stage of growth.

As the roots sustain the plant, the stem, leaves, and thorns form next. Although thorns are sharp - and are often a nuisance for gardeners that grow roses - they are vital because they assist the plant in attaching itself to anything stable nearby. This makes the plant less likely to detach from its roots, therefore giving it a better chance for overall survival.

In order to keep growing, roses need more than just water and nutrients from the soil. Fortunately, these amazing plants make their own food through photosynthesis. Inside the leaves are tiny cells called chloroplasts. These cells absorb sunlight and water and turn it into food. The food is then stored in the roots and the stem. As the plant is fed, more leaves begin to grow.

Buds form as the plant becomes well-fed. Each bud is surrounded by a leafy covering called a sepal. As the plant gets bigger, the sepal pops open. This is when bright flowers are finally revealed. But the cycle doesn't stop there. The flowers still have a job to do. They are essential to the next part of the life cycle: reproduction.

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Life Cycle of a Rose Answer Key

Name: _____ Date: _____

Directions: Read the passage *Life Cycle of a Rose*. When appropriate, make sure to answer in complete sentences.

1. What is the author's purpose for writing this text?
- To explain the steps of a roses life cycle
- To inform the reader how a rose helps the environment
2. Name one part of a rose and explain why it is important. Support your answer.
Answers will vary. An example response: Thorns help a rose grow because they help the plant stay stable.
3. How are roses able to reproduce? Explain your thinking.
Roses create pollen, pollinators like bees and butterflies land on top of the flower, the pollen sticks to them, then when they land upon another flower, the pollen rubs onto the new flower. The pollen gets stuck to a tacky area at the top of the flower called the stigma, the pollen rubs onto the new flower. The style is the tube that connects the pollen to the flower's ovary, the other ingredient needed for reproduction.
4. After reading the text, would you say a rose is an important part of the environment? Why or why not? Explain your thinking.
Answers will vary. An example response: Yes, because they provide food to other animals.

Life Cycle of a Rose Reading Response Questions

Name: _____ Date: _____

Directions: Read the passage *Life Cycle of a Rose*. Answer the following questions using details from the text. When appropriate, make sure to answer in complete sentences.

1. What is the author's purpose for writing this text? Use text evidence to explain your thinking.

2. Name one part of a rose and explain why it is important? Use examples from the text to support your answer.

3. How are roses able to reproduce? Explain your thinking.

4. After reading the text, would you say a rose is an important part of the environment? Why or why not? Explain your thinking.

Visual Notes Answer Key

Name: _____ Date: _____

Directions: While you are reading, jot down text evidence, create a diagram or illustration that shows key details from the text. Finally, create a caption writing 3-4 sentences explaining the diagram or illustration you create.

1. STOP & JOT As you read, stop, jot down notes, questions, thoughts, or connections.

Student responses will vary but may include:
- Notes about the parts of the rose.
- Notes about how a rose reproduces.

3. MY CAPTION Write a caption to explain the important details from your diagram or illustration.

Student responses will vary but may include:
- A caption explaining the parts of the rose.
- A caption explaining how a rose is able to reproduce.

Visual Notes

Name: _____ Date: _____

Directions: While you are reading, jot down important text details in the space below. After collecting text evidence, create a diagram or illustration that shows key details from the text. Finally, create a caption writing 3-4 sentences explaining the diagram or illustration you create.

1. STOP & JOT As you read, stop & jot down notes, questions, thoughts, or connections.

2. Draw or Illustrate a diagram using information from the text. Label important parts of the diagram and write a caption using 3-4 sentences.

3. Write a Caption Write a caption to explain the important details from your diagram or illustration.

The Response Sheet and Graphic Organizer work with ALL 3 Passages!

A LOOK INSIDE... SET #2

Evaluating Text Evidence You Select

Passage A - Easy Level

Passage B - Middle Level

Passage C - Challenge Level

Fencers score points when they hit a part of the other fencer's body with a sword. In foil matches, points are only scored for hits on the torso. Hits on the legs or arms do not count. Epee matches have more areas for fencers to score points. Hits on the head, arms, legs, and torso all count. In sabre matches, points are scored for hits above the waist.

Fencing matches are very fast. Fencers must try to hit their opponent while staying away from the other sword. This creates clanking sounds.

Fencers score points by striking certain areas on their opponent. In foil matches, fencers can only score points by striking their opponent in the torso. Strikes on the legs or arms do not count. Unlike foil matches, epee matches have more areas for fencers to score points. Strikes to the head, arms, legs, and torso all count. In sabre matches, the target area is anywhere above the waist.

Fencing matches are very fast-paced and exciting. They are also full of impressive moves. Fencers try to strike their opponent in a way that results in a win.

As a result of the swords at all, but are from twisted ankles, strained muscles, or just arbitrary bruises.

Fencers score points in matches by striking certain parts of their opponents' bodies. In foil matches, fencers can only score points by striking their opponent in the torso, strikes on the legs or arms do not count. Unlike foil matches, epee matches have more areas for fencers to score points. Strikes to the head, arms, legs, and torso all count. In sabre matches, points are scored for hits above the waist.

Name: _____ Date: _____

From a Brutal Practice to an Olympic Sport: All About Fencing

Fencing is an exciting sport. Two people use dull swords and try to hit each other. Many people participate in fencing today. In fact, some even make it to the Olympics. Fencing has been an Olympic sport since 1896. But the sport is much older than that. It goes all the way back to ancient Egypt. But it wasn't thought of as a sport back then. It was a skill for staying alive.

Fencing duels were held from ancient times through the 1400s. If two people had a disagreement, they would fight each other with swords. Their swords were sharp and could cause harm. They could even cause death. But that was the point. The first person to draw blood in a duel was the winner. And if the winner killed the other person, he could take the dead man's home and belongings.

Duels stopped in the late 1400s. But many fencing schools had started around Europe. That's when fencing turned from self-defense into a sport.

Name: _____ Date: _____

From a Brutal Practice to an Olympic Sport: All About Fencing

Fencing is a sport where two athletes use swords to try to strike each other. Many athletes participate in fencing today. In fact, it has been an Olympic sport since 1896. But the sport is not modern. It actually dates back to ancient Egypt. However, it wasn't considered a sport back then. It was a skill necessary for self-defense.

Fencing duels were often held from ancient times through the 1400s. If two people had a disagreement, they would challenge each other with swords. These swords were sharp and could cause injury or death. In fact, this was the point. The first person to draw blood was considered the winner. If that person killed his opponent, he got to claim the other's home and belongings.

Fencing duels faded away in the late 1400s. In fact, the Catholic Church banned them in 1480. But by that time many fencing schools had popped up all over Europe. That is when fencing turned from self-defense to a sport.

Even though people could no longer use swords to settle disagreements, fencing was still an important tradition. People also saw it as a good form of exercise. As a result, many men from Italy, England, France, and Spain held fencing matches for recreation. This led to fencing becoming an official Olympic sport. It is still practiced today by both men and women.

Name: _____ Date: _____

From a Brutal Practice to an Olympic Sport: All About Fencing

Fencing is a combat sport in which two athletes use blunt swords and try to strike each other to score points. Many athletes participate in fencing today. In fact, it has been an Olympic sport since 1896. However, the sport actually dates back to ancient Egypt. But it wasn't considered a sport all those years ago. It was considered a necessary skill for self-defense and overall survival.

From ancient times through the 1400s, fencing duels were often held if two people had a disagreement. However, sharp battle swords were used that could cause severe injury or even death. In fact, that was entirely the point. Back then, the first person to draw blood was considered the winner of the duel. If that person killed his opponent, he got to claim the other's property.

Fencing duels fell out of fashion in the late 1400s and the Catholic Church officially banned them in 1480. But by that time many fencing schools had popped up throughout Europe to teach sword fighting techniques and strategy. That's when the practice turned from self-defense to a sport.

From a Brutal Practice to an Olympic Sport: All About Fencing- Answer Key

Name: _____

Directions: Read the passage *From a Brutal Practice to an Olympic Sport: All About Fencing* and answer the following questions using details from the text. When appropriate, make sure to answer in complete sentences.

- In the past, why was fencing an important skill for staying alive? Use details from the text.

In the past people would fence to settle disagreements, so people needed to know how to defend themselves.
- Is fencing a safe sport? Why or why not? Explain with evidence from the text.

Yes-- all fencing swords are now safe because they have a rubber button. Fencers also have to wear padded jackets.
- How does the author feel about fencing? What details from the text support this?

Student answers will vary. Sample response: The author feels fencing is now a safe sport.
- Would you want to learn how to fence? Why or why not? Be sure to explain your thinking.

Student answers will vary.

Name: _____ Date: _____

From a Brutal Practice to an Olympic Sport: All About Fencing
Reading Response Questions

Directions: Read the passage *From a Brutal Practice to an Olympic Sport: All About Fencing* and answer the following questions using details from the text. When appropriate, make sure to answer in complete sentences.

- In the past, why was fencing an important skill for staying alive? Use details from the text.

- Is fencing a safe sport? Why or why not? Explain with evidence from the text.

- How does the author feel about fencing? What details from the text support this?

- Would you want to learn how to fence? Why or why not? Be sure to explain your thinking.

There are three main kinds of swords in fencing today. They are the foil, the epee, and the sabre. Each fencing match features fencers using the same kind of sword. Regardless of the type, all swords are safe. The tips are flat and are covered by rubber buttons. Fencers also wear a protective suit to keep their bodies safe. This includes a padded jacket, gloves, pants, socks, and a mask. Plus, they wear chest protectors. As a result, the most common injuries in fencing do not come from swords. Instead, they come from twisted ankles, strained muscles, or simple bruises.

The Response Sheet and Graphic Organizer work with ALL 3 Passages!

Evaluating Text Evidence

Name: _____

Directions: Read the passage. First, read the question below, then as you reread, jot down details from the text that are relevant to the question. Finally, answer the question in the space below using the text evidence you gathered while reading.

QUESTION: How has fencing changed over time? Explain your thinking.

TEXT EVIDENCE

In the past, people used sharp swords to settle disagreements. Fencers needed to know how to defend themselves and wear protective gear.

Now, fencing is a safe sport. Fencers do not get hurt and wear protective gear.

Fencing matches are exciting and fun.

Use the text evidence to answer the question:
After evaluating your text evidence, use it to answer the question.

Student answers will vary. Basic answers should state that in the past, fencing was a dangerous sport, but now it is a safe and fun sport.

Name: _____ Date: _____

Evaluating Text Evidence

Directions: Read the passage. First, read the question below, then as you reread, jot down details from the text that are relevant to the question. Finally, answer the question in the space below using the text evidence you gathered while reading.

QUESTION: How has the purpose of fencing changed over time? Explain your thinking.

TEXT EVIDENCE

EVALUATE

- Is this evidence supporting my answer or is it just interesting?
- Does my evidence include facts or opinions? Which would best support my writing?
- Is this the most important piece of evidence from the text?
- Do I have enough evidence to fully answer the question?

Use the text evidence to answer the question:
After evaluating your text evidence, use it to answer the question.

A LOOK INSIDE... SET #3

Using Evidence to Support Claims

Passage A - Easy Level

Passage B - Middle Level

Passage C - Challenge Level

Animal testing is also cruel. There are few laws that manage or oversee it. Because of this, many testing animals are not given pain killers. But pain is not the only problem. Testing animals also can suffer permanent damage. Animals can be burnt, shocked, and even brain damaged during medical tests.

Some say that animal tests are better than medical tests on people. But all labs have to test new medicines on people. They have to be tried in tests and...

Some say that testing on animals is better than starting medical tests on people. But labs have to test new medicines on people. Even if animal tests happen first, medicines still have to be tried in the human body at some point. But since animal tests are often so unreliable, it actually makes human trials much riskier.

Thankfully there are many substitutes for animal testing. Human remains, cell technology, and even human microchips are now used in many labs...

Animal testing is also a cruel practice and there are very few laws that manage or oversee it. Due to this, animals used for testing in the United States don't have to be given any sort of pain relief before, during, or after testing experiments. Not only is pain management a problem, but also long-lasting damage in these creatures. Animals can be burnt, shocked, poisoned, and even brain damaged during medical experiments.

Some medical tests eventually tried in the since animal much riskier. Thank remains, of many labs tissues to proving to expensive. Testin since there cost less n for all.

Name: _____ Date: _____

Reasons to End Animal Testing

All medicines have to be tested. This is how labs know they are safe. It is important to know if a medicine is safe before it is used by people. One way labs test medicines is with animals. This has gone on for many years. A lot of scientists think animal testing is a good way to study a medicine's safety. But there are a lot of problems with animal testing. Here are a few reasons why it should stop:

Some say testing medicines on animals is smart. They think an animal will react to a medicine the same way a human does. But this is not true. Animals do not get many human diseases. Animals cannot get Parkinson's disease. They cannot get Alzheimer's disease. They also cannot get a lot of heart diseases that humans do. But animals are still used to test many of these medicines. In order to do the tests, scientists have to make fake versions of these human diseases. Then they inject the animals with the fake diseases. But a fake disease in an animal does not work well. It doesn't act the way a real disease does in a human. This makes animal tests very weak.

Name: _____ Date: _____

Reasons to End Animal Testing

Labs use animals to test medicines all the time. In fact, it is a practice that has taken place for many years. Many scientists believe it is a good way to study a product's safety. But there are a lot of problems with animal testing. Here are a few reasons why it should stop:

Supporters of animal testing say an animal's reaction to a medicine will copy a human's. But this is not true. Animals do not naturally develop many human diseases. Animals cannot get things like Parkinson's Disease or Alzheimer's Disease. They also don't develop many major heart diseases. In order to test medicines for these diseases, scientists must inject animals with fake versions of the diseases. A fake disease in an animal does not act the same way as a natural disease in a human. This makes animal studies often very weak.

Another reason animal testing is a problem is because animals and humans have very different bodies. Humans also must deal with more factors that impact health. Some include genetics, environment, stress, and even personal experiences. Animals do not have to struggle with these factors. Because of this, most medicines that show "promise" in animals don't work in humans at all. In fact, 90% of medicines do not pass human trials after passing animal tests.

The same problem is true for side effects. A medicine may show no side effects in animals but have life-threatening ones in humans, or vice versa. For example, aspirin is toxic to mice. However, it is safe for humans. Had it been put through animal tests first, it would have shown up on store shelves. Simply put, medicines tested the way in animals as they do in people. This makes animal testing is also cruel and there are very few laws that manage or oversee it. As a result, animals used for testing in the United States don't have to be given any sort of pain relief. Not only is pain management a problem, but also long-term damage. Animals can be burnt, shocked, and even brain damaged during medical experiments.

Name: _____ Date: _____

Reasons to End Animal Testing

Many medical labs use animals to test new drugs and treatments. In fact, it is a practice that has taken place for many years. Plenty of scientists believe animal testing is a good way to study a medicine's safety, but there are inaccuracies in that belief. In fact, there numerous problems with animal testing. Here are just a few reasons why it should stop altogether:

Supporters of animal testing say an animal's reaction to a medicine will automatically mimic a human's response. But this is not true as animals do not naturally develop many human diseases. Animals cannot get ailments like Parkinson's Disease or Alzheimer's Disease naturally. Therefore, in order to test medicines for these diseases, scientists must inject animals with artificial versions of these diseases. An artificial disease in an animal does not behave the same way as a natural disease does in a human. As a result, animal studies are often very weak in their results and outcomes.

Another reason animal testing is a problem is for a blatantly obvious reason: animals and humans have vastly different bodies. Humans must deal with health, stress, and even personal experiences that animals do not.

Reasons to End Animal Testing Answer Key

- Directions: Read the passage *Reasons to End Animal Testing*. When appropriate, make sure to answer in complete sentences.
- Describe how scientists use animals in a testing lab. Use examples from the text.
 - Explain whether or not animal testing is useful. Why or why not? Explain your thinking.
 - What is the most important reason that animal testing should stop? Explain why?
 - Based on what you read, do you agree that animal testing should end? Explain your thinking.
- Based on the evidence in the text, students may add details from the text or rephrase.

Name: _____ Date: _____

Reasons to End Animal Testing

Reading Response Questions

Directions: Read the passage *Reasons to End Animal Testing*. Answer the following questions using details from the text. When appropriate, make sure to answer in complete sentences.

- Describe how scientists use animals in a testing lab. Use examples from the text.
- Explain whether or not animal testing is useful. Why or why not? Explain your thinking.
- What is the most important reason that animal testing should stop? Explain why?
- Based on what you read, do you agree that animal testing should end? Explain your thinking.

The Response Sheet and Graphic Organizer work with ALL 3 Passages!

Proving Claims-Answer Key

Name: _____ Date: _____

Proving Claims

Directions: As you read, identify text evidence to support 3 claims (statements a writer makes that can be proved true) about animal testing. Finally, use the text evidence you collect to answer the question in the space at the bottom of the page.

CLAIMS	TEXT EVIDENCE	ASK YOURSELF
<i>Animal tests are weak.</i>		<input type="checkbox"/> Does this evidence connect to the claim the writer made? <input type="checkbox"/> Does the text evidence prove the claim to be true? <input type="checkbox"/> Does this evidence support my opinion, perspective, or answer? <input type="checkbox"/> Do I understand this piece of evidence?
<i>Testing animals is unreliable.</i>		<input type="checkbox"/> Does this evidence connect to the claim the writer made? <input type="checkbox"/> Does the text evidence prove the claim to be true? <input type="checkbox"/> Does this evidence support my opinion, perspective, or answer? <input type="checkbox"/> Do I understand this piece of evidence?
<i>It is cruel to use animals for medical testing.</i>		<input type="checkbox"/> Does this evidence connect to the claim the writer made? <input type="checkbox"/> Does the text evidence prove the claim to be true? <input type="checkbox"/> Does this evidence support my opinion, perspective, or answer? <input type="checkbox"/> Do I understand this piece of evidence?

Describe the reasons why animal testing should stop.

Review the evidence you collected. Reread the text and find additional pieces of evidence to support your response.

Name: _____ Date: _____

Proving Claims-Answer Key

EVIDENCE	ASK YOURSELF
<i>Animal testing is also cruel and there are very few laws that manage or oversee it. As a result, animals used for testing in the United States don't have to be given any sort of pain relief. Not only is pain management a problem, but also long-term damage. Animals can be burnt, shocked, and even brain damaged during medical experiments.</i>	<input type="checkbox"/> Does this evidence connect to the claim the writer made? <input type="checkbox"/> Does the text evidence prove the claim to be true? <input type="checkbox"/> Does this evidence support my opinion, perspective, or answer? <input type="checkbox"/> Do I understand this piece of evidence?
<i>Some say that testing on animals is better than starting medical tests on people. But labs have to test new medicines on people. Even if animal tests happen first, medicines still have to be tried in the human body at some point. But since animal tests are often so unreliable, it actually makes human trials much riskier.</i>	<input type="checkbox"/> Does this evidence connect to the claim the writer made? <input type="checkbox"/> Does the text evidence prove the claim to be true? <input type="checkbox"/> Does this evidence support my opinion, perspective, or answer? <input type="checkbox"/> Do I understand this piece of evidence?
<i>Thankfully there are many substitutes for animal testing. Human remains, cell technology, and even human microchips are now used in many labs to test new medicines on people. They have to be tried in tests and eventually tried in the since animal much riskier. Thank remains, of many labs tissues to proving to expensive. Testin since there cost less n for all.</i>	<input type="checkbox"/> Does this evidence connect to the claim the writer made? <input type="checkbox"/> Does the text evidence prove the claim to be true? <input type="checkbox"/> Does this evidence support my opinion, perspective, or answer? <input type="checkbox"/> Do I understand this piece of evidence?

Describe the reasons why animal testing should stop.

Review the evidence you collected. Reread the text and find additional pieces of evidence to support your response.