4TH & 5TH GRADE

Expository Writing

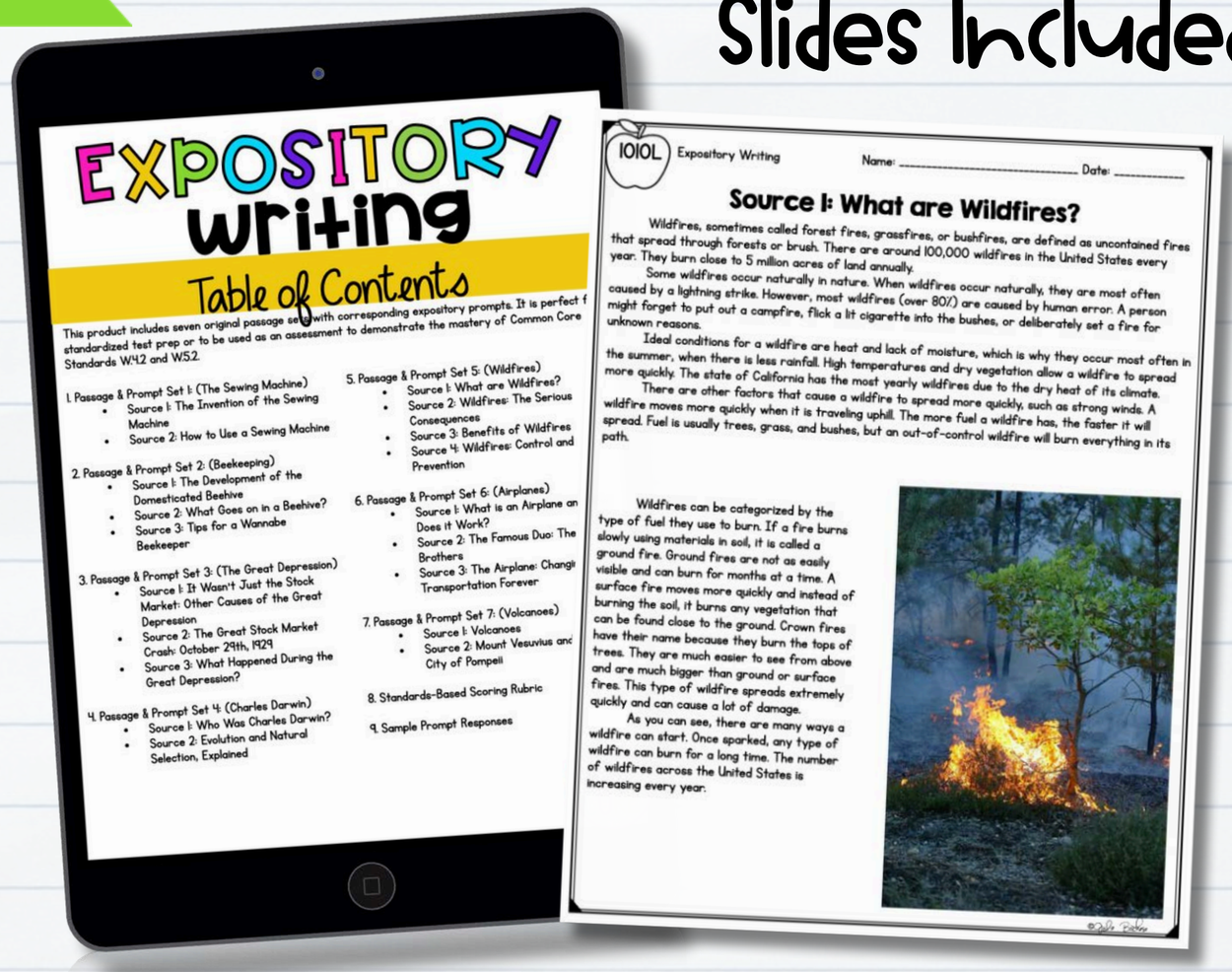
PASSAGES & PROMPTS



What's inside?

- Paired articles on 7 topics
- 7 Writing Prompts
- Expository Writing Rubric

Printable and Google Slides Included



LEXILE®

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with certified Lexile Levels.

What's Inside?

7 sets of expository passages (2-4 sources per topic).

750L Expository Writing

Name: _____ Date: _____

Source 2: What Goes on in a Beehive?

Everyone knows that honey comes from bees. But what really happens inside a beehive? be surprised at how fascinating and complex a beehive can be.

A beehive is where a colony of bees live. It can occur naturally or be carefully controlle beekeeper. Within the hive, bees work together to collect food, raise their young, and keep the running smoothly.

There are three main types of bees in a colony: the worker bee, the drone, and the qu While there are thousands of worker and drone bees, there is only one queen bee per colony

The worker bees are female. They build the wax honeycomb structure. They feed the oung. They also protect the hive and go outside to collect pollen, nectar, and water.

Drone bees are male. Their job is to mate with the queen bee. They are only allowed i during the warmer months. In the winter, they are prevented from entering the hive and fr cold.

The queen bee is always female. Her job is to lay the eggs a day!

All of this

940L Expository Writing

Name: _____ Date: _____

Source 3: What Happened During the Great Depression?

The Great Depression had many short and long-term impacts on the United States and the world. Most historians agree that the period of the Great Depression was close to decade long, from 1929 to 1939.

After the stock market crash of 1929, the value of stocks dropped by 90%. One in four people lost their jobs. Those who still had a job were making 40% less than before. The cost of food and goods had risen. The majority of the country's people were now struggling to make ends meet. They had to stand in line for hours just to get a bowl of thin soup from a soup kitchen.

When people could not pay their rent or the mortgage on their house, they were evicted and became homeless. These people ended up living on the street in small huts called "shanties."

A drought in the Southern Plains of the United States worsened the situation. Farmers were unable to grow crops and many left the area. They moved to large cities as they believed they were more likely to find work there. A large number of people moved to California from the Midwest.

A man named Herbert Hoover was the president of the United States at the time of the Great Depression. Many people blamed him for not trying harder to help the economy and the American people.

In 1932, President Franklin D. Roosevelt was elected. He implemented something called the "New Deal." This was a set of la

30L Expository Writing

Name: _____ Date: _____

Source 2: The Great Stock Market Crash: October 29th, 1929

October 29th, 1929 was a day to remember in the United States. Throughout the 1920s, value of stocks had been steadily rising. It seemed like stocks would continue to be worth e and more. However, the growth of the market was not real. Everything was based on s and expected future profits. Stocks were not actually worth what they cost. Cl ket's rise could not last.

The economy began to slow down, and st been selling their st d "Black Tu ped signific ng. This was

870L Expository Writing

Name: _____ Date: _____

Source 1: Who Was Charles Darwin?

Charles Darwin was a naturalist from England. He lived from 1809 to 1882. A naturalist is someone who studies nature. Darwin believed that exploration was the key to understanding the natural world. In 1831, Darwin left England to sail on the HMS Beagle, a ship traveling to South America, Australia, and Africa. He examined and observed the local plant and animal species in each area. He then collected and stored samples and sent them back to England.

One of the most important places he visited was the Galapagos Islands. He was the first naturalist to ever go there. It was on the Galapagos that Darwin began to develop his theories of evolution.

Darwin's journey laste returned to England, he wro his travels. He spent many y and finally published his mo Species, in 1859.

Darwin's ideas of e were not accepted by eve practiced religion found t system. However, as the evidence surfaced to co

940L Expository Writing

Name: _____ Date: _____

Source 2: The Famous Duo: The Wright Brothers

Orville and Wilbur Wright are known throughout history as the inventors of controlled-power airplane. This amazing pair from Dayton, Ohio changed the cour and human exploration when they designed and flew the world's first successful 1903.

Wilbur was born on April 16th, 1867, in Millville, Indiana. Orville came four y born on August 19th, 1871, in Dayton, Ohio. Although they had five other siblings, t between the two was very strong from a young age. The two brothers looked other their entire lives.

After graduating from high school in 1889, Orville became a printer. Wilbur studied law at Yale before quitting due to health issues. The brothers soon realized they both had similar interests when it came to mechanics and bicycles. They opened a bicycle shop in 1892. In their shop, they would experiment with design ideas for new models. Eventually, this gained them national attention. From here, they would go on to make history and pave the way for modern aviation.

It was not until 1899, when Orville met with newspaper editor Samuel P. Langley, that he began exploring the possibility of heavier-than-air flight.



Orville (left) and W

This was an idea that had been discussed by Leonardo da Vinci but went n with his brother, and they went to work at it. They machines. Eventually, they built the performing the

1000L Expository Writing

Name: _____ Date: _____

Source 1: What is an Airplane and How Does it Work?

An airplane is a machine that was made to fly through the air. It has fixed wings uses gas-powered engines to fly. An airplane brings people, animals, and other goods over distances in a short amount of time.

Airplanes have three main sections: fuselage, wing assemblies, and tail. The engines, wings, and tail work together to fly while the cockpit holds the tools that control the airplane. The engines on the airplane provide power to move the plane through the air. The wings play a major role in creating lift. This allows the airplane to take off and stay in the air. The tail assembly of an airplane helps control the plane's direction and height.



Parts of an airplane

Airplanes function by the principles of aerodynamics and Newtonian physics. Lift forces are created when air passes over the wings. This is how an airplane can lift itself off the ground and fly. This is called Bernoulli's principle, which states that as air speeds up o curved surface of an aircraft wing, its pressure decreases. This creates a larger-th force pushing upwards. This lift force helps push

920L Expository Writing

Name: _____ Date: _____

Source 4: Wildfires: Control and Prevention

When a wildfire burns out of control, firefighters rush to the scene to put it out. Howeve as simple as just spraying the fire with water. Below are a few key ways that firefighters contr fires and work to prevent them from occurring again.

Stopping an Existing Fire

- Firebreak: drawing a line ahead of the fire that blocks it off from fuel sources
- Water drop: dropping water onto the fire from an airplane or helicopter



950L Expository Writing

Name: _____ Date: _____

Source 3: The Airplane: Changing Transportation Forever

The invention of the airplane in the early 1900s changed transportation forever. It brought along with it both freedom and exploration. Airplanes have changed the world. They connect people across continents, shrink distances between places, and allow for new opportunities.

The introduction of commercial air travel decreased the amount of time it takes to ge around the world. Before its invention, most trips around the globe were either done by sea or by land. These trips could take months or even years to complete. With the invention of airplanes, trips are much shorter, allowing passengers to travel faster and further. Thanks to airplanes, people can explore different parts of the world with more ease than ever before.

Airplanes have also allowed businesses to operate on a global scale. Companies are now able to move goods quickly over long distances. This helps them to enter new markets and expand their business all over the world. Airplanes enriched the global economy and trade. Companies began increasing their profits while also lowering prices for buyers in faraway places.

In addition to businesses, airplanes have brought people closer than ever before. Individuals from all over the globe can now visit each other very easily thanks to airplanes. People experience different cultures firsthand without spending months traveling by boat or train. Planes also offer the opportunity to transport resources quickly during times of emergency.

Transportation went through a true revolution with the invention of the airplane. Airplanes are important tools used by millions every day! They have allowed people to travel farther and faster, created opportunities for businesses, and connected others from all over the world. In short, airplanes are proof that humans can change the entire planet when driven by curiosity and determination.

870L Expository Writing

Name: _____ Date: _____

Source 2 : Mount Vesuvius and the Lost City of Pompeii

Mount Vesuvius is a volcano on the west coast of Italy. It is 4,203 feet tall and about miles wide. This volcano has three separate cones that come together to a single point. Lav flows cover much of the land around it. Scientists think Mount Vesuvius is about 17 thousar years old. Since then, it has had four major eruptions.

The most famous of Vesuvius' eruptions was in 79 AD. It destroyed the cities of Pompeii and Herculaneum. This eruption released over 6 million tons of lava, ash, and stea was as hot as 1,800 degrees Fahrenheit and was about 15 miles wide.

The eruption was caused by the build-up of pressure from magma under the Ear surface. It slowly built up until it finally burst out with great force. The mix of ashes ar gases is what caused the damage to Pompeii as well as other villages nearby.

The effects of this disaster were awful. Not only did the ash and debris cause ir ruin but also long-term damage. The areas nearby became poor. There was a food sh because of farming losses. Also, the explosion buried 11,000 human lives under ash and

The city of Pompeii stayed hidden under layers of dirt and ash until it was four by Rocque Joaquin de Alcubierre. Since then, many excavations have taken place with artifacts being dug up at each site. From this discovery, scientists have learned abou used to be long ago for the people of Pompeii.

Mount Vesuvius' last big eruption was in 1944. Large amounts of ash and pumice flew across Southern Italy. This proved that even small eruptions from this volcano could cause lots of damage to nearby areas. Since then, Mount Vesuvius has been calm. However, it is still watched closely by scientists in case another eruption happens.



950L Expository Writing

Name: _____ Date: _____

Source 1: Volcanoes

A volcano is a vent or an opening in Earth's crust that releases magma. This hot molten material escapes along with toxic gasses. Together, they make lava which can cool and harden to form new volcanic mountains or islands.

Volcanoes are created when Earth's tectonic plates bump into each other. When the oceanic crust meets a continental plate, it causes an increase in pressure and



A volcano expelling magma and toxic gas

temperature deep within the Earth's mantle. This causes the plate to rise up with force. magma rises and then leaks into the Earth's crust forming a volcano.

Volcanoes have many eruptions over long periods of time. Each eruption is different. Some have small lava flows. Others result in large clouds of ash that have toxic gases which can travel for many miles. Volcanic eruptions can cause mudflows, earthquakes, tsunamis, and more. This is due to a volcano's ability to expel material at high speeds into the air.

Some of the world's most active volcanoes are Mount Etna in Sicily, Italy, Mount Nyiragongo located in the Democratic Republic of Congo, Kilauea Volcano located in Hawaii, and Sakurajima Volcano in Japan. Sakurajima is known for its little eruptions every few minutes.

Volcanoes can be unpredictable and dangerous! However, this does not take away from their beauty! They stand tall among a wild landscape even when they are inactive for years. Scientists around the world are always trying to learn more about them. Hopefully, we will continue to gain better understanding of these natural wonders! Learning more about volcanoes may allow us to become better prepared for another eruption.

What's inside?

Lexile leveled passages to ensure appropriate levels and alignment to state assessments.

ABOUT LEXILE LEVELS

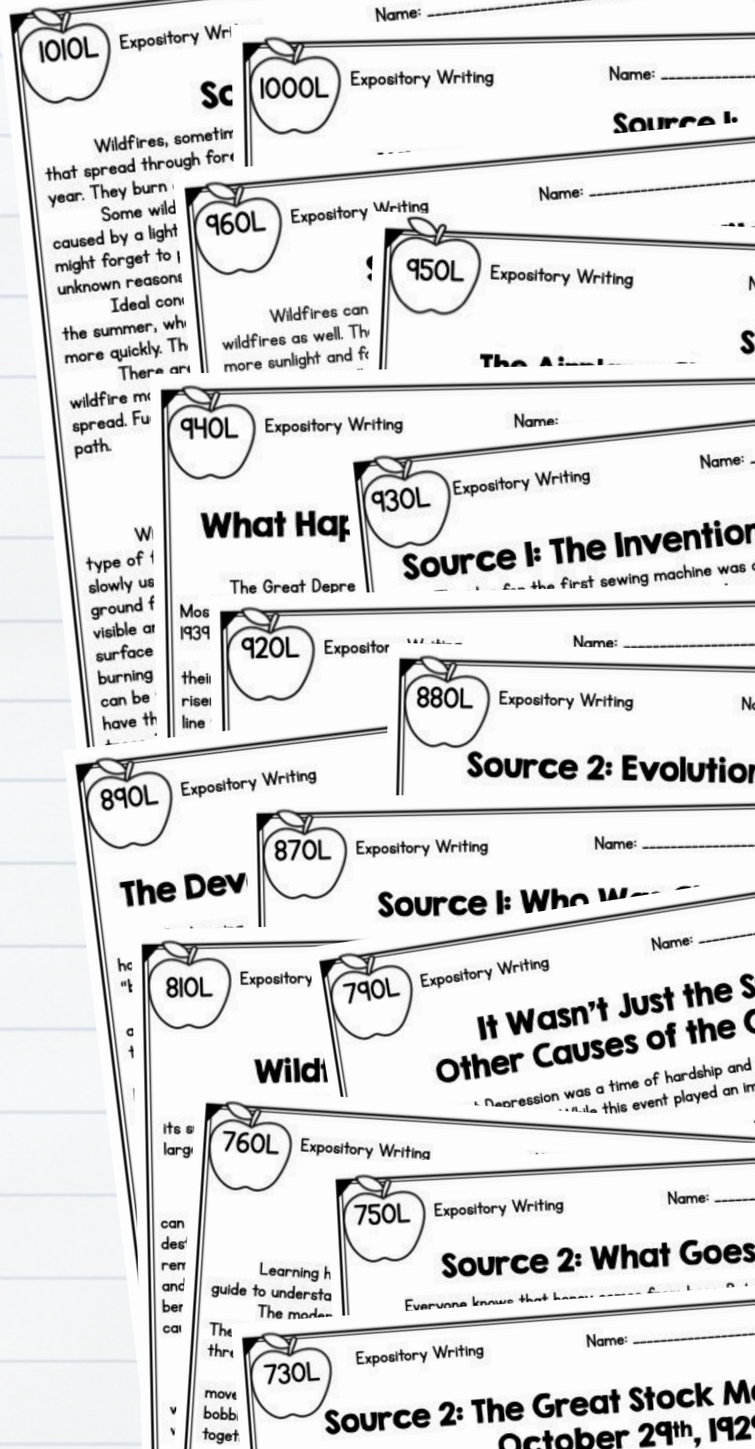
MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

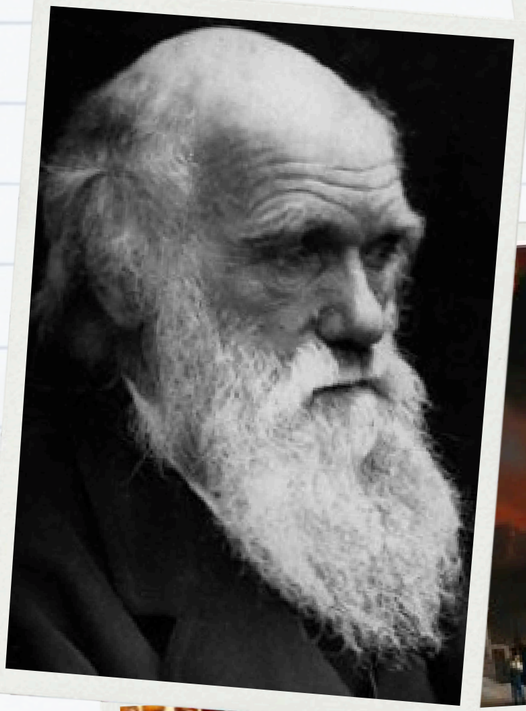


What's inside?

Engaging and meaningful topics kids care about.

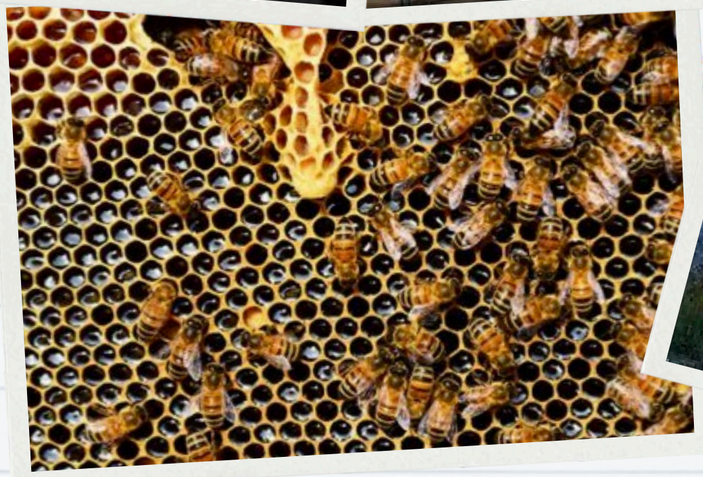








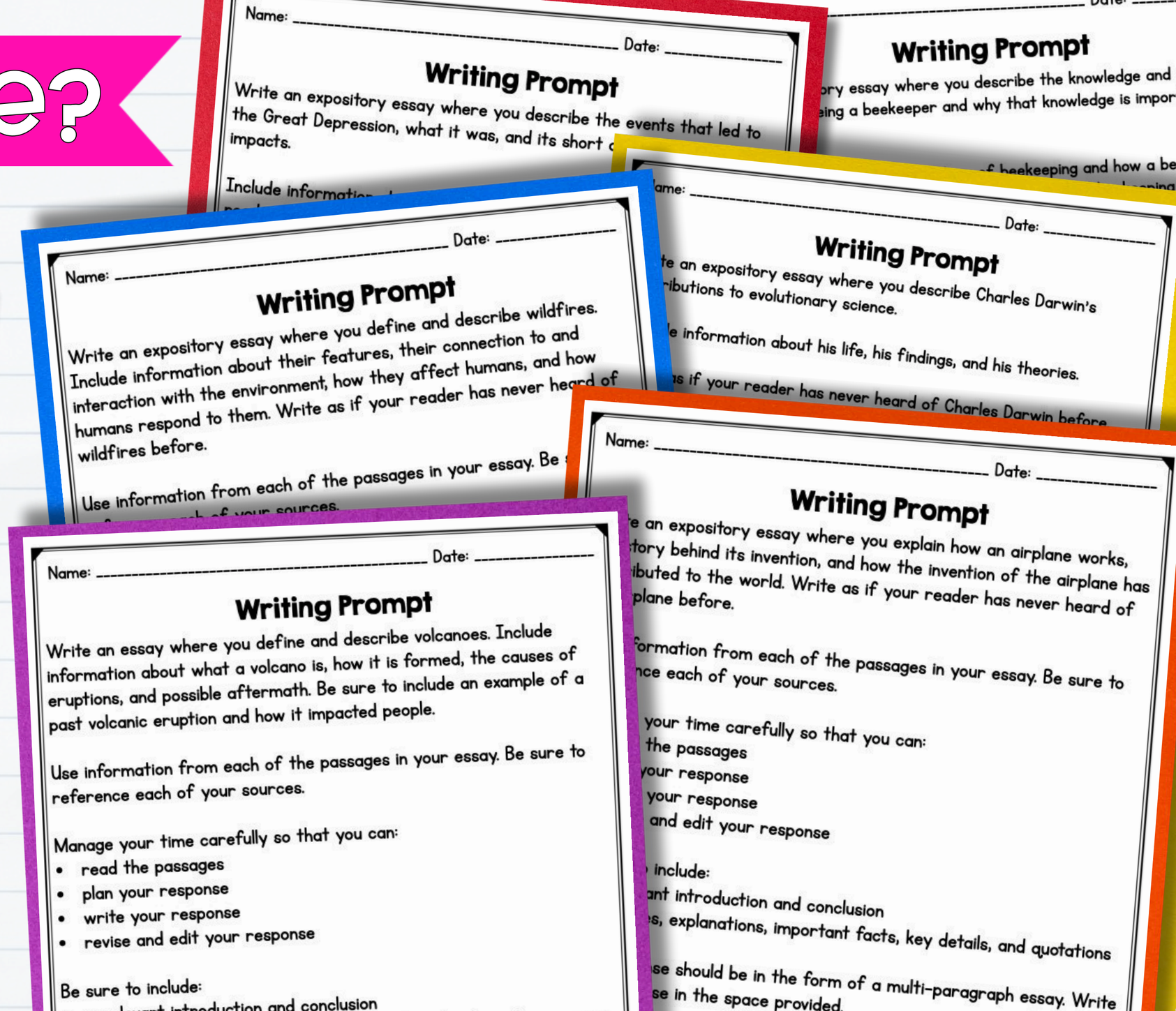






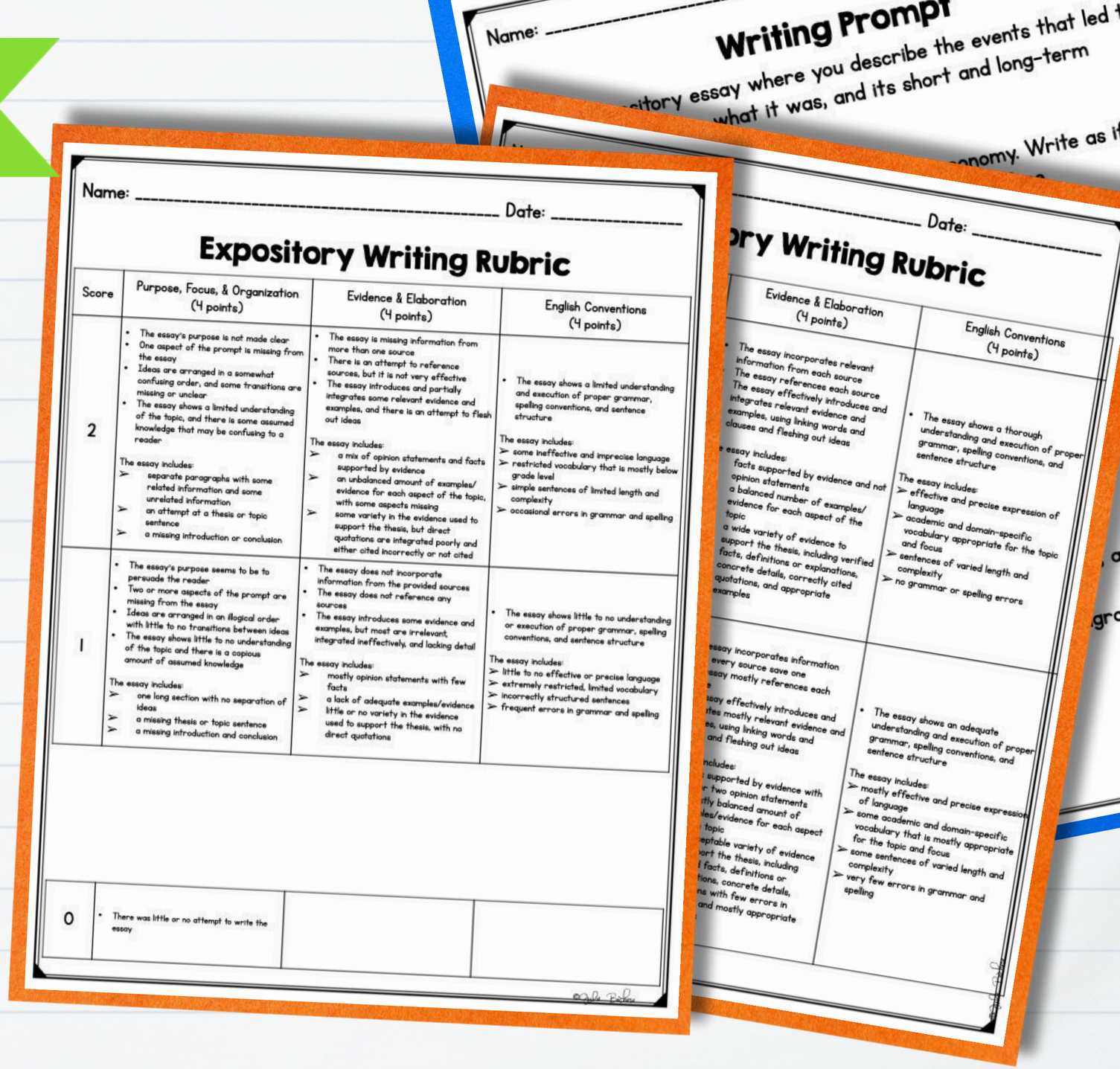
What's inside?

Writing prompts formatted the same as state assessments.



what's inside?

Rubrics aligned to state assessments and grade level expectations.



Name: _____ Date: _____

Expository Writing Rubric

Score	Purpose, Focus, & Organization (4 points)	Evidence & Elaboration (4 points)	English Conventions (4 points)
2	• The essay's purpose is not made clear • One aspect of the prompt is missing from the essay • Ideas are arranged in a somewhat confusing order, and some transitions are missing or unclear • The essay shows a limited understanding of the topic, and there is some assumed knowledge that may be confusing to a reader The essay includes: ➢ separate paragraphs with some related information and some unrelated information ➢ an attempt at a thesis or topic sentence ➢ a missing introduction or conclusion	• The essay is missing information from more than one source • There is an attempt to reference sources, but it is not very effective • The essay introduces and partially integrates some relevant evidence and examples, and there is an attempt to flesh out ideas The essay includes: ➢ a mix of opinion statements and facts supported by evidence ➢ an unbalanced amount of examples/evidence for each aspect of the topic, with some aspects missing ➢ some variety in the evidence used to support the thesis, but direct quotations are integrated poorly and either cited incorrectly or not cited	• The essay shows a limited understanding and execution of proper grammar, spelling conventions, and sentence structure The essay includes: ➢ some ineffective and imprecise language ➢ restricted vocabulary that is mostly below grade level ➢ simple sentences of limited length and complexity ➢ occasional errors in grammar and spelling
1	• The essay's purpose seems to be to persuade the reader • Two or more aspects of the prompt are missing from the essay • Ideas are arranged in an illogical order with little to no transitions between ideas • The essay shows little to no understanding of the topic and there is a copious amount of assumed knowledge The essay includes: ➢ one long section with no separation of ideas ➢ a missing thesis or topic sentence ➢ a missing introduction and conclusion	• The essay does not incorporate information from the provided sources • The essay does not reference any sources • The essay introduces some evidence and examples, but most are irrelevant, integrated ineffectively, and lacking detail The essay includes: ➢ mostly opinion statements with few facts ➢ a lack of adequate examples/evidence ➢ little or no variety in the evidence used to support the thesis, with no direct quotations	• The essay shows little to no understanding or execution of proper grammar, spelling conventions, and sentence structure The essay includes: ➢ little to no effective or precise language ➢ extremely restricted, limited vocabulary ➢ incorrectly structured sentences ➢ frequent errors in grammar and spelling
0	• There was little or no attempt to write the essay		

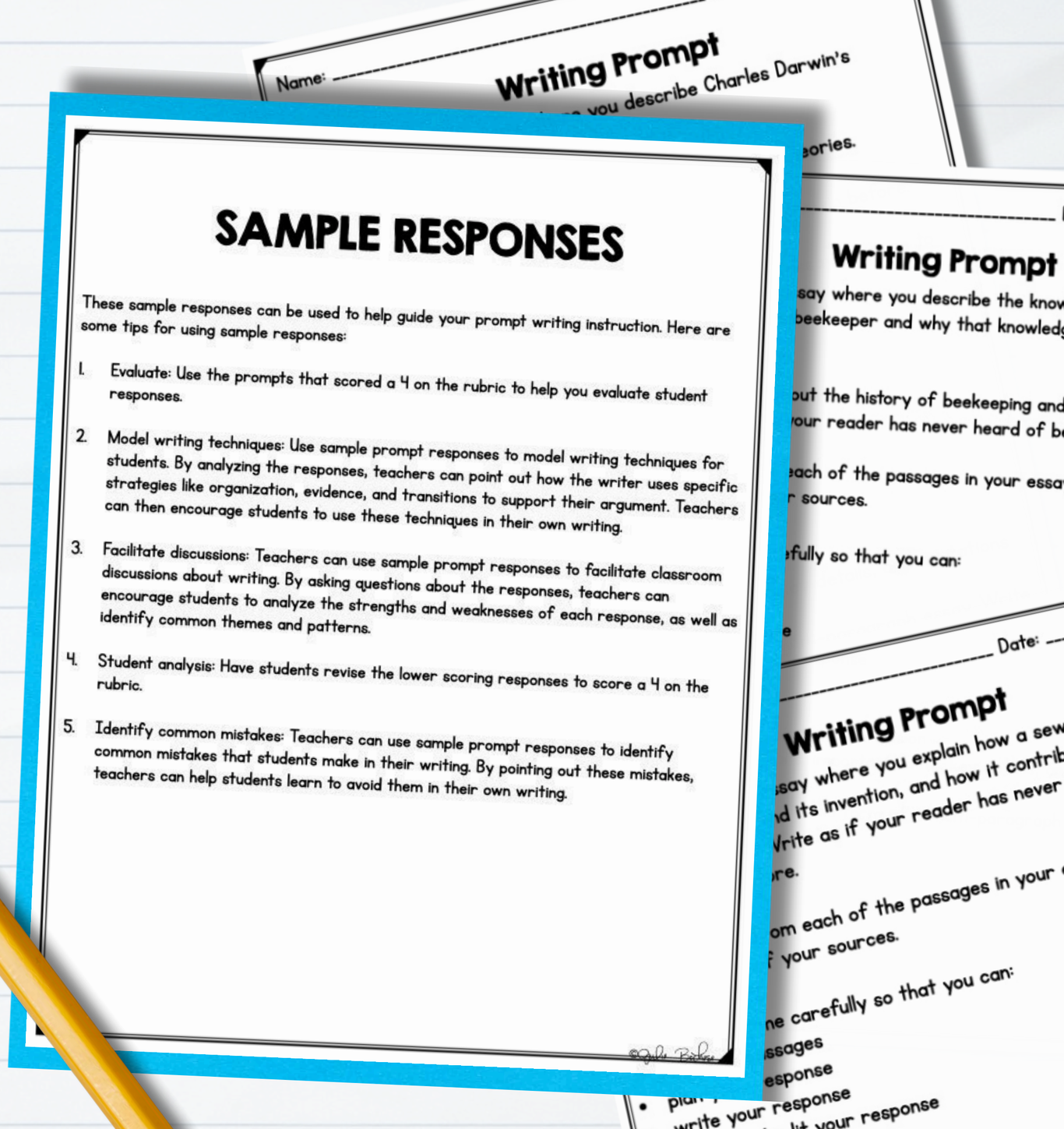
Name: _____ Date: _____

ory Writing Rubric

	Evidence & Elaboration (4 points)	English Conventions (4 points)
	• The essay incorporates relevant information from each source The essay references each source The essay effectively introduces and integrates relevant evidence and examples, using linking words and clauses and fleshing out ideas e essay includes: facts supported by evidence and not opinion statements a balanced number of examples/evidence for each aspect of the topic a wide variety of evidence to support the thesis, including verified facts, definitions or explanations, concrete details, correctly cited quotations, and appropriate examples	• The essay shows a thorough understanding and execution of proper grammar, spelling conventions, and sentence structure The essay includes: ➢ effective and precise expression of language ➢ academic and domain-specific vocabulary appropriate for the topic and focus ➢ sentences of varied length and complexity ➢ no grammar or spelling errors
	essay incorporates information every source save one ssay mostly references each e say effectively introduces and tes mostly relevant evidence and es, using linking words and and fleshing out ideas includes: supported by evidence with r two opinion statements tly balanced amount of les/evidence for each aspect topic eptable variety of evidence ort the thesis, including facts, definitions or tions, concrete details, ns with few errors in and mostly appropriate	• The essay shows an adequate understanding and execution of proper grammar, spelling conventions, and sentence structure The essay includes: ➢ mostly effective and precise expression of language ➢ some academic and domain-specific vocabulary that is mostly appropriate for the topic and focus ➢ some sentences of varied length and complexity ➢ very few errors in grammar and spelling

What's inside?

Model student responses on various score levels to aid instruction and teach students how to evaluate and improve writing.



SAMPLE RESPONSES

These sample responses can be used to help guide your prompt writing instruction. Here are some tips for using sample responses:

1. Evaluate: Use the prompts that scored a 4 on the rubric to help you evaluate student responses.
2. Model writing techniques: Use sample prompt responses to model writing techniques for students. By analyzing the responses, teachers can point out how the writer uses specific strategies like organization, evidence, and transitions to support their argument. Teachers can then encourage students to use these techniques in their own writing.
3. Facilitate discussions: Teachers can use sample prompt responses to facilitate classroom discussions about writing. By asking questions about the responses, teachers can encourage students to analyze the strengths and weaknesses of each response, as well as identify common themes and patterns.
4. Student analysis: Have students revise the lower scoring responses to score a 4 on the rubric.
5. Identify common mistakes: Teachers can use sample prompt responses to identify common mistakes that students make in their writing. By pointing out these mistakes, teachers can help students learn to avoid them in their own writing.

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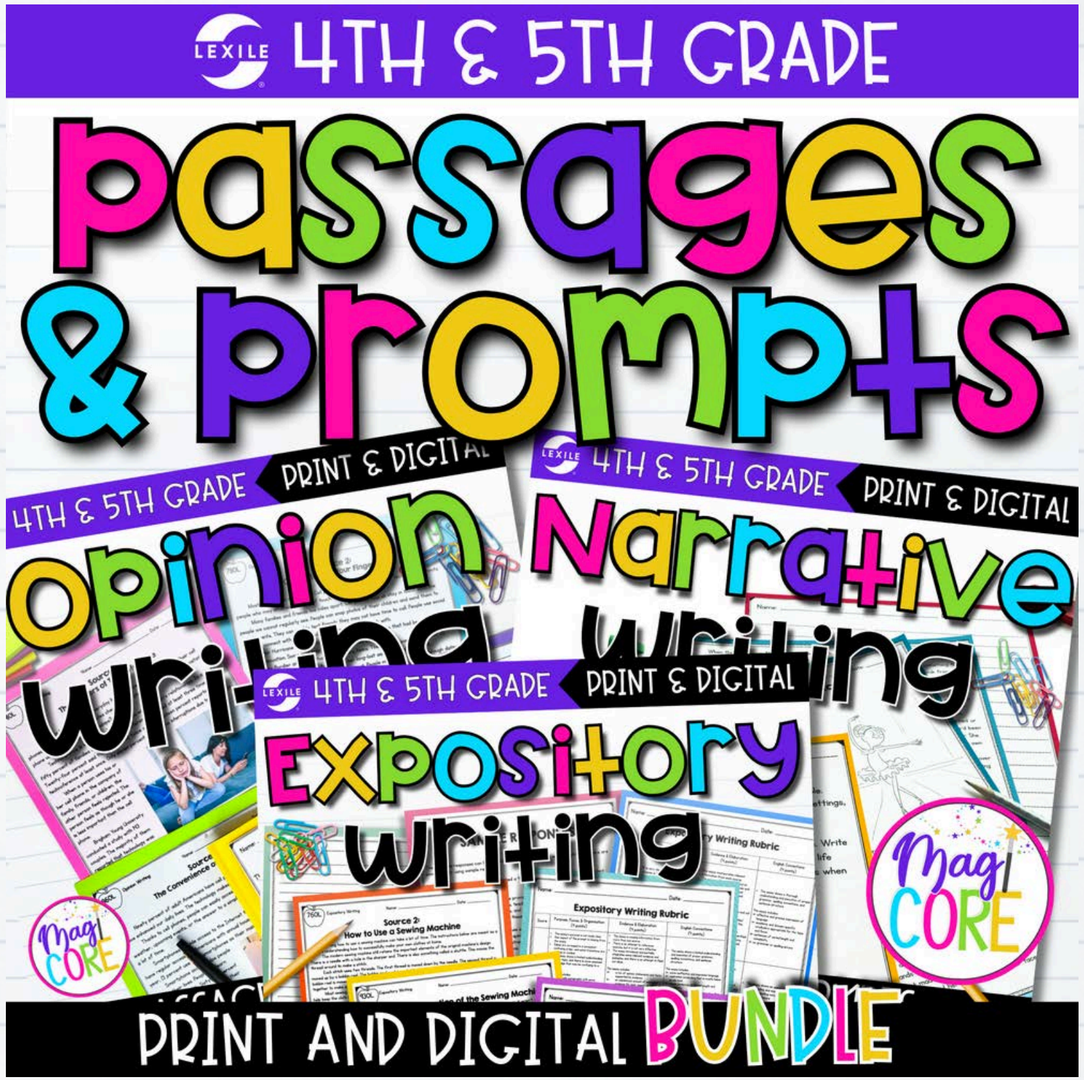
Purchase the Passages and Prompts Bundle and SAVE!



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