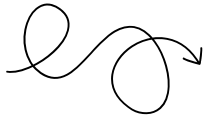


This image is a collage of educational resources for writing expository essays, with a Halloween theme. On the left, there are two 'INFORMATIVE/EXPOSITORY RUBRIC' forms for Sixth and Eighth Grades, each with a 'Trait' section and a 'Score' section. Below the rubrics is a 'research ARTICLE' titled 'Disneyland's Haunted Mansion Opens' with a photograph of the attraction. In the center, there is a 'SPOOKY' banner and a 'SPOOKY SEASON EXPOSITORY ESSAY TOPICS' list. To the right, there is an 'EXPOSITORY ESSAY EXAMPLE' titled 'From Egypt to England' with a pumpkin illustration. At the bottom, there is a 'PRINT AND DIGITAL' graphic and a 'THE HUNGRY TEACHER' logo. The background features a large 'SPOOKY' banner and a pumpkin illustration.

PRINT AND DIGITAL

A MIDDLE SCHOOL ELA



SPOOKY SEASON EXPOSITORY WRITING UNIT

This flexible seasonal writing unit gives students the structure and scaffolds they need to master expository writing—while keeping them hooked with spooky, high-interest topics. Through modeled lessons, guided research, and scaffolded writing practice, students learn how to organize ideas, explain concepts clearly, and write polished essays with purpose and confidence. With teacher slides, editable student pages, and step-by-step instruction, this unit makes teaching informational writing both manageable and engaging.

- ☒ 6 step-by-step teacher lesson plans
- ☒ 6 step-by-step teacher PDF and Google Slides teaching presentations (close reading strategies, central idea, supporting details, author's purpose, evaluating mediums, and synthesizing evidence)
- ☒ Fully scaffolded reading + analysis practice with modeled examples
- ☒ Close reading annotation guides + graphic organizers
- ☒ High-interest Halloween-inspired writing prompts and topics
- ☒ Teacher answer keys, examples, and flexible pacing
- ☒ 100% digital student response notebook

SPOOKY SEASON EXPOSITORY WRITING UNIT

This **Spooky Season Expository Writing Unit** helps students master informative and explanatory writing through eerie, high-interest Halloween topics that make learning fun without losing academic rigor. Through scaffolded lessons, modeled research, and structured writing support, students learn how to organize information, explain ideas clearly, and craft polished essays that both inform and engage. With step-by-step pacing, editable slides, and student-friendly materials, it's the perfect mix of creativity and structure.

Here's what they'll learn:

- **Expository Writing Foundations:** Understand the purpose and structure of informative/explanatory writing and how it differs from narrative and argument writing.
- **Research & Note-Taking:** Gather information from credible sources and organize it logically for planning and drafting.
- **Outlining & Organization:** Turn notes into clear paragraphs with strong topic sentences, transitions, and elaboration.
- **Drafting & Revising:** Use modeled examples to draft introductions, develop ideas with relevant evidence, and refine essays for clarity and coherence.
- **Optional Presentation Extension:** Transform essays into short informational presentations to share spooky insights with classmates.

Why this works:

This unit takes a writing genre that can feel rigid or boring and makes it creative, meaningful, and fun. The spooky-season topics immediately capture student interest while the built-in scaffolds guide them through the full writing process—from brainstorming and researching to drafting and sharing. Students learn to write with clarity and purpose, and teachers gain a ready-to-use structure that simplifies planning and grading.

Perfect for:

- Teachers who want to make expository writing engaging and manageable.
Students who need step-by-step structure and motivation to write well.
Any middle school ELA class focusing on informative writing, organization, or research during October (or any time you want to spark engagement).

Teachers like you have said...



"I absolutely love every resource I buy from Martina. The layout is easy to follow, it correlates with her other resources, and **has everything you need in it. The standards are aligned with every lesson, suggested responses are included, clear procedures, learning objectives, and so much more.**" – Julie N.



"This is an amazing resource and is well worth the price. It is so robust. I started with the text structures and objective summaries lessons, and students were very engaged." –Jill P.



"This is a great mix of interactive notebooks, independent reading, and teacher-modeled lessons. There were many different directions you could go depending on the makeup of the class." -Jessica R.



"I love all of Martina's resources, so when I heard she was making a Halloween DIGITAL activity, I had to jump on it! This was perfect for my students to do remotely. **They got to choose which activities they wanted to do,** so I love the variety. Plus, most of these topics were already covered in class (thanks to her other units), so I didn't have to reteach anything!"
-Christian B.



"I am a former public school teacher turned homeschool teacher and I run my own novel studies outside of any box curriculum. **This resource was very creative, my students loved the interactive notebook, and we really enjoyed the book choices.** I would purchase more resources from The Hungry Teacher in the future!" –Kristen G.



"I love using this resource. I struggle with nonfiction and this was very easy to use and engaging." –Courtney L.

DIGITAL VERSIONS

DIRECTIONS FOR USING AND MAKING A COPY OF THE STUDENT PAGES:

1. Click on the links below.

SIXTH GRADE COMMON CORE WRITING STANDARD ALIGNMENT

6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
6.W.2a	Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

TABLE OF CONTENTS

PAGE	LESSON	LESSON OVERVIEW
------	--------	-----------------

Dear ELA Teacher,

Thank you for downloading the **Expository Writing Mini-Unit (Spooky Season Edition)**! This unit helps students master informative and explanatory writing while exploring high-interest, Halloween-themed topics. It's designed for grades 6-8 and is easy to adapt for your class time, tech, and teaching style.

Overview of the Unit Structure

Lesson	Duration	Lesson Overview
1	1 Day	Introduction: Students are introduced to expository (informative/explanatory) writing and its purpose—to inform or explain a topic using clear organization and relevant evidence. Through guided notes and discussion, students learn the key features of expository writing and review how it differs from other genres. Teachers can model examples of strong expository paragraphs and guide students through analyzing purpose, structure, and transitions.
2	1 Day	Modeled Practice: Collecting Notes from Sources —Students practice research and note-taking using a shared example topic, <i>The History of Haunted Houses</i> . Together, the class reads a short article and/or watches a brief video to model how to identify main ideas, key details, and supporting evidence. Students record notes on a graphic organizer and discuss how these notes might inform an explanatory essay.
3	1 Day	Topic Selection & Independent Research: Students choose a high-interest Halloween or spooky-season topic (e.g., jack-o'-lanterns, haunted attractions, classic horror authors, cultural traditions, etc.) from a provided list or brainstorm their own. They gather key facts and organize their information using a research graphic organizer. Teachers can circulate to help students refine topics and locate credible sources.
4	1 Day	Planning & Outlining: Students learn to organize their ideas into a clear five-paragraph expository essay structure. Using their notes, they create an outline that includes a hook, background information, thesis statement, and three main body paragraphs with supporting details and transitions. Teachers model how to transform notes into a cohesive structure and how to ensure ideas progress logically.
5	1 Day	Drafting the Essay: Students use their outlines to write complete drafts of their expository essays. Teachers can provide sentence frames, writing checklists, or mini-lessons on crafting topic sentences, transitions, and elaboration. Emphasis should be placed on clarity, organization, and explanation rather than opinion or argument. Students may peer review or conference to strengthen writing before revision.
6	1 Day OPTIONAL EXTENSION	Presenting & Sharing: Students turn their completed essays into short, informative presentations or mini "Spooky Season Exposés." They create slides or posters that summarize their topic, highlight interesting facts, and visually represent key details. Teachers can guide students in using headings, visuals, and speaking skills to effectively communicate information to an audience.

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STEP-BY-STEP TEACHER LESSON PLANS

Includes lesson plans, lesson materials, full-size reference materials, and graphic organizers.

INTRODUCTION TO EXPOSITORY INFORMATIONAL/EXPLANATORY WRITING

Common Core Standards	SIXTH GRADE
Writing: 2, 2a, 2b, 2d, 2e, 2f	
Learning Targets	1. I can write and convey selection

PRACTICE: COLLECTING NOTES FROM SOURCES

Common Core Standards	SIXTH GRADE
Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	

EXTENDED PRACTICE: TOPIC SELECTION

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f
Learning Targets	1. I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

LESSON THREE

APPLICATION: OR

Common Core Standards	SIXTH GRADE
Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	
Learning Targets	1. I can write and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXTENDED APPLICATION: WRITE ESSAY

Common Core Standards	SIXTH GRADE
Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	
Learning Targets	1. I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LESSON FIVE

EXPOSITORY EXTENSION: PRESENTATION

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f	Writing: 2, 2a, 2b, 2c, 2d, 2e, 2f
Learning Targets	1. I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

LESSON SIX

PRINT AND DIGITAL

LESSON PRESENTATIONS

PDF and Google Slides lesson presentations for every lesson to display for students while taking notes or learning how to write an expository piece.

INTRODUCTION PARAGRAPH

Necessary Information

some basic background

in the topic

the reader needs to know

from the introduction

Three body paragraphs

body paragraphs

body paragraphs

CONCLUSION

Mic Drop: A sentence for your reader to ponder and contemplate

body paragraphs

body paragraphs

body paragraphs

INTRODUCTION PARAGRAPH

Answers

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

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conclusion

conclusion

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conclusion
PARAGRAPH

Wraps up your writing. Generally, it goes from specific to broad.



Restated Thesis: Try to shake up the wording a bit while still restating the basic ideas of your thesis.



Summary: One to three sentences summarizing the main points that you made throughout your essay.



Mic Drop: A sentence for your reader to ponder and contemplate.

6th-8th GRADE expository writing unit

6th-8th GRADE expository writing unit

6th-8th GRADE expository writing unit

6th-8th GRADE expository writing unit

6th-8th GRADE expository writing unit

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6th-8th GRADE expository writing unit

6th-8th GRADE expository writing unit

EXPOSITORY ESSAY

A 5-PARAGRAPH ESSAY THAT INTERMS READERS ABOUT A TOPIC.

Hook: grabs the reader's attention. Ask a question, share a shocking statistic, tell a reader, engage with a quick memory.

Necessary Information: Give some basic background information necessary for the reader to make the connection from your hook to your thesis.

Thesis Statement: Answers the prompt by stating with the reader what your essay will be focused on and listing your three explanations.

Topic Sentence: Includes a transition word and the focused topic of your paragraph.

Background Information/Thinking: Information that the reader needs to know in order to understand your evidence and elaboration (Provided the reader knows nearly nothing about the topic).

Evidence: A focused quotation from the text that supports your thinking.

Elaboration: An explanation of how your evidence and your thinking connect.

Concluding/Transitional Sentence: A sentence that wraps up your point for the paragraph; may include a transition into the next topic.

Restated Thesis: Try to shake up the wording a bit while still restating the basic ideas of your thesis.

Summary: One to three sentences summarizing the main points that you made throughout your essay.

INTRODUCTION PARAGRAPH

Necessary Information

some basic background

information the reader needs to know

from the introduction

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

CONCLUSION PARAGRAPH

Summary: One to three sentences summarizing the main points that you made throughout your essay.

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

body paragraphs

conclusion
PARAGRAPH

Wraps up your writing. Generally, it goes from specific to broad.

conclusion

introduction
PARAGRAPH

Hook: grabs the reader's attention. Ask a question, share a shocking statistic, tell a reader, engage with a quick memory.

Necessary Information: Give some basic background information necessary for the reader to make the connection from your hook to your thesis.

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AN EXAMPLE OF LESSON FIVE'S SLIDES

INTRODUCTION PARAGRAPH

INTRODUCTION PARAGRAPH

INTRODUCTION PARAGRAPH

introduction

BODY PARAGRAPHS

BODY PARAGRAPHS

INTRODUCTION PARAGRAPH

What do Egyptian tombs and Disneyland have in common? They both aim to scare! The

LET'S START BY ORGANIZING OUR NOTES FROM LESSON TWO INTO THE ESSAY ORGANIZER:

INTRODUCTION: Thesis: Halloween's

LET'S START BY ORGANIZING OUR NOTES FROM LESSON TWO INTO THE ESSAY ORGANIZER:

INTRODUCTION:

- o Hook ideas
- o Important introductory information to hit
- o Drafted thesis statement

Hook ideas: What do Egyptian tombs and Disneyland have in common?

BODY PARAGRAPH 3:

Topic: our desire to be spooked has historically been a thing and it's still influential now

o Topic

BODY PARAGRAPH 2:

The coolest haunted house of them all is Disneyland's Haunted Mansion, which was built in

BODY PARAGRAPH 2:

Topic: Disneyland's Haunted Mansion influencing the

BODY PARAGRAPH 1:

The roots of Halloween's haunted houses can be found in the ancient customs of the Egyptians as well as the influence of nineteenth-century England. When Egyptians died, their people

BODY PARAGRAPH 1:

Topic: history of Egyptian tombs scaring off graverobbers and Englishmen creating spooky scenes to frighten audiences

o Topic

o Evidence

Evidence: Ancient Egyptians (from video), Europeans (article)

Points to hit:

body PARAGRAPHS

BODY PARAGRAPHS

BODY PARAGRAPHS

Evidence: A focused quotation from the text that supports your thinking.



YOUR TURN!

CLOSING

In conclusion, haunted houses have been giving people the heebie-jeebies

CONCLUSION:

Restated thesis: Haunted houses have been giving people the

o Restated thesis

o Summary

o Inform

o Mic drop

CONCLUSION PARAGRAPH

Mic Drop: A

CONCLUSION PARAGRAPH

Summary: One to three

CONCLUSION PARAGRAPH

Restated Thesis: Try to

BODY PARAGRAPH 3:

Today, haunted houses are everywhere during Halloween. The 1970s and 1980s saw a rise in local haunted houses, according to "History of the Haunted House," and haunted houses continue to thrive, fueled by society's fascination with the thrill of being scared. From elaborate theme park attractions to local community events, these spooky events have become a staple of Halloween celebrations around the world. These days, according to the "Taking Delight in a Fright" article, haunted houses have taken on different forms, such as zombie runs, escape games, and even experiences that are intentionally created to traumatize! Yikes! Today, the haunted house industry easily makes at least \$300 million per year and continues to grow in popularity. With new technology and even better storytelling experiences, haunted houses are only getting scarier and cooler!

CENTRAL CONCEPTS

The of

In nonfiction, the key individuals are the subject of the story. How does the author

NONFICTION TEXT STRUCTURES

Provides details or characteristics of a topic and paints a mental

NONFICTION TEXT FEATURES

TEXT FEATURE EXAMPLE DEFINITION

CHARTS/GRAPHS organizes and helps

PRIMARY sources

A description of an event that comes from someone who was there to see or experience it.

PRIMARY SOURCE	EXAMPLE	DEFINITION
DIARY/JOURNAL	Anne Frank: Diary of a Young Girl	A book in which one keeps a daily record of events and experiences.

SECONDARY sources

A description of an event based on research; given by someone who was NOT actually there to see the event occur.

SECONDARY SOURCE	EXAMPLE	DEFINITION
BIOGRAPHY	Chasing Lincoln's Killer by James L. Swanson	An account of someone's life written by someone else.

OBJECTIVE

SUMMARY STEP	
STATE IT	Name or type
ASSIGN	The name of the person
ACTION	Use a verb or article
COMPLETE THE SENTENCE	Use your text: Key information
DETAIL	Use your text: Detail

Example: In the article, "Al Capone: The Original Gangster," Cahill describes Al Capone's life as a notorious killer and bootlegger. In the beginning of his life, Capone started small with illegal production and selling. After being charged to Florida, Al Capone had already been down a path of committing multiple murders alongside other relentless acts. His demise didn't come until he was arrested for tax evasion.

NONFICTION Key CONCEPT

DELINEATE

EVALUATE

SOUND REASONING

CONFLICTING INFORMATION

INTERPRETATION

REFINING

RHETORICAL APPEALS

Rhetorical analysis

Definition: A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong

Example: Alyssa wrote a paper, and her argument was that Martin Luther King was better at encouraging change during the Civil Rights Movement, than Malcolm X.

NONFICTION Reference NOTEBOOK

composition notebook

NAME: _____

SCHOOL: _____

GRADE: _____

[illegible]

1. Tabbed mini-page in full-color
2. Tabbed mini-page in black and white
3. Non-tabbed mini-page in full-color
4. Non-tabbed mini-page in black and white
5. Full-page in full-color
6. Full-page black and white

DIGITAL STUDENT NOTEBOOK AND GOOGLE TEACHER SLIDES

EXPOSITORY WRITING COLLECTION ☆ 📁 🗑️

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18 **LESSON THREE**

19 **POOKEY SPOOKY EXPOSITORY ESSAY TOPIC**

20 **TOPIC CLAIMER**

21

22 **LESSON FOUR**

EXPOSITORY ESSAY
a 5-paragraph essay that informs the reader about a topic.

INTRODUCTION
Introduces the topic of the essay. Generally, goes from broad to specific.

BODY PARAGRAPHS
The meat of your essay. These share your explanations and evidence.

CONCLUSION
Wraps up your writing. Generally, goes from specific to broad.

LESSON 5 ☆ 📁 🗑️

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10 **INTRODUCTION PARAGRAPH**
Hook: grabs the reader's attention. Ask a question, share a startling statistic, tell a riddle, engage with a quick memory.

11 **INTRODUCTION PARAGRAPH**
Necessary Information: Gives some basic background information necessary for the reader to make the connection from your hook to your thesis.

12 **INTRODUCTION PARAGRAPH**
Thesis Statement: Answers the prompt by sharing with the reader what your essay will be focused on and listing your three explanations.

13 **INTRODUCTION PARAGRAPH**

Let's start by organizing our notes from Lesson Two into the Essay Organizer:

INTRODUCTION:

- Hook ideas
- Important introductory information to hit
- Drafted thesis statement

Thesis: Halloween's haunted house industry can be traced back to not only the Egyptians but also the English, Disneyland's Haunted Mansion, and the timeless, ever-increasing desire to be spooked.

EXPOSITORY WRITING COLLECTION ☆ 📁 🗑️

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2 **LESSON ONE**

3 **QUICK NOTES**

4 **QUICK NOTES**

EXPOSITORY ESSAY
A 5-PARAGRAPH ESSAY THAT INFORMS READERS ABOUT A TOPIC.

Introduction PARAGRAPH
Introduces the topic of the essay. Generally, it goes from broad to specific.

Body PARAGRAPHS
The meat of your essay: These share your explanations and evidence.

Conclusion

Hook: grabs the reader's attention. Ask a question, share a startling statistic, tell a riddle, engage with a quick memory.

Necessary Information: Gives some basic background information necessary for the reader to make the connection from your hook to your thesis.

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Topic Sentence: Includes a transition word and the focused topic of your paragraph.

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Evidence: A focused quotation from the text that supports your thinking.

Elaboration: An explanation of how your evidence and your answer relate.

Concluding/Transitional Sentence: A sentence that wraps up your point for the paragraph; may include a transition into the next topic.

Restated Thesis: Try to shake up the wording a

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