

Expository/Informational Essay Unit

Objective: Students plan and write expository essays from scratch based on a prompt.

Prompt: Why do reality TV shows appeal to so many people?

 You can replace this prompt with your own in any activity (or use [our assignment library](#))!

Duration: 4–6 class periods, or fewer with homework

Pre-Write


1 class period



Tutorial: [Writing an Expository Essay](#)

Students learn or review the basics of an expository essay.

5–10
minutes


 Try projecting this tutorial and going through it as a whole class. Have students vote on the “Try it out!” questions.



Graphic Organizer: [Generating Ideas in Response to a Prompt](#)

Students analyze the prompt, collect evidence, and draft a thesis.

30–40
minutes

 Looking for more pre-writing resources? You can find [our full collection here!](#)

Draft

2–3 class periods



Guided Draft: [Expository Essay](#) 

Students draft a full expository/informational essay with the support of targeted tips.

Rubric: Thesis statement introduces the central idea
Each topic sentence supports the thesis
Each piece of evidence is a fact that supports the topic sentence
Conclusion restates the thesis and explains why readers should care
Organization helps readers understand the thesis
Language is specific and concise

120–180
minutes

Revise

1–2 class periods



Self Review: [Expository Essay](#) 

Students review and revise their rough drafts with scaffolded support.

30–90
minutes

Rubric: Same as Guided Draft