

Nonfiction: Explaining Key Details with Explode to Explain

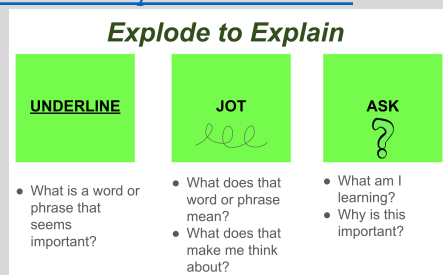
What: We know that sometimes an important part of an informational source can be tricky to understand. Slowing down to think about the details and what they mean can help us understand the text better and help us explain what we learned.

Why: Being able to explain what you learned (in your own words) can deepen your understanding of the ideas in a source and help you explain evidence in the source that supports a main idea or an important point that you want to make.

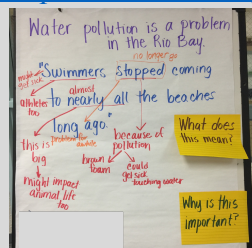
How: Locate one sentence or short section to closely read. As you read:

- ✓ **UNDERLINE** words or phrases you think are important.
- ✓ **JOT** notes about what those words mean or make you think about.
- ✓ **ASK** (after a couple of annotations, start to ask) –
 - 1) What am I learning?
 - 2) Why is this important?

[Link to sample anchor chart:](#)



[Link to sample lesson & artifacts:](#)



How to TEACH during PHASE 2 Lessons

*Students should have an opportunity to try out Explode to Explain over the course of multiple texts. These suggestions for teaching include gradually releasing responsibility over time.

1. Introduce, model & guide.

Prepare:

- Identify an important (more difficult) sentence in the source and write on chart paper or print for students to mark on. Strongly recommend choosing a sentence that reveals a main idea.
- Prepare the anchor chart.

Teach:

- Share the *what* and *why*.
- Present the anchor chart and share the *how*.
- I DO: Present the excerpt from the text and think aloud about an important word or phrase. Clearly model looking at the anchor chart to help you think about what to do. (You may not have much to say for the step “ASK” until multiple words/phrases have been annotated.)
- WE DO: Guide students as they decide which word or phrase to underline, jot, and then synthesize their learning from all the parts they’ve annotated so far (i.e., ASK). Provide language stems to support students’ expression:
 - o *I think this word is worth underlining because...*
 - o *This makes me think...*
 - o *I think the author means that...*
 - o *This is important because...*
 - o *I’m going to write...*

2. **During Phase 2 of the next three-phase lesson, coach partners as they closely read, annotate & discuss an excerpt you or they have chosen.** Prompt students to review the steps on the anchor chart before they start. Coach as needed. Close by asking partners to explain what they learned and why it is important (or supports the main idea) with another pair of students.

3. **With another text, coach students as they explode to explain independently.** Ask individuals to choose a sentence from a source to think through and mark on their own. Provide support.

