R.A.N. Chart – Reading and Analyzing Non-fiction

Purpose: to activate background knowledge and connect it to research findings and new learning

What I Think I Know	What I Know Is True	New Facts	I Don't Think This Anymore	Wonderings
Students state information they think to be correct about the topic.	Students research to confirm background knowledge.	Students research to locate additional information not stated in background knowledge.	Students research to discard incorrect background knowledge.	Students raise questions based on the new information gathered.

from Tony Stead, Reading for the Love of It Conference, 2012

How to Use:

- Access students' background knowledge of the inquiry topic or the non-fiction text by asking them to record on sticky notes what they think they know about the topic (one idea per sticky note). Notes are placed in the "What I Think I Know" column of the R.A.N. Chart BLM.

- Explain to students that as they research the topic or read the text, ideas on the sticky notes will be confirmed and moved to the "What I Know is True" column or if research changes prior thinking (reveals misconceptions), then the sticky note is moved to the "I Don't Think This Anymore" column. New information that is gained through the investigation is posted in the "New Facts" column and questions raised from the new information will be added to the "Wonderings" column.