

# R.A.N. Strategy (Stead, 2006)

## *Planner for Whole-Class Instruction*

\*One Topic\*

<b>What We <i>Think</i> We Know</b>	<b>Confirmed (Yes, we were right)</b>	<b>Misconceptions</b>	<b>New Facts</b>	<b>Wonderings</b>
Children record information they think is correct about the topic.	Children research to confirm prior knowledge using evidence from the text or other resource.	Children research to discard or rethink prior knowledge.	Children research to find additional information not stated in prior knowledge.	Children raise questions based on the new information gathered.

### **Introduce Unit of Study by Recording Prior Knowledge**

- Have students “Think/Pair/Share” or write on sticky notes what they *think* know and place under appropriate column.
  - Tip: Remind your students that we will be able to confirm this information later, it's not our job to tell someone he/she is right or wrong right now.
  - Tip: Be sure to place a sticky note up that you know will be considered a misconception within the first text. This gives you an opportunity to model an appropriate reaction to your personal sticky note being considered a misconception.

### **Process to Complete After or During Reading (for each text or resource)**

- Have students move sticky notes that can be confirmed using evidence from the text. Reread as necessary. Allow time for students to talk and discuss what they're learning.
  - If students want to move sticky notes to the confirmed column, they have to locate the evidence within the text where to support their thinking.\*\*
- Add sticky notes to column when new information is learned, referencing evidence from the text.
- Move sticky notes over if there were any misconceptions, referencing evidence from the text.
- As questions arise add them to the wonderings column – find answers as needed with evidence from the text or suggest that more research is needed.
- At the end of each resource or the completion of all texts – have each student think of one new thing they have learned. \*\*

Stead, T. (2006). *Reality checks: Teaching reading comprehension with nonfiction K-5*. Portland, ME: Stenhouse.

Duncan, E., & Holliday, M. (2016, November 10). *Using R.A.N. Charts in the Elementary Classroom*. Session presented at MARRE Conference, Branson, MO.

## How Many Resources?

Reading two to three short texts with a short video is usually the right amount of information for a topic. Remember you can use:

- Nonfiction Read Aloud Books
- Nonfiction Shared Reading
- Nonfiction Guided Reading Books
- Videos

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