

Literacy T-Chart – RAFT

CIP 48.0508 Welding Technology/Welder

Produce clear writing that is appropriate to ask, purpose and audience.

Program Task:	PA Core Standard: CC.3.6.11-12.C
203: Select appropriate welding technique, equipment and supplies for a given metal or process.	Description: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Program Associated Vocabulary:	Writing Associated Vocabulary:
Welding Frame Prototype Fixture Durability	Role Audience Format Topic

Program Strategy:	Literacy Strategy:
<p>Use the RAFT strategy to help students analyze writing prompts.</p> <p>After introducing the RAFT strategy and before starting the project, present the following prompt to students.</p> <p><i>Your engineering team serves as the research and development (R&D) mechanical engineering arm for a national-championship-winning 1/5 scale short course off-road RC racing team. The race team has recently been experimenting with using a plastic frame to replace the aluminum frames currently used in its competition vehicles. The goal is to reduce cost and weight, while achieving improved durability.</i></p> <p><i>Your team needs to identify a simple welding process that can be used to weld the stiffener to the existing frame piece. Your team will need to design a prototype, build the fixture and then perform welding tests using the fixture.</i></p> <p><i>Write an engineering report in which you explain how the welding process and your fixture enabled your</i></p>	<p>RAFT is a strategy that allows students to tailor their writing to specific prompts or situations.</p> <p>RAFT is an acronym for R – role A – audience F – format T – topic</p> <p><i>Whole Group</i> Share a short piece of writing with the class. Lead them in a discussion to determine the writer, the audience, format and topic of the piece. The piece should be short enough to show to the entire class. This piece could be generic or could relate to your content area.</p> <p>Have students brainstorm roles, audiences and formats as a way to ensure that they understand the components. Possible answers include:</p>

Program Strategy:

team to weld the two pieces together and achieve the required geometry.

Provide each student or team four colors of highlighters. Use one color each to highlight the role, audience, format and topic. Have students share what they identified to ensure that they understand their writing task and can collect appropriate information throughout the project.

Their RAFT analysis can also be used for peer review for revision. Highlighting the RAFT components will focus on whether the writing addresses the prompt.

Literacy Strategy:

Roles	Audiences	Formats
<i>Student</i>	<i>General</i>	<i>Letter</i>
<i>Teacher</i>	<i>Buyers</i>	<i>Poster</i>
<i>Parent</i>	<i>Builders</i>	<i>Essay</i>
<i>Engineer</i>	<i>Students</i>	<i>Instruction</i>
<i>Welder</i>	<i>School</i>	<i>Manual</i>
<i>Nurse</i>	<i>Board</i>	<i>Journal</i>
		<i>Article</i>
		<i>Website</i>

Display a RAFT writing prompt with a document camera or electronic document and model how you would write in response to the prompt.

Guided Practice

Have students react to another piece of writing individually or in small groups. All students can react to the same piece or you may have a variety that include different audiences, formats or roles.

Provide students with four colors of markers. Use one color each to mark the role, audience, format and topic. Note that the format may be inferred rather than specifically stated. Have students share what they marked. This can serve as a formative assessment to determine if students can identify the different elements in a completed piece of writing.

If you use a variety of passages, you may choose to add to the chart the class collaboratively produced earlier so that it can be used as a reference for future writing.

Application

Provide students with a RAFT assignment for the unit under study. Have them identify each of the four components before starting to write.

In debriefing, use the following questions:

- How did you recognize the elements in the prompts?
- How would changing any of the elements change the writing?
- Why is it important to identify the different elements before writing?

Listen for:

- Understanding how knowing the elements impacts writing.
- Understanding how identifying the elements can save time and improve writing.
- Changing any element affects the final product.

Instructor’s Script – RAFT

Being able to correctly elements in a writing task helps students focus their work. Writing to different audiences for different purposes impacts the language, organization and style of writing and ultimately impacts how a reader responds to the writing.

Common Mistakes Made by Students

Students often use their daily informal language when writing formal pieces, which is not always appropriate.

Students sometimes struggle to maintain focus on a single purpose in their writing or to stay on one topic throughout a piece of writing.

CTE Instructor’s Extended Discussion

Students need to understand that their work models that of industry professionals. Not only is their process important, but they need to be able to share that information with clients. The RAFT strategy helps students focus on what the client needs to hear and the best way to present the information.

Having students identify these elements and continuing to reinforce them will help students produce better writing to sell their work. It will also give the teacher direction in coaching students to better target their writing.

Sample Questions

Career and Technical Concepts

Question	Answer
Changing the final writing product from a business proposal to a laboratory report would have the greatest impact on A. Vocabulary. B. Sentence structure. C. Length. D. Audience.	D. Audience

PA Core Reading Concepts

Question	Answer
Identify the audience in the following writing prompt: As a high school student, write an e-mail to your state legislator expressing your opinion about the proposed legislation requiring students to complete a career pathway. A. High School Student B. State Legislator C. CTE Teachers D. Business Owners	B. State Legislator