

# Writing Lesson Plan – RAFT

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## **Standard**

**PA Core Standard: CC.3.6.11-12.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

## **Objective**

Write documents that accurately address prompts

## **Strategy**

*RAFT*--The RAFT acronym allows students to analyze writing situations by identifying their role, audience, format and topic.

## **Phase of Writing**

Before

## **Skill Review**

None required

## **Definitions**

Role—the persona that authors assume for the writing

Audience—the targeted group for which writing is prepared

Format—the form writing takes, such as letter, essay or engineering report

Topic—the subject of a piece of writing

## **Lesson Preparation**

Collect samples of short pieces of writing in which the role, audience, format and topic are clear.

Develop a RAFT prompt for the current unit of study.

Develop or identify a RAFT prompt that you can use to model how to write to the prompt.

## **Lesson**

### *Whole Group Instruction*

Share a short piece of writing with the class. Lead them in a discussion to determine the writer, the audience and the purpose 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.

Have students brainstorm roles, audiences and formats as a way to ensure that they understand the components. Possible answers include:

<b>Group Components</b>		
<b>Roles</b>	<b>Audiences</b>	<b>Formats</b>
<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 Manual</i>
<i>Welder</i>	<i>School Board</i>	<i>Journal Article</i>
<i>Nurse</i>		<i>Website</i>

Display a RAFT writing prompt using a document camera or electronic document and model how you would write a 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, topics and roles.

Provide students with four colors of markers. Use one color each to mark the role, audience, format and topic. 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 RAFT chart the class collaboratively produced 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.

*Extensions/Notes:*

- RAFT can also be used as a peer review strategy to determine whether students have written to a prompt.
- Students can be given choice in one or more elements of RAFT. For instance, all students may have the same topic, audience and format, but may choose their own role.
- RAFT can also be used in reading analysis to determine how authors address audiences or purposes in different ways, even with the same topic.

### **For More Information on Strategy**

[AdLit, Strategies](#). Retrieved April 2, 2017.

Santa, C., & Havens, L. (1995). *Creating independence through student-owned strategies: Project CRISS*. Dubuque, IA: Kendall Hunt.