

Writing T-Chart – RAFT

CIP 47.0603 Auto Body/Collision & Repair Technology

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

Program Task:	PA Core Standard: CC.3.6.11 12.C
801: Classify the various types and extent of damage a vehicle sustains from an accident.	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:
Estimator Resume Technician Collision Mechanic Diagnosis Specifications	Role Audience Format Topic

Program Strategy:	Literacy Strategy:
<p>Use the RAFT strategy to help students write a specific collision estimate claim that identifies the damage and necessary repairs to a vehicle after an accident.</p> <p>After introducing the RAFT strategy and selecting a collision example from Internet websites or in-class collision samples, present the following prompt to students.</p> <p><i>Congratulations! You were just hired in the position of collision estimate writer at the dealership in your hometown. To succeed in the new job, you must prepare an estimate that the insurance company will approve.</i></p> <p><i>Using databases and available information, research information and prepare an estimate for the repairs to the vehicle.</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, the format and the 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 to ensure that they understand the components. Possible answers include:</p>

Program Strategy:

Explain the purpose of the RAFT; discuss the expectations of each category in the prompt.

Have students work together to identify the role, audience, format and topic of the prompt.

Role	Audience	Format	Topic
Collision Estimate Writer	Insurance Company	Collision Estimate	Repair vehicle after collision

Have students identify the details from the prompt and their experience that would be necessary to write the collision estimate. Remind students to use appropriate vocabulary to describe damages and repairs.

Model an alternative RAFT. Other possible roles include

Auto body technician
Collision repair technician
Body shop technician
Body shop estimator
Full service detailer
Maintenance technician
Mechanical technician

You may choose to differentiate the assignment by having students select different roles, audiences, formats or topics. For instance, changing the format from a collision estimate for the insurance company to a consumer guide for reading a collision estimate covers the same essential content while changing the writing because of a different audience and format. Varied prompts allow students to compare multiple perspectives, deepening their understanding of the content when shared.

Students can use RAFT to peer review drafts of other students' papers. A highlighter review is quick and targeted as students use different color markers to highlight each of the four components.

Literacy Strategy:

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

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. 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

Writing to different audiences for different purposes, from different perspectives, impacts the language, organization, and style of writing, and ultimately impacts how a reader responds to the writing. Insurance companies have forms available on internet, such as the one below from [Met Life](#), to assist in identifying damage to vehicles. Practice using the RAFT strategy is non-threatening and encourages students to adhere to industry expectations.

Sample Accident Form from Met Life

Where is, your car damaged as a result of this accident? *

<input type="checkbox"/> A. Hood	<input type="checkbox"/> F. Rear bumper	<input type="checkbox"/> J. Front driver side fender
<input type="checkbox"/> B. Front Bumper	<input type="checkbox"/> G. Rear trunk	<input type="checkbox"/> K. Roof
<input type="checkbox"/> C. Front passenger side fender	<input type="checkbox"/> H. Rear driver side quarter panel	<input type="checkbox"/> L. Undercarriage
<input type="checkbox"/> D. Passenger door(s)	<input type="checkbox"/> I. Passenger door(s)	<input type="checkbox"/> M. Other (please explain damage in notes area below)
<input type="checkbox"/> E. Rear passenger side quarter panel		

The diagram shows a top-down view of a car with labels A through M pointing to various parts. The labels are: A. Hood, B. Front Bumper, C. Front passenger side fender, D. Passenger door(s), E. Rear passenger side quarter panel, F. Rear bumper, G. Rear/trunk, H. Rear driver side quarter panel, I. Passenger door(s), J. Front driver side fender, K. Roof, L. Undercarriage, and M. Other.

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 real-life requirements 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 improve their writing.

Collisions require a wide array of personnel to repair cars. Responsibilities include following supervisors' instructions as to which parts to replace or restore on a vehicle, reviewing estimates and planning the work to

be performed and acting as liaison between the customer and the dealership and the insurance adjusters. While it is possible to get a job without prior training, employers prefer applicants with specialized training, certification and experience.

Sample Questions

Career and Technical Concepts

Question	Answer
Changing the final writing product from a collision repair estimate to a consumer guide would have the greatest impact on A. Vocabulary. B. Sentence structure. C. Length. D. Purpose.	D. Purpose

PA Core Reading Concepts

Question	Answer
Identify the role 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	A. High School Student