

RAFT Strategy

After Reading -Writing Strategy



RAFT Strategy

Role-Audience-Format-Topic

Purpose of teaching the RAFT strategy:

The RAFT strategy (Santa, 1988) can be used across subject areas to help students to understand and focus on four critical aspects of writing: the writer's **R**ole (*Are you a journalist? A soldier? A witness? A castle? An engineer? An endangered species? The human heart? - Can be people, objects, etc.*); the **A**udience to whom the writer is speaking (*Are you writing to a friend? Readers of a newspaper? A local TD? Your dog? A scientist? A museum? - Can be people, objects, etc.*); the varied **F**ormats for writing (*Is it a letter? A speech? An obituary? A Blog? An Infographic? A top 10 list?*); and the **T**opic addressed in the writing (*What's the subject or the point of this piece*). Asking students to write from another point of view requires a deeper understanding of the topic. Rafts can also be differentiated by learner readiness, interest and/or learning profile.

Explicitly teaching the RAFT strategy:

Step 1

Explain that all writers need to consider four key components: the role of writer, the audience, the format and topic. Explain to students that they are going to structure their writing around these elements using the RAFT strategy. Display a completed RAFT on the projector or on A3 paper and discuss the key elements with students. Identify important ideas or information.

Step 2

Demonstrate, model and "think aloud" another sample RAFT exercise with the help of the class (thinking aloud allows students to see *what* you think by narrating *how* you think as you use a strategy). Brainstorm RAFT ideas about a topic.

Step 3

Divide students into pairs or small groups of three or four to write about a chosen topic from the brainstormed list. Provide assistance to students as needed. Then have the groups share their completed RAFTs with the class. (* RAFTs can also be created where one column is consistent while the other columns in the RAFT grid vary. Also use strong verbs – for example instead of 'write' use verbs such as 'plead' or 'convince' – as this can help focus the writing and sets the tone of the response).

Step 4

After students become more proficient with the strategy have them create their own RAFTS based on topics studied in class.

RAFT Example

1. Decide which **RAFT** exercise you want to do. Always read across the chart.
2. Look at the 1st column of **ROLES**. A role is the person you are pretending to be. Select a role that interests you.
3. Read the **AUDIENCE** that goes along with that role. The **AUDIENCE** is for whom you are creating your work
4. The **FORMAT** column tells you the way you'll express your understanding of the topic. **FORMAT** is the form in which your writing should be presented.
5. **TOPIC** is the last column. The **TOPIC** tells you what you will be writing/drawing about. The **TOPIC** is important because it should help you reveal as much as you know about the topic.

ROLE	AUDIENCE	FORMAT	TOPIC
Leonardo da Vinci	Patrons	Painting of Mona Lisa	Urge patrons to buy your artwork
Egyptologist/Tour guide	Tourist	Travel brochure	Inspire tourists to come to the ancient Egyptian sites
Oprah	Television public	Talk show	Women's suffrage in the 20 th century
Plant	Primary students	Blog	The effects of fertiliser run off
Shakespeare	Romeo and Juliet fans	Play Script	Recreate the ending of Romeo and Juliet
Stalin	George Orwell	Book review	Reactions to Animal Farm
Tybalt	Romeo	Angry letter	10 things I hate about you
Mercutio	Romeo	Advice Column	Convince Romeo to get over Rosaline and stop moping
Comma	1 st yr students	Job Description	Use in sentences
Raphael	Renaissance painters	Art Lesson	Teach other artists the technique of perspective
Safety goggles	Family	Letter	Safety in the lab
Cell wall	A student in a science class	List	Explain why you are the most important cell organelle
White blood cell	Red blood cell	Romantic letter	I will keep you safe
Lungs	Brain	Persuasive speech	Why quit smoking
A fraction	An equivalent fraction	A Poem	How you are just like me
Percentages	Consumers	Infographic/Advert	Just look at all the ways you use me in your lives
Square Root	Whole Number	Love letter	Explain relationship
A rollercoaster designer	Amusement park visitors	Informative paragraph/flyer	Explain how you use the laws of force and motion to design rollercoasters
Rachel Allen/Mary Berry	TV Audience	Script	How yeast works in bread
Mozart	Prospective Employer	Job Interview	Qualifications as a composer

RAFT Format Ideas

Format Ideas

Letter	Manual	Infographic
Love Letter	Brochure/Leaflet	Animoto
Complaint Letter	Magazine Article	Cartoon
Journal/diary	Speech	Comic Strip
Newspaper	Short Story	Travel Brochure
TV News Report	Menu	Flipbook
Game	Interview Questions	Podcast
Song	Biography	Audio Recording
Poem	Critique	Radio Advert
Advertisement	Game	Press Release
Poster	Blog	Top Ten list
Drawings	Blurb	Advice Column
Email	CV	Video
Facebook post	Proposal	Rap
Twitter post	Petition	Limerick
Text Message	Advice column	Prezi
Website/page	Documentary	Powerpoint
Graphic Novel	Lesson Plan	Instructions
Skit	Petition	Recipe
Eulogy	Glossary	Quiz
TV Advert	Fact File	Artist Statement
Application	Experiment	Flyer
Role play	Essay	Thank You Note
Survey	Dialogue	Debate
How to Book/Article	Poster	Webcast

RAFT Recipe Form

RECIPE **F**OR:

PREPARATION **T**IME:

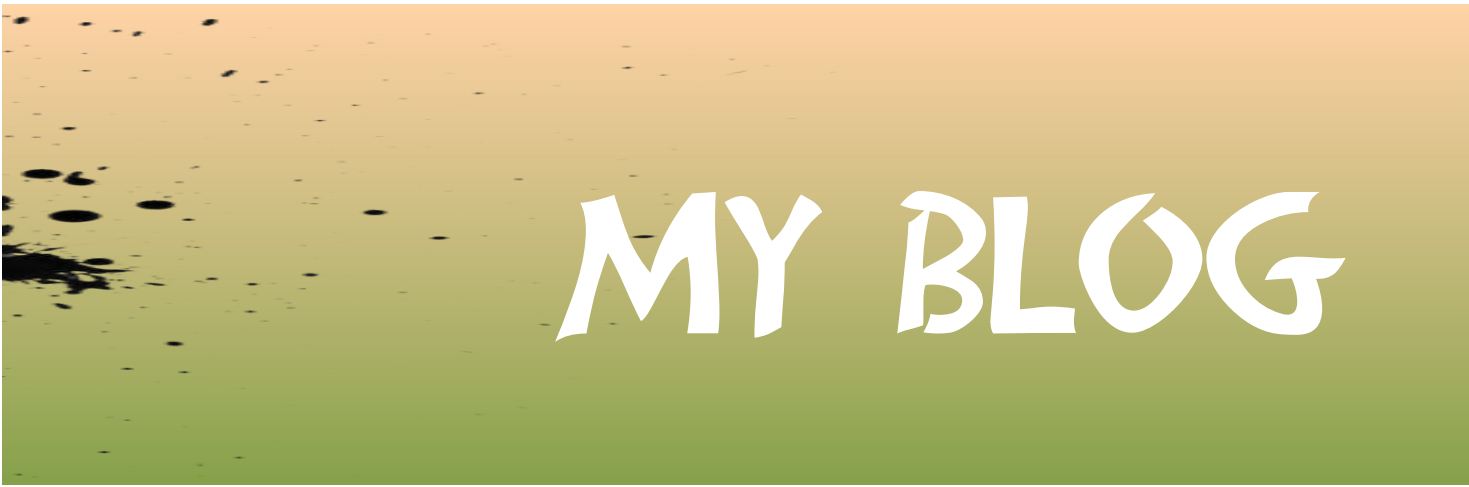
TOTAL **T**IME

INGREDIENTS:

DIRECTIONS (STEPS):

NUTRITIONAL **I**NFORMATION:

RAFT Blog Form



ARCHIVES:

- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE

GALLERY:



POST TITLE ONE GOES HERE

Posted by Wonder Kid

XX

[Read more](#)

POST TITLE TWO GOES HERE

Posted by Wonder Kid

XX

[Read more](#)

RAFT Facebook Form

[Home](#)
[Profile](#)
[Friends](#)
[Settings](#)
[Log out](#)

FACEBOOK
[Inbox \(1\)](#)

Username: Characters name here

Wall	Info	Photo	+
------	------	-------	---

Basic information

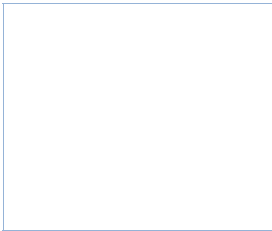
Sex:

Current City:

Birthday:

Relationship Status:

[View photos of me \(34\)](#)



Personal Information

Activities:

Interests:

Favourite Music:

Favourite TV shows:

Favourite Quotations:

About Me:



Contact Information

Email:

Current address:

Education and Work

School/College:

RAFT Twitter Form



Home Profile Find People Settings Help Sign out

Username

+ Follow
⚙️

Name:

Location:

Bio:

234

followers

12

following

Tweets

Favourites

Following

Most recent message which can have up to 140 characters. This will take you up to about this point on the second line, depending on letters.

About 5 minutes ago from web

If you're planning to keep adding messages as you follow a story, it might be useful to start at the bottom of the page and work your way up

About 2 hours ago from web

RAFT Story Board Form

The image displays a template for a RAFT Story Board Form. It consists of two vertical film strips, each with three rectangular frames. The film strips are connected by red curved arrows indicating a sequence: one arrow at the top connects the top frame of the left strip to the top frame of the right strip; three arrows on the left side of the left strip point downwards from the top frame to the middle frame, and then to the bottom frame; and one arrow at the bottom connects the bottom frame of the left strip to the bottom frame of the right strip.

RAFT Story Board Form

An empty rectangular panel with a light grey border. The top portion is a large white square, and the bottom portion is a smaller white rectangle with two horizontal lines, serving as a space for a caption.

An empty rectangular panel with a light grey border. The top portion is a large white square, and the bottom portion is a smaller white rectangle with two horizontal lines, serving as a space for a caption.

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RAFT News Article Form

The DAILY RAFT

GETTING TO THE HEART OF THE MATTER

- SINCE 1882 -

YOUR HEADLINE/HEADING HERE

Picture here



XXXXXX

The DAILY RAFT

GETTING TO THE HEART OF THE MATTER

- SINCE 1882 -

RAFT News Article Form

Newspaper title here

Illustration/photo here

Continue here

Start your writing here

RAFT Web Page Form



RAFT Text Message Form



RAFT Classified Ad Form

News Announcement or Classified Advertisement

Limited to _____ words

Date: _____

News Announcement or Classified Advertisement

Limited to _____ words

Date: _____

RAFT Rubric/Checklist

STUDENT NAME:

Accuracy

5 4 3 2 1

Information presented is accurate and is supported with specific details.

Comments:

Role

5 4 3 2 1

Student stayed in the role assigned.
Student took on the role effectively.

Comments:

Format

5 4 3 2 1

The choice of format was effective for the writing task.

Comments:

Conventions

5 4 3 2 1

The writing had no errors in grammar, punctuation, capitalisation or spelling.

Comments:

Overall Quality

5 4 3 2 1

Your best effort was evident. Your final product is neat and well organised.

Comments:

Scoring key

25-23 = A

22-20 = B

19-18 = C

17-15 = D

14 and below = F

GRADE:

Assessment guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete

RAFT Rubric/Checklist

YOU ROCK! 4	ALMOST PERFECT 3	SO-SO 2	OOOPS! 1
Information is complete and accurate.	Information is complete and accurate.	You are missing information or have incorrect facts.	You have little correct information represented.
Information is presented in an interesting manner.	Information is presented in an interesting manner but could have been more creative.	You could have been more creative in your presentation.	You writing lacked creativity.
Written work is free from any grammatical or spelling errors.	One or two errors are evident in your work.	Three or more errors are present in writing.	You have many errors in your writing.

Student Writing Checklist

Features of writing	Did I do this?		
	Yes	No	A little
Text level			
My title and opening engage the reader's interest.			
I have included an effective ending.			
My ideas are sequenced into paragraphs in order to interest my reader.			
The theme and purpose of my writing is clear.			
I can create characters and relationships through description, dialogue and action.			
	Yes	No	A little
Sentence level			
Each paragraph has a topic sentence.			
I vary my sentences to develop ideas and detail (e.g. when, where) and use simple sentences for effect.			
I use imagery to develop character, mood and setting.			
I can use visual and sound effects to create an impact (e.g. alliteration).			
	Yes	No	A little
Word level			
My verbs create impact and add to the effect.			
I use 'Wow' words to create effect.			
	Yes	No	A little
Punctuation			
I use punctuation correctly.			
I use speech marks correctly.			

Reflecting on My Writing

When I look back on my writing I think I have got better at:

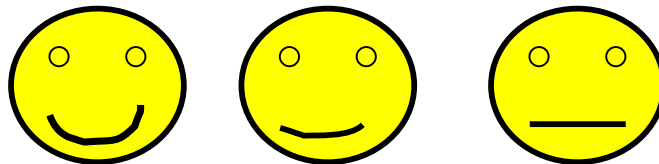
Forming letters



Neatness



Spacing



Telling my ideas, using a beginning, middle, end



Using 'Wow' words




Using capitals and full stops



Wow with Your Words



Verbs with a Punch



knock



thump



whack



collide



pound



crash



wallop



bump

Walk – What Way?



strolled



strutted



staggered



swerved



darted



browsed



dived



stomped



sauntered



hurried



raced



rushed

What to Use Instead of Said...



Ways of Looking



Adjectives to Wow With

dark
unlit
shady
sunless
gloomy
sombre

old young delicate clear
windy soothing effective
sore tender kind soft
hard warm safe wooden
smooth hairy big wrinkly

light
glare
shine
luminous
sparkle

suspicious
doubtful
suspect

tall
high
lofty
giant

cold
chilly
freezing
arctic

special
exceptional
extraordinary
curious

unusual
uncommon
odd
extraordinary

fierce
strong
evil
menacing

quick immediate fast
slow leisurely gradual

interesting attractive
exciting convincing
enchanted fascinating

colourful clumsy
energetic fierce
alive vicious
stunning amazing
fantastic annoying
tragic dumbfounded

Choose a Power Verb

cry	weep, shed tears, sob, blubber, snivel, mourn, lament, whimper, wail, howl, groan, bawl, plead, moan
talk	speak, converse, chat, reply, gossip, consult, discuss, reveal, confess, address, negotiate, lecture, rant, rave, mutter, chatter, utter, prattle, babble, rattle on
think	reflect, consider, ponder, imagine, meditate, picture, contemplate, deem, recollect, recall, speculate, conceive, fancy, realise, surmise, rationalise, muse.
run	race, hurry, speed, hasten, dash, sprint, dart, zoom, scamper, scoot, scurry, bustle, rush, hustle, trot, scramble, flee, take flight, skedaddle, jog, glide, bolt
walk	stroll, promenade, wander, saunter, march, trudge, tramp, hike, parade, tread, pace, step, prance, amble, trek, waddle, cruise
laugh	chuckle, giggle, roar, chortle, cackle, guffaw, snicker, titter.
yell	shout, holler, scream, bellow, roar, howl, shriek, bawl, whoop, yowl
eat	gobble, devour, munch, snack, consume, swallow, dine, chew, feast, feed, nibble, gulp, wolf down, lunch, ingest
watch	look, stare, gaze, peep, ogle, observe, notice, attend, regard, survey, scrutinise, pore over, eye, note, examine, view, tend, oversee, patrol, guard
dream	daydream, fantasise, wish, hope, imagine, fancy, muse, desire
see	discern, distinguish, spy, mark, mind, note, notice, observe, view, detect, glimpse, spot, witness
sleep	nap, doze, drowse, rest, nod off, snooze, forty winks
say	reply, converse, disclose, explain, inform, express, state, report, announce, mention, acknowledge, answer, declare, suggest



National Behaviour Support Service (NBSS)

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Navan

Co. Meath

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