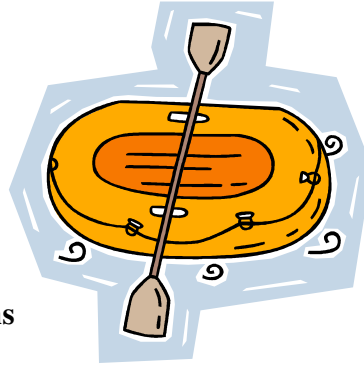


A RAFT is...

- ... an engaging, high level strategy that encourages writing across the curriculum
- ... a way to encourage students to...
 - ...assume a [role](#)
 - ...consider their [audience](#),
 - ...examine a [topic](#) from a relevant perspective,
 - ...write in a particular [format](#)
- All of the above can serve as motivators by giving students *choice*, appealing to their *interests* and *learning profiles*, and adapting to student readiness levels.

RAFTs can...

- **Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest**
- **Be created by the students or Incorporate a blank row for that option**
- **Be used as introductory “hooks” into a unit of study**
- **Keep one column consistent while varying the other columns in the RAFT grid**



Sample RAFT Formats

- Advertisements
- Affidavits
- Announcements
- Biographical sketches
- Blurbs
- Board game instructions
- Brochures
- Bumper stickers
- Captions
- Case studies
- Children's books
- Commentaries
- Debate outline/notes
- Declarations
- Definitions
- Dialogues
- Directions
- Editorials
- Encyclopedia entries
- Epitaphs
- Eulogies
- Expense accounts and defense
- Fact sheets
- Graffiti
- Greeting card of text
- Historical accounts
- Fairy tales, myths, novels, plays
- Poems
- Science fiction
- Songs and ballads
- Story beginnings/continuations
- Indexes
- Instructions
- Interviews (real or imaginary)
- Itineraries
- Job specifications
- Journal entries
- Lab reports
- Last wills and testaments
- Legal briefs
- Legislation
- Lesson Plans

More Sample RAFT Formats

- Letters: advice, application, resignation, complaint, inquiry, congratulation
- Persuasive: to public officials, to the editor, recommendations
- Logos
- Lists
- Math notes/observations
- Math problem solutions
- Math story problems
- Memos
- Menus
- Messages to/from the past/future
- Minutes of meetings
- Monologue
- Mottoes/ Slogans
- News stories - paper/radio/tv
- Orations
- Paraphrases
- Parodies
- Personality sketches
- Personalized license plates
- Predictions/prophecies
- Proposals
- Public notices
- Reaction papers
- Requests
- Reviews
- Screenplays
- Sermons
- Skits
- Speeches
- Story boards
- Summaries
- Tables of content
- Telegrams
- Telephone dialogues
- Test questions
- Thumbnail sketches
- Translations
- Wanted posters
- Word puzzles and games

Sample RAFT Strips

Role	Audience	Format	Topic
Squanto	Other Native Americans	Pictographs	I can help the inept settlers
Band Member	Other Band Members	Demo Tape	Here's how it goes
Positive Numbers	Negative Numbers	Dating Ad	Opposites Attract
Rational Numbers	Irrational Numbers	Song	Must you go on forever?
Decimals	Fractions	Poem	Don't you get my point?
Perimeter	Area	Diary Entry	How your shape affects me
Monet	Van Gogh	Letter	I wish you'd shed more light on the subject!
Joan of Arc	Self	Soliloquy	To recant, or not to recant; that is the question
Tree	Urban Sprawl	Editorial	My life is worth saving
Thoreau	Public of his day	Letter to the Editor	Why I moved to the pond
Young Chromosome	Experienced Chromosome	Children's Book	What becomes of us in mitosis?

RAFT EXAMPLE

This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

Know:

- Basic needs of plants and animals
- The role of natural resources in lives of people and animals

Understand:

- Our actions affect the balance of life on Earth.
- Animals become endangered or extinct when natural resources they need are damaged or limited.
- Natural resources are not unlimited and must be used wisely.

Be Able To:

- Identify causes of problems with misuse of natural resources.
- Propose a useful solution to the problems.

Primary RAFT Example

Directions: Pick one of these rows to help you show what you know and why taking care of natural resources is important to the balance of life in our world.

ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters anyhow

Primary Science

Plant Parts

- **Know:**
 - Parts of a plant: root, stem, leaf, flower, seed
 - Plant needs: light, water, air, soil, food
- **Understand:**
 - Plants have needs that must be met in order for them to survive.
 - Each plant part has a job to do that helps the whole plant.
 - If one plant part can't do its job, the whole plant suffers.
- **Do:**
 - Identify and describe the plant parts
 - Explain the role of each plant part in meeting the plant's needs
 - Work independently
 - Work collaboratively
 - Draw Conclusions



Plant Raft

- The teacher assigns a RAFT task to each student based on interest and/or learning profile. Students work alone to complete their task.
- Students review one another's work and make suggestions for improvement.
- Teacher checks each student's work for accuracy and quality.
- When students are ready, the teacher forms groups of students, making sure each RAFT role is represented in each group.

ROLE	AUDIENCE	FORMAT	TOPIC
Plant parts	Plant needs	Picture	We're made for each other
Roots	Stem, Leaf, Flower & Seeds	Letter	You'd be lost without me
Flower	Stem, Leaf, Seeds, and Roots	Ad	I'm more than just a pretty face
Seeds	Flower, Leaf, Stem, Roots	Song or Poem	Here's where you got your start
Stem	Flower, Leaf, Seeds, Roots	Chart	Why you can't do without me
Leaf	Stem, Seeds, Flower, Roots	2 Riddles	Why I'm important to you

Plant RAFT

- After completing the RAFT, students meet in teacher-assigned table groups of 6.
- Each group has a leader or guide.
- Students share their RAFT work.
- As a group, they respond to this prompt:
 - Draw or build something to prove that a plant is well made to have all its needs met.
 - Use words to explain.
 - Everyone in your group should be ready to tell the class about your ideas.



RAFT ACTIVITY ON FRACTIONS

Role	Audience	Format	Topic
Fraction	Whole Number	Petitions	To be considered Part of the Family
Improper Fraction	Mixed Numbers	Reconciliation Letter	Were More Alike than Different
A Simplified Fraction	A Non-Simplified Fraction	Public Service Announcement	A Case for Simplicity
Greatest Common Factor	Common Factor	Nursery Rhyme	I'm the Greatest!
Equivalent Fractions	Non Equivalent	Personal Ad	How to Find Your Soul Mate
Least Common Factor	Multiple Sets of Numbers	Recipe	The Smaller the Better
Like Denominators in an Additional Problem	Unlike Denominators in an Addition Problem	Application form	To Become A Like Denominator
A Mixed Number that Needs to be Renamed to Subtract	5 th Grade Math Students	Riddle	What's My New Name
Like Denominators in a Subtraction Problem	Unlike Denominators in a Subtraction Problem	Story Board	How to Become a Like Denominator
Fraction	Baker	Directions	To Double the Recipe
Estimated Sum	Fractions/Mixed Numbers	Advice Column	To Become Well Rounded

RAFT ACTIVITIES



Role	Audience	Format	Topic
Fraction	Whole Number	Invitation to a family reunion	Here's how we are related
Equivalent Fraction	Boys-Men	Model	All pizza is created equal
Fractions & Mixed Numbers	Middle Schoolers	Persuasive Letter	You can't live without us
Improper Fractions	Mixed Numbers	Ad for a circus	What is my value in the balancing act?
Dinner for 2	Family of 4	Recipe	Yours, Mine & Ours
Mixed number Subtrahend	Mixed number minuend w/ Regrouping	Song	You can't take that away from me



Parts of Speech

ROLE	AUDIENCE	FORMAT	TOPIC
SUBJECT	ATHLETICS AWARD DINNER	ACCEPTANCE SPEECH	It's all about me!
PREDICATE	"TOP 40" MUSIC RADIO LISTENERS	SONG	All things revolve around me
DIRECT OBJECT	MIDDLE SCHOOLERS	POEM	"To be acted upon"
INDIRECT OBJECT	WRITERS	ONE PAGE WRITTEN ARGUMENT	No one understands me!

Name: _____ Period: _____ Date: _____

Partner's Names: _____

Due Date: _____

Astronomy Rafts

For this assignment you and your partners will choose one of the following assignments. You will work with your partners to create a story that follows the topic and format. All topics can be found in your textbook but a minimum of two other sources is required. Choose your assignments wisely and be very creative. Students will also be responsible for presenting their assignments to the class in a 3 – 8 minute presentation.

Role	Audience	Format	Topic
Supergiant Star	Younger star	Dialog	A look back at my life
Moon	Astronauts	Advice column	What to expect with your visit
A galaxy	neighboring galaxies	Letter of Concern	We are growing apart
A Planet	protoplanets	Motivational Speaker	You too can be a strong, independent Planet
Earth	Sun and other planets	Ricki Lake Show	No I am the Center
Sun Tour Guide	Sun Tourists	Tour guide dialog	Add some heat to your life
Galaxy	Other galaxies	Letter to the Editor	What is this redshift trying to prove
Pluto	other planets	Petition	Why should I be a planet or moon

**** Other ideas may be used also. Any other idea besides the listed topics must be approved by Miss Wall. Think creativity!

Rubric for Astronomy Rafts

Creativity: Be as creative as possible when presenting to the class. This creativity can range from dialogue, costumes, props, and/or diagrams. Use all creative skills! The more unique, the better.

10 points

Neatness: Your presentation should be well organized and neatness is a must for any props or posters.

10 points

Presentation: Your presentation must be organized and well prepared. Practice is a must. The presentation must be between 3 to 8 minutes. Everyone in the group must speak and have an active roll in the presentation.

10 points

Quality of Information: All facts and information in the presentation and summary must be accurate. All information must come from adequate sources which will be listed on a reference page.

10 points

Typed Summary: This summary should display all topics discussed in the presentation. This summary must be at least one page typed. Points will be deducted for spelling and grammar errors.

10 points

Peer evaluation: The peer evaluation must be completed by each member of the group. This form should be completed honestly. Only the teacher will be viewing these evaluations.

5 points

References: The reference page should be typed and should include all sources that were used to gather information on your subject.

5 points

Total Points Available: 60 Points

Grade 6 Social Studies RAFT

The Feudal System

Students will

Know:

Names and roles of groups in the feudal class system.

Understand:

Roles in the feudal system were interdependent. A person's role in the feudal system will shape his/her perspective on events.

Be Able to Do:

Research
See events through varied perspectives
Share research & perspectives with peers

Feudal Pyramid RAFT

Role	Audience	Format	Topic
King	The Subjects	Proclamation	Read My Lips, New Taxes
Knight	Squire	Job Description	Chivalry, Is it for you?
Lord	King	Contract	Let's Make a Deal
Serf	Animals	Lament Poem	My So Called Life
Monk	Masses	Illuminated Manuscript	Do As I Say, Not as I Do
Lady	Pages	Song	ABC, 123

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a "discussion agenda" to guide their conversation.

Kathryn Scaman

High School History



This standards-based RAFT guides students in examining the impact of leaders' actions and decisions. Prior to implementation the RAFT, students will have read and discussed a number of primary and secondary documents on events surrounding the Cuban Missile Crisis. They will also have learned and discussed the ideologies of capitalism and communism. Primary Resource documents and other Cold War resources can be found at <http://www.cnn.com/SPECIAL/cold.war>

AS A RESULT OF THE LESSON. STUDENTS SHOULD:

KNOW

President John Kennedy, Nikita Khrushchev, Fidel Castro, Cold War, Ex Comm, U2 plane, key events in the Cold War,

UNDERSTAND THAT

Political leaders' actions and decisions can be driven by a desire to propagate national ideologies.
Desire to propagate national ideologies can override reason and logic.

BE ABLE TO:

Use information to write from a non-personal perspective.
Analyze and account for differing perspectives.
Discuss and reach consensus on important topics.



RAFT For the Cuban Missile Crisis



President Kennedy	His children	Journal entry	"I must confide my true thoughts about that fateful week in Oct."
A fly on the wall at the ExComm meeting	The American Public Oct. 29th, 1962	Editorial	"The weight of the world was so heavy in the room that I could hardly fly"
President Nikita Khrushchev	Leonid Brezhnev	Private Conversation Oct. 29th	"Did I just break the back of my communist empire Leonid?"
Pilot U2 Plane	Head of Command	Radio Transmission	"That's correct sir, nuclear warheads! What should I do?"
Historian	College Class	Lecture	"What if Maxwell Taylor's position won?"
Anati Dobrynin	Members of the Russian government	Debriefing	"How did the world come so close?"
Fidel Castro	To his people	Propaganda Speech Oct 13th	"We will not be American pawns!"



High School History



To ensure that all students work with the range of ideological perspectives, students will participate in the following activities after the RAFT.

Two Stage Round Table: Students will work in two groups. In the first, they will develop an argument for the actions of either a communist or capitalist nation during the Cold War. They will then move to a group in which ideologies are represented to hear and respond to both perspectives.

Consensus Building: the whole class will listen to a representative presentation on each ideology. The teacher will then lead the class in a consensus building activity to determine whether the conclusion to the missile crisis was an effective/appropriate conclusion.

Advisory Letter to Heads of Nations: For homework, students will individually develop a statement to the United Nations advising leaders on ways to handle potential conflicts based on ideological differences. The statements will be based on research and discussions.

Meegan Snyder, 2003



Secondary RAFT Example



This RAFT is designed to be used by students in a French I class as they are developing the basic structure of the language and basic vocabulary sets. Of particular

interest here are present tense verbs and vocabulary centered around leisure activities

- RAFT Goals**
- Students Should Know**
- Be Able To**
- Names of French speaking countries
 - Research a French speaking country
 - Basic geographic features of those countries to determine its basic geography
 - Conjugation of present tense verbs
 - Predict leisure activities people in a country are doing
 - Vocabulary for leisure time activities information about
 - A country's geography affects how its people spend their leisure time
 - Communicate leisure activities in French

French

LEISURE ACTIVITIES RAFT

Directions: First select a French speaking country from the list on the boards. Next, use research materials on the bookshelf, internet, and in our textbook to find information on the geography of that country. Get as much information about the country's geography as you can find. For example: what is the temperature like in the various seasons, does it have lakes, are parts of it bordered by oceans, are there mountains, what resources are in the country that might affect leisure is

ROLE	AUDIENCE	FORMAT	TOPIC
Student	Self	Packing List with notes	Here's what I need on my vacation and why
Native of the Country	A visiting athlete	Map with symbols	Here's what to look for & do on your vacation here
Tourist	Family at home	Series of Post Cards	Please send my . . . because
Native of the Country	Visitors on Vacation	List of Dos and Don'ts	When in Rome . . .
Hiker or Driver	Roads	Magazine Interview	Where are you taking me?
Bureau of Tourism	Potential Inhabitants	Travel Posters with Narration	You'll enjoy our best features!
Radio Announcer	Listener	Announcer	Come share the wonder
← Fill in your choice here. →		← Check with the teacher for approval. →	

Developed by and reprinted with permission of Cindy Strickland.

Angle Relationship RAFT

Role	Audience	Format	Topic
One vertical angle	Opposite vertical angle	Poem	It's like looking in a mirror
Interior (exterior) angle	Alternate interior (exterior) angle	Invitation to a family reunion	My separated twin
Acute angle	Missing angle	Wanted poster	Wanted: My complement
An angle less than 180°	Supplementary angle	Persuasive speech	Together, we're a straight angle
**Angles	Humans	Video	See, we're everywhere!

Algebra RAFT

Role	Audience	Format	Topic
Coefficient	Variable	Email	We belong together
Scale / Balance	Students	Advice column	Keep me in mind when solving an equation
Variable	Humans	Monologue	All that I can be
Variable	Algebra students	Instruction manual	How and why to isolate me
Algebra	Public	Passionate plea	Why you really do need me!

Indicator Raft

ROLE	AUDIENCE	FORMAT	TOPIC
Benedict's Solution	Simple Sugar	Song	I'm Blue Without You
Phenolphthalein	Base	E-mail	I'm tickled Pink
Indolphanol	An Orange	Dialogue	Now you "see" me, now you don't
Litmus paper	MOMs (Milk of Magnesia)	Poem / Song	You make me blue
Bromthymol Blue	Bromthymol Yellow	Letter of concern	Youn make me green with envy
Phenol Red	Vinegar	Obituary	You left me Jaundiced
Lugol's Solution	A Potato	Ramson Note	I'll leave you black as night

Morein Gordon, Joyce Kent and Karen Woodworth, 2004
New Rochelle High School

High School Biology RAFT



Know: (See terms below the RAFT)

Understand:

Plants and animals have a symbiotic relationship with photosynthesis and respiration.
Photosynthesis and respiration are essential to human life.

Be Able to Do:

Explain the relationship between photosynthesis in plants and respiration in humans
Explain and connect the equations for photosynthesis and respiration
Explain the nature of human dependence on plants

ROLE	AUDIENCE	FORMAT	TOPIC
An animal of your choice	A plant of your choice	Song	Why I am grateful to you
Trees & shrubs in the local park	Real Estate Developer	Numbered List	Our needs, why you should care, and what you should do about them
Athlete	Coach	Letter (with sketches, if you'd like)	For better or worse: What plants have to do with my performance this year
High school biology student	3 rd Grader	Annotated diagram	What plants have to do with you
Scientist preparing for a Mars mission	Financial backers for the trip	Presentation	Plants—and plant substitutes: The unsung heroes of the mission
A kid	Mom	Conversation	The lettuce is turning yellow! Are we threatening the balance of nature?!

Important Terms: photosynthesis, respiration, carbon dioxide, sunlight, blue light or green light (or other colors), sugar, water, mitochondria, chloroplast, stoma (stomata), lactic acid, aerobic respiration, anaerobic respiration, autotroph, heterotroph, sunny, cloudy, cool, warm, long sunny days, short days, lungs, light energy, food energy
Annette Hanson, Timberline High School, Boise, Idaho

Self Portrait RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Norman Rockwell	Masses	Illustration	What you see is what you get!
Van Gogh	Self	Oil Painting	Can I find myself in here?
Andy Warhol	Someone you want to know the true you	Photograph	Now you see me, Now you don't
Rueben	Self	Oil Painting	Props make the person
Goya	School	Charcoal	On the side, But central

Playwright Voice and Style

KNOW:

- Voice, Tone and Style

UNDERSTAND:

- Each playwright has a voice.
- Voice is shaped by life experiences and reflects the writer.
- Voice shapes expression.
- Voice affects communication.
- Voice and style are related.

DO:

- Describe an author's voice and style.
- Mimic a playwright's voice and style.
- Create a piece of writing that reflects a writer's voice and style.

Playwright Voice and Style

ROLE	AUDIENCE	FORMAT	TOPIC
Shakespeare	10 th Graders Today	Soliloquy	My many voices
Henrik Ibsen	Mother	Letter	The role of a woman
Arthur Miller	Himself	Diary entry	How I'm like Willie Loman
Tennessee Williams	Edward Albee	Debate	We're more alike than different

Raft Rubric

4 3 2 1

Accuracy	Information, details in RAFT always accurate and properly reflects information, ideas and themes related to the subject	The information you provide in RAFT is accurate but could use more support	The information you provide in your RAFT has some inaccuracies or omissions	The information you provide in your RAFT is incomplete and/or inaccurate
Perspective	RAFT maintains clear, consistent point of view, tone and ideas relevant to role played; ideas and information always tied to role and audience	You explain how your character would feel about the event(s)	You show little insight into how your character would feel or act during the event(s)	You do not accurately develop your characters thoughts or reactions to the event(s)
<p>http://olc.spsd.sk.ca/DE/PD/instr/strats/raft/ Hinrichs/Miller/Leonard Civ/Lit</p>				

Focus	RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.	You spend most of the RAFT discussing issues on topic, but occasionally stray from the focus.	You spend some time discussing issues off topic	Most of your RAFT is spent on issues that do not directly deal with the RAFT you choose					
Class Time	You use class time appropriately to research the era and create well-written stories	You seldom need to be reminded to get back on task	You use library and computer time to do work for other classes and or chat with friends or lounge on couches	You treat research time as an open period you can be seen chatting with friends and hanging out on the couches					
Mechanics	Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent	Essay contains some fragments, run-ons or other errors; occasional mechanical mistakes; writing generally clear	Essay contains several sentence errors, mechanical mistakes that may interfere with ideas, clarity of ideas in writing	Essay is marred by numerous errors, mechanical mistakes					
A+ 20	A19	A-18	B+17	B16	B-15	C+14	C13	D 12	F 11 and below
MLA Format		Incorrect Format -1							

RAFT Planning Sheet

Know
Understand
Do

How to Differentiate:

- Tiered? (See Equalizer)
- Profile? (Differentiate Format)
- Interest? (Keep options equivalent in learning)
- Other?



Role	Audience	Format	Topic