

## Lesson Plan #5 RAFT(S) Writing Strategy

### *LANGUAGE ARTS TEKS :*

4.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to: (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain; (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry; (J) describe how the author's perspective or point of view affects the text.

4.15 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

4.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.

4.17 Writing/spelling. The student spells proficiently.

4.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

**Objective:** This lesson is designed to introduce and teach the RAFT(S) writing strategy. **Note:** This strategy can be used with or without the (S).

**Teach:** **RAFT(S)** are a way to think about the four main things that all writers have to consider: Role, Audience, Format, and Topic (using a Strong verb). Rafting is a prewriting activity that helps students focus on what they will write as well as provides a structure to help them make decisions about purpose, form, audience and tone. This strategy can also be used to assess student comprehension after a reading assignment or unit of study.

Introduce the strategy by discussing the Components of RAFT(S) handout. Then share the sample sketches and discuss the RAFT(S) components in each one.

**Practice/Using Primary Source:** Show students the document, “Former Slave Reminisces”, on the computer or projector.

[http://tides.sfasu.edu/AA18/SMM2000\\_33.php?culture=1&chrono=5&index=0](http://tides.sfasu.edu/AA18/SMM2000_33.php?culture=1&chrono=5&index=0)

Instruct students to read the document in partners or groups and determine the document's role (speaker), audience, format, and topic with proof provided in the reading. Discuss their findings as a class to determine correct answers.

Assessment/Enrichment: Students will compose a RAFT(S) assignment using a current unit or novel study. Use of this strategy should progress from students being given the exact RAFT(S) to write about, to choosing from a list of possible RAFT(S), to creating their own list of RAFT(S).

Examples: If this lesson is taught in conjunction with the Texas Revolution, possible RAFT(S) may include:

ROLE:	AUDIENCE:	FORMAT:	TOPIC (Strong verb):
Sam Houston	interim government	lecture	provide help
Col. Travis	Texas Army & volunteers	pep talk	focus on goal
Santa Anna	Texans	advertisement	surrender
Mexican soldier	his family	postcard	prepare for return

Addition Resources: [Blank RAFT form](#) and [RAFT Rubric](#)

Created by Paula Warden, August 2006