

# RAFT – Role/Audience/Format/Topic

The RAFT strategy (Santa, 1988) employs writing-to-learn activities to enhance understanding of information text. Instead of writing a traditional essay explaining a concept learned, students demonstrate their understanding in a nontraditional format.

- **R**ole of the writer. What is the writer’s role: reporter, eyewitness, cell, frog?
- **A**udience. Who will be reading this writing: teacher, students, tadpole, lungs?
- **F**ormat. What is the best way to present this writing: letter, poem, article, diary, travel guide?
- **T**opic. Who or what is the subject of this writing: a famous scientist, a reaction to a specific event, a life cycle, journey through a parallel circuit?

## How to use RAFT:

1. Think about concepts or processes that you want students to learn from reading a selected passage or observing an activity/experiment.
2. Brainstorm possible roles students could assume in their writing.
3. Decide who the audience would be as well as the format for writing.
4. After students have finished reading, identify the role, audience, format, and topic (RAFT) for the writing. Assign the same role for all students, or let them choose from several different roles.

## RAFT Examples:

Role	Audience	Format	Topic
Water drop	Other water drops	Travel guide	Journey through water cycle
Bean	Self	Diary	Process of germination
Limestone rock	Cave visitors	Postcard	Chemical weathering process
Red blood cell	Lungs	Thank you note	Journey through circulatory system
Lungs	Brain	Thank you note	Quitting smoking
Rusty old car	Previous owner	Letter	Chemical change
Statue	Dear Abby readers	Advice column	Effects of acid rain
Trout	Farmers	Letter	Effects of fertilizer runoff
Canadian citizen	Member of Parliament	Letter	Aboriginal self-government
Repeating decimal	Set of rational numbers	Petition	Prove you belong to this set
Cook	Other Cooks	Recipe	Alcoholism
Joseph Stalin	George Orwell	Letter	Reactions to <i>Animal Farm</i>
Comma	Students	Complaint	How it is misused
Square root	Whole number	Love letter	Explain relationship
Aboriginal woman	Self	Diary	Hardships during early contact

Adapted from *Teaching Reading in the Content Areas: IF NOT ME THEN WHO?* Teaching Manual 2<sup>nd</sup> Ed. By Billmeyer, Rachel, Ph.D. & Barton, Mary Lee, M.Ed. 1998, Aurora Colorado: McRel

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