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
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semicolon</td>
<td>Middle Schoolers</td>
<td>Diary entry</td>
<td>I Wish You Really Understood Where I Belong</td>
</tr>
<tr>
<td>N.Y.Times</td>
<td>public</td>
<td>Op Ed piece</td>
<td>How our Language Defines Who We Are</td>
</tr>
<tr>
<td>Huck Finn</td>
<td>Tom Sawyer</td>
<td>Note hidden in a tree knot</td>
<td>A Few Things You Should Know</td>
</tr>
<tr>
<td>Rain Drop</td>
<td>Future Droplets</td>
<td>Advice Column</td>
<td>The Beauty of Cycles</td>
</tr>
<tr>
<td>Lung</td>
<td>Owner</td>
<td>Owner’s Guide</td>
<td>To Maximize Product Life</td>
</tr>
<tr>
<td>Rain Forest</td>
<td>John Q. Citizen</td>
<td>Paste Up “Ransom” Note</td>
<td>Before It’s Too Late</td>
</tr>
<tr>
<td>Reporter</td>
<td>Public</td>
<td>Obituary</td>
<td>Hitler is Dead</td>
</tr>
<tr>
<td>Martin Luther King</td>
<td>TV audience of 2010</td>
<td>Speech</td>
<td>The Dream Revisited</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>Current Residents of Virginia</td>
<td>Full page Newspaper Ad</td>
<td>If I Could Talk to You Now</td>
</tr>
<tr>
<td>Fractions</td>
<td>Whole Numbers</td>
<td>Petition</td>
<td>To Be Considered A Part of the Family</td>
</tr>
<tr>
<td>A word problem</td>
<td>Students in your class</td>
<td>Set of Directions</td>
<td>How to Get to Know Me</td>
</tr>
</tbody>
</table>

Format based on the work of Doug Buehl cited in *Teaching Reading in the Content Areas: If Not Me Then Who?*  
Billmeyer and Martin, 1998
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.

**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.

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

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

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