

<b>Name of Strategy:</b>	<b>R.A.F.T. (Role, Audience, Format, Topic)</b>
<b>Organising Element:</b>	General Capability of Critical and Creative thinking, General Capabilities of Numeracy and Literacy
<b>Purpose of Strategy:</b>	
<p><i>This strategy encourages creative thinking and motivates students to demonstrate understanding in a non-traditional yet informational written format. (Buehl 1998)</i></p> <p>RAFT is an acronym that stands for:</p> <ul style="list-style-type: none"> <li>• <b>Role of the student.</b> What is the student's role: Reporter, observer, eye witness, object, concept or symbol?</li> <li>• <b>Audience.</b> Who will be addressed by this RAFT: the teacher, peers, a parent, people in the community, an editor, another object or symbol?</li> <li>• <b>Format.</b> What is the best way to present this information: an article, a report, a blog, a poem, a model of or a picture?</li> <li>• <b>Topic.</b> Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event or a number?</li> </ul> <p>The strategy can be used to differentiate the curriculum in order to cater for student learning profiles, readiness and interests. (Buehl, 1998)</p>	
<b>Description of Strategy</b>	
<p><i>The student has a role to play and as they think in that role, they have to talk to a given audience using the format noted on the topic listed. This strategy forces students to process information rather than just write answers to questions. (Buehl 1998)</i></p> <p><b>How to use it:</b></p> <ol style="list-style-type: none"> <li>1. Establish the important ideas or concepts you want students to learn (learning intention). Consider how writing might enhance students' understanding of a concept, for example, <i>fractions</i>. This focus establishes the goal of the assignment.</li> <li>2. Explain RAFT to the students and have them brainstorm possible <b>roles</b> students that they could assume. For example, a student in mathematics may imagine themselves as an <i>equivalent fraction</i>.</li> <li>3. Decide upon <b>audience</b> for this RAFT, for example a <i>family of 6</i> who have ordered a pizza to share.</li> <li>4. Using that audience, determine the <b>format</b>. For example, the equivalent fraction could take the form of a model.</li> <li>5. Using knowledge acquired from the model the student demonstrates how the pizza can be shared fairly. This becomes the <b>topic</b> for providing mathematical reasoning about their knowledge of fraction equivalence. The topic can be entitled in a creative way as can be seen in some examples below.</li> </ol> <p>This strategy works with all disciplines and across disciplines as an engaging strategy for student learning.</p>	

**Example:**

<u>Role of Writer</u>	<u>Audience</u>	<u>Format</u>	<u>Topic and Strong Verb</u>
reporter	public	news column	explain congressional action

The following documents are provided:

- A RAFT template <https://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments>
- Examples of mathematical RAFTs <http://studylib.net/doc/5868387/raft-examples-for-math>
- Possible RAFT roles <https://image.slidesharecdn.com/differentiatedinstructionstrategyraft-091015171440-phpapp01/95/differentiated-instruction-strategy-raft-21-728.jpg?cb=1255626903>
- Possible RAFT formats, Slide 5 <https://www.slideshare.net/ulamb/differentiated-instruction-strategy-raft>

**Teaching Examples**

**Year level: All**

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Calculator	Math Student	Directions	Don't use me to multiply and divide by base 10!
Fraction	Student Who Hates Fractions	A Friendly Note	Relax! Let me tell you a few tricks to remember when playing with my friends and me.
Teacher	Class	A Written Lesson	Did you know math is everywhere? You can not escape math!
Metric System	US Congress	Written Petition	I am far superior to your English system. You must adopt me nation wide.
Decimal Point	Confused Math Student	Instructions	So, your confused on how to move me when you x + - and /.

Directions: Being able to calculate well is only one aspect of understanding math. When you can explain a math application or property you truly demonstrate a clear understanding of that concept. Select from one of the RAFT assignments above and write a creative response assuming that role. Remember to keep your audience in mind when you respond to the topic.

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RAFT PowerPoint in <https://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments>

<b>RAFT ACTIVITY ON FRACTIONS</b>			
<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
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 <sup>th</sup> 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

[https://daretodifferentiate.wikispaces.com/file/view/RAFT\\_Jigsaw%20centers\\_K12\\_97.pdf/343814352/RAFT\\_Jigsaw%20centers\\_K12\\_97.pdf](https://daretodifferentiate.wikispaces.com/file/view/RAFT_Jigsaw%20centers_K12_97.pdf/343814352/RAFT_Jigsaw%20centers_K12_97.pdf)

<b>ROLE</b>	<b>AUDIENCE</b>	<b>FORMAT</b>	<b>TOPIC</b>
Zero	Whole Numbers	Campaign Speech	Importance of the Number 0
Scale Factor	Architect	Directions for A Blue Print	Scale Drawings
Percent	Student	Tip Sheet	Mental Ways to Calculate Percent
Repeating Decimal	Customers	Petition	Proof/Check for Set Membership
Prime Number	Rational Numbers	Instructions	Rules for Divisibility
Parts of a Graph	TV Audience	Script	How to Read a Graph
Exponent	Jury	Instructions to the Jury	Laws of Exponents

Source: Barton & Hedeima (2002)

[https://daretodifferentiate.wikispaces.com/file/view/T\\_MathematicsRaftWriting.pdf](https://daretodifferentiate.wikispaces.com/file/view/T_MathematicsRaftWriting.pdf)

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>Exponent</b>	<b>Jury</b>	<b>Instructions</b>	<b>Laws of Exponents</b>
<b>Acute Triangle</b>	<b>Obtuse Triangle</b>	<b>Dear John Letter</b>	<b>Our Differences</b>
<b>Percent</b>	<b>Student</b>	<b>How-To Guide</b>	<b>Mental ways to calculate percent</b>
<b>Prime Number</b>	<b>Rational Numbers</b>	<b>Club Membership Form</b>	<b>How to Join My Club</b>
<b>Parts of a Graph</b>	<b>TV Audience</b>	<b>Script</b>	<b>Which of Us Is Most Important?</b>
<b>Plus Sign</b>	<b>Multiplication Sign</b>	<b>Romantic Card</b>	<b>Why We Go Together</b>

<https://daretodifferentiate.wikispaces.com/file/detail/RAFTsforMath.doc>

<b>Possible RAFT Formats to Differentiate by Learning Modality</b>			
<b>Written</b>	<b>Visual</b>	<b>Oral</b>	<b>Kinesthetic</b>
Diary entry	Comic	Song	Model
Bulleed list	Crossword puzzle	Monologue	Cheer
Obituary	Map	Radiocast	Mime
Invitation	Graphic organizer	Museum guide	Demonstration
Recipe	Print ad	Interview	Sales pitch with demos
Movie critic	Photograph	Puppet show	Sew, cook, build
FAQs	Fashion design	Political speech	Wax museum
Editorial		Story teller	
Gossip column			

[https://daretodifferentiate.wikispaces.com/file/view/RAFT\\_w-intro.pdf/80798315/RAFT\\_w-intro.pdf](https://daretodifferentiate.wikispaces.com/file/view/RAFT_w-intro.pdf/80798315/RAFT_w-intro.pdf)

## References:

Buehl, D., in Billmeyer and Martin 1998, *Teaching Reading in the Content Areas: If not me, then who?* Colorado, McRel Retrieved from [https://daretodifferentiate.wikispaces.com/file/view/RAFT\\_w-intro.pdf/80798315/RAFT\\_w-intro.pdf](https://daretodifferentiate.wikispaces.com/file/view/RAFT_w-intro.pdf/80798315/RAFT_w-intro.pdf)

Buehl, D., in Billmeyer and Martin 1998, *RAFT Assignments*  
Retrieved from  
<https://daretodifferentiate.wikispaces.com/file/view/RAFTs%20handouts.pdf/42189187/RAFTs%20handouts.pdf>

## Links to brilliant sites

Dare to Differentiate R.A.F.T. Assignments <https://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments>  
More RAFTs than you could imagine

Designing RAFTS  
<https://daretodifferentiate.wikispaces.com/file/view/RAFTS%203.pdf/33195143/RAFTS%203.pdf>

How to write a RAFT  
<http://literacy.kent.edu/eureka/strategies/raft.pdf>

RAFT assignments in a variety of subject areas  
<https://daretodifferentiate.wikispaces.com/file/view/RAFTs%20handouts.pdf/42189187/RAFTs%20handouts.pdf>

Variety of RAFT assignments  
<http://www.tangischools.org/cms/lib3/LA01001731/Centricity/Domain/339/What%20is%20RAFT.pdf>

## Possible Role or Audience Ideas for a RAFT

Choose ideas that advance the learning goals.

•Characters from a story	•Public service job	•Key terms	•Scientists or politicians
•Historical figures	•Musical instruments	•Diseases	•Geographic formations
•Vocabulary words	•Cartoon characters	•Types of fabric	•Composers or artists
•Instruments or tools	•Shapes or colors	•Authors or inventors	•Business or industry person
•Minerals or chemical elements	•Cities, countries, continents	•Brand name object	•Technical terms
•Tradesman or other job	•Animals, birds, pets	•Body systems	•Celebrity or talk show host

<https://image.slidesharecdn.com/differentiatedinstructionstrategyraft-091015171440-phpapp01/95/differentiated-instruction-strategy-raft-21-728.jpg?cb=1255626903>