

R.A.F.T.S.

The RAFTS protocol was developed by Carol Santa and her colleagues as part of Project CRISS (Creating Independence through Student-owned Strategies) as a tool for prompting thinking and writing in all content areas. It is particularly useful in Language Arts, as a response to reading. Inviting readers/writers to take on a “role” and consider audience and purpose not requires them to extend and apply their reading, it also generates more effective writing.

The acronym RAFTS stands for:

ROLE: Who is the writer? It might be the writer himself or herself, but the writer may also take on another persona, such as a character from the reading.

AUDIENCE: Who will read this? The writer is asked to consider the audience and target the voice, tone and message to that reader.

FORMAT: What text form will the writing take? Letters are popular choices, but the options range from character sketches to comic strips.

TOPIC: What’s the writing about? The prompt should require the reader to refer back to the text and the response should reflect an understanding of both the prompt and the reading.

STRONG VERB: The verb indicates the purpose of the writing: asking, complaining, outlining, sharing, etc.

As _____ (role), write a _____ (format)
for/to _____ (audience), _____ (verb/purpose),
_____ (topic).



SOME EXAMPLES FROM HIP BOOKS:

As Owen, write a comic strip to entertain little kids with the story of why Hero is both a good and a bad name for his dog.

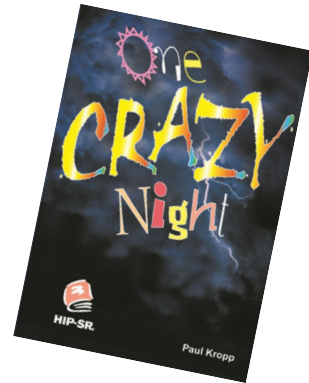
(*Dog on Trial* by Sylvia McNicoll)



As Ryan, write an e-mail to another lottery winner outlining what *not* to do with your big win – and why.

(*Winner* by Paul Kropp)

As Todd, write a one-minute speech to convince his boss not to fire him. (*One Crazy Night* by Paul Kropp)



to



As Amy, write a 5Ws news report, informing adult readers about how three kids managed to save themselves when their boat capsized.

(*Overboard* by E.L. Thomas)



MORE IDEAS FOR RAFTS PROMPTS

ROLE	AUDIENCE	FORMAT	TOPIC	STRONG VERB
<ul style="list-style-type: none"> - yourself - a character from the story - a fictional character not from the story - a famous person - the author 	<ul style="list-style-type: none"> - another character in the story - the author - other kids - news readers - the general public - a character in another story/movie/TV show 	<ul style="list-style-type: none"> - letter - editorial - biographical sketch - news article - speech - diary entry - comic strip - procedure - series of emails or tweets - Facebook post 	anything related to the story	<ul style="list-style-type: none"> - inquiring - complaining - explaining - entertaining - persuading - clarifying - outlining - describing - begging - justifying - informing - amusing

A GENERIC RUBRIC FOR ASSESSING AND TEACHING READING RESPONSES

5 Insightful	4 Thorough	3 Basic	2 Marginal	1 Inadequate
Insightful and well-crafted response that extends beyond the obvious interpretation of the text and offers strong support from the text.	Thorough response with strong support from the text.	Adequate response with limited elaboration and support from the text.	Marginal response reflects minimal understanding of the text, but lacks support.	Response reflects inadequate understanding of the text and/or the task.



