

Literacy T-Chart – RAFT

CIP 26.1201 Biotechnology

Produce clear writing that is appropriate to task, purpose and audience.

Program Tasks:	PA Core Standard: CC.3.6.11-12.C
401: Demonstrate the knowledge of bioethics. 402: Demonstrate the knowledge of professional ethics.	Description: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Program Associated Vocabulary:	Writing Associated Vocabulary:
Bioethics Professional Ethics	Role Audience Format Topic

Program Strategy:	Literacy Strategy:
<p>Use the RAFT strategy to help students analyze writing prompts.</p> <p>After introducing the RAFT strategy and before starting the project, present the following prompt to the students.</p> <p><i>You have recently joined a team of biotechnicians that work for Vanderpool Hospital. Your team has been asked to research several articles on ethical issues in health care, health science and health policy. Write a review summarizing these articles. As you read the articles, be sure to identify professional ethics that may have been followed and/or violated. This review will be delivered to Vanderpool Hospital's Ethics Committee for use in their work to help patients, families, doctors and other health care providers when they face difficult ethical decisions.</i></p>	<p>RAFT is a strategy that allows students to tailor their writing to specific prompts or situations.</p> <p>RAFT is an acronym for R – role A – audience F – format T – topic</p> <p><i>Whole Group</i> Share a short piece of writing with the class. Lead them in a discussion to determine the writer, the audience, format and topic of the piece. The piece should be short enough to show to the entire class. This piece could be generic or could relate to your content area.</p> <p>Have students brainstorm roles, audiences and formats as a way to ensure that they understand the components. Possible answers include:</p>

Program Strategy:

Provide each student or team four colors of highlighters. Use one color each to highlight the role, audience, format and topic. Have students share what they identified to ensure that they understand their writing task and can collect appropriate information throughout the project.

Their RAFT analysis can also be used for peer review for revision. Highlighting the RAFT components will focus on whether the writing addresses the prompt.

Literacy Strategy:

Roles	Audiences	Formats
<i>Student</i>	<i>General</i>	<i>Letter</i>
<i>Teacher</i>	<i>Buyers</i>	<i>Poster</i>
<i>Parent</i>	<i>Builders</i>	<i>Essay</i>
<i>Engineer</i>	<i>Students</i>	<i>Instruction</i>
<i>Welder</i>	<i>School</i>	<i>Manual</i>
<i>Nurse</i>	<i>Board</i>	<i>Journal</i>
		<i>Article</i>
		<i>Website</i>

Display a RAFT writing prompt with a document camera or electronic document and model how you would write in response to the prompt.

Guided Practice

Have students react to another piece of writing individually or in small groups. All students can react to the same piece or you may have a variety that include different audiences, formats or roles.

Provide students with four colors of markers. Use one color each to mark the role, audience, format and topic. Have students share what they marked. Note that the format may be inferred as it is rarely specifically stated. This can serve as a formative assessment to determine if students can identify the different elements in a completed piece of writing.

If you use a variety of passages, you may choose to add to the chart the class collaboratively produced earlier so that it can be used as a reference for future writing.

Application

Provide students with a RAFT assignment for the unit under study. Have them identify each of the four components before starting to write.

In debriefing, use the following questions:

- How did you recognize the elements in the prompts?
- How would changing any of the elements change the writing?
- Why is it important to identify the different elements before writing?

Listen for:

- Understanding how knowing the elements impacts writing.
- Understanding how identifying the elements can save time and improve writing.
- Changing any element affects the final product.

Instructor's Script – RAFT

Being able to correctly elements in a writing task helps students focus their work. Writing to different audiences for different purposes impacts the language, organization and style of writing and ultimately impacts how a reader responds to the writing.

Common Mistakes Made by Students

Students often use their daily informal language when writing formal pieces, which is not always appropriate.

Students sometimes struggle to maintain focus on a single purpose in their writing or to stay on one topic throughout a piece of writing.

CTE Instructor's Extended Discussion

Students need to understand that their work models that of industry professionals. Not only is their process important, but they need to be able to share that information in the workplace. The RAFT strategy helps students simulate expectations in the field by developing, organizing, and style selection appropriate to task, purpose, and audience.

Having students identify these elements and continuing to reinforce them will help students produce better writing to communicate clearly. It will also give the teacher direction in coaching students to better target their writing.

Sample Questions

Career and Technical Concepts

Question	Answer
Changing the final writing product from a summary review of articles to crafting an elevator speech on bioethics and professional ethics has the greatest impact on A. Vocabulary. B. Sentence structure. C. Length. D. Purpose.	C. Length

PA Core Reading Concepts

Question	Answer
Identify the audience in the following writing prompt: As a high school student, write an e-mail to your state legislator expressing your opinion about the how digital technologies are changing informed consent practices. Your audience is: A. High School Student B. State Legislator C. CTE Teachers D. Business & Industry	B. State Legislator