



**Exit slips**

Write one thing you learned today.

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**Name** \_\_\_\_\_

Rate your understanding of today's topic on a scale of 1-10. What can you do to improve your understanding?

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**Name** \_\_\_\_\_



Discuss one way today's lesson could be used in the real world.

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**Name** \_\_\_\_\_

Describe one topic that we covered today that you would like to learn more about.

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**Name** \_\_\_\_\_



One thing I didn't understand:

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**Name** \_\_\_\_\_

Of the two strategies we learned today, which one did you find most useful? Why?

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**Name** \_\_\_\_\_



# AFTER YOU READ

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**Name** \_\_\_\_\_

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**Name** \_\_\_\_\_



**Frame routine**

<b>Key Topic</b>		
<b>is about...</b>		

<b>Main Idea</b>
<input type="checkbox"/>

<b>Main Idea</b>
<input type="checkbox"/>

<b>Main Idea</b>
<input type="checkbox"/>

**Essential Details**

<input type="checkbox"/>
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**Essential Details**

<input type="checkbox"/>
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**Essential Details**

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<b>Big Idea</b>
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# RAFT Writing

RAFT is a writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences. Students learn to respond to a writing prompt that requires them to think about various perspectives (Santa & Havens, 1995):

- **Role of the Writer:** Who are you as the writer? A pilgrim? A soldier? The President?
- **Audience:** To whom are you writing? A political rally? A potential employer?
- **Format:** In what format are you writing? A letter? An advertisement? A speech?
- **Topic:** What are you writing about?

## Benefits

Students must think creatively and critically in order to respond to prompts, making RAFT a unique way for students to apply critical thinking skills about new information they are learning. RAFT writing is applicable in every content area thereby providing a universal writing approach for content area teachers.

## Create the strategy

1. Explain to your students the various perspectives (mentioned above) writers must consider when completing any writing assignment.
2. Display a RAFT writing prompt to your class and model on an overhead or Elmo how you would write in response to the prompt.
3. Have students react to another writing prompt individually, or in small groups. It works best if all students react to the same prompt so the class can learn from varied responses.
4. As students become comfortable in reacting to RAFT prompts, you can create more than one prompt for students to respond to after a reading, lesson, or unit. Varied prompts allow students to compare and contrast multiple perspectives, deepening their understanding of the content.

## Sample RAFT prompts

### Example 1:

**R:** Citizen  
**A:** Congress  
**F:** Letter  
**T:** Taxation

### Example 2:

**R:** Scout Finch  
**A:** Community of Monroeville, Alabama  
**F:** Eulogy for Atticus Finch  
**T:** Social Inequality



## Summarizing Background

Summarizing teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.

## Benefits

Summarizing builds comprehension by helping to reduce confusion. Teachers train students to process the information they read with the goal of breaking down content into succinct pieces. This strategy can be used with the whole class, small groups, or as an individual assignment. Summarizing text by using writing activities builds on prior knowledge, helps improve writing, and strengthens vocabulary skills.

## Create and use the strategy

Pre-select and introduce the text to be used in the Summarizing technique. Decide whether to have students use this strategy within one section, on one page, or with the entire book. Then, model the process of sifting out extra verbiage and extraneous examples within the passage. Give your students ample time and opportunities to practice.

1. Begin by reading OR have students listen to the text selection.
2. Ask students to write a summary of the target text based on the following framework questions:
  1. What are the main ideas?
  2. What are the crucial details necessary for supporting the ideas?
  3. What information is irrelevant or unnecessary?
3. Guide students throughout the summary writing process. Have them use key words or phrases to identify the main points from the text.
4. Encourage students to write successively shorter summaries, constantly refining their written piece until only the most essential and relevant information remains.

## What it looks like:

- [Sum It Up sheet\\*](#)
- [Sum It Up directions\\*](#)
- [Framed Paragraph: Lesson Closure\\*](#)