

# Writing Assessment

RAFT: Lessons 13 & 14

# Objective


- ◆ Students will write a RAFT paper to show mastery of the concepts presented in previous lessons.
- ◆ Students will practice editing and giving presentations with the RAFT paper; to show mastery of the concepts presented in previous lessons.



# Standards

- ◆ E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and nonrenewable sources.  
E/S
- ◆ N.12.A Students understand a variety of communication methods can be used to share scientific information.
- ◆ N.12.B.4 Students know scientific knowledge builds on previous information.  
E/S

# Lesson Day 1

- ◆ Focus attention to the handouts or overhead.
  - ◆ Discuss what the final product (RAFT) should look like.
  - ◆ Present and discuss the rubrics that will be used to assess the student's work.
  - ◆ Allow the students the rest of the class period to work on the RAFT assessment.
  - ◆ Remind the students to carefully read and follow the rubric.
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# RAFT Writing



# Lesson Day 2

- ◆ Gather into small groups, 4 students is best. Have students exchange papers and edit each others work. Each student must make at least two suggestions to improve each paper. Students should edit each group member's paper and initial each edit.
- ◆ Students should be reminded to follow rubrics and to help each other do better work.



# Lesson Day 2

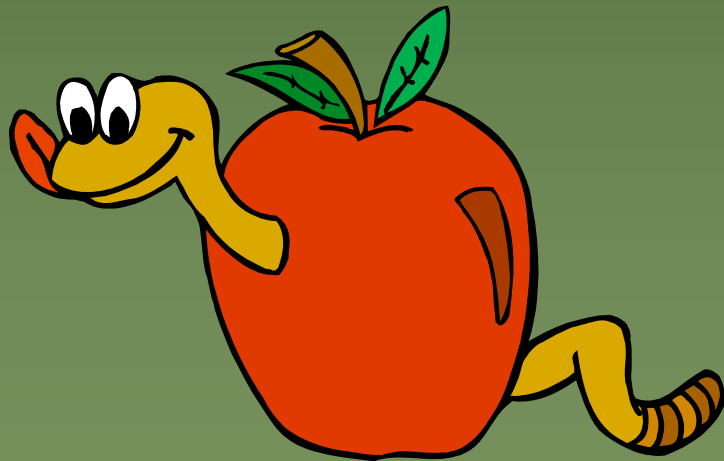
- ◆ Give students time to edit their work.
- ◆ Students are now ready to give a mock presentation to group members. Each group member should give at least one suggestion to improve the presentation.
- ◆ Students are now ready to give presentations to class.



# RAFT

- ◆ Topics to be covered by the RAFT:
  - COMPOST
  - VERMICOMPOST
  - PAPERMAKING
- ◆ RAFT
  - Role: Who are you as a writer?
  - Audience: Who are you writing to?
  - Format: What form will you write in?
  - Topic: What is the subject of the writing?

# Topics



# RAFT Choices

- ◆ **Role:** Piece of recycled paper
  - ◆ **Audience:** Yourself
  - ◆ **Format:** Diary Entry/ Entries
  - ◆ **Topic:** Describe how you were remade from old newspapers
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- ◆ **Role:** A Red Wiggler
  - ◆ **Audience:** A pen pal
  - ◆ **Format:** A friendly letter
  - ◆ **Topic:** All about me

# RAFT Choices

- ◆ **Role:** Compost pile
- ◆ **Audience:** Micro-organisms
- ◆ **Format:** Full page magazine advertisement
- ◆ **Topic:** Try to convince micro-organisms that a compost pile is a great place for a vacation
  
- ◆ **Role:** Yourself
- ◆ **Audience:** Your class
- ◆ **Format:** 5 (or more) paragraph essay
- ◆ **Topic:** Describe the processes of composting, vermicomposting, and papermaking.
  
- ◆ **Directions:** You have the entire class period to complete this writing assignment. Use your rubrics.

# Example Introduction

- ◆ RAFT SAMPLE

- Role: Piece of recycled paper
- Audience: Yourself
- Format: Diary Entry
- Topic: Describe how you were remade from old newspapers

- ◆ *Dear Diary*

- ◆ *I finally decided to go in for a face lift. I was no longer looking as crisp and clean as the day I was born. Ya know, it is painful to see all the new younger pieces of paper, with their straight edges and flat surfaces. My edges have become ragged and I am not as flat as I once was.*

# Example Body

- ◆ *The process was not as difficult as I thought. If I had known how easy it was, I would have recycled myself ages ago. First, I was torn into shreds and dumped in a bucket to soak overnight. The water was quite refreshing. Next, my pulp was scooped out and placed on a drywall patch. This allowed the remaining water to drip back into the bucket. Last, I was sponged off, to soak up any remaining water. It certainly was relaxing to lay around and dry up. When I was almost dry, I was moved to a piece of wax paper, where I lay for a few more hours. When I was completely dry, I was free to go. These days I just sit around and wait to be used as gift wrap, note paper, or even to be bleached and reprinted into a newspaper.*

# Example Conclusion

- ◆ *That was all that it took! My new color is a grayish tint, as opposed to the off white, with newsprint. I couldn't be happier. Now all of the newer pieces of paper can't wait to have their chance to be recycled. What a disappointment that some paper will never be recycled. It is terrible to think of so much waste. I hope I will be recycled many times, rather than being sent to the landfill.*

*Until next time,  
Recycled Randy*

# Edit

- ◆ In your group, exchange papers and peer edit a new paper. You must make at least 2 suggestions to improve each paper. Initial each suggestion and do not make other marks on the paper. Do this until you have edited each group member's paper.
- ◆ Make individual revisions according to group suggestions.

# Present!

- ◆ Present your paper to your group members. You must make at least 1 suggestion to improve the presentation of each group member. REMEMBER- you are trying to help each other give the best presentation possible.
- ◆ You will present your paper to the class. See rubric.

# Remember What You Have Learned!

