

Name: _____ Period: _____ Date: _____

RAFT Essay: Student Success

Learning Targets:

- **LT 1:** Cite textual evidence to support argument
- **LT 4:** Introduce arguments/thesis statements, organize ideas clearly with evidence
- **LT 7:** Organize ideas clearly for a specific audience and purpose. Plan, revise, edit, rewrite
- **LT 8:** Follow language conventions: spelling, grammar, punctuation, and MLA Formatting



Directions: Choose one of the following rows for your first person writing assignment. You may also create your own option (with teacher's approval).

| | R Role | A Audience | F Format | T Topic |
|----------|---------------------------|--------------------------------------|-----------------------|--|
| A | Concerned Parent | Austin Beutner, LAUSD Superintendent | Friendly Letter | Your child is failing classes and is at risk of not graduating. What should our district do to help your child? Write a letter to Superintendent Beutner about what the district should do to better support students like yours. |
| B | ALC Student | Ms. Vega, ALC Principal | Friendly Letter | How should our principal support students at our school? Write a letter to Ms. Vega explaining what changes you would like to see, how we should change the way we approach instruction and motivate ALC students. |
| C | You, the as ALC Principal | ALC Students and Staff | Speech at an Assembly | ALC has just hired you as our new school principal. You have the opportunity to speak to all the students and staff at an assembly. How would you motivate students and staff? What are your plans to improve student achievement this year? |

Writing Process:

- Tree Map/Outline Due: _____
- Rough Draft Due: _____
- Peer-Editing: _____
- **Typed Final Draft Due:** _____

Writing Criteria

- Include an introduction, body paragraphs, and a conclusion
- Clear organization of ideas, including a thesis/main argument
- Include specific evidence from texts, research and personal experience
- First person point of view (I, me, my)
- Edit for spelling and grammar

Grabber/Hook: Introductory Idea



Thesis Statement: Main Argument

Main Idea 1

Main Idea 2

Main Idea 3

Supporting Detail/Evidence

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Analysis

Analysis

Supporting Detail/Evidence

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Analysis

Analysis

Counterargument/Possible challenges

Counterargument/Possible challenges

Counterargument/Possible challenges

Conclusion/Call to Action: What do you want your audience to think/do differently after hearing/reading your message?

Student Success Essay Outline

1. Introduction Paragraph (Introducción Párrafo):
 - a. Greeting (Saludo): If you're writing a letter: "Dear _____"; If you're writing a speech: "Good morning, _____"
 - b. Attention Grabber/Hook - get reader's attention (llamar la atención del lector): rhetorical question, startling statement, anecdote, list, fact, quote (pregunta retórica, declaración sorprendente, anécdota, lista, hecho, cita)
 - c. Explain the problem in your own words (Explica el problema en tus propias palabras):
 - d. ** Argument/Thesis Statement (tesis/argumento) - you may choose one:
 - i. In order to support students, Los Angeles schools need to...
 - ii. ALC teachers can better support students by...

2. Body paragraph 1 - Main Idea 1 (Idea principal 1): _____
 - a. Topic sentence (Oración temática): At ALC, we need to...
 - b. Textual Evidence 1: Quote/Paraphrase (cotización/paráfrasis) (cite author/source): According to _____, "..."
 - c. Analysis (Análisis): In other words, _____ believes...
 - d. Anecdotal Evidence 1: Example from your own life experience (Evidencia anecdótica 1: ejemplo de su propia experiencia de vida): In my experience...
 - e. Analysis (Análisis): Therefore, we need to

3. Body paragraph 2 - Main Idea 2 (Idea principal 2): _____
 - a. Topic sentence (Oración temática): Another change we need to see at ALC is...

- b. Textual Evidence 2: Quote/Paraphrase (cotización/paráfrasis) (cite author/source): In the article, "____" the author ____ states, ...
 - c. Analysis (Análisis): _____'s point is that...
 - d. Anecdotal Evidence 2: Example from your own life experience (Evidencia anecdótica 2: ejemplo de su propia experiencia de vida): I've also witnessed...
 - e. Analysis (Análisis): Because of this, it is important to...
4. Body paragraph 3 - Main Idea 3 (Idea principal 3): _____
- a. Topic sentence (Oración temática): Finally, we need to change...
 - b. Textual Evidence 3: Quote/Paraphrase (cotización/paráfrasis) (cite author/source): As ____ states in the article "____,"
 - c. Analysis (Análisis): The author ____ shows that...
 - d. Anecdotal Evidence 3: Example from your own life experience (Evidencia anecdótica 3: ejemplo de su propia experiencia de vida): I've personally observed this problem when...
 - e. Analysis (Análisis): This needs to change. We must...
5. Conclusion paragraph (Conclusión del párrafo) - Call to Action (Llamada a la acción):
- a. What steps would you like your audience to take? (¿Qué pasos te gustaría que tu audiencia tomara?)
 - b. What should we change at ALC to help our student succeed? (¿Qué deberíamos cambiar en ALC para ayudar a nuestro estudiante a tener éxito?)
 - c. Closing (Saludo): If you're writing a letter: "Sincerely _____"; If you're writing a speech: "Thank you for _____"