

# SOAPSTone Analysis

## Summary

Students use a simple SOAPSTone form (College Board resource) to analyze six aspects of informational texts: subject, occasion, audience, purpose, speaker, and tone.

## Main Core Tie

English Language Arts Grade 9-10

[Reading: Informational Text Standard 1](#)

## Additional Core Ties

English Language Arts Grade 9-10

[Reading: Informational Text Standard 6](#)

English Language Arts Grade 9-10

[Writing Standard 1 b.](#)

## Time Frame

1 class periods of 45 minutes each

## Group Size

Individual

## Life Skills

Thinking & Reasoning

## Materials

SOAPSTone handout (attached) Informational text

## Background for Teachers

Teacher should be familiar with SOAPSTone analysis.

S	What is the <b>SUBJECT</b> of the piece? What are the general topics, content, and/or ideas contained in the text. How do you know this from the text? Summarize the text.	
O	What is the <b>OCCASION</b> ? What are the time and place? What prompted the author to write the piece? What event led to the development? How do you know this from the text?	
A	Who is the <b>AUDIENCE</b> ? To whom is the piece directed? What assumptions can you make about the audience? Are there any words or phrases that are unusual or different? Why is the speaker using this type of language? How do you know this from the text?	
P	What is the <b>PURPOSE</b> ? What is the reason for the text? Why was it	

	written? What goal did the author have in mind? How is the author trying to get a reaction from the audience? How do you know this from the text?	
S	Who is the <b>SPEAKER</b> ? Who is the voice that is speaking? What do we know about this person? What is his/her background? Is there a bias in what is written? How do you know this from the text?	
T one	What is the <b>TONE</b> of the piece? What is the attitude expressed by the speaker? How do you know this? Examine the words and imagery to show where in the text your answer is supported.	

### Intended Learning Outcomes

Students will be able to analyze informational text. Students will be able to support their analysis of informational text with evidence from the text.

### Instructional Procedures

Teacher passes out copies of the informational text to be analyzed and copies of the SOAPSTone analysis form.

Teacher should explain the aspects of analysis and what evidence to look for when analyzing the text.

Students should read through the text, answering the questions on the analysis form as they go. For each item on the form, students should state a claim and provide evidence from the text to support their claims.

### Strategies for Diverse Learners

A simpler text to be analyzed should be used for struggling students, and a more challenging text could be given to more gifted students.

### Extensions

This is a good close reading strategy to use during research projects. Students could get into pairs or small groups after completing the form. They could discuss the claims and evidence and come to consensus.

### Assessment Plan

SOAPSTone is a good formative assessment tool. Checking for understanding and use of evidence to support claims is the main focus. In general, an informal assessment, such as participation points, works well with this strategy.

### Authors

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