Title: SOAPSTone

The Basics

What? A Mnemonic device used to analyze nonfiction literature (**S**peaker, **O**ccasion, **A**udience, **P**urpose, **S**ubject, **Tone**)

When? As students read literary nonfiction (e.g., speeches, essays, biographies, autobiographies)

Why? Focuses student thinking about a text and prepares students to discuss and write about a text

Student Outcomes

This strategy helps students refine their understanding of texts to meet reading expectations, engage in group conversations to meet speaking and listening expectations, prepare for writing about texts, and engage in language analysis of informational texts.

How to Implement

1. Choose a nonfiction text to read and decide how the text will be read by the students (independently, small group, whole group).
2. Create a writing prompt or series of discussion questions pertaining to the text.
3. Establish SOAPSTone guidelines for students. See "Resources for Additional Information" for a sample.
4. Have students identify each of the aspect of SOAPSTone as they read and record their information using a graphic organizer. See "Resources for Additional Information" for a sample.
5. After students read, direct them to review their notes and the text to fully complete their analysis. Students may work independently, with partners, or in groups.
6. Introduce the writing prompt or begin a discussion of the text.

Resources for Additional Information

- Handout for SOAPSTone
- Brief article from The College Board that describes the strategy with more depth
- Examples of how to use in lessons: Grades 6-8, Grades 9-12