

Title: SOAPS Reading Strategy

Objectives Students will be able to identify the author's purpose in a piece of writing.										Time frame to Complete 20 – 30 minutes (depending upon selected reading material)									
										NRS EFL 4									
Stackable Certificate Documentation	Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:	
X		X																	
Standard(s) Addressed in Lesson Read with Understanding																			
Benchmark(s) Addressed in Lesson R.4.11. Apply, monitor and adjust comprehension strategies (for example, note subtle details in texts, pose questions about text) to understand text at an inferential level. R.4.14. Analyze how an author uses argument and provides evidence to persuade others. R.4.15. Draw conclusions about text using knowledge of main idea(s) and supporting details, consistent with complexity of the text.																			
Materials <ul style="list-style-type: none"> SOAPS reading strategy handout Sample letters to the editor (attached) or access to the Opinion section of a newspaper such as: http://www.middletonjournal.com/opinion/ OR http://cincinnati.com/blogs/letters/ OR http://www.usatoday.com/news/opinion/letters/2010-12-21-letters21_ST_N.htm 																			
Learner Prior Knowledge Students should be able to differentiate between fact and opinion																			
Activities <u>Step 1</u> Ask students to identify different reasons people write. Possible answers include to entertain, to inform, and to persuade, to record, to communicate a message. (If students need help thinking of purposes, ask students why people write books? Letters? Speeches? Essays? Diaries? Poems?) <u>Step 2</u> Distribute the SOAPS handout and introduce the SOAPS reading strategy as a way to help students determine the purpose in a piece of writing. SOAPS can be used with any genre, but works easily with letters to the editor. S=subject (the topic of the piece of writing); O=occasion (event or incident that inspired the writing); A=audience (whom is this piece of writing for?); P=purpose (the reason for the piece of writing); S=speaker (from whose point of view is this piece of writing). <u>Step 3</u> Distribute a sample letter to the editor. As a class, read the letter and identify the Subject, Occasion, Audience, Purpose, and Speaker. Discuss the process and clarify the answers.																			

Step 4 For individual practice, students choose another letter to the editor or opinion piece and complete the SOAPS strategy.

Assessment/Evidence

Correct identification of the subject, occasion, audience, purpose, and speaker for a piece of writing.

Adaptations for Beginning Students

For beginning students, a multiple-choice worksheet could be created to help students identify the subject, occasion, audience, purpose, and speaker.

Adaptations for Advanced Students

For more advanced students, choose longer passages or different genres of writing to test their understanding of the SOAPS strategy.

Teacher Reflection/Lesson Evaluation

This lesson was created by Middletown ABLE.

The SOAPS reading strategy is a method to help readers determine the purpose and/or bias of a piece of writing. The SOAPS strategy can be used with any type of text.

S = Subject

The first step in the SOAPS strategy is to identify the subject, or main topic.

O = Occasion

The occasion is the general time and place of a piece of writing or a specific event that caused the author to write this. Sometimes the occasion is stated (such as a Christmas letter) or a response to another piece of writing (e.g. a letter to the editor), but other times you may have to make a guess.

A = Audience

The audience is the group of people who are most likely to read and respond to this. Think about who would have access to the piece of writing, who would be most interested in it, and where the piece of writing can be found. (Is it for the general public? Is it geared toward voters? Is it for women only? Is it for workers in a specific career field?)

P = Purpose

Determine why this piece of writing was this written. Is it to inform, persuade, entertain, or cause a specific action (such as to sell something or promote a cause)?

S = Speaker

The speaker is the point of view. This is often the author, but it may include more details such as a profession or role. (For example, the speaker may be a doctor providing his expert opinion on ways to minimize the risks of a disease.) In fiction or poetry, the speaker is not the author, but is the narrator or main character.

Select a short piece of writing and complete the SOAPS analysis.

Subject - _____

Occasion - _____

Audience - _____

Purpose - _____

Speaker - _____

'Spend our tax dollars on kids, not dogs'

2:06 PM Friday, July 23, 2010

I am seeing red. Middletown does not need a "bark park." And for \$27,263 to \$103,826? Give us a break. We are told we cannot afford to provide an open swimming pool in this hot summer weather for our kids. \$103,000 would pay to keep Sunset Pool open for about two years.

Where has our logic gone? We need to spend our tax dollars on kids, not on dogs. Common sense says — do not destroy Sunset Pool for a dog park. Keep it in good repair on a yearly basis so it's usable once our city's economic condition improves. Use the monies for this that would have been spent on a "bark park."

A dog park shouldn't even fall onto Middletown's needs/wants priority list, much less replace Sunset Pool, or take over any park.

Peggy Trimble

Middletown

Find this article at:

<http://www.middletownjournal.com/opinion/spend-our-tax-dollars-on-kids-not-dogs-826600.html>

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Antidote to mediocre schools begins with family support

Updated 2d 2h ago

The education debate about the United States' performance in global rankings overlooks one ingredient in the equation of student success: student commitment ("We're No. 15! doesn't cut it in today's global economy," Our view, Wednesday).

I spent almost 37 years teaching on the community college level, so I saw many average high school graduates. Over those years, I witnessed a change in their attitudes. An increasing number of today's students show an indifference to their own education, a lack of willingness to do the work, an expectation that they will pass whatever they do or don't do, that passing isn't important, or that C's are as good as A's. Somewhere, they have acquired the notion that it just isn't worth bothering. It has become difficult to reward even the legendary credit for effort.

The antidote to this begins with family and community in a child's earliest years and must continue throughout school. Teachers cannot compensate for inattentive parents or communities that talk about education but cut school budgets. They cannot counteract a society that applauds celebrity more than merit. And teachers, however good, cannot reach students unwilling to be partners in their own development.

Marilyn Goodman; Yaphank, N.Y.

Basic building blocks

I read USA TODAY's view and the opposing view, "Elevate the teaching profession," on education. Nowhere did I see the word "parents."

Do these people really know what they're talking about? Get real.

Norman Behling; Fort Pierce, Fla.

Challenge businesses to chip in

The vast majority of the school systems in this country aren't going to change much. What can change is what companies such as Google, Intel and others could do: Start thinking strategically instead of tactically.

Instead of running to hire overseas graduates (tactical), recognize the problem in the schools and design strategic mentoring programs. One program could be designed for promising high school students and another for college students. Offer incentives to current employees to become mentors, and not just for the A+ students. Let the students work as paid interns during the summer. The additional on-site instruction would make up for what the public schools cannot teach.

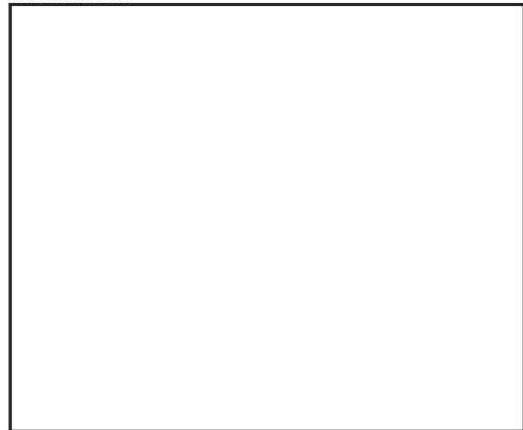
This strategic investment would pay off by preparing many students for careers with those companies. The program costs could eventually be offset by the savings incurred by having no visa/relocation costs to bring in employees from abroad with the needed skills.

Walter C. Marble; Coral Springs, Fla.

Objective measures of success

Almost 30 years, and thousands of useless curriculum committees, after then-Secretary of Education Terrel Bell's report presciently observed a "rising tide of mediocrity" in our schools, it is time to abandon the grade-inflated narcissism that is at the root of the problem.

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In our so-called child-centered society, where adults compete for compassion points by shielding students from the truth about their performance, it is hardly surprising that adolescents fail to prioritize hard work in school.

Other countries rely on rigorous, high stakes exit exams to motivate students to greater efforts. The tests are evaluated by independent examination boards that cannot be bullied for grades. The message to these students is clear: "You don't go to college until someone other than your own teacher says that you know enough."

Richard Evans; Bedford, N.H.

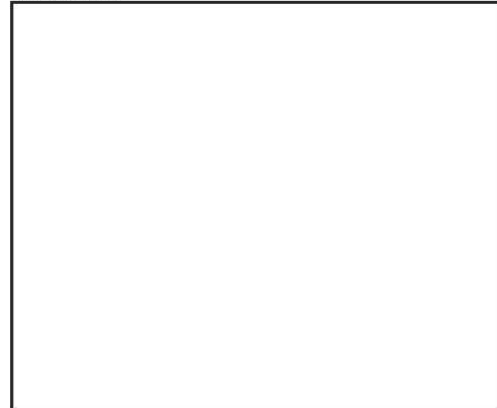
Teachers are 'broken down'

What about the horrendous student discipline problems that teachers face? My daughter teaches fourth grade in Golden Valley, Ariz., and after only 3½ years, she has been broken down by the horrific discipline issues. The parents excuse their children by blaming attention deficit hyperactivity disorder.

Until society in general, and parents specifically, can instill in the children pride and an understanding about the need for learning, the U.S. is destined to be only a mediocre country at best. No amount of change to the system or threats to teachers can help us.

Stephanie Palmquist; Golden Valley, Ariz.

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