

Exit Ticket: SOAPSTone Reflection

SYNTHESIZING YOUR ANALYSIS OF MODERN SPEECHES AND LETTERS

WHY THIS MATTERS Mastering SOAPSTone allows you to see past the surface of any modern speech or public letter to uncover its true motive. By decoding the speaker, occasion, and audience, you protect yourself from manipulation and become a more persuasive communicator in your own life.

DIRECTIONS Complete this 3-2-1 exit ticket to consolidate your understanding of how SOAPSTone reveals the deeper rhetorical strategies in today's texts.

3 KEY DISCOVERIES

Three SOAPSTone elements that shaped the text's message Identify three specific components of SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, or Tone) that were most critical in shaping the author's message in today's text.

2 RHETORICAL CHOICES

Two ways the speaker adapted their tone for the audience Describe two distinct moments where the speaker shifted or tailored their tone to connect with their specific target audience.

1 REMAINING QUESTION

One lingering question about the text's context Write one question you still have about how the immediate occasion or larger context influenced the speaker's ultimate purpose.

CONFIDENCE

☐ Not yet ☐ Getting there ☐ Confident ☐ I could teach it



ONE MORE THING

One question I still have about today's lesson:

Exit Ticket: 3-2-1 — Facilitator Guide

GRADES 11-12 · ASSESSMENT · EXIT TICKET

Students complete a 3-2-1 exit ticket to synthesize how SOAPSTone elements and tone shifts shape the message and purpose of a modern speech or letter.

QUICK START

WHY THIS MATTERS · Learning target: I can analyze how specific SOAPSTone elements and tone shifts shape a speaker's message and purpose in a modern speech or letter.

TIME	GROUPING	MATERIALS
10-15 min	Individual, then brief partner share	Completed SOAPSTone analysis worksheets from the lesson · Exit Ticket: SOAPSTone Reflection worksheet

KEY VOCABULARY Speaker Occasion Audience Purpose Subject Tone

GUIDING QUESTIONS

Which specific SOAPSTone element had the greatest impact on how the speaker crafted their message today?

How did the speaker alter their tone to connect with their target audience at key moments in the text?

Prerequisite knowledge: Students must have already read and completed an initial SOAPSTone analysis of the selected modern speech or letter during the main lesson.

FACILITATION SEQUENCE

1 LAUNCH · 3 MIN

Students review their notes and annotated text from the lesson's speech or letter, focusing on the SOAPSTone elements they identified.

Watch for: Look for students who may need a quick reminder of the SOAPSTone acronym before they begin writing.

WHY THIS MATTERS · A useful prompt here is: "Take a moment to look back at your annotated text. Which SOAPSTone element stands out as the driving force behind the author's message?"

WHY THIS MATTERS · A useful prompt here is: "Think about who the speaker is addressing—how does that specific audience shape the language used?"

ANSWER KEY & HOW TO APPROACH

FOR THE TEACHER

This activity does not have single correct answers — evaluate for completeness, reasoning, and effort, and note the qualities of a strong response here.

LIKELY STUDENT RESPONSES, MISCONCEPTIONS, AND HELPFUL TEACHER MOVES

Anticipate these — and the response that moves thinking forward.

STUDENTS MAY...	WHAT THAT MIGHT MEAN...	A HELPFUL NEXT MOVE...
List SOAPStone elements (like 'Audience' or 'Occasion') without explaining how they specifically shaped the text's message.	The student understands the framework conceptually but struggles to apply it as an analytical tool for this specific text.	Ask the student: 'If the speaker were addressing a completely different audience, how would this specific part of the message have to change?'
Identify a tone shift but struggle to explain why the speaker made that shift for the audience.	The student can identify rhetorical choices but has not yet connected those choices to the speaker's ultimate purpose.	A useful prompt here is: 'What was the audience feeling right before this shift, and what emotion was the speaker trying to evoke by changing their tone?'

EQUITY, SEL, AND TRAUMA-INFORMED PROMPTS

EQUITY

Perspective invitations you can offer students — a second context, a missing voice, a different lived reality.

Invite students to consider whose perspectives or voices might be minimized or left out of the speaker's chosen audience and tone in this text.

SEL

The emotional and interpersonal demands of this task — confidence, disagreement, frustration points, collaboration.

Support students in expressing lingering confusion or unanswered questions about the text's context as a valuable part of the critical thinking process rather than a gap in capability.

TRAUMA-INFORMED

Participation safety and predictability — a private response option, lower-stakes sharing, predictable structure.

Provide a private, teacher-only submission option for the exit ticket to allow students to share their honest questions and reflections without the pressure of public sharing.

UDL, DIFFERENTIATION, AND LANGUAGE SUPPORTS

IF STUDENTS NEED MORE SUPPORT

Scaffolds for the same core thinking: oral rehearsal first, sketch or sort before writing, a worked example, chunked steps.

IF STUDENTS ARE READY FOR MORE

Extensions that add complexity, not busywork: compare two approaches, justify a choice, transfer to a new context.
Ask students to write a brief prediction of how the text's message would change if the occasion were shifted to a modern digital platform instead of its original delivery format.

LANGUAGE SUPPORTS

Name the language function (explain, compare, argue, justify) with sentence frames and oral rehearsal.
Provide sentence frames for describing tone shifts: 'The speaker shifts from a [tone word] tone to a [tone word] tone in order to...'

ASSESSMENT LOOK-FORS AND NEXT STEPS

WHAT TO LOOK FOR

CRITERION	WHAT IT LOOKS LIKE HERE	POSSIBLE EVIDENCE	HELPFUL NEXT STEP
Analysis of SOAPSTone elements	Students identify three specific SOAPSTone components and explain their direct influence on the text's message.	Student work connects elements like 'Occasion' or 'Speaker' directly to the core message of the speech or letter.	If students write generic definitions, prompt them to name one specific quote that shows that element in action.
Identification of tone shifts	Students describe two distinct moments where the speaker tailored their tone to connect with the target audience.	Student work names specific tone words (e.g., urgent, empathetic) and links them to audience connection.	If students struggle to find shifts, guide them to compare the beginning of the text with the conclusion.

Reteach signal: If more than half of the students struggle to identify specific tone shifts or write generic questions about the context, plan a brief mini-lesson modeling how to track tone shifts paragraph-by-paragraph using a shared mentor text.