

Standards Alignment: Say-Mean-Matter

The support materials attached to this document align to the grade level ELA standards listed below.

GRADE LEVEL	DOMAIN	STANDARD
6	Reading	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports
		2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations
7	Reading	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author's argument, point of view, or perspective in text
8	Reading	2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas
		3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)
9 & 10	Reading	2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
		3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)
11	Reading	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations
		2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject
		3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: 3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings
		3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) (Political Approach)
		3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)
		3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)
12	Reading	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations
		2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject
		3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings
		3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors: 2) relate literary works and authors to major themes and issues of their eras 3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings
		3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) (Political Approach)
		3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)
		3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)

SAY – MEAN – MATTER

Say – Mean – Matter is a note-taking technique designed to help students keep track of details from the text, to clarify confusing elements of the text, and a way for students to practice summary and analysis.

Directions: Students fold paper into thirds and divide the paper into three columns. Write column titles at the top of each column: say, mean, and matter. In the “say” column students write down important quotations or unclear passages, sentences, or phrases from the reading. In the “mean” column, students paraphrase the quotation or passage in their own words. In the “matter” column, students write a reflection of the significance or importance of the phrase, sentence, or passage.

Sample:

Reading: “Acting White is a Burden for Black Students”

SAY	MEAN	MATTER
1) Max, who is black, “puts brakes” on his academic efforts because his friends feel that to take school seriously is to “act white”.	Max doesn’t want his friends to think he is frontin’ so he doesn’t try as hard as he could in school.	Racism is so ingrained that academic success is perceived as a white paradigm.
2) ...the racism of the wider society has also created an adolescent culture that undercuts academic efforts.	Teens interpret the world into black and white and behave accordingly.	Racism operates in people’s psyches, and is insidious and self-defeating.