**ELA Standards Bundling: Card-Sort Activity**

There are 25 Maine ELA standards that remain the same across the K-2 span. The performance indicators change to indicate the developmental progressions. Sort the standards into categories (clusters, bundles) to develop comprehensive learning goals. These may be used for instructional planning and for assessment reporting.

What you will need:

* The [standards cards](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Anchor%20Standards%20cards.pdf) printed and cut.
* Some blank cards
* Pen/pencil

Activity directions:

Notice that the cards are color coded by strand: language, speaking & listening, reading, writing.

1. Spread out all the cards randomly then sort into three piles.
   1. Explicit indication of digital or media literacy
   2. Implicit indication of digital or media literacy
   3. No indication of digital or media literacy
2. Review the explicit and implicit piles, then use a blank card to write a brief statement about what students will learn if they demonstrate the whole collection of standards. List on the reverse side of the card each of the standards selected.
3. Reset the cards - Spread out all the cards randomly then sort into three piles.
   1. Explicit indication of culturally sensitive and responsive pedagogy.
   2. Implicit indication of culturally sensitive and responsive pedagogy.
   3. No indication of culturally sensitive and responsive pedagogy.
4. Review the explicit and implicit piles, then use a blank card to write a brief statement about what students will learn if they demonstrate the whole collection of standards. List on the reverse side of the card each of the standards selected.
5. Reset the cards - Spread out all the cards randomly then sort into three piles.
   1. Explicit connection to writing standard 1 (cannot accomplish W.1 without the related standard)
   2. Implicit connection to writing standard 1 (can achieve W.1 without this standard, but students would benefit from some direct instruction of this standard)
   3. No connection to writing standard 1.
6. Reflect – how many colors were included in your piles? What does this suggest about W.1?
7. Repeat the process with W.2 and W.3.

Have you included at least one language standard in every pile?

How might this process impact your grading practices?

Ready for more? Check out feedback rubrics (AKA single point rubrics).