**ELA/LITERACY CORE ACTIONS AND MATCHING SUMMARIES**

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| **Core Action:** Students’ levels of understanding are checked throughout the lesson, and instruction is adjusted accordingly. |  | Effective teaching and learning occur when instructors tailor instruction to adult learners' needs, strengths, and interests. They keep students actively engaged in consequential learning activities, including participating in interactive discourse and using their newly acquired skills to solve problems. |
| **Core Action:** Lesson content and activities productively engage students. |  | Effective teaching and learning occur when instructors engage students through challenging assignments tied to the lessons' texts. Indicators include higher-order questions requiring students to think beyond recall and prompting them to substantiate their answers. |
| **Core Action:** Lesson content is rigorous and relevant for the level defined by the state-adopted standards. |  | Effective teaching and learning occur when instructors explicitly connect new knowledge and skills to previous learning and students’ funds of knowledge. The instructor ends the lesson by reflecting on the connections between what students have just learned and what they will learn next. |
| **Core Action:** Questions and tasks are text-specific and cognitively demanding. |  | Effective teaching and learning occur when there is a direct relationship among instructional goals, instructional resources, classroom activities, and academic standards. Indicators include lesson goals derived from the standards and directly related to texts students are reading and topics they are learning. |
| **Core Action:** Lesson content is intentionally sequenced to develop students’ skills and knowledge. |  | Effective teaching and learning occur when instructors monitor student learning to inform the next steps for instruction. Indicators include providing specific feedback and strategic supports to assist students. Throughout the lesson, instructors prompt students to be intentional about the learning. |