Good Afternoon,

Thank you for completing module 4 and great job on an efficient turnaround. Additionally, great job on the modular headings to support content chunking. Below are a few suggestions for the module, and there is an attached PDF with details regarding grammatical and structural updates. While you review the attached PDF and the suggestions outlined below, I would like to highlight the areas of most importance:

- Information chunking
- Module components (resources, learning activities, assignments, assessments)
- Increasing learner engagement with the content, other learners and the instructor
- Appropriate objectives that align with course content
- Preparing learners for what's ahead

Feel free to contact me if you need any clarification on the below suggestions and updates.

Assumptions: This is not a printout of an LMS. H1 is a module and H2 is erroneous or vice versa. H1 could be a module label and H2 is the unit label, not enough context to determine. The common core guidelines are the federal/national standards and not state specific, as I don't know what state this course is developed for.

H2 Overview

- (Page 1) Page header labeled as "H1 Module 4: Foundational Reading Lesson Components: Text Complexity**,** however, section headers are "H2".
- (Page 1) It was wonderful how you explained where this module fit into the overall course and reminding them of what they have already learned. An infographic would provide a visual representation to convey the modular/course connection.
- (Page 1) In the overview section, it is helpful to the learner to introduce the module by informing them of the module's sections, assignments, activities, lecture notes, assessments, and due dates.
- (Page 1 and Page 2) Keep in mind Bloom's Taxonomy when developing module objectives; also, S.M.A.R.T (Specific, Measurable, Attainable, Relevant, and Timely) is a helpful tool in determining appropriate objectives. In the attached PDF, I have highlighted where some objectives were grouped together, but were actually two separate objectives and another objective that is not an actual objective.
- (Page 1) Be aware of unnecessary language.
- (Page 1) Replace "articulate" with "understand". Use simple language when you can.
- (Page 1) The attached PDF also displays grammatical suggestions.
- (Page 2) Header is missing.
- (Page 2) Good options!!: *"There will be 2-3 choices for the "common targeted texts" so that teachers can engage with the text that is most appropriate for the grade level they teach."*

H2 Text Complexity

- (Page 3) There is an assignment placed here. Its placement was a surprise, as I didn't know an assessment was coming (missing from overview). Is this a pre-assessment? If it's a formative assessment, it appears out of sync. In addition, I could not clearly determine how the assignment aligned with the modular objectives. Rubric?
- (Page 4) This page is out of sync. There appears to be objectives and an assignment here. Objectives should be located at the beginning of the module and assignments are appropriate once instructional content has been introduced, or as a pre-assessment of prior knowledge. Rubric?
- (Page 4) An infographic or table would have been beneficial in outlining prior modules (first 2 bullets).
- (Page 4) The attached PDF highlights redundancy in a learning objective.
- (Page 4) At the bottom of the page, "NOTE"…. This is unclear. What are they reading? It's worded as an assignment and should provide the learner with resources. Additionally, this assignment should not be grouped with objectives, there's no delineation. Assignments can link with objectives to show alignment. After the learner pulls the quotes, what are they to do with it?
- (Page 5) "Qualitative" should be listed first as in Appendix A of CCS, it is outlined first.
- (Page 5) The graphic needs citation.
- (Page 5) How these principles are modeled in the classroom can be offered by providing learners with opportunities to practice, apply, analyze or synthesize this information.

H2 Creating Unit and Lesson Objectives

- (Page 6) The module assumes learners "know" something, however, how was this assumption determined.

H2 Creating Unit and Lesson Objectives – Defining Big Ideas

- (Page 7) The PDF displays the need for sentence restructuring and grammatical corrections.
- (Page 7) Great job on providing alternate "verbiage" used in the field.
- (Page 7) The table displaying complex texts needs identification and instruction. The learners need to be informed of what this table is and how they are to engage with it.

H2 Creating Unit and Lesson Objectives-Defining Text Sets

- (Page 8) Verbatim paragraph from an un-cited source should be avoided. If you use an outside source be sure to cite the source properly.
- (Page 8) As noted on the review, a discussion board would be a great value in student-student interaction as well as student-instructor interaction.
- (Page 8) The attached PDF displays grammatical suggestions.
- (Page 9) This page contains a statement: "Reviewing what we're thinking…" Where are we going with this? Are you asking a question, is this leading into a new concept?

H2 Creating Unit and Lesson Objectives-Explaining the Process

- (Page 10) First person point of view is not necessary.
- (Page 10) The PDF displays major sentence restructuring and grammatical suggestions.
- (Page 10) Bullet points are used for lists.
- (Page 11) Under Instructions, #1, this sentence needs restructuring and to specify the earlier "text". Is it the "Text Complexity Roadmap"?
- (Page 11) The instructions do not specify how many "Big Ideas".

H2 Module 4 Summary

- (Page 12) Use the number "4" instead of the word "four".
- (Page 12) The summary is essential as it ties the material together, highlighting achieved objectives knowledge gained.
- (Page 12) Be specific in what leaners are to expect in Module 5.