



# CCSS and Text Complexity: What Middle School and High School Teachers Need to Know

**Presenters: Tamara Maxwell and Erin Loritz**

**When:** Wednesday, August 10, 2011 ; 8:30 am – 2:30 pm (lunch on your own)

**Location:** CESA 6, Oshkosh

**About the Presenters:**

**Tamara Maxwell**, is a secondary education English teacher who co-teaches with special education and at-risk teachers in inclusive classrooms. In addition, she coaches content area teachers with instructional strategies and literacy support tools to support student learning. Currently, Tamara collaborates with Wisconsin's Department of Public Instruction English Language Arts Leadership Team and the Dynamic Learning Map Alternate Assessment System Consortium, providing expertise in the role out and assessment of the Common Core State Standards. Over the past several years, she has worked with Wisconsin school districts and has presented at state conventions. Areas of specialty include: adolescent literacy, motivating reluctant learners, co-teaching, writing instruction, and teaching with technology. Tamara currently works for the Kimberly Area School District.

**Erin Loritz**, serves as a literacy coach for middle and secondary teachers. In addition, she assists in writing curriculum that aligns with the Common Core State Standards. In the past, Erin has worked as a consultant to several districts in the Fox Valley. In this capacity, she has assisted districts in implementing research-based best practices in literacy instruction in English and across content areas. She has presented at many local and state conventions. Erin currently works in the Kimberly Area School District.

**Description:** With 2014 quickly approaching, we need to prepare our students for Wisconsin's new state summative assessment. Now is the time to align and select resources to implement changes in instruction to implement the Common Core State Standards. "One of the key requirements of the CCSS for reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers" (Appendix A of CCSS, pg. 2). Why does text complexity matter? What factors influence text complexity? How is text complexity measured? What resources exist to support educators' understanding, evaluation, and selection of increasingly complex texts? What supports are necessary for students to read increasingly complex texts? This workshop will better prepare you to properly address the issue of text complexity.

**Outcomes:**

- Understand why text complexity is important
- Determine the complexity of a text
- Understand what text complexity means for teachers
- Access available resources that support text complexity
- Evaluate the need for additional resources
- Develop a plan for how to systemically support students reading increasingly complex texts

**Audience:** Middle School and High School Level Leaders of Core and Encore Teachers, Curriculum, and Staff Development (Principals, Administrators, Curriculum Directors, Library/Media Specialists, Literacy Leaders, Literacy Coaches, Department Chairs)

**Cost:** \$100 per person.

**Cancellation Policy:** Any workshop registration cancellations must be received 48 hours before the workshop scheduled date, for a refund to be issued. Because attendance at most workshops has to be limited, persons registering for a workshop and not in attendance on the day of the workshop will be charged the full registration fee.

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Need to Know; Location: CESA 6  
August 10, 2011**

**Registration Deadline: August 1, 2011**

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