Through reflection or conversation, the teachers in these vignettes speak to some form of wrestling with chaos in describing their thinking about planning. Figure 2.1 represents the chaos that we all navigate, but it also seeks to honor the fact that how we enter this chaos—the pathways by which we get there—varies. Some teachers enter through knowledge about their students, which are represented in the figure as encompassing and informing our thinking. Some teachers enter by thinking about the ultimate goals they have for their students; these are represented in the language of the outer circle including the dispositions, understandings, tasks, and enactments teachers expect students to demonstrate or develop. No matter the entrance, once in the middle we ultimately navigate the chaos that involves carefully considering the meeting place and relationship between these goals and the CCSS/NCTE principles, our teaching practices, and the learning practices we personally develop as well as those we foster in our students. The narratives offered by Kathleen and Rod affirm that we meet these considerations through different pathways over time.

Figure 2.1 visually represents the way we conceptualize these inextricably linked considerations that are at the heart of our decision making as teachers. We intentionally chose not to represent them as linear, and one of our earliest versions of this figure actually included the words in the inner circle embedded within the chaos of the nest at the middle. Given the difficulty of actually reading this chaos, we chose in