Building notice that the CCSS focus a great deal on the kinds of reading students encounter across the school day, spelling out reading expectations for literature and informational texts. And at the K–5 level, the CCSS also include foundational skills standards. An example of how this organization plays out in grades 6–8 may be helpful in explaining further. You’ll note in Figure 5.1 an example of how you can read the CCSS for further specificity about grade-level distinctions using the first heading and Anchor Standard for reading.

When you read the CCSS document, we encourage you to read for these distinctions between grade-specific standards. This will help you identify what students in the grade(s) you teach will be expected to enact or demonstrate proficiency doing.

**Keeping Students at the Center**

Reading the CCSS document with an eye toward distinguishing what students at the grade level(s) you teach will be expected to enact will help you keep your commitment to students at the center of your instructional decision making. Figure 5.2 illustrates how the multiple factors teachers consider when planning instruction speak...