- American Association for the Advancement of Science. (1990). *Science for all Americans: Project 2061*. New York, NY: Oxford University Press.
- American Association for the Advancement of Science. (2013). *Weathering, erosion, and deposition*. Retrieved from http://assessment.aaas.org/topics/WE#/,tabs-222-227/2
- Bybee, R. (Ed.). (2002). Learning science and the science of learning. Arlington, VA: NSTA Press.
- Bybee, R. W., & DeBoer, G. E. (1994). Research on goals for the science curriculum. In D. L. Gabel (Ed.), *Handbook of research on science teaching and learning* (pp. 357–387). New York, NY: Macmillan.
- Chapman, C., & King, R. (2012). *Differentiated assessment strategies* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Dodge, J. (2009). 25 quick formative assessments for a differentiated classroom: Easy, low-prep assessments that help you pinpoint students' needs and reach all learners. New York, NY: Scholastic, Inc.
- Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. (1994). *Making sense of secondary science: Research into children's ideas.* New York, NY: Routledge.
- Echevarria, J., & Graves, A. (1998). *Sheltered content instruction: Teaching English language learners with diverse abilities*. Boston, MA: Allyn and Bacon.
- Echevarria, J., Vogt, M. E., & Short, D. J. (2004). *Making content comprehensible for English language learners: The SIOP model.* Boston, MA: Pearson Education.
- El Paso Collaborative for Academic Excellence, Consortium for Policy Research in Education, & Consortium for Achievement in Mathematics and Science. (n.d.). *Motion: Student misconceptions and strategies for teaching.* Retrieved from http://www.epcae.org/uploads/documents/Motion\_pck\_Sep18.pdf
- Harmin, M. (1994). *Inspiring active learning: A handbook for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kagan, S. (1989). *Cooperative learning: Resources for teachers*. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Keeley, P. (2008). Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA: Corwin Press.
- Keeley, P., & Harrington, R. (2010). *Uncovering student ideas in physical science*. Arlington, VA: NSTA Press.
- Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works:* Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Seidlitz, J., & Kenfield, K. (2011). 38 great academic language builders. San Clemente, CA: Canter Press.
- Zike, D. (2008). Dinah Zike's notebook foldables® for binders, spirals, and composition books: Strategies for all subjects 4th–college. San Antonio, TX: Dinah-Might Adventures, LP.