ARTICLES

Brimijoin, K. Marquisee, E. & Tomlinson, C. (2003). Using data to differentiate instruction. *Educational Leadership*, 60(5), 70-72.

Cohen, E. & Benton, J. (1988). Making groupwork work. *American Educator*, 12(3) 10-17, 45-46.

Cone, J. (1993). Learning to teach an untracked class. *The College Board Review, 169*, 20-27, 31.

Kohn, A. (1998) Hooked on learning: the role of motivation in the classroom. In Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, and other Bribes*, Houghton Mifflin, New York.

Krumboltz, J., & Yeh, C. (1996). Competitive grading sabotages good teaching. *Phi Delta Kappan*, 324-326.

McTighe, J. and O'Conner, K. (2005) Seven practices for effective learning, *Educational Leadership*, 63(3),10-17.

Moon, T. R. (2005) The role of assessment in differentiation. *Theory into Practice*, 44, 226-33.

Nelson, G. (2001). Choosing content that's worth knowing. *Educational Leadership*, 59, 12-16.

Sternberg, R. J. (2006) Recognizing neglected strengths. *Educational Leadership*, 64 (1), 30-5.

Tomlinson, C. (1995). Deciding to differentiate instruction in middle school:One school's journey. *Gifted Child Quarterly*, 39, 77-87.

Tomlinson, C. (1998). For integration and differentiation choose concepts over topics. *Middle School Journal*, 3-8.

Tomlinson, C. & Kalbfleisch, L. (1998). Teach me, teach my brain: A call for differentiated classrooms. *Educational Leadership*, 52-55.

Tomlinson, C., Moon, T., & Callahan, C. (1998). How well are we addressing academic diversity in the middle school? *Middle School Journal*, *29*(3), 3-11.

Tomlinson, C. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, *57*(1), 12-16.

Tomlinson, C. (1999). Leadership for differentiated classrooms. *The School Administrator*, *9*(56), 6-11.

Tomlinson, C. (2000). Reconcilable differences: Standards-based teaching and differentiation. *Educational Leadership*, 58(1), 6-11.

Tomlinson, C. A. (2001) Grading for success, Educational Leadership, 58(6), 12-15.

Tomlinson, C. (2002). Invitations to learn. Educational Leadership, 60, 6-10.

Tomlinson, C. (2003). Deciding to teach them all. Educational Leadership, 6-11.

Tomlinson, C. A., et. al.(2003) Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature. *Journal for the Education of the Gifted*, 27, 119-45.

Tomlinson, C. (2004). How do I teach them all: Academic diversity in today's science and math classes. Eisenhower National Clearinghouse on Math and Science: ENC Focus www.enc.org

Tomlinson, C. (2004). The mobius effect: Addressing learner variance in schools. *Journal of Learning Disabilities*, *37*(6), 516-524.

Tomlinson, C. (2004). Differentiation in diverse settings: A consultant's experience in diverse settings. *The School Administrator*, 7(61), 28-35.

Tomlinson, C. (2005). Quality curriculum and instruction for highly able students. *Theory into Practice*, 44(2), 160-166.

Tomlinson, C., Brighton, C., Hertberg, H., Callahan, C., Moon, T., Brimijoin, K., Conover, L., & Reynolds, T. (2004). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted, 27*(2/3), 119-145.

Tomlinson, C., & Doubet, K. (2005). Reach them to teach them. *Educational Leadership*, *62*(7), 8-15.

Tomlinson, C. A. and Allan, S. D. (2000) Reasons for optimism about differentiation: Its basis in theory and research. In Tomlinson and Allan. *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2007) Learning to Love Assessment, *Educational Leadership*, 65(4),8-13.

Look for special issues (2005) on differentiation from:

The Journal of Staff Development

Theory into Practice (This one includes an article on grading and differentiation).

BOOKS ON CURRICULUM AND INSTRUCTION

Ron Brandt, Powerful Learning, ASCD

H. Lynn Erickson, *Concept-based Curriculum and Instruction: Teaching beyond the Facts*, Corwin

Steven Levy, Starting from Scratch, Heinemann

National Research Council, *How People Learn: Brain, Mind Experience, and School,* National Academy Press

Carol Tomlinson, Joe Renzulli, Sandra Kaplan, Jeanne Purcell, Jann Leppien, & Deborah Burns, *The Parallel Curriculum Model: A Design to Develop High Potential and Challenge High Ability Learners*, Corwin

Grant Wiggins & Jay McTighe, Understanding by Design, ASCD

(Provided by Carol Ann Tomlinson, Ed.D. University of Virginia, PO Box 400277, Charlottesville, VA 22904)