

Required Articles:

Denton, C.A., Anthony, J.L., Parker, R., & Hasbrouckm J. (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, 104, 289-305.

Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., et al. (2007). Use of evidence-based, small-group reading instruction for English language learners in elementary grades: Secondary-tier intervention. *Learning Disability Quarterly*, 30, 153-168.

Linan-Thompson, S., Vaughn, S., Prater, K., & Cirino, P.T. (2006). The response to intervention of English language learners at risk for reading problems. *Journal of Learning Disabilities*, 39, 390-398.

Linan-Thompson, S., Cirino, P.T., Vaughn, S. (2007). Determining English language learners' response to intervention: Questions and some answers. *Learning Disability Quarterly*, 30, 185-195.

Ramirez de Dominiguez, R., & Shapiro, E.S. (2006). Curriculum based measurement and the evaluation of reading skills of Spanish-speaking English language learners in bilingual education classrooms. *School Psychology Review*, 35(3), 356-369.