



## Emergent Bilingual Students with Multi-Needs

This resource is designed to help teachers who are instructing emergent bilingual students who may also be at risk for dyslexia.

# Cross-Reference Checklist

Emergent Bilingual

Dyslexia

## Questions to Consider

1. Are the behaviors in question due to second language acquisition or is it something more?
2. Are these difficulties unexpected for the student's age or proficiency level?
3. Did the student receive reading and writing instruction in the primary language? If so, for how long?
4. Are these reading difficulties unexpected in relation to the student's other abilities (in the absence of print, such as math, listening comprehension, art, or music)?
5. When did the student learn to speak, read and write in English?



## Look Fors

- Student struggles with reading even with second language acquisition support, especially with primary language.
- Difficulty with word retrieval, breaking words into smaller parts, decoding single words, recognizing common sight words, decoding words using phonics, oral reading, and spelling.
- Reading behaviors such as guessing or sounding out every single letter.
- Poor response to interventions that are unexpected for language proficiency level.
- Does not show increased understanding of written text as general language develops.
- Student is at risk of dyslexia:
  - Family history of dyslexia.
  - History of oral language disorder or delay in primary language.



## Emergent Bilingual Students with Multi-Needs

This resource is designed to help teachers who are instructing emergent bilingual students who may also be at risk for dyslexia.

# Cross-Reference Checklist

Emergent Bilingual

Dyslexia

## Tier I Language Supports

The following supports are currently in place during instruction:

### Listening

- Use visuals, verbal cues, and gestures during longer elaborate academic discussions.
- Allow students to seek clarification.
- Provide extra time to process the English language.

### Speaking

- Ask students to narrate and describe problem-solving strategies using complex sentences.
- Introduce, model, practice, and review the use of idioms and colloquialisms.
- Encourage students to participate in a variety of extended social and academic discussions.

### Reading

- Use grade-appropriate texts that will promote vocabulary development.
- Provide oral language supports for written text.
- Use texts that require higher-order comprehension skills.

### Writing

- Have students orally present and explain written work.
- Use graphic organizers, word boxes, list of common words, and sentence stems.
- Expose students to multiple examples of texts that were written for a variety of purposes and audiences.

## Supporting Documentation

The following are examples of supportive documentation:

- Home Language Survey
- Identification Assessment Report
- TELPAS Summary Report, if available
- LPAC recommended language interventions
- Instructional accommodations provided
- Evidence of student work
- Academic progress reports/documentation
- Progress monitoring/conversations with other teachers
- Kindergarten and Grade 1 Dyslexia Screening results, if applicable

## Additional Resources

- [TEA Dyslexia and Related Disorders webpage](#)
- [LPAC on txel.org](#)
- [LPAC and ARD Committee Collaboration](#)
- [Dyslexia TEALearn Course](#)
- [Dyslexia Handbook](#)
  - Page 40 - "Characteristics of Dyslexia in English and Spanish"
  - Page 47 - "Questions to Determine the Identification of Dyslexia"