Handout 2a: Language and Literacy Progressions in the New and Home Language
According to the BCCP.

	New Language	Home Language
Entering	A student who is first encountering the new language. This level is associated with the transition between the silent stage and the production of key words and phrases in contextually rich settings.	A student who has experience with listening and speaking social language and may include some knowledge of oral academic language (e.g. church, listening to TV news), but little experience with written academic language.
Emerging	A student who is integrating words and basic sentence patterns that allows for increased communication in the new language but who needs consistent support in advancing their social and academic language knowledge.	A student who has experience using their oral language skills as a platform to develop and integrate written academic language.
Transitioning	A student who has gained enough mastery of the new language in social situations but who needs frequent support in advancing their academic language knowledge.	A student who has experience and can apply academic language in specific settings (e.g. a student who is more familiar reading non-fiction and experiences difficulties with fiction) and tasks (e.g. has developed an understanding of academic language in reading but written skills lag behind).
Expanding	A student who has gained some mastery of academic language in the new language, but who needs targeted and specific language supports in order to gain full control of academic language knowledge.	A student who has experience in social and academic language but who need specific support in mastering disciplinary academic language (e.g. reading and writing history/social studies vs. reading and writing science).
Commanding	A student who has mastered academic language in the new language, such that their language and content knowledge parallel each other.	A student who has experience and masters academic language in the home language.

Handout 2b: Language supports for New and Home Language Students

	New Language	Home Language
Entering	Recognize pre-taught words and phrases found in the text/context Associate and organize words and phrases Understand in partnership and or small group Use cloze sentences for writing **in new and/or home language**	Recognize pre-identified words and phrases found in the text/context Associate and organize phrases and sentences Understand in partnership and or small group Use cloze sentences for writing
Emerging	Recognize pre-identified words and phrases found in the text/context Associate and organize phrases and sentences Understand in partnership and or small group Use cloze paragraphs for writing in **new and/or home language**	Recognize information using word banks of phrases and sentences Associate and organize information with teacher support and graphic organizers Understand and participate in partnership, small group or whole class Create a short essay using graphic organizers and teacher modeling
Transitioning	Recognize information using word banks of phrases and sentences Associate and organize information with teacher support and/or modeling Understand and participate in partnership, small group or whole class Create a short essay using graphic organizers and teacher modeling **in new and occasionally in home language**	Recognize information with the support of glossaries and with teacher prompting Associate information with teacher prompting Understand in partnership, small group and whole class settings Create a short essay with teacher prompting
Expanding	Recognize information with the support of glossaries and with teacher prompting Associate information with teacher prompting Understand in partnership, small group and whole class settings Create an essay with teacher prompting **in new language**	Recognize information with the support of glossaries Associate information with teacher prompting Understand in partnership, small group and whole class settings Create an essay using previously created graphic organizers and teacher prompting
Commanding	Recognize information independently Associate and organize information independently Understand in partnership, small group and whole class setting **in new language**	Recognize information independently Associate and organize information independently Understand in partnership, small group and whole class setting