**Overview of the Supplemental Guide**

The *Supplemental Guide* provides further support to educators seeking to meet the specific needs of ELLs (as well as children with weak or lagging language skills). The *Supplemental Guide* will adjust the pacing of instruction, provide more specific guidance on explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain specific) vocabulary words, and offer deeper support for syntactic awareness. It also will feature instructional tools for altering instruction in critical ways, including adjusting:

* the required modes of participation by children (e.g., using visual supports or receptive approaches for checking comprehension);
* the expressive language demands on children (e.g., providing sentence frames and allowing questions to be yes/no instead of open ended);
* the attentional demands on children (e.g., repeating refrains to help children listening and actively participate);
* the timing/immediacy of support that children receive during the read-aloud (e.g., building in-text scaffolds such as use of pictures or props); and
* the explicit attention to vocabulary.

These adjustments are effective ways to adapt or individualize instruction for diverse learners. Rather than simply suggest teachers make these adjustments on their own, the Supplemental Guide will provide fully developed lessons that illustrate these adjustments.

The *Supplemental Guide* has been created for all Kindergarten domains (1–12) and the first three domains of Grade 1 and 2. For the remaining Grade 1 and 2 domains, a *Transition Supplemental Guide* has been developed. This guide still contains Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, *Transition Supplemental Guides*do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide*is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology.* However, the introductions and extensions have been augmentedso teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction. Teachers will need to make informed and conscious decisions in light of their particular students’ needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | L&L Domains | | | | | | | | | | | |
| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| K | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** | ***SG*** |
| 1 | ***SG*** | ***SG*** | ***SG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** |  |
| 2 | ***SG*** | ***SG*** | ***SG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** | ***TSG*** |
| ***SG –Supplemental Guide***  ***TSG – Transition Supplemental Guide*** | | | | | | | | | | | | |