

Chapter 9

How Do I Teach Vocabulary?

Margin Notes

Margin Note 9.1: Word Lists for Grades K–8

<https://www.flocabulary.com/wordlists/>

Margin Note 9.2: Dialect Map

https://www.washingtonpost.com/blogs/govbeat/wp/2013/12/02/what-dialect-to-do-you-speak-a-map-of-american-english/?noredirect=on&utm_term=.777478e8627d

Margin Note 9.3: Dialect Quiz

<https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html>

Margin Note 9.4: Popular Interactive Read Aloud Books

<https://www.goodreads.com/shelf/show/interactive-read-aloud>

Margin Note 9.5: Five Stages of Second Language Acquisition

<https://education.cu-portland.edu/blog/classroom-resources/five-stages-of-second-language-acquisition/>

Margin Note 9.6: Vocabulary Demonstration

<https://www.teachingchannel.org/video/improving-student-vocabulary>

Margin Note 9.7: The Most Useful Spanish Cognates

<https://www.duolingo.com/comment/5508808/The-Most-Useful-Spanish-Cognates>

Margin Note 9.8: Idioms for Kids

<https://www.theidioms.com/kids/>

<http://examples.yourdictionary.com/idioms-for-kids.html>

Margin Note 9.9: Synonyms and Antonyms

<http://www.smart-words.org/list-of-synonyms/list-of-synonyms-and-antonyms.pdf>

Margin Note 9.10: Root Words, Roots, and Affixes

<http://www.readingrockets.org/article/root-words-roots-and-affixes>

To Learn More about Vocabulary Instruction

Seminal Research on Vocabulary

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing.

<https://products.brookespublishing.com/Meaningful-Differences-in-the-Everyday-Experience-of-Young-American-Children-P14.aspx>

Summary of book:

<https://www.leadersproject.org/2013/03/17/meaningful-differences-in-the-everyday-experience-of-young-american-children/>

Nation, I. S. P. (n.d.). A brief critique of Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing.

https://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/Hart_and_Risley_critique.pdf

Bahena, S. (2016). Differences as deficiencies: The persistence of the 30 million word gap.

<https://www.idra.org/resource-center/differences-as-deficiencies/>

Strategy Books for Vocabulary Instruction and Assessment

McKeown, M. G., Deane, P. D., Scott, J. A., Krovetz, R., & Lawless, R. R. (2017). *Vocabulary assessment to support instruction: Building rich word-learning experiences*. New York, NY: Guilford Press.

<https://www.guilford.com/books/Vocabulary-Assessment-to-Support-Instruction/McKeown-Deane-Scott-Krovetz/9781462530793>

Sprenger, M. (2017). *101 strategies to make academic vocabulary stick*. Alexandria, VA: Association for Supervision and Curriculum Development.

<http://www.ascd.org/Publications/Books/Overview/One-Hundred-and-One-Strategies-to-Make-Academic-Vocabulary-Stick.aspx>

Vocabulary Lists

Graham, S., Harris, K. R., & Loynachan, C. (1993). The basic spelling vocabulary list. *Journal of Educational Research*, 86, 363–368.

<http://www.readingrockets.org/article/basic-spelling-vocabulary-list>

30 Word Core Content Vocabulary List

<https://www.sealyisd.com/common/pages/DisplayFile.aspx?itemId=2339209>

Vocabulary Development Programs

Thirty Million Word Initiative

<https://cri.uchicago.edu/portfolio/thirty-million-words/>

<https://www.ncfr.org/zippy-news/weekly-videos/30-million-words>

Talking is Teaching

<http://talkingisteaching.org/>

Apps

Reading Rockets: Literacy Apps for Vocabulary

<https://www.readingrockets.org/literacyapps/vocabulary>