Introduction ................................................................. 3
Forms of Vocabulary ...................................................... 4
Extent of Word Knowledge .............................................. 5
Vocabulary Size ............................................................. 6
The Vocabulary Gap ......................................................... 8
Links Between Vocabulary and Comprehension .................... 10
Components of Vocabulary Instruction ................................. 11
Instruction for English-Language Learners (ELLs) .................... 14

Chapter 1: Specific Word Instruction
what? Specific Word Instruction ......................................... 16
  Selecting Words to Teach ................................................. 17
  Rich and Robust Instruction ............................................. 23
why? Specific Word Instruction .......................................... 28
when? Specific Word Instruction ......................................... 30
how? Specific Word Instruction ............................................ 32
  Lesson Models for Contextualized Vocabulary
    Text Talk: Read-Aloud Method ....................................... 32
    Method for Independently Read Text ............................... 39
  Lesson Model for Basic Vocabulary
    Introducing Function Words ......................................... 48
  Lesson Models for Word Relationships
    Concept Picture Sort ................................................. 53
    Semantic Map .......................................................... 56
    Semantic Feature Analysis .......................................... 60
    Possible Sentences ..................................................... 64
    Word Map ............................................................... 67
  Lesson Model for Word-Meaning Recall
    Keyword Method ....................................................... 70
Chapter 2: Word-Learning Strategies

WHAT? Word-Learning Strategies ................................. 74
   Dictionary Use ............................................. 74
   Morphemic Analysis ...................................... 76
   Cognate Awareness ........................................ 84
   Contextual Analysis ....................................... 86
   Combined Morphemic and Contextual Analysis ...... 89

WHY? Word-Learning Strategies ............................... 90

WHEN? Word-Learning Strategies .............................. 92

HOW? Word-Learning Strategies ............................... 94
   ▶ Lesson Models for Dictionary Use
       Using the Dictionary ..................................... 94
       PAVE Procedure ......................................... 99
       Concept of Definition Map ............................ 104
   ▶ Lesson Models for Morphemic Analysis
       Compound Words ....................................... 109
       Word Families .......................................... 112
       Word-Part Clues: Prefixes ......................... 115
       Word-Part Clues: Suffixes ......................... 121
       Word-Part Clues: Roots .............................. 125
   ▶ Lesson Models for Contextual Analysis
       Context Clues ........................................... 129
       Introducing Types of Context Clues ............... 133
       Applying Types of Context Clues ................. 139
   ▶ Lesson Models for Combined Morphemic & Contextual Analysis
       Introducing The Vocabulary Strategy ............ 143
       Practicing The Vocabulary Strategy ............. 150
Chapter 3: Word Consciousness

WHAT?
Word Consciousness .............................................. 158
Adept Diction ......................................................... 158
Word Play ............................................................... 163
Word Histories and Origins ................................. 164

WHY?
Word Consciousness .............................................. 166

HOW?
Word Consciousness .............................................. 168

Lesson Models for Word Consciousness
Animal Idioms ......................................................... 168
Latin and Greek Number Words .......................... 172
Antonym Scales ....................................................... 176
Web Word Web ......................................................... 180
Five-Senses Simile Web ........................................ 183
Poetry as Word Play .............................................. 186
Vocabulary Hotshot Notebook ............................ 189

References .......................................................... 195

Resources
Sample Texts .......................................................... 201
Activity Masters ...................................................... 208
Teaching Charts ....................................................... 215

Index ................................................................. 218
The Vocabulary Handbook combines the best features of an academic text and a practical hands-on teacher’s guide. Starting with the introduction, each chapter of the handbook examines a component of effective vocabulary instruction.

**WHAT? • WHY? • WHEN? • HOW?**

**Word-Learning Strategies**

**Guidelines for Using the Dictionary**

**Connecting to Theory**

- User-friendly text
- Interactive activities for the reader
- Opportunities to review and interpret content

**What?**

a thorough but concise graphic explanation of research-based content and practices

**Why?**

a readable summary of scientifically based research, selected quotes from researchers, and a bibliography of suggested reading

**When?**

information about instructional sequence, assessment and intervention strategies, and standardized vocabulary tests

**How?**

sample lesson models providing a bridge between research and practice, and making explicit instruction easy

**ABOUT THE VOCABULARY HANDBOOK**

For educators at every level, the Vocabulary Handbook is a comprehensive reference about vocabulary instruction. Organized according to the elements of explicit instruction (what? why? when? and how?), the handbook includes both a research-informed knowledge base and practical sample lesson models.
Guidelines for Using the Dictionary

The Handbook can be used by . . .

- elementary teachers to enhance vocabulary instruction in core reading programs
- middle and high school teachers to enhance language arts and content-area instruction
- college professors and students as a textbook for pre-service teacher education
- providers of professional development as an educational tool
- school or district administrators to support and facilitate effective instruction
- literacy coaches as a resource for implementation
- teachers of English-language learners (ELLs) to support in-depth vocabulary acquisition
- teachers of struggling readers to help build word knowledge in students with impoverished vocabularies

Lesson Model Features
- Focus and materials sidebar
- Explicit instruction
- Clear explanation
- Teacher modeling
- Useful background information
- Identification of research base
- Support for English-language learners
- Easy-to-follow “teacher’s guide” format