

Module 5: Developing Vocabulary Syllabus

Public Consulting Group LLC

Course Description: The Developing Vocabulary module first examines how children develop oral language and oral language's effect on vocabulary and reading development. Then the module explores types of vocabulary instruction, including direct and explicit methods for teaching vocabulary, as well as the importance of a language-rich classroom. Interactive and engaging activities to expand and develop vocabulary are also presented. The module addresses the multifaceted aspect of words and provides guidance on morphemic awareness, semantic analysis, graphic organizers, sentence stems, word webs, and gradients of meaning strategies that contribute to vocabulary development. Finally, the module concludes with the need for children to develop independent strategies for acquiring vocabulary through morphemic analysis, context clues, and independent reading.

Course Learning Outcomes:

- Understand the progression of skills needed for students to develop a rich vocabulary. (KPS 4E.1, 4E.2, 4E.3, 4E.5)
- Define and identify environmental and cultural factors that are causally related to vocabulary growth. (KPS 1.5, 4E.1)
- Understand the relationship between vocabulary and comprehension. (KPS 1.9, 4E1)
- Understand how students learn words through direct instruction, indirect instruction, and independent word-learning strategies. (KPS 4E.4)
- Learn to link explicit instruction in prefixes, roots, and suffixes to build knowledge of word meaning. (KPS 4A.1, 4E.1)
- Learn how to select appropriate words to teach. (KPS 4E.1, 4E.2)
- Learn a direct, six-step approach to teaching vocabulary. (KPS 4E.4)
- Learn varied techniques for vocabulary instruction before, during, and after reading. (KPS 4E.1)
- Understand how to help students acquire deep word meaning by presenting the many facets of word knowledge. (KPS 4E.1, 4E.2, 4E.3, 4E.4)
- Explore the challenges of struggling adolescent readers. (KPS 1.7, 4E.1)
- Learn how to assess vocabulary growth. (KPS 3.1, 3.2, 3.6)

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IDA KPS Standards Covered in This Module:

Standard 1: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
Standard 4: Structured Literacy Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
Substandard D: Automatic, Fluent Reading of Text	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

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4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
Substandard E: Vocabulary	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
Standard 5: Professional Dispositions and Practices	
5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
5.4	Respect objectivity by reporting assessment and treatment results accurately, and truthfully.
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
5.8	Support just treatment of individuals with dyslexia and related learning difficulties.
5.9	Respect confidentiality of students or clients.
5.10	Respect the intellectual property of others.

Professional Dispositions and Practices Statement: PCG strives to be an advocate for students who are struggling readers or who have dyslexia or other reading disorders. To the best of our knowledge, PCG assures the following content provided is the most accurate and unbiased representation available, based on current research and scientifically best

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practices in the field. This content has been developed by a team of subject matter experts who are vetted to have the experience, credentials, and training necessary to develop our content. PCG actively avoids yet acknowledges any conflicts of interest when they occur in the field or with clients and maintains our advocacy to the appropriate treatment and access to instruction for individuals with dyslexia and related learning difficulties. We are committed to providing course content that is aligned with the accreditation and credentialing process supported by the Center for Effective Reading Instruction and the International Dyslexia Association and do so with respect to student and client confidentiality and the intellectual property of others in the development of this course.

KPS Statement: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework are aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outlines the knowledge and skills that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found [here](#).

Course Schedule/Outlines:

Lesson 1: Introduction

- *Introduction*
- *Objectives*
- *“Professional Dispositions and Practices”*
- *Pre-assessment*
- *Navigation of the learning management system*

Lesson 2: Introduction to Vocabulary Development (KPS 1.1, 1.7, 1.9, 2.5, 4D.1, 4D.2, 4E.1, 4E.2)

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In this lesson, we will start by reviewing the Simple View of Reading, Scarborough's Reading Rope, and research on how students develop vocabulary. We will look at the connections between the foundational skills, oral language and vocabulary development, and the relationship between vocabulary and comprehension.

- *Reviewing the Simple View of Reading and Scarborough's Reading Rope for Language Comprehension*
- *How Students Acquire Vocabulary Knowledge*
- *Speaking Vocabulary*
- *Foundational Skills and Oral Language in Vocabulary Development*
- *The Role of Vocabulary Knowledge in Comprehension*
- *Vocabulary and Language Connections*
- *Emergent Bilinguals and the Demands of the Standards*
- *Successful vs. Struggling Readers*
- *Challenges of Struggling Adolescent Learners*
- *What Is Academic Language?*
- *Academic Vs. Social Language*

Lesson 3: Effective Vocabulary Instruction (KPS 4A.1, 4A.2, 4E.1, 4E.2, 4E.3, 4E.4)

This lesson focuses on direct and explicit vocabulary instruction. It first reviews the types of vocabulary and what vocabulary instruction should look like in the classroom. The lesson then reveals how teachers determine specific words to directly teach and offers a six-step process for directly teaching words.

- *Types of Vocabulary Instruction*
- *Vocabulary Instruction Strategies*
- *Three Tiers of Words*
- *Selecting Words for Explicit Instruction*
- *Terrific Tier 2 Words*
- *Introduction to Explicit and Direct Vocabulary Instruction*
- *Direct Vocabulary Instructional Routines*
- *Direct Vocabulary Instruction Strategies*
- *Developing Vocabulary: Instructional Implications from Research*

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- *Linguistic Dimensions*
- *Before, During, and After Vocabulary Strategies*
- *Sentence Stems*
- *Graphic Organizers to Support Vocabulary Development*

Lesson 4: Teaching Morphemes for Meaning (KPS 4A.1, 4A.2, 4E.1, 4E.2, 4E.3, 4E.4)

This lesson will dive into the types of reading difficulties, with a focus on word-level reading and language comprehension.

- *Morphemes*
- *Effective Instructional Practices*
- *Word Families*
- *What Are the Principles for Instruction?*
- *Wonderful Word Webs*

Lesson 5: Multifaceted Vocabulary Knowledge (KPS 4A.1, 4A.2, 4E.1, 4E.2, 4E.3, 4E.4)

This lesson will help you understand the multifaceted aspects of word knowledge, including semantic properties, semantic features, nuances, multiple-meaning words, and figurative language such as idioms, similes, and metaphors. Understanding these allows teachers to provide deep word knowledge instruction to their students. In this lesson, we will explore what it really means to know a word. Words have properties and features that can determine how they are used in sentences.

- *Semantic Gradients*
- *Continuum Connections*
- *How to Use Semantic Gradients*
- *Semantic Feature Analysis*
- *Idioms and Figures of Speech*
- *Smilies and Metaphors*

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Lesson 6: Supporting Vocabulary Development (KPS 4a.1, 4A.2, 4E.1, 4E.2, 4E.3, 4E.4)

In this section, we explore indirect practices that help students acquire vocabulary, such as rich and varied oral language and print language experiences. We examine the importance of classroom language, effective Read Alouds, planning instruction, and monitoring for vocabulary growth.

- *Introduction to Supporting Vocabulary Development Experiences*
- *Indirect Vocabulary Instruction*
- *Rich and Varied Oral Languages Experiences*
- *Modeling Elevated Language*
- *Utilizing Language Facilitation Strategies*
- *Planning for and Monitoring Vocabulary Usage*
- *Post and Chart*
- *The Value of Read Alouds*
- *Independent word-learning strategies*
- *Using Cognates to Support Emergent Bilinguals*
- *Building on First Language Knowledge and Skills*

Lesson 7: Assessing and Supporting Vocabulary Growth (KPS 3.1, 3.2, 3.6)

In this lesson, you will learn about the challenges of assessing students' vocabulary. You will then explore considerations for improving classroom-based vocabulary tests, in addition to techniques that teachers can adapt to gather evidence of vocabulary knowledge and to track vocabulary growth over time.

- *Challenges of Vocabulary Assessments*
- *Approaches to Vocabulary Assessment*

Lesson 8: Closing

- *Closing*
- *Key Assessment 5*

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Assignments:

This module is self-paced and includes interactive features to ensure all participants are held accountable for the content. All assignments are embedded into the asynchronous learning content. Types of assignments include the following:

- Watch/Read and Reflect: Participants will reflect on a video or reading and submit their reflection to their personal portfolio within the learning management system.
- Interactive videos: The learning management system has a series of interactive videos that include drag-and-drop features and real-time corrective feedback.
- Note-catchers: These are designed for participants to download and complete while reading an article or watching a video.
- Checks for Understanding: These are miniature quizzes embedded throughout to keep participants accountable for meeting the course objectives.
- OPTIONAL: Depending on the client, coaching features can be purchased. These can include in-person or virtual coaching sessions related to the reflections completed throughout the modules.

Lesson	Assignment
1	Pre-assessment: Select the best response for each question, and click on “Submit” to view your results. You will receive a similar post-assessment at the end of this module. (KPS 1.1, 4E.1, 4E.3, 4E.4)
1	Interactive video: “Professional Dispositions and Practices” (with drag-and-drop features for corrective feedback) (KPS 5)
2	Check for Understanding: Quiz on <i>Introduction to Vocabulary Development</i> (KPS 1.1, 4E.1)
3	Check for Understanding: Identify Tier 2 words in a text for instruction (KPS 4E.4)
3	Check for Understanding: Interactive video: Sequence steps in direct vocabulary instruction (KPS 4E.4)
3	Note-catcher: Viewing a Direct Instruction Vocabulary Routine Video handout (KPS 4.E4)
3	Quiz on linguistic dimensions in instructional activities (KPS 1.1, 4E.4)

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3	Quiz on sentence stems to use to teach vocabulary (KPS 4.E4)
3	Interactive video: Complete a Frayer Model (KPS 4E.4)
3	Reflection: Select a word to reinforce with the Frayer Model and reflect on how to use this strategy (KPS 4E.4)
3	Check for Understanding: Quiz on <i>Effective Vocabulary Instruction</i> (KPS 4E.3, 4E.4)
4	Interactive video: Create a word web (KPS 4E.4)
4	Check for Understanding: Quiz on <i>Teaching Morphemes for Meaning</i> (KPS 1.1, 4E.4)
5	Interactive video: “Semantic Gradients” (KPS 4E.4)
5	Check for Understanding: Quiz on <i>Multifaceted Vocabulary Knowledge</i> (KPS 4E.3)
6	Quiz on identifying strong and weak examples of contextual vocabulary instruction (KPS 4E.3)
6	Reflection/Application: Planning Your Approach handout (KPS 4E.3)
6	Watch and Learn: Read Aloud video analysis (KPS 4E.3, 4E.4)
6	Read and Reflect: 3-2-1 Protocol: Response to “Using Read-Alouds to Help Struggling Readers Access and Comprehend Complex, Informational Text” (KPS 4E.3, 4E.4, 4F.5)
6	Submit and Compare: Identify synonyms to embed in text (KPS 4E.3)
6	Check for Understanding: Quiz on <i>Supporting Vocabulary Development</i> (KPS 4E.3, 4E.4)
7	Check for Understanding: Quiz on <i>Assessing and Supporting Vocabulary Growth</i> (KPS 4E.3)
8	Activity: Using a Graphic Organizer handout (KPS 4E.3, 4E.4)

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8	Post-assessment: Select the best response for each question, and click on “Submit” to view your results. (KPS 1.1, 4E.1, 4E.3, 4E.4)
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Required Text/Readings:

Accountable Reading Summary

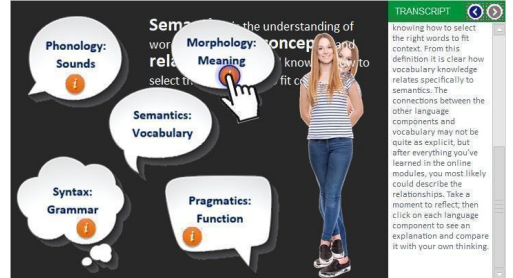
Lesson	Assigned Reading (APA Format)	Pages	KPS Alignment (e.g., KPS 5.10)	Methods of Monitoring Candidate Understanding
2	Hennessy, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	558–596	4E.1, 4E.2, 4E.3, 4E.4	Check for Understanding quiz
3	Colorín Colorado. (n.d.) <i>Vocabulary development</i> . https://www.colorincolorado.org/article/vocabulary-development	Entire article	4E.2, 4E.3, 4E.4	Check for Understanding quiz
6	Santoro, L. E., Baker, S. K., Fien, H., Smith, J. L., & Chard, D. J. (2016). Using read-alouds to help struggling readers access and comprehend complex, informational text. <i>TEACHING Exceptional Children</i> , 48(6), 282–292.	282–292	4E.3, 4E.4	Reflection: 3-2-1 Protocol

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Lesson	Assigned Reading (APA Format)	Pages	KPS Alignment (e.g., KPS 5.10)	Methods of Monitoring Candidate Understanding
	https://file.pepperpd.com/sites/Pepper/Course/prod/PCGEducation/CDEM5/SU2020/Santoro et al. 2016. Using Read Alouds. TEC.pdf			
6	Dougherty Stahl, K. A., & Bravo, M. A. (2010). Contemporary classroom vocabulary assessment for content areas. <i>The Reading Teacher</i> , 63(7), 566–578. https://doi.org/10.1598/rt.63.7.4	566–578	4E.3	Check for Understanding quiz

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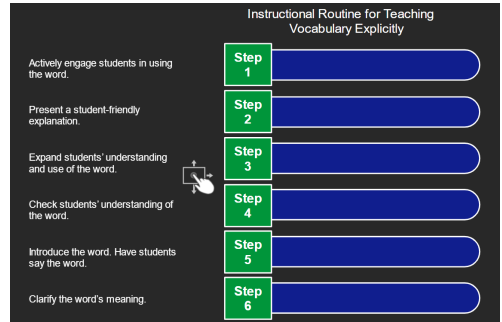
Required Multimedia (videos, infographics, etc.):

Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
2	Vocabulary: Understanding and Using Language	Interactive video	1.1, 4E.1	Check for Understanding quiz 
2	Proficiency Standards for Emergent Bilinguals Colorin Colorado. (2012, February 28). <i>ELL proficiency standards</i> with Diane August [Video]. YouTube. https://youtu.be/Uj0jK-slAtc	Video	4E.2	Check for Understanding quiz
2	Social Vs Academic Language for Emergent Bilinguals Colorín Colorado. (2012, December 5). <i>Dr. Cynthia Lundgren: Social vs. academic language for ELLs</i> [Video]. YouTube. https://youtu.be/bQQvu1szziY	Video	4E.2	Check for Understanding quiz

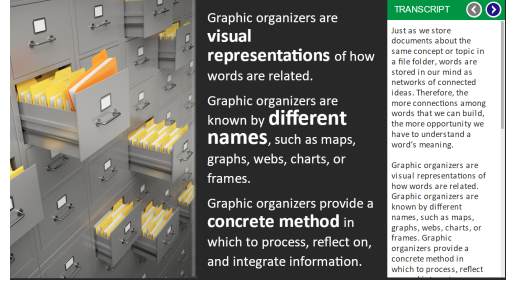
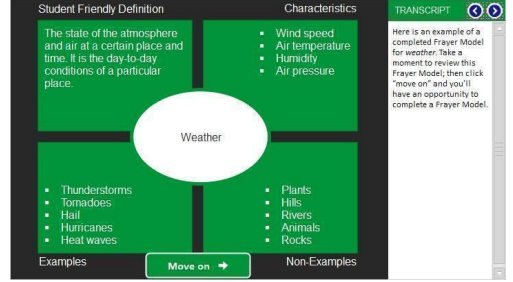
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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
3	Explicit Vocabulary Instruction Doing What Works. (n.d.). <i>Explicit vocabulary-teaching strategies</i> . WestEd. https://dwwlibrary.wested.org/resources/956	Video	4E.4	Check for Understanding quiz
3	Academic Vocabulary Instruction Rick Stephens. (2013, July 9). <i>Academic vocabulary instruction in kindergarten</i> [Video]. YouTube. https://youtu.be/w-6fbMoYk-Y	Video	4E.4	Drag-and-drop interactive features
3	Explicit Vocabulary Instruction WithPearlsofWisdom. (2013, February 18). <i>Vocabulary Instruction 2nd with Anita Archer</i> [Video]. YouTube. https://www.youtube.com/watch?v=fr7yRYegjb8	Video	4E.4	Check for understanding quiz
3	Explicit Vocabulary Instruction Nicholas Ziegler. (2014, June 19). <i>Dr. Anita Archer - Vocabulary Instruction</i> . [Video]. YouTube. https://youtu.be/DC0HNTvxuRg	Video	4E.4	Check for understanding quiz

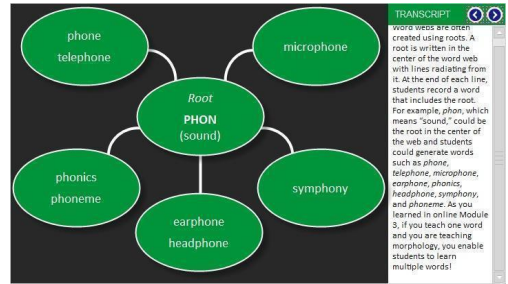
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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
3	Vocabulary Instruction Ebbers, S. (n.d.). <i>Ebbers sphere vocab lesson</i> [Video]. Vimeo. https://vimeo.com/440454423/4d614a81fc	Video	1.1, 4E.4	Check for understanding quiz
3	Direct Instruction of Vocabulary Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M. G. McKeown & M. E. Curtis (Eds.), <i>The nature of vocabulary acquisition</i> (pp. 147–163). Lawrence Erlbaum Associates, Inc.	Interactive video	4A.1, 4E.3	Drag-and-drop features 

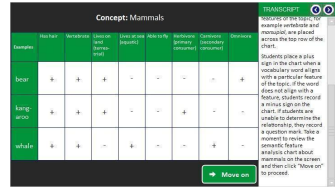
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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
3	Graphic Organizers to Support Vocabulary Development Hennessy, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	Interactive video	4E.4	Check for Understanding quiz 
3	The Frayer Model	Interactive video	4E.4	Interactive elements within multimedia presentation and Reflection 
3	Frayer Model ESC Region 13. (2022, June 24). <i>Teacher Toolkit: Frayer Model (Elementary)</i>. [Video]. YouTube.	Video	4E.4	Reflection: Frayer Model

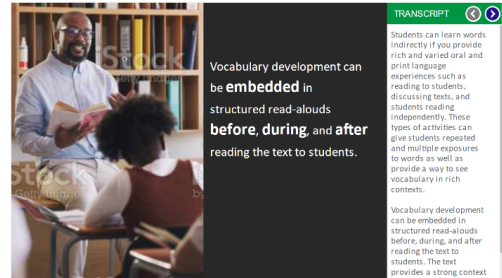
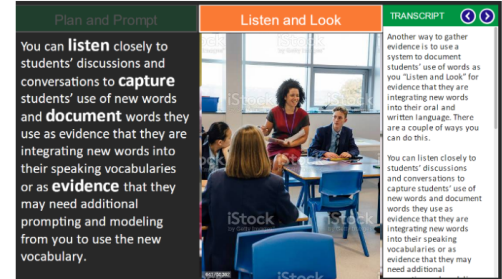
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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
	https://youtu.be/l2AjuMKVboQ			
3	Middle School Vocabulary Instruction EL Education. (2018, February 13). <i>Engaging vocabulary instruction in a middle school classroom</i> [Video]. YouTube. https://youtu.be/JNR8d4KotNo?feature=shared	Video	4E.4	Reflection: Frayer Model
4	Word Webs Hennessy, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	Interactive video	4E.4	Interactive elements 
4	Vocabulary Instruction in Content Areas Victoria State Government. (n.d.) <i>Year 8 biology</i> . [Embedded video]. Department of Education. https://www.education.vic.gov.au/school/teacher	Video	4E.4	Check for understanding quiz

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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
	s/teachingresources/discipline/english/literacy/Pages/scientificlanguage.aspx			
5	Semantic Gradients Reading Rockets. (n.d.). <i>Classroom strategies: Semantic gradients</i>. https://www.readingrockets.org/strategies/semantic_gradients Hennessey, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	Interactive video	4E.4	Drag-and-drop features and Check for Understanding quiz 
5	Semantic Feature Analysis Hennessey, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	Interactive video	4E.4	Interactive elements and Check for Understanding quiz 

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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
6	Introduction to Supporting Vocabulary Development Hennessy, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	Interactive video	4E.3	Application activity (Planning Your Approach) and Check for Understanding quiz 
6	“Plan and Prompt” and “Listen and Look” Hennessy, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	Interactive video	4E.3	Application activity (Planning Your Approach) and Check for Understanding quiz 

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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
6	Read Alouds for Vocabulary instruction Michigan Virtual. (2017, December 1). <i>K-3 Essential 2, Bullet 3: Vocabulary in Read Alouds sample video</i> [Video]. YouTube. https://www.youtube.com/watch?v=8POsnXPWTxl&t=6s	Video	4E.3	Reflection
6	Embed Synonyms in Read Aloud and Discussion Hennessey, N. E. (2018). Working with word meaning: Vocabulary instruction. In J. R. Birsh & S. Carreker (Eds.), <i>Multisensory teaching of basic language skills</i> (pp. 558–596). Brookes Publishing Co.	Interactive video	4E.3	Drop-and-drag interactive features
6	Vocabulary Assessment Research American Educational Research Association. (2015, January 26). <i>Margaret McKeown discusses research on vocabulary assessment</i> [Video]. YouTube. https://www.youtube.com/watch?v=49vxKZcj7dY	Video	4E.3	Check for Understanding quiz



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Optional Resources/Suggested Readings:

Shaywitz, S. and Shaywitz, J. (2020). *Overcoming dyslexia* (2nd Ed.). Alfred A. Knopf.

Eden, G. (2019). *Dyslexia and the brain*. International Dyslexia Association. <https://dyslexiaida.org/dyslexia-and-the-brain-fact-sheet/>

Eden, G. (2019, June 12). *Ask an expert: What do we know about what's different in the brain of a person with dyslexia?* [Video]. YouTube. <https://www.youtube.com/watch?v=O2QOw5GhMcc>

References:

Armbruster, B. B., Lehr, F., & Osborn, J. (2006). *Put reading first: The research building blocks for teaching children to read*. National Institute for Literacy.

Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 147–163). Lawrence Erlbaum Associates, Inc.

Beck, I. L., & McKeown, M. G. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *The Elementary School Journal*, 107(3), 251–271. <https://doi.org/10.1086/511706>

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction* (1st ed.). The Guilford Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). The Guilford Press.

Biemiller, A. (2005). Vocabulary development and instruction: A prerequisite for school learning. *Handbook of early literacy research*, 2, 41–51.

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