



# Dynamic Vocabulary Instruction

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## Topics

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- Importance of Vocabulary Instruction
- Components of a Vocabulary Program
- Read-Alouds
- Explicit Vocabulary Instruction

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## Importance of Vocabulary Instruction

- **Receptive Language**
  - **Reading Comprehension** (Chall, Jacobs, & Baldwin, 1990; Nagy, 2005; Scarborough, 1998, Stahl & Fairbanks, 1987)
  - **Listening Comprehension**
- **Expressive Language**
  - **Writing**
  - **Speaking**
- **Overall Reading Achievement** (Stanovich, et al., 1993)
- **Overall School Success** (Becker, 1977; Anderson & Nagy, 1991)
- **Hallmark of an Educated Individual** (Beck, McKeown, Kucan, 2002)

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## Importance of Vocabulary Instruction

- **Children's vocabulary in the early grades related to reading comprehension in the upper grades.**
  - **Preschool - Children's vocabulary correlated with reading comprehension in upper elementary school.** (Dickinson & Tabois, 2001)
  - **Kindergarten - Vocabulary size was an effective predictor of reading comprehension in middle elementary years.** (Scarborough, 1998)
  - **First Grade - Orally tested vocabulary was a significant predictor of reading comprehension ten years later.** (Cunningham & Stanovich, 1997)
  - **Third Grade - Children with restricted vocabulary have declining comprehension scores in the later elementary years.** (Chall, Jacobs, & Baldwin, 1990)

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## Importance of Vocabulary Instruction

### ■ Vocabulary Gap

- Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
  - By the time the children were 3 years old, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time.
  - Cumulative Vocabulary (Age 4)
    - Children from professional families                    1100 words
    - Children from working class families                    700 words
    - Children from welfare families                    500 words

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## Importance of Vocabulary Instruction

### ■ Vocabulary Gap

- Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995)

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	3 years
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

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## Importance of Vocabulary Instruction

### ■ Vocabulary Gap

- Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
- Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)
  - The number of words students learn varies greatly.
  - 2 versus 8 words per day
  - 750 versus 3000 words per year
- By the end of second grade, 4,000 word difference in root vocabulary of children in highest vocabulary quartile & lowest quartile. (Biemiller, 2004)

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## Importance of Vocabulary Instruction

### ■ Vocabulary Gap

- Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
- The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
- After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
- For English Language Learners, the “achievement gap” is primarily a vocabulary gap. (Carlo, et al., 2004)

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## Importance of Vocabulary Instruction - Conclusion

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- To close the vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.
- Vocabulary instruction must be a focus in all classes in all grades.

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## Components of a Vocabulary Program

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- **High-quality Classroom Language** (Dickinson, Cote, & Smith, 1993)
- **Reading Aloud to Students** (Elley, 1989; Senechal, 1997)
- **Explicit Vocabulary Instruction** (Baker, Kame'enui, & Simmons, 1998; Baumann, Kame'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Paribakht & Wesche, 1997)
- **Word-Learning Strategies** (Buikima & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; White, Sowell, & Yanagihara, 1989)
- **Wide Independent Reading** (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998; Nagy, Anderson, & Herman, 1987; Sternberg, 1987)

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## High Quality Classroom Language

- Use high quality vocabulary in the classroom.
- To ensure understanding,
  - Tell students the meaning of words when first used.  
“Don’t procrastinate on your project. Procrastinate means to put off doing something.”
  - Pair in the meaning of the word by using parallel language.  
“Please refrain from talking. Please don’t talk.”  
“Laws have their genesis...their beginning...in the legislative branch.”  
“What is your hypothesis... your best guess?”
  - These are examples of “fast mapping” in which brief explanations are given for many words.

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## Read-Alouds

- Vocabulary can be gained from listening to others read.
  - Listening to a book being read can significantly improve children’s expressive vocabulary. (Nicholson & Whyte, 1992; Senechal & Cornell, 1993)
  - Print vocabulary is more extensive and diverse than oral vocabulary. (Hays, Wolfe, & Wolfe, 1996)
  - Wide disparities exist in the amount of time parents read to their children before 1st grade.
    - Adams (1990) estimated that she spent at least 1000 hours reading books to her son before he entered first grade.
    - Teale (1984) observed that in low-income homes the children were read to for about 60 hours prior to first grade.

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## Read-Alouds

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- Choose interesting, engaging stories that attract and hold children's attention. The books should also be somewhat challenging. (Biemiller, 1995; Elley, 1989)
- Use performance-oriented reading. Read with expression and enthusiasm.
- Provide students with a little explanation of novel words that are encountered in context. This is another example of "fast mapping". (Brabham & Lynch-Brown, 2002; Brett, Rothlein & Hurley, 1996; Beck, Perfetti, & McKeon, 1982; Elley, 1989; Penno, Wilkinson, & Moore, 2002; wasik & Bond, 2001; Whitehurst et al., 1998)

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## Read-Alouds

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- Actively engage students during the story book reading to increase vocabulary gains. (Dickerson & Smith, 1994; Hargrave & Senechal, 2000; Senechal, 1997)
- Ask questions that promote passage comprehension. Retell and prediction questions are particularly useful.
- Use a variety of responses including:
  - Group (choral) responses
  - Partner responses
  - Physical responses

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## Read-Alouds

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- For young students, read the book several times to increase greater gains in vocabulary.  
(Senechal, 1997)
  
- Provide a rich discussion before and after reading of the book.
  - *“What was your favorite part of the book?”*
  - *“What really surprised you in the story?”*
  - *“What would be another ending for the story?”*

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## Read-Alouds

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Did the teacher:

1. Select an interesting, engaging, challenging book? **Yes No**
2. Read the book with enthusiasm and expression? **Yes No**
3. Provide a little explanation of novel words?

**Yes No**

**Example words:**

4. Actively engage the students? **Yes No**

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## Explicit Vocabulary Instruction

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- Preliminary evidence..suggests that as late as Grade 5, about 80% of words are learned as a result of direct explanation, either as a result of the child's request or instruction, usually by a teacher. (Biemiller, 1999)

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## Explicit Vocabulary Instruction

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- Sources of words for vocabulary instruction
  - WORDS from read-aloud books
  - WORDS from core reading programs
  - WORDS from reading intervention programs
  - WORDS from content area instruction
    - Math
    - Science
    - Social studies
    - Health
    - Art, PE, music, etc.

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## Explicit Vocabulary Instruction- Selection of Vocabulary

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- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

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## Explicit Vocabulary Instruction- Selection of vocabulary

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- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future** and are generally useful. (Stahl, 1986)
  - Focus on Tier Two words (Beck & McKeown, 2003)
  - Academic Vocabulary
- Select words that are more difficult to obtain.

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## Explicit Instruction of Words- Selection of Vocabulary (Beck & McKeown, 1985)

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- Tier One - Basic words
  - chair, bed, happy, house
  
- **Tier Two - Words in general use, but not common**
  - concentrate, absurd, fortunate, relieved, dignity, convenient, observation, analyze, persistence
  
- Tier Three - Rare words limited to a specific domain
  - tundra, igneous rocks, weathering, constitution, area, sacrifice fly, genre, foreshadowing

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## Explicit Instruction of Words- Selection of Vocabulary

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- “Goldilocks Words”
  - Not too difficult
  - Not too easy
  - Just right

(Stahl & Stahl, 2004)

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Explicit Instruction - Practice Activity -  
 Select words for robust, explicit  
 instruction. (Read-alouds)


Second Graders	Fifth Graders
<b>Enemy Pie</b> by Derek Munson	<b>The Family Under the Bridge</b> by Natalie Savage Carlson (for Chapter 1)
perfect	monsieur
trampoline	cathedral
enemy	cowered
recipe	hidey-hole
disgusting	hyacinths
earthworms	fragile
ingredients	oleanders
horrible	gratitude
nervous	fastidious
invited	loitering
relieved	roguish
boomerang	adventure

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Explicit Instruction - Practice Activity -  
 Select words for robust, explicit  
 instruction. (Core Reading)

Harcourt 2nd	
dappled	adorable
entranced	assortment
trooped	habitat
circling	immense

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## Explicit Instruction of Words - Selection of words

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- Also, teach idioms (*A phrase or expression in which the entire meaning is different from the usual meaning of the the individual words.*)


“The car rolling down the hill caught my eye.”

“Soon we were in stitches.”

“The painting cost me an arm and a leg.”

“The teacher was under the weather.”

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## Explicit Instruction - Prepare - Student-Friendly Explanations

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- **Dictionary Definition**  
**relieved** - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure
- **Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)
  - **Uses known words.**
  - **Is easy to understand.**
  - When something that was difficult is over or never happened at all, you feel **relieved**.

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## Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
  - **Attention** - a. the act or state of attending through applying the mind to an object of sense or thought  
b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity
  
- **Explanation from Dictionary for English Language Learners**  
(*Elementary Learner's Dictionary* published by Oxford)
  - **Attention** - looking or listening carefully and with interest

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## Explicit Instruction- Practice Activity Write Student-Friendly Explanations

Dictionary Definition	Student-Friendly Explanations
disgusting - to cause to feel disgust; be sickening, repulsive, or very distasteful to	
fragile - easily broken, damaged, or destroyed	
gratitude - a feeling of thankful appreciation for favors or benefits received	
loitering - to linger in an aimless way; spend time idly	

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## Instructional Routine for Vocabulary

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### Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

*Introduce the word with me.*

***“ This word is compulsory. What word?”***

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## Instructional Routine for Vocabulary

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(continued)

### Step 2. Introduce meaning of word.

#### Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

*Present the definition with me.*

***“When something is required and you must do it, it is compulsory. So if it is required and you must do it, it is \_\_\_\_\_.”***

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## Instructional Routine for Vocabulary

(continued)

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### Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual examples.
- c) Verbal examples.

(Also discuss when the term might be used and who might use the term.)

*Present the examples with me.*

***“Coming to school as 5th graders is compulsory.”***

***“Stopping at a stop sign when driving is compulsory.”***

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## Instructional Routine for Vocabulary

(Continued)

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### Step 4. Check students' understanding.

#### Option #1. Ask deep processing questions.

*Check students' understanding with me.*

***“Many things become compulsory. Why do you think something would become compulsory?”***

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## Instructional Routine for Vocabulary

(continued)

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**Step 4. Check students' understanding.**

**Option #2. Have students discern between examples and non-examples.**

*Check students' understanding with me.*

***“Is going to school in 5th grade compulsory?”*** *Yes*

***“How do you know it is compulsory?”*** *It is required.*

***“Is going to college when you are 25 compulsory?”***

***“Why is it not compulsory?”*** *It is not required. You get to choose to go to college.*

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## Instructional Routine for Vocabulary

(continued)

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**Step 4. Check students' understanding.**

**Option #3. Have students generate their own examples.**

*Check students' understanding with me.*

***“There are many things at this school that are compulsory? Think of as many things as you can?”***

***“Talk with your partner. See how many things you can think of that are compulsory.”***

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## Practice Activity: Teaching Critical Vocabulary

(Example A)

**1. Introduce the word.**

This word is **travel**. What word? \_\_\_\_\_

**2. Present a student-friendly explanation.**

*When a person or an animal goes from one place to another, they **travel**. So when a person or an animal goes from one place to another place they \_\_\_\_\_. The word travel is usually used when the person or animal goes a long way. So would we use the word 'travel' if we were talking about going from this room to the next room? \_\_\_\_\_*

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## Practice Activity: Teaching Critical Vocabulary

(Example A continued)

**3. Illustrate the word with examples.**

*If you went from Portland, Oregon to Kansas City on an airplane, you would \_\_\_\_\_.*

*If you drove from Boston to Washington D.C. in a car, you would \_\_\_\_\_.*

**4. Check students' understanding.**

(Deep processing question.)

*Why might a family travel to another city? Tell your partner. (The teacher calls on individuals.)*

(Generate examples.)

*Tell your partner some place that you and your family have traveled to.*

(Teacher monitors and then calls on individuals.)

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## Practice Activity: Teaching Critical Vocabulary (Example B)

**1. Introduce the word.**

This word is **migrate**. What word?

**2. Present a student-friendly explanation.**

When birds or other animals move from one place to another at a certain time each year, they **migrate**. So if birds move to a new place in the winter or spring, we say that the birds \_\_\_\_\_. Animals usually migrate to find a warmer place to live or to get food.



**3. Illustrate the word with examples.**

Sandhill Cranes fly from the North to the South so they can live in a warmer place. Sandhill Cranes \_\_\_\_\_.

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## Practice Activity: Teaching Critical Vocabulary (Example B continued)

The wildebeests in Africa move to a new place so that they can find water and grass. Wildebeests \_\_\_\_\_.



**4. Check students' understanding.** (Deep processing question.)

Why might birds migrate? Tell your partner. (The teacher monitors and coaches. Then the teacher calls on individuals.)

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## Practice Activity: Teaching Critical Vocabulary (Example C)

**1. Introduce the word.**

*This word is **survive**. What word?*

**2. Present a student-friendly explanation.**

*When people or animals don't die when things are very bad or dangerous, they **survive**.*

**3. Illustrate the word with examples.**

*Look at the people on this river. It is very dangerous. However, they don't get hurt or die, they \_\_\_\_\_.*



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## Practice Activity: Teaching Critical Vocabulary (Example C continued)

**4. Check students' understanding.**

(Examples and non-examples)

*Get ready to tell me if this group would survive.*

*If the winter was very cold and all food was buried under the snow, would whooping cranes survive? \_\_\_\_\_ Ones, tell your partner why they wouldn't survive?*

*If whooping cranes had plenty of food and the weather was warm, would they survive? \_\_\_\_\_ Twos, tell your partner why they would survive?*

(Deep Processing Questions)

*If a rabbit was being chased by a coyote, what could the rabbit do to survive?*

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## Practice - Example D

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1. **Introduce the word.**

"This word is **abundant**. What word? \_\_\_\_\_.  
Again, \_\_\_\_\_. *Abundant is an adjective.*

2. **Introduce the meaning of the word.**

"When there is plenty of something, there is an **abundant** amount.  
So, if you have plenty of something, you have an amount that is  
\_\_\_\_\_."

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## Practice - Example D

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3. **Illustrate with examples.**

If you have lots of food in your house, you have **abundant food**.

If you had a huge supply of paper, you would have \_\_\_\_\_.

If you had enough pencils for everyone, you would have \_\_\_\_\_.

If you had more than enough money to live on, you would have \_\_\_\_\_.

4. **Check understanding.**

Get read to tell me if this would be abundant. Say **abundant** or not.

If you had 2 pencils for the year? *Not*

If you had 40 pencils for the year? *Abundant*

If the class had 800 books? *Abundant*

If the class had 5 books? *Not*

If the family had enough food for one day? *Not*

If the family had enough food for 3 months? *Abundant*

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## Instructional Routine for Vocabulary

Did the teacher:

1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students' understanding?

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## Explicit Vocabulary Instruction - Review

- **After teaching the group of vocabulary words, review the words using a “word association” activity.**
- Words written on board or overhead:

**enemy, disgusting, invited, relieved**

*“Tell me the word that I am thinking about.*

*Someone that hates you might be called an \_\_\_\_\_.*

*If you didn't like a food, you might say it is \_\_\_\_\_.*

*When a test is over, you often feel \_\_\_\_\_.*

*When you are asked to a party, you are \_\_\_\_\_.”*

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## Vocabulary Logs

- Have students maintain a log of vocabulary to facilitate study and review.
- What can be recorded on a vocabulary log?
  - Word
  - Student-friendly explanation
  - Any of these options
    - A sentence to illustrate the word's meaning
    - Examples and non-examples
    - An illustration
- In lower grades, create a group log on a flip chart.

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## Word Walls

- Create a word wall in your classroom
  - Post a reminder of the context.
    - Copy of the cover of the read-aloud book
    - Copy of the first page in the story
    - The topic in science or social studies
  - Post the vocabulary words.
  - Incorporate the words into your classroom language.
  - Encourage students to use the words when speaking and writing.

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## Practice Activities

- Practice activities should:
  - Be **engaging**.
  - Provide **multiple exposures** to the words.  
(Stahl, 1986)
  - Encourage **deep processing** of the word's meaning. (Beck, McKeown, & Kucan, 2002)
  - When possible, connect the word's meaning to **prior knowledge**.
- Provide practice over time.

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## Example Practice Activity - Yes/No/Why

1. Do territories that are possessions have autonomy?
2. Can incidents cause compassion?
3. Do people always comply with their obligations?

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.

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## Example Practice Activity - Yes/No/Why

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1. **Could a disgusting enemy be horrible?**
2. **Would you be relieved if you could concentrate on the test?**
3. **Would it be disgusting to eat earthworms?**
4. **Could an enemy do disgusting things?**

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## Example Practice Activity - Completion Activity

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1. **confine:** If you keep someone or something in a certain place, you confine it.  
Things that can be confined are \_\_\_\_\_.
2. **persistent:** If you keep doing something again or again OR you keep trying to do something and you never give up, you would be persistent.  
I was very persistent when \_\_\_\_\_.

(Curtis & Longo, 1997)

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## Example Practice Activity - Word Pairs

(Stahl & Kapinus, 2001)

Word Pair	Same	Opposite	Go Together	No Relationship
nomad - wanderer	X			
nomad-settler		X		
desert-city				X

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## Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

How surprised would you be if....

1. You saw your friend **vault** over the moon?
2. Your teacher **commended** a student for doing good work?
3. A dog started **bantering** with you?
4. The mayor **urged** everyone to leave town?
5. A coach **berated** his team for not making a touchdown?
6. A rabbit **trudged** through a garden?

Least ----- Most  
Surprised Surprised

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## Example Practice Activity - Word Lines


(Example designed by Isabel Beck, 2004)

How much energy does it take to....

1. **Meander** down a hall?
2. **Vault** over a car?
3. **Banter** with your best friend for an hour?
4. **Berate** someone at the top of your voice?
5. **Stalk** a turtle?
6. Be a **spectator** at a concert?

Least -----Most  
Energy Energy

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## Example Practice Activity- Sentence Substitution

1. When the spelling test was over, Kaiya was relieved.
2. After reading the children's stories, the teacher said that she was very impressed.
3. Marcus couldn't concentrate on his math assignment.

*(Lively, August, Carlo, & Snow, 2003)*

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## Example Practice Activity - Word Sorts

(Gillett & Temple, 1983)

Legislative Branch	Executive Branch	Judicial Branch
House	President	Legality
Senate	Cabinet	Supreme Court
Speaker	Departments	Constitutionality

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## Example Practice Activity- “Meaningful Sentence” Writing

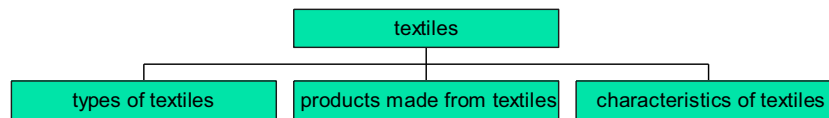
(adapted from Success for All)

- Students write a sentence answering three to four of these questions:  
**who, what, when, where, why, how**
- *Not OK*  
It was meager.
- *OK*  
At the end of the month, our dinners were meager because we had little money.

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## Example Practice Activity - Semantic Mapping - Structured

(Heimlich & Pittelman)



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## Example Practice Activity - Semantic Mapping

(Heimlich & Pittelman)

### Directions:

1. Have students brainstorm words that come to mind when given a target word.
2. Have students brainstorm possible categories for the words.
3. Have students arrange brainstorm words in categories.

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## Example Practice Activity- Word Association

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- Present a number of words.

representative . socialism . reform . revolution . tributary


- Play... I am thinking of a word.....

“I am thinking of a word that goes with river.”

“I am thinking of a word that refers to a person that takes ideas to the government.”

“I am thinking of a word that means a change.”

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## Example Practice Activity- Word Association - Challenging

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- Present a number of words.

concentrate relieved enemy impressed absurd educated

- Play... Select a word. Defend your choice.

“What word goes best with the word humor. Tell your partner and defend your choice.”

“What word goes best with a game. Tell your partner and defend your choice.”

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## Conclusion

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**“Words are all we have.”**

Samuel Beckett

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## Recommended Books

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Allen, J. (2007) *Inside words: tools for teaching academic vocabulary grades 4 - 12*. Portland, Maine: Stenhouse Publishers.

Beck, I. L., McKeown, M. G. & Kucan, L. (2002). *Bringing words to life: robust vocabulary instruction*. New York: The Guilford Press.

Beck, I. L., McKeown, M. G. & Kucan, L. (2008). *Creating robust vocabulary: frequently asked questions and extended examples*. New York: The Guilford Press.

Baumann, J. F. & Kame'enui, E.J. (2004). *Vocabulary instruction: research to practice*. New York: The Guilford Press.

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## Recommended Books

- Diamond, L. & Gutlohn, L. (2006). *Vocabulary handbook*. Berkeley, CA: CORE. ([www.corelearn.com](http://www.corelearn.com))
- Farstrup, A.E. & Samuels, S.J. (2008). *What research has to say about vocabulary instruction*. International Reading Association.
- Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York, New York: Teachers College Pres.
- Graves, M. F. (2009). *Teaching individual words: One size does not fit all*. New York, New York: Teachers College Press.
- Heibert, E.H. & Kamil, M.L. (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

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## Recommended Books

- Marzano, R.J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: ASCD.
- Marzano, R.J. & Pickering (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: ASCD.
- Stahl, S. A. (1998). *Vocabulary development*. Cambridge, MA : Brookline.
- Stahl, S. A. & Nagy, W. E. (2006) *Teaching word meanings*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Stahl, S. A., & Kapinus, B. (2001). *Word power: what every educator needs to know about teaching vocabulary*. Washington, DC: NEA.

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## Dictionaries with Student-friendly explanations

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- *Collins Cobuild Student's Dictionary*.  
ISBN # 978-0-00-718386-0
- *Longman Study Dictionary of American English* ISBN #1-4058-31-65-0

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## On-line dictionaries with student-friendly explanations

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- PearsonLongman Dictionary of American English
- [www.ldoceonline.com/search/](http://www.ldoceonline.com/search/)
- Heile's Newbury House Dictionary of American English
- <http://nhd.heinle.com/Home.aspx>

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## Read-Aloud References

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Beck, I. L., McKeown, M. G. & Kucan, L. (2005).  
*Read-aloud anthology*. Steck-Vaughn.

Beck, I. L., McKeown, M. G. & Kucan, L. (2002).  
*Bringing words to life: robust vocabulary instruction*. New York: The Guilford Press. (At the back of the book, there is a list of read-alouds and selected vocabulary.)

Trelease, J. (2004) *Read aloud handbook*.  
*Penquin Books*.