

# Contents

<i>List of illustrations</i>	viii
<i>Series editors' preface</i>	x
<i>Acknowledgements</i>	xii
<b>1 Introduction</b>	<b>1</b>
Setting the stage	1
My basic philosophy about vocabulary	2
Guiding questions	3
The Three Realities of Vocabulary	4
The Vocabulary Project (choosing an instructional setting)	7
Identifying an instructional setting and texts	7
<b>2 The vocabulary of vocabulary</b>	<b>8</b>
Problem	8
Intervention and theory	9
Vocabulary terminology	9
Terms to discuss the form-based concepts of vocabulary	9
Terms to discuss vocabulary levels of form-based word families	12
Terms to discuss spelling, pronunciation, and word-meaning issues	14
Terms to describe relationships between words and their neighbors	21
Multiword items	23
Concordancing	31
Summary	34
Vocabulary Project (text scanning)	34
<b>3 Core vocabulary</b>	<b>35</b>
Problem	35
Intervention and theory	35
Challenges in determining a core vocabulary of English	35
Challenge 1 (multiple word meanings)	36
Challenge 2 (multiword issues)	42

Challenge 3 (spoken vs. written)	43
Challenge 4 (core size is arbitrary)	44
Challenge 5 (core lists become dated)	45
The stable and unstable cores of the English lexicon	48
The stable core	48
The unstable core	52
Common Core List of English vocabulary	53
Appendix D, Sublist A (function words)	54
Appendix D, Sublist A (content words)	54
Appendix D, Sublists B and C (content words)	55
New words appearing in Sublist A (all 64 words)	58
Examples of the 177 new words appearing in Sublist B	58
Examples of the 395 new words appearing in Sublist C	59
Chapter summary	60
A new Academic Vocabulary List	61
Vocabulary Project (downloading analysis tools)	61
<b>4 Register-specific vocabulary</b>	<b>63</b>
Problem	63
Intervention and theory	63
Register-specific vocabulary	63
Understanding registers	68
Case study of register-specific vocabulary	71
Why do I care so much about register? Why should you care?	81
Vocabulary Project (creating a vocabulary inventory)	82
<b>5 The tasks of vocabulary learning</b>	<b>84</b>
Problem	84
Intervention and theory	84
Relationships between known and unknown vocabulary	84
The relationship between spoken and written vocabulary knowledge	88
Academic reading and vocabulary knowledge	89
The BICS and CALP distinction	89
The fourth-grade slump and its correlates	94
A word on self-selected reading materials	95
Types of contexts for potential word learning	96
Vocabulary knowledge in “learning to read” and “reading to learn”	100
Breadth and depth of vocabulary knowledge	105

So what is a teacher to do? “To teach, or not to teach: that is the question”	106
Vocabulary Project (learning about vocabulary tools)	107
<b>6 Building vocabulary knowledge</b>	<b>108</b>
Problem	108
Intervention and theory	108
The “big picture” with vocabulary teaching	108
Designing a vocabulary-centered curriculum	109
Identifying important vocabulary	110
Theme-based instruction	111
Integrated skills	115
Leveled reading materials	116
Section conclusion	117
Direct vocabulary instruction	118
Conceptualization	120
Form and meaning practice	121
Flashcards	121
Concordancing programs	123
Context-based word-learning strategies	124
Dictionary definition training	127
Morphological awareness raising	131
Collocation training	138
Final thoughts	146
Vocabulary Project (creating personalized vocabulary tools)	147
<b>7 Conclusions</b>	<b>148</b>
<i>Task Commentaries</i>	149
<i>Appendices</i>	161
Appendix A: Dolch–Fry Sight Words	161
Appendix B: Phrasal verb frequency counts	163
Appendix C: New word lemmas impacting American English	164
Appendix D: Common Core List	165
Appendix E: Online resources for learning high-frequency vocabulary	175
Appendix F: Sample compound words	180
Appendix G: Frequent hyphenated words	185
Appendix H: Screenshot from COCA (collocate queries)	187
<i>Glossary</i>	188
<i>Annotated further reading (books)</i>	195
<i>References</i>	197
<i>Index</i>	206