

## Resources for Academic Vocabulary Development (Grades 3-12)

### Dictionaries

Beginning - Intermediate (grades 4-12). *Longman study dictionary*. (2006). Pearson Longman.  
High Intermediate (grades 5-12): *Longman dictionary of American English*. (2004). Pearson Longman.  
Advanced (grades 8-12 & college): *Longman advanced American dictionary*. (2007). Pearson Longman.

### Expository Reading Selections - Curricula with High-Incidence Academic Words

Gable, L. (2001). *What's happening in the USA/world/California* (fax: 831-426-6532) ([www.whpubs.com](http://www.whpubs.com)).  
Keeler, B., & Svetcov, D. (2000). *My Turn Essays: Student reflections*. Newsweek Education Program.  
*The New York Times Upfront Magazine*. Scholastic, Inc. [upfront@scholastic.com](mailto:upfront@scholastic.com)  
*National Geographic Magazine for Kids*. *Time Magazine for Kids*. *Scholastic News*.

### Instructional References on Academic Vocabulary and Academic Literacy Development

Beck, I.L. & McKeown, M.G. (2002). *Bringing words to life: robust vocabulary instruction*. Guilford Press,  
Blachowicz, C., & Fisher, P. (2002). *Teaching vocabulary in all classrooms*. Merrill/Prentice Hall.  
Coxhead, A. (2006). *Essentials of teaching academic vocabulary*. Houghton Mifflin.  
Diamond, L. & Gutlohn, L. (2006). *Teaching vocabulary handbook*. CORE (Consortium on Reading Excellence).  
Graves, M.F. (2006). *The vocabulary book: Learning and instruction*. International Reading Ass.  
Stahl, S.A. (1999). *Vocabulary development*. Brookline Books.

### Articles:

Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction.  
*Journal of Adolescent and Adult Literacy*, 50(7), 528-537.  
Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 2, 213-238.  
Cunningham, A. & Stanovich, K. (Summer 1998). What reading does for the mind. *American Educator*.  
Dutro, S., & Moran, C. (2003). Rethinking English language instruction: An architectural approach.  
In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy*. Intl. Reading Ass.  
Feldman, K. & Kinsella, K. (2005). *Narrowing the language gap: The case for explicit vocabulary instruction*.  
Research Monograph. Scholastic, Inc.  
Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for  
English-language learners. *Exceptional Children*, 66(4), 454-470.  
Hirsch, E.D., & Moats, L.C. (2001). Overcoming the language gap. *American Federation of Teachers*.  
Juel, C. & Deffes, R. (2004). Making words stick. *Educational Leadership*, 63(6), 30-34, Alexandria, VA.  
Association for Supervision and Curriculum Development.  
Kinsella, K. (Fall 2000). Reading and the need for strategic lexical development for secondary ESL  
students. *California Social Studies Review*.  
PREL (Pacific Resources for Education and Learning). (2005). *A focus on vocabulary*.  
Research based practices in early reading series. Available at: [www.prel.org](http://www.prel.org)  
Schleppegrell, M. (2002). Linguistic features of the language of schooling, *Linguistics and Education* 12, 431-459.  
Schmitt, N., & Carter, R. (Spring 2000). The lexical advantages of narrow reading for second language  
learners. *TESOL Journal*.

### Websites:

Download Dr. Kinsella's MS Word files for observation tools, vocabulary development, writing support, and  
structured discussion at this website: [www.corelearn.com](http://www.corelearn.com) (Consortium on Reading Excellence)  
Check out this link on Coxhead's website: *The Web Vocabulary Profiler* - Tom Cobb ➤ ([lextutor.ca](http://lextutor.ca))