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Nota di contenuto	About the Special Issue Editors . vii -- Preface to "Vocabulary Development" . ix -- Stephanie Moody, Xueyan Hu, Li-Jen Kuo, Mohammed Jouhar, Zhihong Xu and Sungyoon Lee Vocabulary Instruction: A Critical Analysis of Theories, Research, and Practice Reprinted from: Education 2018, 8, 180, doi:10.3390/educsci8040180 . 1 -- Amanda P. Goodwin, Yaacov Petscher, Dan Reynolds, Tess Lantos, Sara Gould and Jamie Tock When Complexity Is Your Friend: Modeling the Complex Problem Space of Vocabulary Reprinted from: Education 2018, 8, 169, doi:10.3390/educsci8040169 . 23 -- Elfrieda H. Hiebert, Judith A. Scott, Ruben Castaneda and Alexandra Spichtig An Analysis of the Features of Words That Influence Vocabulary Difficulty Reprinted from: Education 2019, 9, 8, doi:10.3390/educsci9010008 38 -- Joanna Newton Teachers as Learners: The Impact of Teachers' Morphological Awareness on Vocabulary Instruction Reprinted from: Education 2018, 8, 161, doi:10.3390/educsci8040161 . 62 -- Nicole Sparapani, Joanne F. Carlisle and Carol McDonald Connor Observations of Vocabulary Activities during Second- and Third-Grade Reading Lessons Reprinted from: Education 2018, 8, 198, doi:10.3390/educsci8040198 . 71 -- Jamie M. Quinn, Jessica Sidler Folsom and Yaacov Petscher Peer Effects on Vocabulary Knowledge: A Linear Quantile Mixed-Modeling Approach Reprinted from: Education 2018, 8,

181, doi:10.3390/educsci8040181 . 91 -- Jamaal Young, Jemimah Young, Marti Cason, Nickolaus Ortiz, Marquita Foster and Christina Hamilton Concept Raps versus Concept Maps: A Culturally Responsive Approach to STEM Vocabulary Development Reprinted from: Education 2018, 8, 108, doi:10.3390/educsci8030108 . 112 -- Janis Harmon and Karen Wood The Vocabulary-Comprehension Relationship across the Disciplines: Implications for Instruction Reprinted from: Education 2018, 8, 101, doi:10.3390/educsci8030101 . 122 -- David D. Paige and Grant S. Smith Academic Vocabulary and Reading Fluency: Unlikely Bedfellows in the Quest for Textual Meaning Reprinted from: Education 2018, 8, 165, doi:10.3390/educsci8040165 . 131.

Sommario/riassunto

Knowledge of word meanings is critical to success in reading. A reader cannot fully understand a text in which the meaning to a significant number of words is unknown. Vocabulary knowledge has long been correlated with proficiency in reading. Yet, national surveys of student vocabulary knowledge have demonstrated that student growth in vocabulary has been stagnant at best. This volume offers new insights into vocabulary knowledge and vocabulary teaching. Articles range from a presentation of theories of vocabulary that guide instruction to innovative methods and approaches for teaching vocabulary. Special emphasis is placed on teaching academic and disciplinary vocabulary that is critical to success in content area learning. Our hope for this volume is that it may spark a renewed interest in research into vocabulary and vocabulary instruction and move toward making vocabulary instruction an even more integral part of all literacy and disciplinary instruction.
