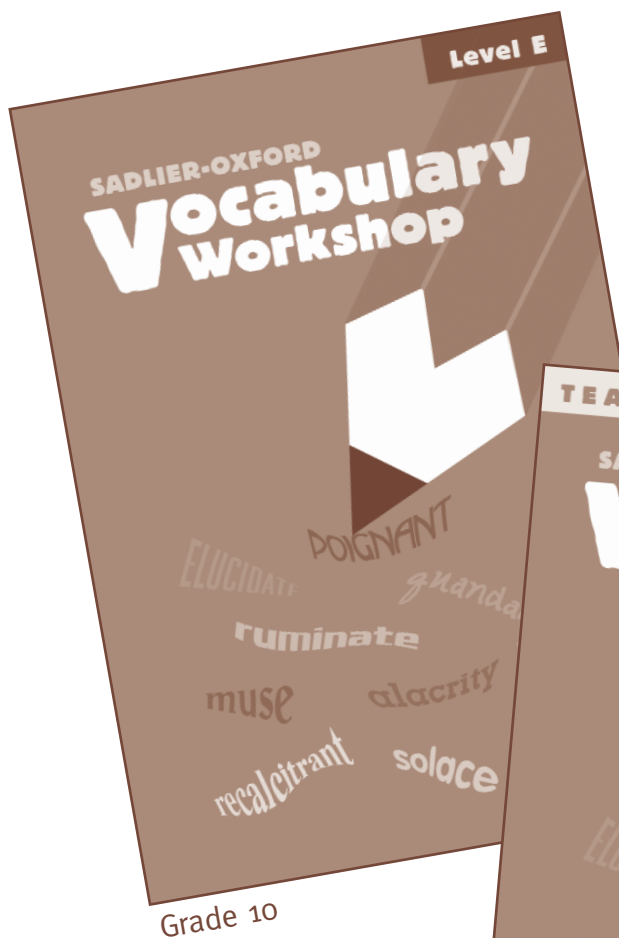
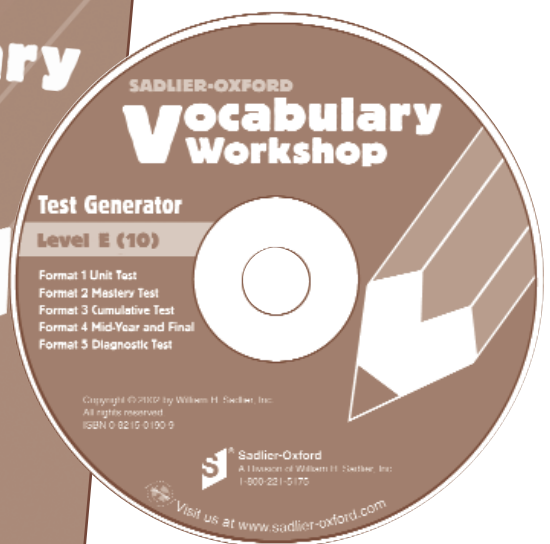
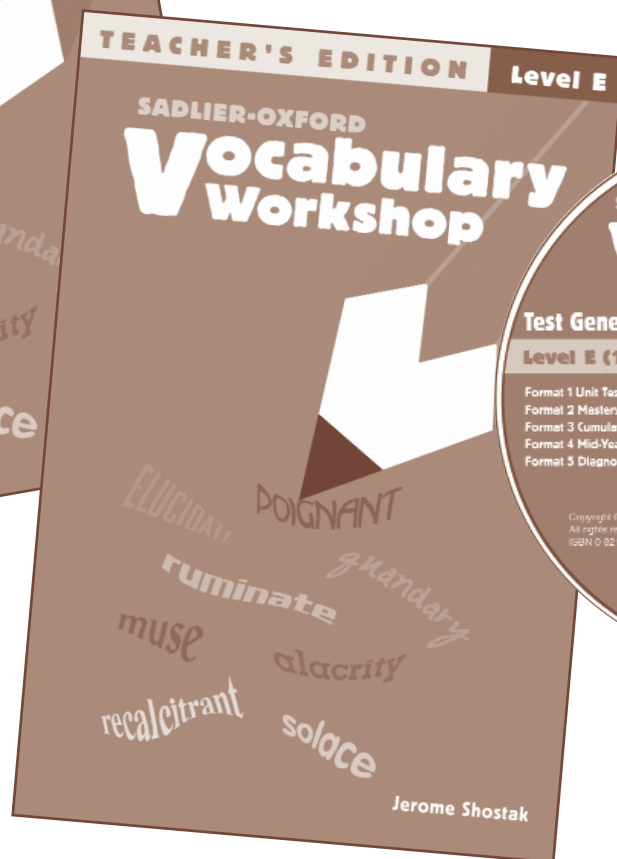


Review of **SADLIER-OXFORD**
Vocabulary Workshop
Grades 6 (Level A) – 12+(Level H)

Prepared by
The Center for Reading Excellence,
Johns Hopkins University



Grade 10



National Reading Panel’s Process for Evaluation of Vocabulary Studies

To scientifically review the research literature on vocabulary and text comprehension, the *National Reading Panel (NRP)* carried out an extensive search for studies published between 1979 and 2000 (*NRP Report, 2000*). It seemed clear that vocabulary was an important component of the reading process, and that reading vocabulary is mapped onto a student’s oral vocabulary much in the way that oral vocabulary is key in “learning to make the transition from oral to written forms” (*NRP Report, 2000, p. 4–15*). In analyzing the various studies, the Panel found that it was often difficult to separate vocabulary from comprehension processes, and that a similar problem existed in the area of vocabulary assessment. In the latter case, the type of vocabulary assessed (e.g., receptive vs. productive; oral vs. reading) and the need to sample from a much larger pool of vocabulary items further impeded the investigation. There were 50 studies identified in vocabulary instruction that met the Panel’s criteria for further analysis, but none satisfied the *NRP* criteria for inclusion. Moreover, there were no studies that explicitly addressed the issue of measuring vocabulary. Due to the variety of variables and methods represented in the studies, the *NRP* data were presented in terms of trends and important findings.



Vocabulary Workshop, ©2002 Ed., Features Review

The Sadlier-Oxford *Vocabulary Workshop* program (Levels A-H) is designed to provide systematic vocabulary development for students in grades 6-12+. Each level contains 15 units structured into five instructional components: definitions, completing the sentence, synonyms and antonyms, choosing the right word, and vocabulary in context. As illustrated below in Figure 1, these components and the subsequent follow-up activities are aligned with many of the *NRP*’s implications for best practices in vocabulary instruction. The following sections will provide a detailed analysis of that alignment.

Word Lists

Each unit introduces 20 new words to the students, for a total of 300 words per level. These words are chosen based on four major criteria: currency in and usefulness for present day oral and written communication; frequency on recognized vocabulary lists; applicability to standardized tests, especially the SAT I; and current grade placement research. In addition, the sources used to develop the lists of key words included current subject-area textbooks. This is directly supported by the findings of the *NRP*, in that they recommend, “Vocabulary words should be words that the learner will find useful in many contexts.” They go on to state, “To that end, a large portion of vocabulary items should be derived from content learning materials” (*NRP Report, 2000, p. 4–25*).

Definitions

The first section of each unit introduces the 20 key words by providing definitions, parts of speech, pronunciation, synonyms, antonyms, and illustrative sentences. This section provides explicit vocabulary instruction, as defined in the *NRP Report*. Page 4–17 of the report states, “In explicit instruction, students are given definitions or other attributes of words to be learned.” This section also provides repetition and multiple exposures, together with the use of context and active engagement, as recommended by the *NRP*. The students are given a brief definition followed by illustrative sentences

Figure 1: NRP’s Implications for Best Practices in Vocabulary Instruction Aligned with Sadlier-Oxford’s Vocabulary Workshop, Grades 6 (Level A) — 12+ (Level H).

<i>Vocabulary Workshop</i> Features	Direct/Indirect Instruction	Repetition & Multiple Exposures	Context	Task Restructuring	Active Engagement	Computer Technology	Implicit Learning
Definitions	•	•	•		•	•	
Completing the Sentence	•	•	•	•	•		
Synonyms and Antonyms	•	•	•	•	•		
Choosing the Right Word	•	•	•	•	•		
Vocabulary in Context	•	•	•	•			
Follow-up activities: Essays/stories and writing sentences; use of literature and content area texts	•	•	•		•		•

that require the students to slot in the key word. If the word can be used as more than one part of speech (e.g., noun and adjective), then both definitions are provided with illustrative sentences for each. This is followed by synonyms and antonyms for each part of speech, giving the students yet another exposure to the key word and its meaning. One emerging trend discovered by the *NRP* was “the possibility that the mix of definitional and contextual approaches worked better than either method alone” (*NRP Report*, 2000, p. 4—23). The Sadlier-Oxford ***Vocabulary Workshop*** program appears to align with that trend.

Finally, Levels A-F use technology in this section by providing an interactive audio pronunciation program in CD and cassette formats. The audio program allows students to hear the recommended pronunciation of each word at least six times, both alone and in context. In addition, they are provided with two opportunities to pronounce each word themselves. Pronunciations are followed by brief definitions based on those given in the student text. This audio program provides yet another avenue for repetition and multiple exposures to key vocabulary, together with the use of context and active engagement.

Completing the Sentence

The second section of each unit provides another exposure to the key vocabulary words by giving students the opportunity to use each word in context. Twenty sentences are given, and students must select the correct vocabulary word to complete each sentence and write the word in the space provided. Support for this exercise is provided in that the sentences are constructed to provide context clues, and only one of the new words fits in each sentence. In addition, this section also restructures the task of using the key words in context, as presented in the *Definitions* section. This time, students must choose the correct word on their own, thereby increasing the students’ independent vocabulary acquisition. Restructuring the task in various



“For retention and usage, student manipulation of words in many contexts seems to be critical” (Blachowicz & Fisher, 2000, p. 513).

ways to facilitate vocabulary acquisition and comprehension was another emergent trend in the *NRP Report* database (*NRP Report*, 2000, p. 4—22). The Sadlier-Oxford ***Vocabulary Workshop*** program appears to align with this trend, as well.

Synonyms and Antonyms

In the third section of each unit, students are given phrases that include antonyms or synonyms as presented in the *Definitions* section. Students must choose the appropriate key word for each phrase. This section aligns with the *NRP* recommendations for best practices in that it restructures the task of learning synonyms and antonyms for each key word to reinforce its meaning. Under the *Definitions* section, students were asked to read and study the synonyms and antonyms to extend their understanding of meaning. In this section,

students must choose the correct keyword to match the synonym or antonym provided, again increasing their level of independent vocabulary acquisition. This section provides repetition and multiple exposures to the key words in context, also implications for best practice as outlined in the *NRP Report*.

Choosing the Right Word

The fourth section of each unit presents sentences that are more mature linguistically and in subject matter than those found in section two, *Completing the Sentence*. In this new task, students must choose from two key words the one that best completes the sentence. This again represents task restructuring. *Choosing the Right Word* is a more difficult task than *Completing the Sentence*, due to the more mature sentence structure, the use of figurative or abstract meanings, and the fact that the form of speech of the key word may be changed from its original presentation. This section also provides repetition and multiple exposures to the key words in context, which are implications for best practices as outlined in the *NRP Report*.

Vocabulary in Context

The fifth section of each unit contains an activity that presents a reading passage to the students. This passage is designed to approximate a standardized-test format, and contains five or six of the key words studied in the unit. The words appear in boldface type in the reading passage. Students are instructed to read the passage, focusing on the meanings of the key words in the context of the reading selection. They then answer multiple-choice questions in which they must choose the correct meaning of each key word as it is presented in the reading passage. This activity follows the implications for best practices in vocabulary instruction as outlined in the *NRP Report* in that it once again provides repetition and multiple exposures to the key words in context. It also restructures the task of identifying the meanings of key words in context by presenting the words in a reading selection, as opposed to the disconnected sentences used in previous exercises.

Follow-Up Activities

In addition to the five-part structure of each unit, follow-up writing activities are suggested. A brief explanation is given to the teacher on having the students write essays, stories, or sentences with the key words. As these activities represent active engagement on the part of the student, they should be encouraged as a regular part of the Sadlier-Oxford ***Vocabulary Workshop*** program. Providing student examples for these activities would also be helpful, along with more suggestions for the teacher on how to make these activities a viable part of the Sadlier-Oxford ***Vocabulary Workshop*** lessons.

Alternative Program Approaches

Book lists of classic literature and content-area nonfiction are also provided in the Teacher's Edition. These lists are cross-referenced to the corresponding levels of the Sadlier-Oxford ***Vocabulary Workshop*** program, and a brief explanation of how to use a literature-based approach and/or a content-area approach to instruction is provided. In addition, useful classroom techniques related to vocabulary instruction and grouping options are included, together with a general resource list of materials for the teacher.

A writing approach to using the program is also described in the Teacher's Edition. This approach emphasizes providing authentic contexts for students to apply their newly acquired vocabulary to “real-life” writing activities. These alternative approaches to using the program could serve to provide more active engagement with the vocabulary learning tasks, as recommended by the *NRP*.

Unit Reviews

After every three units at each level there is an extensive review section. This section restructures many of the five activities reviewed above, and also provides new practice opportunities. The new opportunities are reviewed in the following sections.

Unit Reviews—Analogies

This section has been specially designed to provide preparation for the SAT and other standardized tests. A detailed explanation on how to help students work with and understand analogies is provided in the Teacher's Edition and in the Student Text. This section on working with analogies provides direct instruction in vocabulary development while giving the students another exposure to the key words in a rich and challenging context. As such, this section is in direct alignment with the implications of the *NRP* findings.



“...the assessment components of the Sadlier-Oxford *Vocabulary Workshop* are in direct alignment with the *NRP* guidelines for assessment and evaluation of vocabulary acquisition.”

Unit Reviews—Word Families

This section of the *Review* is meant to extend the students' understanding of the key words by showing them that by learning one English word they often acquire understanding of a whole new family of related words. Practice in classifying words by part of speech is also provided in this section.

Unit Reviews—

Building With Classical Roots

This part of the Review is designed to introduce students to English words derived from common Latin and Greek roots. An explanation of using knowledge of word structure as a strategy for discovering the meanings of unknown words is presented in both the Teacher's Edition and the Student Text.

Unit Reviews—Writer's Challenge

This section of the Review provides an opportunity for students to apply to the writing process what they have learned about word meanings and usage. A helpful explanation of vocabulary choices in writing is included in both the Student Edition and the Teacher's Edition. The exercise itself provides a word bank of key words, and students are asked to read sentences, paying special attention to underlined words or phrases. They are then to choose a key word to replace the underlined words, and rewrite the revised sentence. This is an excellent activity to help students focus on a deeper understanding of the new vocabulary they have learned, in that they are paying attention to a writer's audience and purpose when making word choices.

Review of Evaluation and Assessment Options

The *NRP* recommendations for assessment and evaluation of vocabulary acquisition stress that the way vocabulary is measured can have different effects on instruction. The *NRP* Report suggests that the following variables be taken into account when assessing vocabulary acquisition: 1) more than a single measure of vocabulary is critical for sound evaluation, as each way of measuring vocabulary produces different results; 2) the more closely the assessment matches the instructional context, the more appropriate the conclusions about instruction will be; 3) standardized tests provide a global measure of vocabulary and may be used to provide a baseline, but instruments that match the instruction will provide better information about the specific learning of the students related directly to that instruction.

Figure 2: NRP Guidelines for Assessment and Evaluation of Vocabulary Acquisition

<i>Vocabulary Workshop</i> Features	Multiple Methods of Assessment	Category of Vocabulary Measured Varies	Assessment Matches Instructional Content
Unit Reviews	•	•	•
Cumulative Reviews	•	•	•
Final Mastery Test	•	•	•
Test Generator (CD-ROM for A–H)	•	•	•
Supplementary Test Booklets (Alternative Assessment Modes: self-evaluation, teacher-student conferencing)	•	•	•

As shown in Figure 2, the assessment components of the Sadlier-Oxford *Vocabulary Workshop* program are in direct alignment with the *NRP* guidelines for assessment and evaluation of vocabulary acquisition. **The Unit Reviews, Cumulative Reviews, and Final Mastery Tests** provide multiple methods of assessment matched to instructional content. The **CD-ROM Test Generators** for Levels A–H provide an array of secure student tests that support the instruction given at those levels. Teachers may choose from a database of more than 3,000 questions per level to create customized assessments for their students. A wide assortment of question types to choose from enables teachers to follow the *NRP* guidelines for using multiple methods of assessment to measure the variety of vocabulary skills being taught.

Alternative assessment modes are also outlined in the Teacher’s Edition of Sadlier-Oxford *Vocabulary Workshop*. Using teacher-student conferencing, student self-evaluation, teacher observation, peer evaluation, portfolio assessment, and multimodal forms of assessment are described as assessment options to monitor student understanding of vocabulary concepts. These options provide additional measures of vocabulary acquisition, as recommended by the *NRP*.

Review of Research/Quotes to Support the Sadlier-Oxford *Vocabulary Workshop* Program

The following excerpts from the *NRP* studies provide direct support for

the features of the Sadlier-Oxford *Vocabulary Workshop* program:

Support for the Five Instructional Components and Alternative Approaches

- “Any attempt to understand the processes by which children’s vocabularies grow must be based on a recognition of the complexity of word knowledge. Five aspects of this complexity that have long been recognized by vocabulary researchers are: (a) incrementally—knowing a word is a matter of degrees, not all-or-nothing; (b) multidimensionality—word knowledge consists of several qualitatively different types of knowledge; (c) polysemy—words often have multiple meanings; (d) interrelatedness—one’s knowledge of any given word is not independent of one’s knowledge of other words; and (e) heterogeneity—what it means to know a word differs substantially depending on the kind of word” (Nagy & Scott, 2000, p. 270).
- “The incremental nature of word learning has sometimes been expressed in terms of a linear scale with several points. Dale (1965) proposed four stages: (1) never saw it before; (2) heard it but doesn’t know what it means; (3) recognizes it in context as having something to do with...; and (4) knows it well. A recent variation by Paribakht and Wesche (1997) is similar, but adds a fifth point: (5) I can use this word in a sentence” (Nagy & Scott, 2000, p. 270).

- “Word meanings are inherently flexible, and always nuanced in some way by the context in which they occur” (Nagy & Scott, 2000, p. 271).

- “If vocabulary instruction is to address this aspect of the complexity of word knowledge, students must not only be taught to choose effectively among the multiple meanings of a word offered in dictionaries, but to expect words to be used with novel shades of meaning” (Nagy & Scott, 2000, p. 271).

- “...the complexity of word knowledge further bolsters the argument that much of students’ vocabulary knowledge must be gained by means other than explicit vocabulary instruction. In those cases when students are dependent on instruction to learn a word, if they are truly to gain ownership of that word, the instruction must provide multiple and varied encounters with that word” (Stahl & Fairbanks, 1986, in Nagy & Scott, 2000, p. 273).

- “...knowing a word cannot be identified with knowing a definition.”
“...word knowledge is primarily procedural rather than declarative, a matter of ‘knowing how’ rather than ‘knowing that’” (Nagy & Scott, 2000, p. 273).

- “In most cases, knowing a word is more like knowing how to use a tool than it is like being able to state a fact. Word knowledge is applied knowledge” (Nagy & Scott, 2000, p. 273).

Specific Support for the Use of Analogies

- “In creating lasting links between words and meanings, besides many experiences and usages in differing situations, the creation of analogies seems to be an important tool” (Blachowicz & Fisher, 2000, p. 513).

Specific Support for the Repetition & Multiple Exposures to Vocabulary

- “Repeated exposures to a word can also be an important component of word learning” (Blachowicz & Fisher, 2000, p. 508).

- “For retention and usage, student manipulation of words in many contexts seems to be critical” (Blachowicz & Fisher, 2000, p. 513).
- “A ‘word-rich’ environment supports general vocabulary development, but it may also provide a vehicle by which a student can build knowledge of a particular word through repeated exposure, and from multiple sources of information” (Blachowicz & Fisher, 2000, p. 508).

Support for the Direct/Indirect Instructional Methods

- “The results suggest that preteaching vocabulary enhances children’s understanding of ideas related to the instructed vocabulary regardless of level of importance. This investigation... provides support for preteaching vocabulary as a means of enhancing children’s comprehension” (Wixson, 1986, p. 327).
- “The chief strength of definitions is that they provide explicit information about word meanings that is normally only implicit in context” (Nagy & Scott, 2000, p. 277).
- “One of the chief weaknesses of definitions is their failure to provide information about usage that is accessible to school children” (Nagy & Scott, 2000, p. 277).
- “Research has shown that the analysis of unfamiliar word forms contributes significantly to vocabulary expansion. Nagy and Anderson (1984) have estimated that an average of one to three morphologically related words can be derived from each of the words a child learns by him/herself” (Tomesen & Aarnoutse, 1998, p. 2 of 18—downloaded from the Internet).
- “Regardless of the format of the definition, and whether or not an illustrative context is provided, upper elementary grade students (and even older students in other studies) have serious difficulties

using the information definitions provide about the general syntactic and semantic properties of new words” (Scott & Nagy, 1997, p. 198).



“...vocabulary gains are greatest if the meanings of the words are discussed directly or otherwise processed deeply” (Dickinson & Smith, 1994, p. 107).

- “The results of this research indicate that integrating the information in a definition with a context sentence is a more difficult process than many parents, teachers, publishers, and researchers presume” (Scott & Nagy, 1997, p. 198).
- “Both instruction in individual word meanings and instruction in deriving meaning appear to hold potential for adding significantly to students’ vocabulary. The individual meanings training and the deriving meaning training operate in different ways: The former adds specific items to a student’s vocabulary store, whereas the latter enhances a student’s ability to learn new words independently. These instructional strategies do not conflict, and in fact would

seem to be complementary. Although it appears that effective deriving meaning training could help students generate more word knowledge than could even a very efficient individual meanings strategy, deriving meaning instruction itself depends on students’ existing vocabulary as the basis for deriving the meaning of new words. Combining both techniques may be more effective than relying exclusively on either strategy” (Jenkins, Matlock, & Slocum, 1989, p. 234).

- “In general, vocabulary gains are greatest if the meanings of the words are discussed directly or otherwise processed deeply” (Dickinson & Smith, 1994, p. 107).
- “A positive correlation exists between vocabulary knowledge and reading comprehension. Readers are best able to comprehend content for which they have labels and constructs stored in memory. Nagy (1988) perceives increasing vocabulary knowledge as a basic part of the education process and recommends that teachers should provide direct vocabulary instruction aimed at producing richer, deeper word knowledge for students” (Dana & Rodriguez, 1992, p. 78).
- “A consistent finding of reading research is that knowledge of word meanings is closely associated with the comprehension of connected discourse” (Carney, Anderson, Blackburn, & Blessing, 1984, p. 195).
- “...preteaching concept vocabulary has a significant facilitative effect on the acquisition and retention of social studies content. The results indicate that teaching students techniques that will help them acquire concept vocabulary is a profitable instructional undertaking” (Carney et al., 1984, p. 196).
- “...for vocabulary instruction to affect reading comprehension, the instructional strategies must go beyond establishing accurate responses to words. Instruction

may need to be aimed at an exploration of each word's meaning and related ideas to yield a deep knowledge of words" (Beck, Perfetti, & McKeown, 1982, p. 508).

- "...a vocabulary training program can lead to gains in comprehension....Following instruction, subjects process individual word meanings more accurately and more rapidly. Improvements in comprehension follow, because construction of passage meaning, especially noncentral content, is made easier because individual word meanings are understood" (Beck, Perfetti, & McKeown, 1982, p. 520).

Support for the Instruction in Using Context

- "...students learned the contextual meanings of words. This was especially important because so many of the words had multiple meanings, and simply looking them up in the dictionary did not provide students with the support they needed to understand the meanings of the words as they were used in the selections...This prevented the isolated learning of words and demonstrated to students how all word learning is contextualized" (Dole, Sloan, & Trathen, 1995, p. 459).
- "Students glean only partial knowledge from a single context, and the knowledge of a word grows incrementally as the word is encountered in different contexts" (Fukkink, Blok, & de Glopper, 2001, p. 477).
- "Because students encounter a large number of words, even a small improvement of the ability to infer the meaning of unknown words would result in a sizable number of words learned. Deriving word meaning from context has therefore 'a sound and persuasive rationale'...and many other authors have also acknowledged the potential value of instruction in deriving word meaning from context. Another argument for the importance of instruction in deriving word meanings is that, regardless of any impact on

incidental word learning, students need strategies for coping with unfamiliar words encountered while reading" (Fukkink & de Glopper, 1998, p. 451).



"...the knowledge of a word grows incrementally as the word is encountered in different contexts" (Fukkink, Blok, & de Glopper, 2001, p. 477).

- "Teaching students to use context clues can be effective if the instruction is explicit, well-scaffolded, and provides practice and feedback" (Blachowicz & Fisher, 2000, p. 506).

Support for the Active Engagement

- Students who were required to repeat word definitions (for science terms) modeled by their teacher when they erred performed better during instruction and retained more of what they had learned than did students who looked at vocabulary cards while the teacher modeled the definitions. "When used in conjunction with other empirically demonstrated elements of effective instruction...ASR (active student response) error correction may prove to be a

significant component of 'best practice'" (Drevno, Kimball, Possi, Heward, Gardner, & Barbetta, 1994, p. 180).

- "We see... active engagement as being important in relation to two aspects of vocabulary instruction: learning the meanings of specific words (where it is important to make connections between and among words and concepts) and learning strategies to become independent word learners" (Blachowicz & Fisher, 2000, p. 505).

Support for the Interactive Audio Pronunciation Programs (Computer Technology)

- "Computer-mediated texts (texts displayed electronically under the immediate control of a computer) may represent a viable means for addressing the limitations inherent in determining the meanings of difficult words during reading because they provide new options for acquiring information from written texts" (Reinking & Rickman, 1990, pp. 396-397).
- "The ease with which readers of computer-mediated texts can access word meanings may affect their propensity to seek out the meanings of difficult words. Increased attention to difficult words during independent reading may lead to an increase in a reader's vocabulary knowledge, which may in turn increase the comprehension of texts" (Reinking & Rickman, p. 397).

Support for the Implicit Learning Inherent in the Follow-Up Activities

- "Incidental word learning, through listening or reading, will always be part of students' general vocabulary development. Although the extent and nature of this learning are debated, the fact that it occurs is undisputed and the importance of a word-rich environment has been often demonstrated" (Blachowicz & Fisher, 2000, p. 507).

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