
**Abstract.** Research shows that children accrue vocabulary knowledge by understanding relationships between new words and their connected concepts. This article describes three research-based principles that preschool teachers can use to design shared book reading lessons that accelerate content vocabulary knowledge by helping young children to talk about important connections between words and related science and social studies concepts. These three principles guide teachers in building networks of content vocabulary knowledge in preschool children by making connections between words and world knowledge via informational and narrative texts.