








These are brief descriptions of vocabulary strategies that can be used in content area literacy.

Name of vocabulary strategy	Description	Purpose	When used and type of literature	Steps in using
Semantic Feature Analysis (SFA)	A vocabulary strategy that uses a chart (grid) format to compare and contrast different terms from a content book	To develop vocabulary proficiency by identifying word properties that may be similar or different from other words in a category  It can be used as a method of reviewing important topics	<ul style="list-style-type: none"> <li>▪ Used before, during and after reading</li> <li>▪ Used with narrative and expository texts</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the passage to be read. Ensure that there are sufficient concepts to be compared</li> <li>2. The concepts are listed on the left side of the grid</li> <li>3. The features of the concepts are listed across the grid.</li> <li>4. Before, during or after the reading, the students and teacher use ticks (√) or exes (x) to indicate whether the concept has or does not have the specific feature</li> <li>5. Once the grid is completed, students can use it to generate sentences and/or paragraphs about different concepts.</li> </ol>
Concept of Definition (Word Map)	A vocabulary strategy that activates prior knowledge before reading or expands knowledge during and after reading. It uses a visual representation to show specific parts of a vocabulary concept	To activate background and expand vocabulary of students through the examination of the components of an analytical definition  It can be used to help students enhance their writing	<ul style="list-style-type: none"> <li>▪ Used before, during and after reading</li> <li>▪ Used with narrative and expository texts</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher introduces a key vocabulary concept and record the word in the centre of the map.</li> <li>2. The teacher and students state what the concept is (this goes at the top of the map)</li> <li>3. To the right of the map the students highlight characteristics of the concept.</li> <li>4. To the bottom of the map the students give examples of the concept</li> </ol>
Hierarchical array	Hierarchical organizers (arrays) are used to arrange information from an inclusive category to more and more exclusive categories. One advantage of hierarchical maps is they help students understand	Helps students to see and understand the relationships of words  It helps students to see the different levels of words.	<ul style="list-style-type: none"> <li>▪ Best used after reading</li> <li>▪ Used with expository texts</li> </ul>	<ol style="list-style-type: none"> <li>1. Select a concept or group of words from the literature</li> <li>2. Help students to arrange the words in order of hierarchy moving from the more general concepts to the more specific concepts</li> </ol>

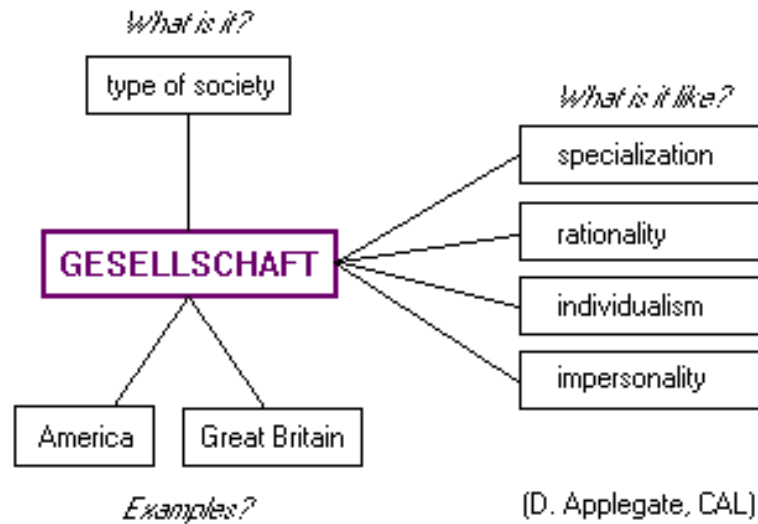
	<p>relationships among related terms or ideas. In addition, with hierarchical maps students can see that terms on the same level in the hierarchy are of a comparable level of inclusiveness or exclusiveness</p> <p>Hierarchical maps are often arranged in a "top-down" manner; in other words, the main concept is placed at the top of the page and the subdivisions are placed below it. Hierarchical maps may also be drawn with the main concept on the left-hand side of the page and the subdivisions to the right of it</p>	<p>This strategy encourage students to compare and contrast words</p>		
--	---	---	--	--

## Semantic Feature Analysis Grid

Category: \_\_\_\_\_ Polygons (polígono) \_\_\_\_\_

Terms	Features/Properties						
	convex	equilateral	equiangular	4-sided	3-sided	opposite sides parallel	
 Square (cuadrado)	x	x	x	x		x	
 Rectangle (rectángulo)	x		x	x		x	
 Triangle (triángulo)	x				x		
 Quadrilateral (cuadrilátero)				x			
 Regular Polygon (polígono regular)	x	x	x				
 Rhombus (rombo)	x	x		x		x	
 Trapezoid (trapezoide)	x			x			

Blanco IS: Henry Public School. MDC. 2015-06-MATH/ELL PSTR & INDTS-SPANISH-Semantic 2 Sp ver.doc



## Hierarchical Array

