

Strategy: Semantic Feature Analysis
Reading Dimension(s): Language/Prior Knowledge
Objective/Essential Question: Does the student have adequate prior knowledge of vocabulary to understand what he or she is reading?
SOL(s): K.8, 1.11, 2.8, 3.5, 4.5, 5.6
Prerequisite Skills: <ol style="list-style-type: none"> 1. Ability to sort words into similar and different groupings. 2. Ability to make connections between words.
Materials: concept-related vocabulary, features, Semantic Feature Analysis Grid handout (attached)
Procedure: <ol style="list-style-type: none"> 1. The teacher identifies the concept to be taught. 2. The teacher models how to develop a semantic feature analysis grid. 3. The teacher writes the concept next to the grid on the overhead transparency. 4. The teacher lists the related vocabulary down the left-hand column and the features across the top row. 5. The teacher reviews each vocabulary word and asks if it contains the features: if yes, then students put a + in the corresponding box, if no, they put a – in the box. 6. The teacher asks students to explain why they chose to put + or – in the box. 7. Students work in pairs or small groups to construct a semantic feature analysis grid on a designated concept and related vocabulary. 8. Students share their grids with the entire class. 9. The teacher concludes the session with a discussion of the concept, the related vocabulary words, and the features.
Reference(s): Pittelman, S.D., Heimlich, J. E., Berglund, R. L., & French, M. P. (1991). <i>Semantic feature analysis: Classroom applications</i> . Newark, DE: International Reading Association. Texas Center for Reading and Language Arts. <i>Integrating Vocabulary Instruction into Lesson</i> . Austin, TX: Author.