

## Lesson 10: Studying Content-Specific Language

### Newspaper Focus: News and Feature Stories

*Background* – Every subject or topic has some vocabulary that is used primarily with it. For example, an *infield fly* is specific to baseball and *adagio* is specific to music. Students who have limited prior knowledge and experiences have difficulty with the vocabulary used in reading about topics that are unfamiliar to them. A student who has never attended, participated in or watched a baseball game has no experience with the jargon of that sport. The newspaper provides opportunities for students to experience a wide range of vocabulary because it contains stories and sections about many different subjects and topics.

### Before Reading: Introduce the Lesson

- 1) Ask students to name any hobbies or special interests they may have. Ask volunteers to provide some vocabulary words that are used in their special interest or hobby. List the words on the board. Repeat this process several times.
- 2) Ask the class to indicate whether they are familiar with each word by a show of hands. Explain how interests and experiences can affect and help develop vocabulary.
- 3) Discuss how limited knowledge of a subject and the vocabulary associated with it can cause some difficulty in reading comprehension. In those cases, students may have to look up a word in the dictionary.

### During Reading: Direct Instruction

- 1) Distribute newspapers to students. Direct them to a story chosen in advance.
- 2) Read the story aloud to the class. Stress, with vocal inflection, any specialized or technical vocabulary in the selection.
- 3) Ask students to identify any specialized vocabulary in the story. Write their responses on the board.
- 4) Show students how they can expand vocabulary by learning the definition of a word and then thinking of different forms of that word. For example, a story about adult *literacy* provides an opportunity for students to generate words related to literacy: *literature*, *literate*, *illiterate* and *literary*.
- 5) Have students find a preselected story or stories in the newspaper.
- 6) Distribute the Lesson 10 activity sheet, *Go for the Specials*. Have them work in pairs or small groups to complete the activity.

### After Reading: Reflect and Review

- 1) Have students report on their activities to the class. Have each group write a list of the topical or technical words that were used in their stories and the words they generated from those base words on the board.
- 2) Encourage students to generate other words to add to each group’s list.

### Performance Rubric

Expectation: The student was able to ...	Exceeds expectations	Meets expectations	Revisit
Identify appropriate vocabulary			
Generate new words from a base word found in the newspaper story			
Generate appropriate sentences using new words			

## Student Activity Sheet 10: Go for the Specials

Your vocabulary can expand when you notice and consider the specialized words about a subject or topic as you read the newspaper or other texts.

- ☞ Find and read the story that you have been assigned. Write the headline on the line provided.
- ☞ As a group, identify at least five specialized vocabulary words found in that story. For example, you would probably find the word "gene" only in a science-related story.
- ☞ Then see how many new words your group can think of using the selected word(s) as the base. The word "gene," for example, is the base for "genetic" and "geneticist."

Headline \_\_\_\_\_

Specialized vocabulary word from story	Meaning of the word (from the story or from a reference source)	Words that are related to the base word
1.		
2.		
3.		
4.		
5.		

Write sentences using some of your new words.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_