

# The News Report



**Scenario:** The local newspaper has decided to do a feature on various students in the region who are entering grade 9 this year. **YOU** will be one of the featured students. Your task is to pretend that you are the reporter who is writing this news article and to write a news report that introduces you to the reader. Your story **MUST** use the following headline:

## Grade Nine Student Identifies Keys to Success

### Learning Goals:

- I will follow the conventions of a proper news report to produce a 250 – 300 word news article
- I will use facts and information from my own experience and our class discussion regarding learning skills and work habits
- I will include quotations from people who have been beneficial in my success
- My news report will answer the questions: Who? What? Where? Why? When? How?

### Tips for Writing a News Report:

1. Use the “5Ws & H” method for creating content – see outline.
2. Include some accurate facts to illustrate your topic. Be realistic.
3. Use short paragraphs – 2 – 3 sentences – for each new set of facts and for each quotation.
4. Quotations make the news report more interesting and allow you to share a biased point of view from an eye witness – remember to clearly indicate who is giving the statement. i.e. *John Smith said, “Bob is an integral part of HHSS.”*
5. Use transitional words and phrases to create coherence in your report.
6. Treat the event as if it happened “yesterday” – use words/phrases to indicate that.
7. Put headline centered at the top of the page and add an appropriate picture.
8. Place your name under headline.
9. Put your article into columns.
10. Write in full sentences, using correct spelling, grammar and punctuation. Tone should be non-biased and formal – do not use “I” unless you are quoting someone. Remember although you are writing about yourself, you are taking on the role of the reporter. Refer to yourself by your name.

**Process:**

You will learn as the semester progresses that the **PROCESS** you go through to get to a final written product is just as important as the final product itself so be sure to **follow all steps of the process**.

- Note: **All steps of the process must be handed in along with your final product.**

Step	Process	Complete?
Step One:	Complete the <b>outline</b>	
Step Two:	Turn your outline into a <b>rough draft</b> by either writing it out by hand or typing.	
Step Three:	Directly ON your handwritten or typed draft, make <b>changes and/ or revisions</b> . <i>If you have typed your first draft you need to print it off and makes changes on the printed copy. Saying that you did it on the computer is not sufficient.</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Check for spelling, grammar, punctuation</li><li><input type="checkbox"/> Also, be sure that you are <i>clearly</i> expressing your ideas. Sometimes the ideas in your head don't come out clearly when they are written down so one way to deal with this is to read your writing out loud, word-for-word, <i>exactly</i> as you have written it. Make any changes as needed.</li></ul>	
Step Four:	<b>Produce you Final Draft</b>	

**Steps for Submission:**

Put your assignment in the following order:

- Rubric with name written on it
- Final Copy
- Rough Draft
- Outline

**TOP**



# Outline

**Headline:** Grade Nine Student Identifies Keys to Success

**Paragraph One: The Lead/Basic Facts** - Try for one or two sentences and consider a logical ordering of ideas- not necessarily the order that they are listed on this page.

<b>Who</b> is this story about?	
<b>What</b> is this story about?	
<b>Where</b> does this take place?	
<b>When</b> does this take place?	

**Paragraph Two: The Why Analysis**

<b>Why</b> is this student (you) considered successful?  <i>Include characteristics that make you a successful person/ student!</i>		
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**Paragraph Three: The How Analysis**

<b>How</b> did this student (you) learn to be successful or <b>how</b> did you demonstrate your success?		
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**Paragraph Four: Quotations** - Invent two quotations from two different people who know this student (you) to use in your report. These quotations must somehow significantly relate to and reinforce some aspect of your news report. When you write your news report you will need to creatively work these into the report. For example, considering including a quotation from a former teacher that supports or explains one of your characteristics. Avoid simply 'dropping' them at the end of the report.

Quotation #1 :	Quotation #2:

**Paragraph Five: The Finish**

Answer the question: <b>What happens next?</b>	
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**Style Checklist:**

- ✓ third person point of view
- ✓ immediate past tense (e.g. yesterday)
- ✓ no bias/opinion except in quotations
- ✓ multiple short paragraphs
- ✓ formal language choices

	Level 4	Level 3	Level 2	Level 1	Below Level
Lead Sentence/Paragraph Who? What? Where? When? (5)	Lead sentence/paragraph states all basic facts clearly, concisely, creatively	Lead sentence/paragraph states the basic facts clearly and concisely	Lead sentence/paragraph states some basic facts clearly and concisely	Lead sentence/paragraph states few basic facts clearly and concisely	Lead sentence/paragraph is not clear, does not follow conventions
Content: Body Why? How? Development of Information	Clearly and creatively explains how and why with facts and some imagination	Explains how and why with facts and some imagination	Explains how and why to some extent using mostly facts but also some imagination	Rarely explains how and why; news report does not contain enough information	Does not explain how and why; information is superficial
Uses quotations (20)	Effectively uses/integrates direct and indirect quotations to support key points	Uses/integrates direct and indirect quotations to support key points	Uses some direct and indirect quotations to support key points; perhaps problems with integration	Uses few direct and indirect quotations to support key point; problems with integration	Does not use direct or indirect quotations
Style Elements: tone, point of view, language choices (appropriate to news report audience)  (10)	Consistently uses an objective tone and point of view that reinforce main idea and is engaging	Consistently uses an objective tone and point of view	Uses an objective tone and point of view somewhat consistently	Inconsistently uses an objective tone and point of view	Does not use an objective tone and point of view
	Effectively and consistently uses language and style appropriate to intended audience	Usually uses language and style appropriate to intended audience	Inconsistently uses language and style appropriate to intended audience	Uses language and style inappropriate to intended audience	Uses language and style very inappropriate for intended audience
Language Conventions: spelling, punctuation, use of proper tense (past), sentence structure, clarity  (10)	Consistently uses language conventions correctly	Usually uses language conventions correctly; minor errors evident	Sometimes uses language correctly; a few major and minor errors evident	Rarely uses language conventions correctly; several major and minor errors evident	Does not use language conventions correctly; several major errors evident
Learning Skills Evaluation (responsibility, organization, initiative self-regulation)	Excellent	Good	Satisfactory	Needs Improvement	Needs Improvement