

Unit #3: Fundamentals of Newswriting

Content Area: **English**
Course(s): **Journalism**
Time Period: **October**
Length: **30**
Status: **Published**

Unit Overview

News stories require as much planning as writing an essay. Much is involved in this process and needs a strong focus. Covered in this unit will be techniques for gathering news, writing ledes, the inverted pyramid format, story types and techniques, using quotations, researching story facts, interviewing techniques, using words to capture ideas and create pictures. The unit focuses on the basis for creating a strong news story. Also, how social media and social journalism are changing the face of classic journalism.

Enduring Understandings

- Different story types and techniques are used to present the news.
- Feature stories v. Hard news stories: The difference between the two and when to use them
- Learning the fundamentals of good news writing helps to create strong stories.
- The physical structure of a news story differs from an essay format.

Essential Questions

- How does a journalist create a news story to accurately reflect the event?
- How does a journalist find a newsworthy story?
- What goes into a strong news story?

Lesson Titles/Objectives

- 3 Rs of Journalism
- Adding Details
- Brainstorming for Story Ideas
- Identifying Important Facts
- Identifying Primary and Secondary Sources
- Interviewing Techniques
- Inverted Pyramid Format
- Making News Interesting
- Researching a Story
- Six News Questions

- Sources for Story Ideas
- Summarizing
- Using and Attributing Quotes
- Using Transitions
- Writing strong ledes
- Writing Strong Paragraphs

Standards

LA.11-12.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Indicators

LA.11-12.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2.b	Spell correctly.
CCSS.ELA-Literacy.L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCSS.ELA-Literacy.L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	There are ethical and unethical uses of communication and media.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
WORK.9-12.9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
WORK.9-12.9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

Warm-Up

- Daily Front Page Discussion (Newseum.org)

Formative Assessment

- Article Assignments
- Class Brainstorming
- Incorporating Quotes
- Writing an Interview
- Writing Practice: Ledes

Summative Assessment

- Class Discussions
- Tests, Quizzes

Resources & Technology

- Handouts
- Internet
- Smartboard
- Textbooks
- Videos