

## Producing a TV News Story

SUGGESTED LEARNING STRATEGIES: Discussion Groups, Graphic Organizer, Notetaking, Prewriting, Drafting, Peer Editing, Revising, Rehearsal, Oral Reading, Sharing and Responding

### Assignment

Your assignment is to work with a small group to produce and present a mock TV news story emphasizing some type of change that has occurred. You may use one of the texts you have read as the basis for your newscast. Each member of the group will take on a role in the broadcast, such as director, anchor, on-the-scene reporter, or interviewee.

### Steps

#### Prewriting

1. Look back through all the texts that you have read so far this year. In the **Text** column of the graphic organizer, list the ones that you think might work as a news story about change. Brainstorm what type of news story each text might inspire: hard-news story, feature story, weather story, sports story, health and science story, and so on. Describe the text's connection to change. For example, one of the characters may change in an important way, or the events in the story could be the result of or could cause change. Make notes listing your reasons why this story would be the most interesting story to present.

**Note:** Some of the texts you read might not make a good TV news story. For example, the event described in the excerpt from *Flipped* probably would not be newsworthy, because families move all the time. A related feature story, though, might cover how to make a move easier for children. Also, a feature story about the importance of girls playing sports would relate to “The Southpaw.”

2. Part of the process of putting together a news show is deciding which stories to cover. Often, reporters will sit together and pitch ideas; that is, they brainstorm many different stories that might be covered. Follow this process with your small group; tune out distractions and pay close attention to what your group members are saying. Write down the ideas that are shared; your group will narrow the possibilities later.
3. Work with your group to choose a text that could be presented as an informative (hard news) or entertaining (feature news) TV news story. Work together on the questions and graphic organizers provided to help you plan each part of the newscast. Be sure that your plan for the story focuses on some kind of change.

Text	Kind of News Story (hard news, feature story, weather, sports, health, science)	Connection to Concept of Change

4. Review the ideas you have brainstormed with your group. Highlight the ones you think would make the best news story with visual images and an interview. Present your ideas to your group.

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5. As a group, identify the one story you want to cover from your list. Circle it. Reread the text and use the graphic organizer below to begin taking notes on how you will present the story.

### The Facts of the News Story

<b>Who</b>	
<b>What</b>	
<b>When</b>	
<b>Where</b>	
<b>Why</b>	
<b>How</b>	

## Planning

6. Once you have worked out a story for your newscast, read the description and responsibilities of each of the roles. Decide who will take on each of the roles listed below:

**Director:** The director is responsible for leading the group discussions and rehearsals. He or she will keep the group on task. The director will also write the final plans for the presentation and will be in charge of making sure that all the elements of the presentation are addressed, including the graphics. Finally, the director will make sure that the parts of the news story flow smoothly, that there is an introduction to the story, that there are transitions between parts of the story, and that there is a clear conclusion to the story.

**Anchor:** The anchor is responsible for writing the final copy of the news story, though everyone in the group will contribute to planning the story. The anchor will deliver the news story during the presentation.

**On-the-Scene Reporter and Interviewee:** The on-the-scene reporter and the interviewee are responsible for working together to write the final copy of the interview, though everyone in the group will contribute to planning the interview. They will role-play the interview during the presentation.

## Drafting

7. Your group will plan the delivery of your news story. For example, how will you simulate the clip of the interview that is part of your presentation? What visuals will you use to help convey the story? The director is in charge of putting the plan into writing, but the whole group should contribute to the discussion. Use the graphic organizers that follow to plan these ideas. Your draft must include an interview, visuals, headlines, and an anchor story.

## The Point of the News Story

**What big idea, or message, do you want to present through your news story?**

**What is your purpose in reporting the story (to inform, to persuade, or to entertain)?**

**What will you do to achieve your purpose?**

## Visual Images

<b>What graphics will you use?</b> (maps, charts, photos, etc.)	<b>What is the information that your graphic supports?</b>
<b>The Interview</b>	
<b>Whom will you interview (a witness to the event, a “man-on-the-street” who represents general opinion, an expert in the field, and so on)?</b>	<b>What part of the story will you clarify or explain through the interview?</b>
<b>What will you write in the lower third? How will you represent the lower third in your presentation?</b>	<b>Where will the reporter and interviewee be set up during the presentation?</b>

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8. The anchor will use the group’s planning to write the text, or copy, of the news story. Remember that the written text of the news story should have a title; you may consider creating a title using alliteration. The on-the-scene reporter and interviewee will work together to write their parts of the interview. Both of these written texts will be turned in.

### Revision Through Sharing and Responding

9. As a group, review the news copy and the written draft of the interview. Make suggestions for revision. Check especially for the active voice, the correct forms of verbs, and the correct usage of words that are commonly confused. Active voice is preferred in writing news copy. However, if appropriate, you may want to use passive voice. For instance, if you want to de-emphasize the doer of the action, you could use the passive voice as in the following sentence:  
“A thousand dollars was donated to the Red Cross by an unnamed donor.”

### Rehearsing, Editing and Publishing, and Presenting

10. Rehearse your news story several times in preparation for presenting the news story to your class. Refer to the assignment and Scoring Guide to make sure you understand the expectations and are including all of the parts.
11. Creating a publishable draft involves making your work as error-free as possible, so pay particular attention to the skills you have learned in this unit. Double-check the use and spelling of all of the words you used from the Word Wall. Use all the other tools available to you to create a draft that is as error-free as possible.
12. Follow your teacher’s directions for formatting and publishing the written texts.
13. Present your TV-news story to your audience. The audience should take notes on the information conveyed by visuals, story presentation, and interview.

 **TECHNOLOGY TIP** Many spreadsheet or word processing programs can create pie charts, bar graphs, or other visuals. You may want to use such a program to create interesting visuals for your news story.







**SCORING GUIDE**

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Ideas</b>	<p>Facts of the news story and interview texts skillfully include who, what, when, where, why, and how.</p> <p>The intended message is clearly communicated to the audience.</p>	<p>Facts of the news story and interview texts include who, what, when, where, why, and how.</p> <p>The message is communicated to the audience.</p>	<p>Facts of the news story and interview texts (who, what, when, where, why, and how) are missing.</p> <p>No message is communicated to the audience.</p>
<b>Organization</b>	<p>The news story and interview texts have an organizational structure that enhances the story and communicates a purpose and focus accurately and efficiently.</p>	<p>The news story and interview texts are organized and provide a purpose and focus for the audience.</p>	<p>The news story and interview texts are not organized or focused, and provide the viewer with a limited knowledge of the story.</p>
<b>Presentation</b>	<p>The broadcast contains an insightful account of the text featured in the news story. The story contains:</p> <ul style="list-style-type: none"> <li>• an engaging introduction</li> <li>• significant facts that provide details from the story</li> <li>• an interview that connects to the report to clarify important ideas on the concept of change for the viewer.</li> <li>• reflective commentary that examines the larger effects of change.</li> </ul> <p>The broadcast flows smoothly from introduction to conclusion using transitions between parts of the story.</p> <p>Visual images clearly support the news story.</p>	<p>The broadcast contains an accurate account of the text featured in the news story. The story contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• facts that provide details from the story</li> <li>• an interview that connects to the report and addresses the concept of change.</li> <li>• reflective commentary.</li> </ul> <p>The broadcast flows from introduction to a conclusion using transitions between parts of the story.</p> <p>Visual images connect to the news story.</p>	<p>The broadcast does not contain an accurate account of the text featured in the story. The story is missing some or all of the following:</p> <ul style="list-style-type: none"> <li>• an appropriate introduction</li> <li>• relevant facts that provide details from the story</li> <li>• an interview that connects to the report or addresses the concept of change</li> <li>• reflective commentary</li> </ul> <p>The broadcast does not flow smoothly from introduction to a clear conclusion and may not use transitions between parts of the story.</p> <p>Visual images may distract from the news story or may be missing.</p>

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Use of Language</b>	Carefully selected words enhance the audience’s understanding of the intended message. The news story includes an effective headline that may employ alliteration.	Appropriate word choice helps to communicate the intended message. The news story includes a headline that may employ alliteration.	Word choice is inaccurate. The headline does not connect to the news story or is missing.
<b>Evidence of Rehearsal and Collaboration</b>	The broadcast presentation is coherent and professional. It displays evidence of collaborative story design, careful planning, and rehearsal.	The broadcast presentation is organized. It displays evidence of collaboration on the story, planning, and rehearsal.	The broadcast presentation is disorganized. It displays little evidence of collaboration on the story, planning, or rehearsal.
<b>Conventions</b>	Extensive evidence reflects the various stages of the writing process.	Evidence reflects the various stages of the writing process.	Little or no evidence reflects the stages of the writing process.
<b>Additional Criteria</b>			

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