

News Story to Newscast

Standards (more apply):

Speaking & Listening/Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade X topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RL.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Preparation: Provide newspapers. Have students choose an individual story to turn into a newscast or provide a list of stories for them to choose from, based on what you know about their interests, reading skills, background knowledge and the required curriculum

Also, have students watch or show a TV news telecast that involves a news anchor and reporters in the field who conduct interviews. Ask students to describe the role of each person on the telecast and use the list of **roles** provided below when deciding on roles in groups, in which they turn one news story into a newscast. Consider using index cards that have individual **roles** on them, giving each group of students a set of four cards (or more if the group needs the reporter to interview more than one subject to tell the story). Use four different colors of index cards to make clear that groups have all **roles** (all colors).

News Anchor: Your job is to introduce the story with some facts and report those facts as objectively as possible. You also introduce the roving reporter and transition between stories and/or reporter(s)/ commentator. After the color commentator finishes, he/she returns the broadcast to you and you sign off.

Roving Reporter: Your job is to interview one or more of the subjects involved in the story. You are introduced by the news anchor and return the program to him/her after the interview(s).

Subject: You're one of the characters in the story. Your job is to tell the roving reporter what happened.

Other Subject Involved in the Story: You're one of the characters in the story. Your job is to tell the roving reporter what happened.

Color Commentator: Your job is to state your viewpoint or offer an informed opinion about the story. Be sure to give reasons for your views or back up your opinions with verifiable facts. You are introduced by the news anchor and turn the program back to him/ her after you complete your comments.

Activities: Ask students to select a newspaper story about an interesting and/or significant event. It may deal with sports, local or national news or a topic covered in the curriculum.

Divide the students into groups of four, five or six and ask them to turn the news story into a TV telecast. Note that the roving reporter may need to **interview** more than one subject to cover the story, which makes the group larger than four. Provide the organizer that show the reporter and subject(s) how to prepare for their **interview(s)**, which should be based on the news story reports.

Working as a team, students should turn the newspaper story into a TV newscast. Each person should take part as a news anchor, roving reporter, subject or commentator. Provide the blank outline to direct their writing of a **script** based on the chosen story.

For practice, have each group of four, five or six students present their newscast to another group. Have the groups assess or coach each other, making sure that they indicate what is good about the presentation and what might be improved. **Assessing the Performance of a Newscast** is a checklist on which to base discussions about how improve the presentation.

After students practice and receive assessments or coaching, they should present their newscast to the class and ask whether students have questions about the story presented in the news story and newscast. If any important questions remain unanswered, the team should discuss how to include the information that was left out.

Variations to consider include the following:

Modeling: Write a script based on a high interest story and ask students to take on roles, in which they read what you wrote. Discuss what you did and how to use the model when they are working in independent groups to prepare a newscast.

Modeling: Ask a group of teachers to turn a news story into a newscast and present to your class for students to review or ask fellow teachers to allow you to videotape their performance of newscast for students in your class to view and assess.

Scaffolding: Have the whole class work on identifying quotes and paraphrases (direct and indirect quotes) and coming up with questions to obtain the information that one or more subjects offer in the story.

For selected stories, highlight or have students highlight quotes and paraphrases before the roving reporter and subject(s) begin work on their interviews. Note that the subjects need to answer questions with quotes or paraphrased sections to remain in character. The roving reporter should write questions that call for the subject(s) to use quotes and paraphrases. Provide the graphic organizer titled **Interview**:

On the **Interview** organizer, have students write the name of each subject in the center and questions/answers for that subject on the lines and in the ovals. In the ovals, have the subject(s) write quotes or paraphrased sections. On the lines, be sure the roving reporter writes questions that are answered by the quotes and paraphrases.

Follow-Up: Have students discuss other ways that they receive news, information and commentary, other than the TV broadcast outlined in this activity. They may identify comedy shows, streaming, video, tweets and radio. Use those as models for other activities, such as having students turn a news story into a 140-character tweet.

Prepared by Sandra Cook, April 15, 2014.