

WRITING A NEWS REPORT

One of the tasks on the literacy test involves writing a news report. You will be given a picture and a headline, and you will need to make up the rest!

WHO, WHAT, WHEN, WHERE, WHY, HOW

News reports often follow a “who, what, when, where, why, how” format. Most news reports begin with what happened and then state who was involved, where the event took place, when it took place, and why it was important.

You will use the “rough notes” section to organize your information before writing the news report.

GENERAL WRITING TIPS

- Always write in the third person (he, she, it, they).
- Do not state your own opinion (don't use the word “I”).
- The headline is an important clue to what happened. Restate it or rephrase it in your opening paragraph.
- Refer to the picture in your writing. For example, “As seen in the picture...” or “As the picture above shows...”
- Use active words. For example, “bystanders helped” is better than “help was received by bystanders”.
- Use short sentences and simple language.
- Direct quotes are someone's actual words: “I can't believe this has happened,” she said.
- Indirect quotes are a third person account of what someone said: She said she couldn't believe this had happened.

CHECKLIST FOR WRITING A NEWS REPORT

- Have I clearly identified a single event?
- Have I added details that answer the six questions: Who? What? Where? When? Why? How?
- Have I told enough for the reader to understand what happened?
- Is my news report divided logically into paragraphs?
- Are the paragraphs clearly marked?

- Have I used transitional words and phrases to link the sequence of events?
- Have I included direct and indirect quotes from participants in the story?
- Is the sequence of events logical?
- Have I used complete sentences?
- Have I used correct spelling, grammar, and punctuation?
- Is the tone unbiased?

TOPIC DEVELOPMENT RUBRIC FOR WRITING A NEWS REPORT

Code	Descriptor
B	<ul style="list-style-type: none"> • Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> • Response is illegible, off-topic or irrelevant to the prompt
10	<ul style="list-style-type: none"> • Response is related to headline and/or photo but is not a news report OR • Response is a news report related to the headline and/or photo • An event is identified with no supporting details, or details listed are unrelated to the event • No evidence of organization
20	<ul style="list-style-type: none"> • Response is related to headline and/or photo but only partly in the form of a news report OR • Response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent • Insufficient supporting details: too few or repetitious • Limited evidence of organization
30	<ul style="list-style-type: none"> • News report is related to the headline and photo • Clear and consistent focus on an event; simply developed • Insufficient or vague supporting details or connection of details to event is not always clear • Evidence of organization, but lapses distract from overall communication
40	<ul style="list-style-type: none"> • News report is related to the headline and photo • Clear and consistent focus on an event, well developed • Sufficient specific supporting details, but only some are specific • Organization is generally logical but somewhat simple or mechanical; lapses do not distract from the overall communication
50	<ul style="list-style-type: none"> • News report is related to the headline and photo

	<ul style="list-style-type: none"> • Clear and consistent focus on an event • Sufficient specific supporting details • Organization is generally logical
60	<ul style="list-style-type: none"> • News report is related to the headline and photo • Clear and consistent focus on an event • Sufficient specific and relevant supporting details, thoughtfully chosen to develop the news report • Organization is logical and coherent demonstrating a thoughtful progression of ideas

USE OF CONVENTIONS RUBRIC FOR NEWS REPORT

Code	Descriptor
10	<ul style="list-style-type: none"> Insufficient evidence to assess the use of conventions <p>OR</p> <ul style="list-style-type: none"> Errors in conventions interfere with communication
20	<ul style="list-style-type: none"> Errors in convention distract from communication
30	<ul style="list-style-type: none"> Errors in convention do not distract from communication
40	<ul style="list-style-type: none"> Control of conventions evident in written work

Conventions refers to grammar, usage, spelling and punctuation.

Clarification of Descriptors for Conventions

- **Insufficient evidence:** The student has not written enough to assess his/her use of conventions. A minimum of two sentences is required.
- **Interfere:** Reading rhythm is constantly interrupted. There is so much re-reading that the reader cannot recall what the piece of writing said overall.
- **Distract:** Reading rhythm is interrupted, even if the information can be understood. The reader is as aware of the errors as of the information being communicated.
- **Do not distract:** There may be errors, but they do not impede understanding of the information.
- **Control:** Some errors may exist, but the information is easily understood.