

## How to Write a News Report

### Instructions

#### ***Get Ready***

1. Gather background information that answers the five W's for your news report: who, what, where, when, and why. Also choose a "how," if appropriate. Write this information on the template in point form.
2. Interview someone connected to the story. Carefully record your quotations on the template.
3. Think of a catchy headline.

#### ***Write the Lead***

4. Write one or two sentences that tell what happened and that will catch the interest of the reader.

#### ***Write the Background***

5. Use your notes to write sentences that give some background on the event or give details that help answer the five W's and how.
6. Include at least one quotation from someone you interviewed.

#### ***Write a Concluding Statement***

7. Write a sentence that explains the possible consequences of the event, or what might happen next.

#### ***Check Your Work***

8. Make sure you have included all the most important information (have you answered the 5 W's and how?).
9. Read through again to correct grammar, spelling, and punctuation mistakes. Make sure you have used quotation marks correctly.

## How to Write a News Report Template

Name: \_\_\_\_\_

HEADLINE: \_\_\_\_\_

### THE LEAD

(Summarize what happened to get the reader's interest.)

### BACKGROUND

(Give background information about the event and more information about the 5 W's.)

### QUOTATIONS

(Quote people who were involved in the event.)

### CONCLUDING STATEMENT

(Conclude with consequences or possible future leads.)

## News Report Checklist

Name: \_\_\_\_\_ Title: \_\_\_\_\_

### Main Idea

- The topic sentence is in the first part of the piece.
- The main idea remains consistent throughout the piece.
- The main idea is restated in the final part of the piece.

### Supporting Details

- Who, what, where, when, and why are all included.
- Supporting details are clearly related to the main idea.

### Organization

- Connecting words are used between ideas, sentences, and paragraphs.
- Each paragraph (if more than one is present) has a clearly defined topic.

### Audience and Purpose

- Level of language and tone are appropriate for audience and purpose.

### Grammar

- Sentences are complete and correct (verbs agree with subjects, pronouns agree with antecedents, verb tense is consistent).

### Spelling

- Spellings checked using spelling patterns, rules, and resources.

### Punctuation

- Punctuation is used correctly (e.g., period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses).

# News Report Rubric

Category	Level One	Level Two	Level Three	Level Four
<b>Main Idea and Supporting Details</b>	<ul style="list-style-type: none"> <li>rarely demonstrates the skills</li> <li>report does not focus on one event</li> <li>either no supporting details to develop focus, or supporting details are unrelated to the focus</li> </ul>	<ul style="list-style-type: none"> <li>sometimes demonstrates the skills</li> <li>some parts of report do not remain focused on the event</li> <li>focus is not sufficiently developed by the supporting details</li> </ul>	<ul style="list-style-type: none"> <li>consistently demonstrates the skills</li> <li>some parts of report are not focused on the event, but the focus is sufficiently developed by the supporting details</li> </ul>	<ul style="list-style-type: none"> <li>always demonstrates the skills</li> <li>report focuses on one event and focus is substantially developed by the supporting details</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>rarely organizes and presents written work appropriately</li> <li>no apparent connection between ideas</li> </ul>	<ul style="list-style-type: none"> <li>sometimes organizes and presents written work appropriately</li> <li>connection between some, but not all ideas</li> </ul>	<ul style="list-style-type: none"> <li>consistently organizes and presents written work appropriately</li> <li>ideas are connected in a simple or mechanical way</li> </ul>	<ul style="list-style-type: none"> <li>always organizes and presents written work appropriately</li> <li>all ideas clearly and coherently connected</li> </ul>
<b>Audience and Purpose</b>	<ul style="list-style-type: none"> <li>rarely demonstrates an understanding of how to use the news report to inform the reader</li> <li>language and tone are inappropriate for stated audience —the report is written more as a narrative</li> </ul>	<ul style="list-style-type: none"> <li>sometimes demonstrates an understanding of how to use the news report to inform the reader</li> <li>language and tone are not consistent, and in some places are inappropriate for stated audience</li> </ul>	<ul style="list-style-type: none"> <li>consistently demonstrates an understanding of how to use the news report to inform the reader</li> <li>tone of writing is informative language is consistent with stated audience</li> </ul>	<ul style="list-style-type: none"> <li>always demonstrates an understanding of how to use the news report to inform the reader</li> <li>tone clearly reflects superior understanding of news report style and audience</li> </ul>
<b>Grammar and Usage</b>	<ul style="list-style-type: none"> <li>rarely demonstrates appropriate use of grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>sometimes demonstrates appropriate use of grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>consistently demonstrates appropriate use of grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>always demonstrates appropriate use of grammatical structures</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>rarely demonstrates a knowledge of spelling patterns and rules</li> <li>use of appropriate resources to spell appropriately (e.g., dictionaries, word walls, spelling strategies)</li> </ul>	<ul style="list-style-type: none"> <li>sometimes demonstrates a knowledge of spelling patterns and rules and ability to use resources to aid in spelling correctly</li> </ul>	<ul style="list-style-type: none"> <li>consistently demonstrates a knowledge of spelling patterns and rules and ability to use resources to aid in spelling correctly</li> </ul>	<ul style="list-style-type: none"> <li>always demonstrates a knowledge of spelling patterns and rules and ability to use resources to aid in spelling correctly</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>rarely demonstrates an appropriate and effective use of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>sometimes demonstrates an appropriate and effective use of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>consistently demonstrates an appropriate and effective use of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>always demonstrates an appropriate and effective use of punctuation</li> </ul>