

# Task Analysis, Objectives, and Assessments: How to Write a Straight News Article

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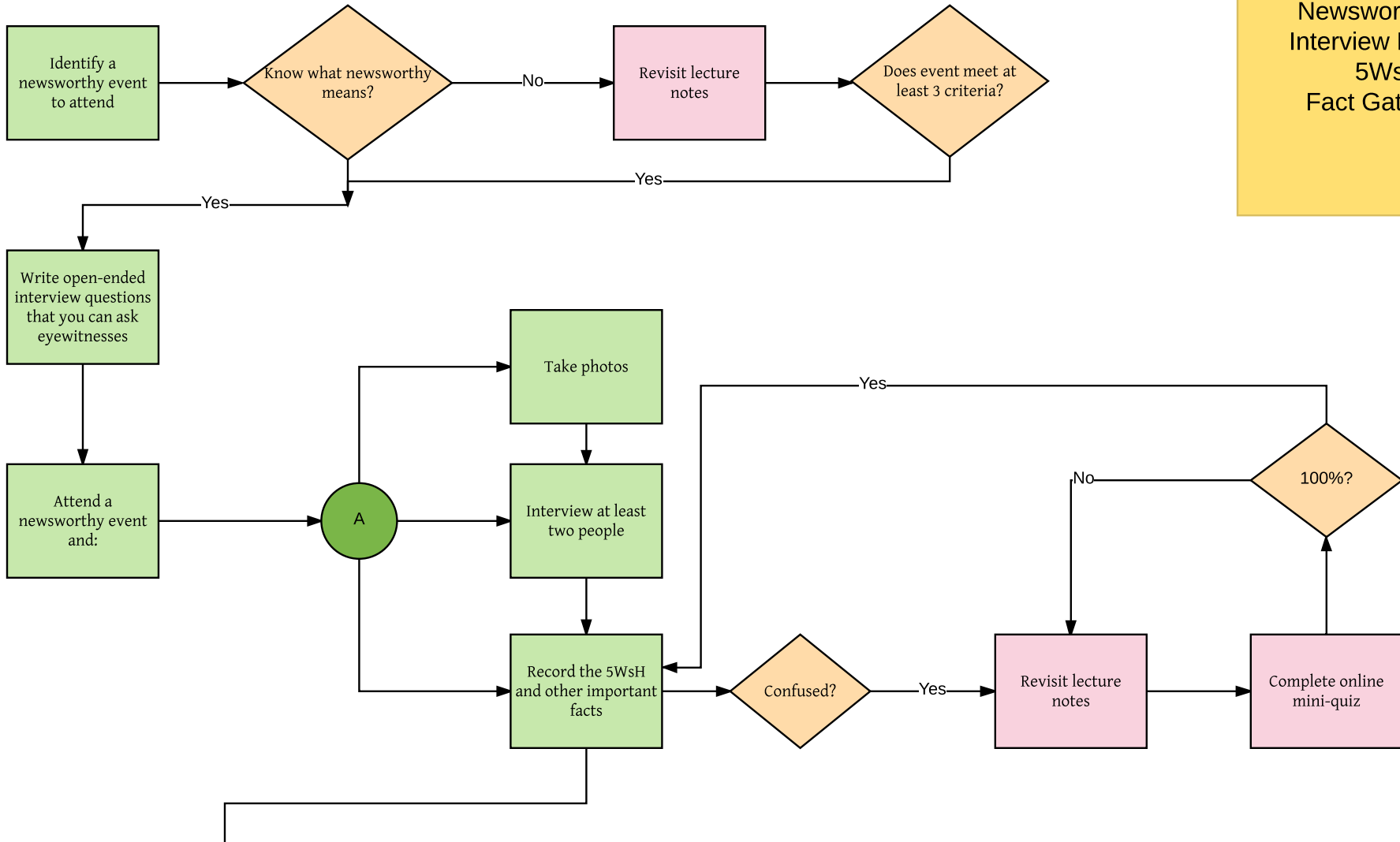
Dr. Shannon

Principles of E-Learning Instructional Design

Summer 2017

**Key**  
Red = Main Tasks  
Green = Sub-Tasks  
Orange = Comprehension  
Check  
Pink = Possible  
Method/Intervention

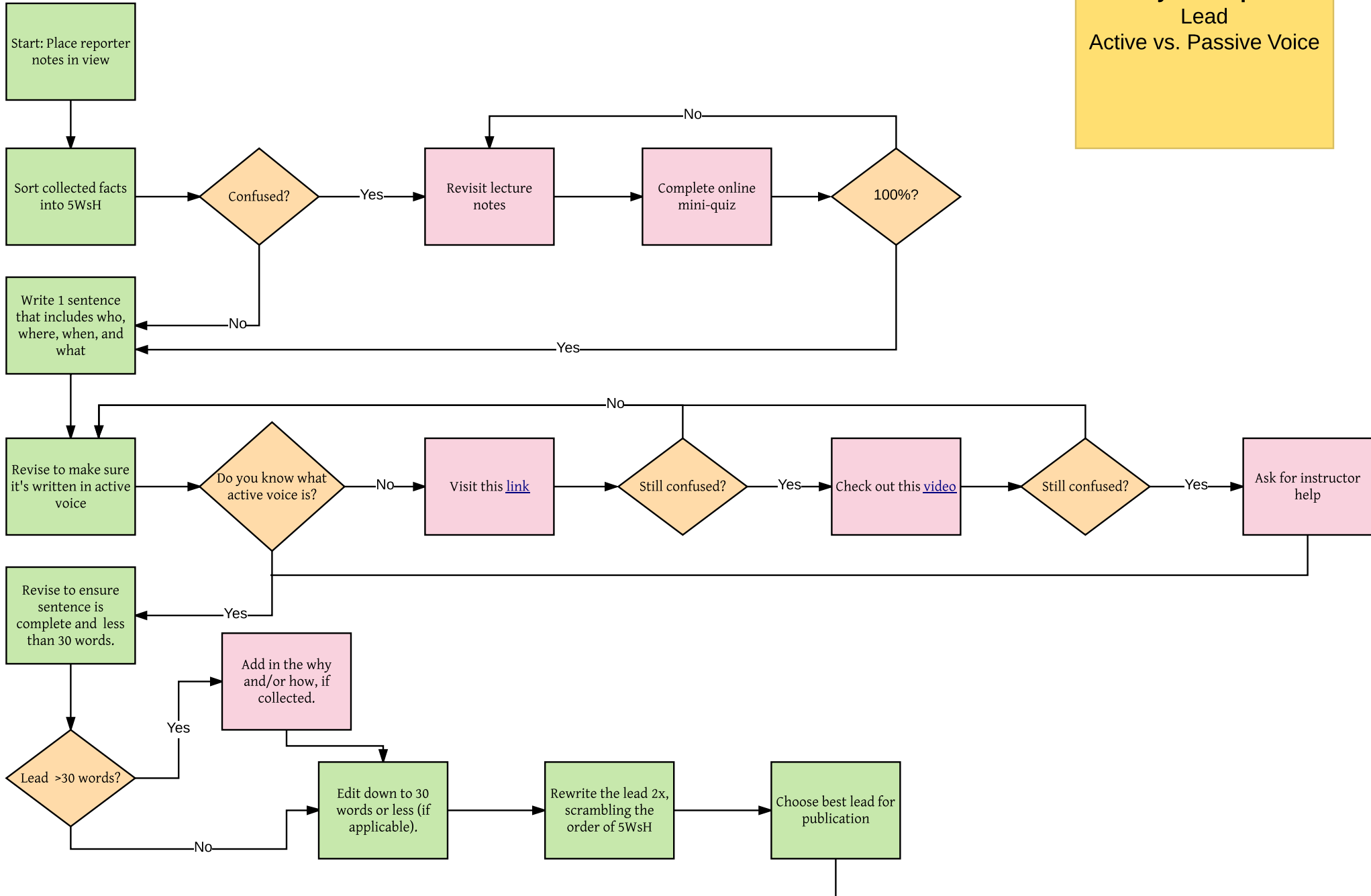
## Section 1: Fact-Gathering



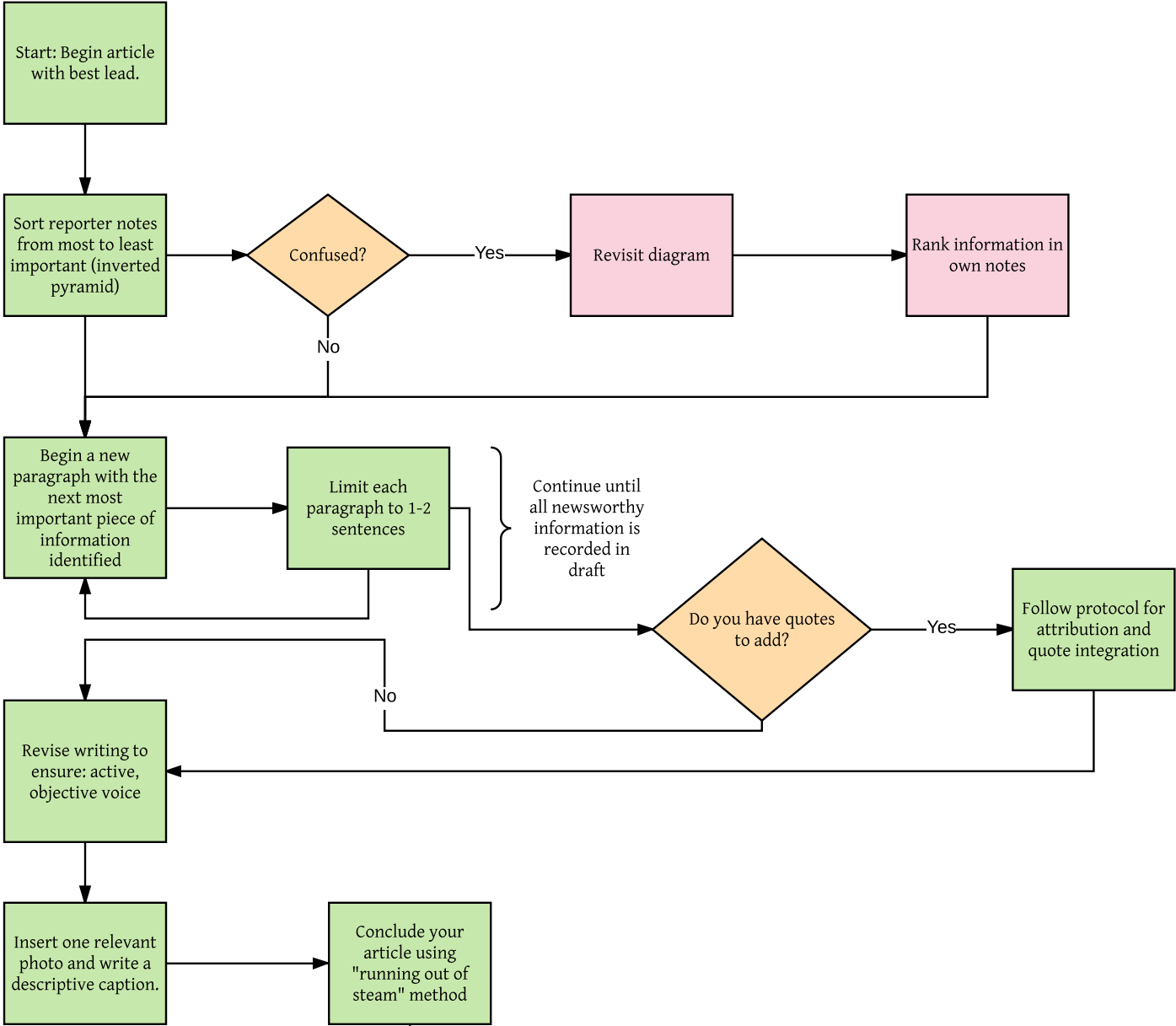
**Key Concepts:**  
Newsworthiness  
Interview Protocol  
5WSH  
Fact Gathering

## Section 2: Writing the Lead

**Key Concepts:**  
Lead  
Active vs. Passive Voice



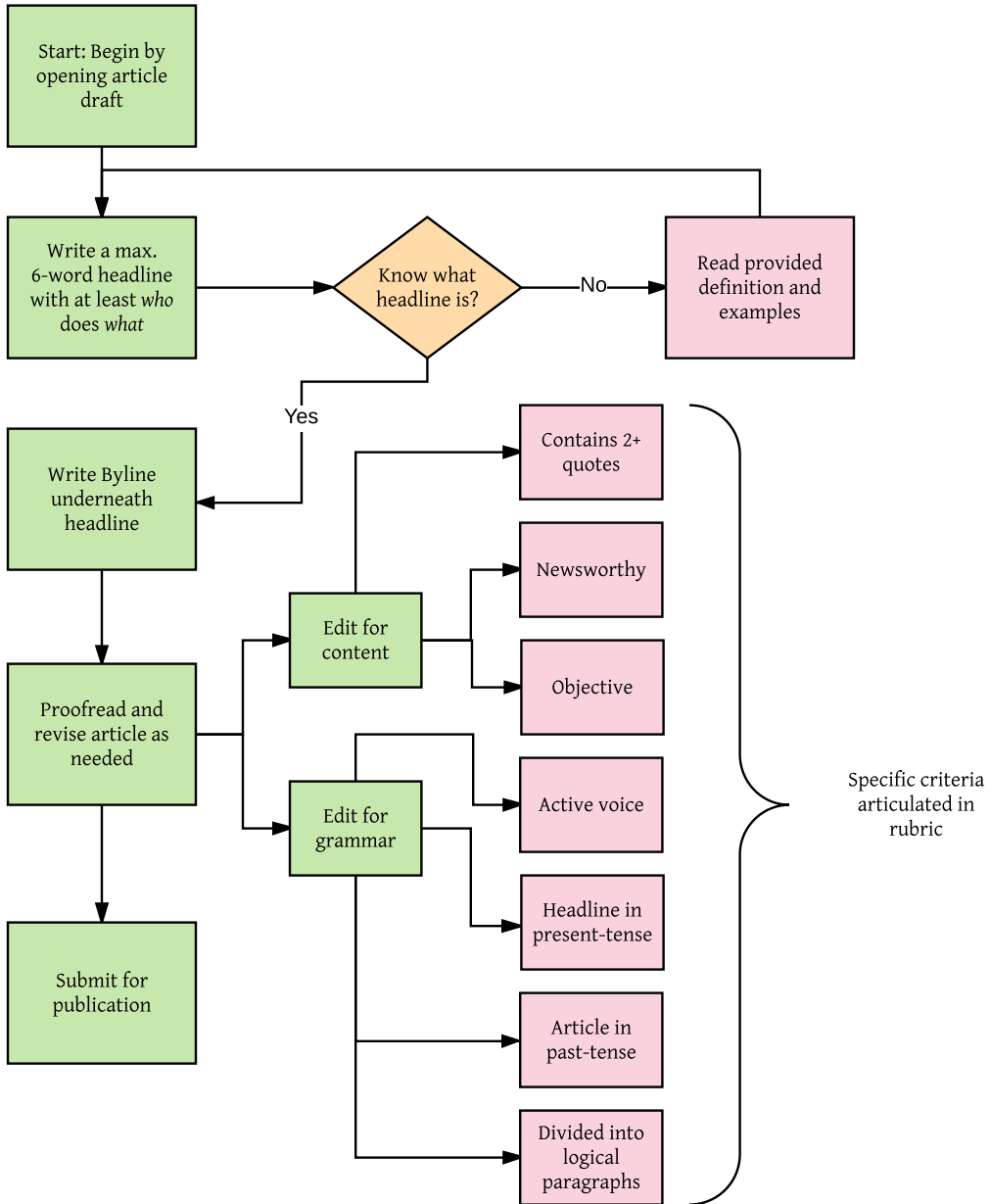
# Section 3: Drafting the Body



**Key Concepts:**  
Inverted Pyramid  
Integrating Quotes  
Objective/Unbiased  
"Running out of Steam"

# Section 4: Proofing for Publication

**Key Concepts:**  
Proofreading  
Headlines  
Bylines



# Objectives and Assessments for Section 1: Fact-Gathering

## Behavioral Objectives

1. Students will be able to name a newsworthy event to attend and report upon which contains at least 3 elements of newsworthiness.
2. Students will be able to record the facts of that event in an accurate format that they can revisit (i.e. handwritten notes, audio recording, type-written notes), including *who, what, when, and where*.
3. Students will be able to write at least ten open-ended, relevant, and interesting interview questions for a person attending this event.

## Indirect Assessments

1. During F2F instruction times, drop by table groups and ask students to report out on the event about which they are preparing to attend. Follow up with probing questions. (i.e. *What makes this story newsworthy? Who would be the best people to interview at this event? Why? What kind of questions will you ask? What might your readership be most interested in knowing?*)

## Direct Assessments

1. Provide students with three news articles pulled from various familiar news sources (i.e. *SF Chronicle, NY Times, Sacramento Bee*) and have them explain what makes them newsworthy. [**Formative**]
2. Pass a brief mini-quiz on the 5WsH of Journalism until student earns 100% . [**Formative**]
3. Create a digital or print "Reporter's Field Notes" document which contains: a graphic organizer pre-filled with the 5WsH that are already known, interview questions with an interactive table to record responses, "Framing a Photograph" quick-reference guide, and "5WsH of Journalism" reference sheet. [**Summative**]

## Objectives and Assessments for Section 2: Writing the Lead

### Behavioral Objectives

1. Students will be able to sort the 5WsH of journalism using examples from news articles and in their own fact-gathering for news reports with 100% accuracy.
2. Students will be able to write (or revise) their writing to reflect the use of active voice with 100% accuracy.
3. Students will be able to write a concise straight news lead that, at minimum, includes *who*, *what*, *when*, and *where* the news event occurred.

### Indirect Assessments

1. During F2F instruction times, drop by table groups and ask students to report out on the event about which they are writing straight news leads. Follow up with probing questions. (i.e. *Who do you think this story is about? What are the most newsworthy moments? What information do you think you should tell the reader first? Are you using active voice?*)

### Direct Assessments

1. Provide students with three news articles pulled from various familiar news sources (i.e. *SF Chronicle*, *NY Times*, *Sacramento Bee*) and have them highlight and label the 5WsH in table groups. [**Formative**]
2. Fill in a graphic organizer with correctly sorted 5WsH using their reporter notes. [**Formative**]
3. Write the lead in three different ways, scrambling the order in which the 5WsH are introduced while maintaining concision and active voice. [**Formative**]
4. Choose the best lead to submit for publication. [**Summative**]

## Objectives and Assessments for Section 3: Drafting the Body

### Behavioral Objectives

1. Students will be able to rank the information collected in reporter's notes from most important to least important.
2. Students will be able to write (or revise) their writing to reflect the use of active voice with 100% accuracy.
3. Students will be able to write a concise straight news body that is broken into 1-2 sentence paragraphs and ordered according to the principles of the inverted pyramid.
4. Students will be able to integrate direct quotes into the news story using correct attribution and formatting styles.

### Indirect Assessments

1. During F2F instruction times, drop by table groups and ask students to report out on the event about which they are writing straight news bodies. Follow up with probing questions. (i.e. *After your lead, how did you decide what was the next most important piece of information? What quotes do you think work best with this story? Who exactly is speaking here? Last name? Age?*)
2. Ask student to identify an area of need or concern (or, supply one after a quick read-through if student believes their writing is flawless). Coach or advise appropriate next steps as required.

### Direct Assessments

1. Rank and label the information and facts collected in reporter's notes from most to least important using a self-designed key. [**Formative**]
2. Write out the direct quotes that student intends to include in story with correct attribution and formatting on a separate graphic organizer. Label parts to ensure all ingredients are present. [**Formative**]
3. Write a straight news body in several 1-2 sentence paragraphs adhering to the principles of the inverted pyramid and active voice. [**Summative**]

## Objectives and Assessments for Section 4: Proofing for Publication

### Behavioral Objectives

1. Students will be able to revise their draft using the supplied rubric to guide editing decisions and ensure adherence to English language conventions.
2. Students will be able to write (or revise) their writing to reflect the use of active voice with 100% accuracy.
3. Students will be able to write a concise, polished straight news article that contains a lead, headline, byline, photos, direct quotes, and information compiled in 300-500 words.

### Indirect Assessments

1. During F2F instruction times, drop by table groups and ask students to report out on the event about which they are writing straight news leads. Follow up with probing questions. (i.e. *Did you cross-reference your work with the rubric? How do you think your writing achieves [x] criteria? What could you do better? Did you read your story out loud?*)
2. Ask student to identify an area of need or concern (or, supply one after a quick read-through if student believes their writing is flawless). Coach or advise appropriate next steps as required.

### Direct Assessments

1. Complete a self-edit checklist, making changes to draft as needed. [**Formative**]
2. Complete one peer-edit cycle, filling out the requisite form. Make changes to draft when cycle is complete. [**Formative**]
3. Submit proofread story for publication. [**Summative**]

## Common Core State Standards Addressed in Module

### **CCSS.ELA-LITERACY.W.8.2**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### **CCSS.ELA-LITERACY.W.8.2.A**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

#### **CCSS.ELA-LITERACY.W.8.2.B**

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

#### **CCSS.ELA-LITERACY.W.8.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### **CCSS.ELA-LITERACY.W.8.2.E**

Establish and maintain a formal style.

### **CCSS.ELA-LITERACY.W.8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### **CCSS.ELA-LITERACY.W.8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### **CCSS.ELA-LITERACY.L.8.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **CCSS.ELA-LITERACY.L.8.1.B**

Form and use verbs in the active and passive voice.

#### **CCSS.ELA-LITERACY.L.8.1.D**

Recognize and correct inappropriate shifts in verb voice and mood.

### **CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **CCSS.ELA-LITERACY.L.8.2.A**

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

#### **CCSS.ELA-LITERACY.L.8.2.C**

Spell correctly.