

Awaken your inner journalist!



Source: Lieback, Ron. "10 Journalism Skills Every Content Marketer Needs." *Search Engine Journal*, Search Engine Journal, 25 Feb. 2019, www.searchenginejournal.com/journalism-skills-content-marketers-need/294127/#close.

Wide reading - assigned genre:

Historical Fiction: a made up story based on something that happened in history

Response to literature:

Newspaper cover page

Guidelines:

This book project will be written as a mini newspaper and will include the following items:

- **Title of Newspaper/Date**

Create a title for your newspaper. It should be related to the book. This should be written at the top of the page. The following are some words commonly used in newspaper titles: *Gazette, Herald, Post, Times, Globe, Crier, Advocate, Chronicle*.

- **Elements of an article**

Headline, byline, dateline (the date should be related to the time period of the book you read), placeline, lead, quotations, relevant images and captions.

- **Inverted Pyramid Structure**

This refers to the style of journalism which places the most important facts at the beginning and works "down" from there. Ideally, the first paragraph should contain enough information to

give the reader a good overview of the entire story. The rest of the article explains and expands on the beginning.

Articles:

1. Your first article should be your **cover story**. Start with a headline then the rest of the cover story will be about the conflict of the novel. Be sure to include the main characters and the problem and resolution. Use your name as the reporter at the end of the story.
2. The next article should be an article about an event that actually occurred during this time period. Do some research about the time period in which your story takes place. You need to choose an actual historical event from the same GENERAL time period as your story.
3. Choose one of the following to include:
 - Sports article
 - Advertisement
 - Business News

Key Learning Points

News Report

- The key elements of a News Report are:

1. Headline

- > Catches your attention
- > Sums up the story



2. Byline

- > Writer's name
- > Writer's Specialty, e.g. sports, food, crime, current events

3. Placeline

- > Where the story begins



4. Lead

- > The opening section
- > Gives most important information
- > Should answer most of the 5W's

5. Body

- > Supplies detail
- > Most important details come first
- > Simple true statements

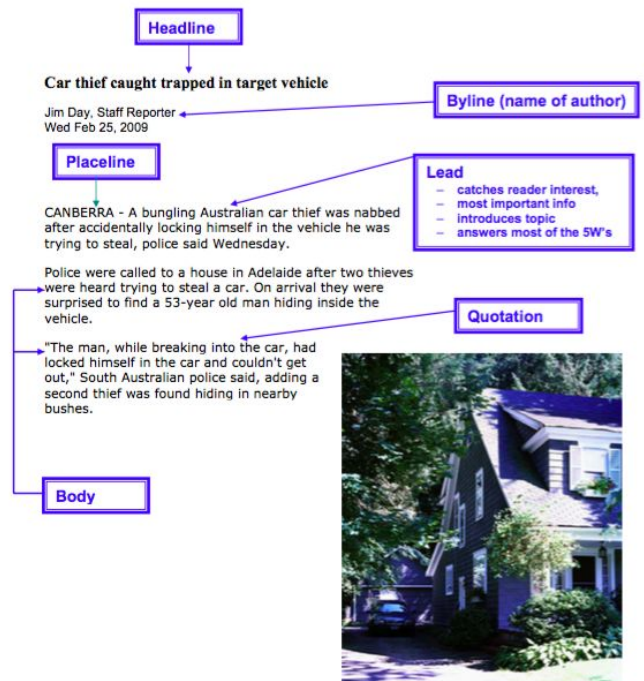


6. Quotation

- > What someone actually said
- > Adds accuracy
- > Adds "at the scene" feeling

Key Learning Points

News Report - An example



Due Date: TBD

Assessment Criteria: C - Producing text, D - Using language (see rubrics below)

MYP Language and Literature Rubrics - Year 3

Criterion C: Producing text

At the end of year 3, students should be able to:

- i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

1 - 2	<ol style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
3 - 4	<ol style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5 - 6	<ol style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.
7 - 8	<ol style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision.

Criterion D: Language

At the end of year 3, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

1 - 2	<ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3 - 4	<ol style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5 - 6	<ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7 - 8	<ol style="list-style-type: none"> i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.