

NEWS SHOW PRODUCTION



ELA & READING

3

GRADE 3

This guide links the *News Show Production* unit to the Texas Essential Knowledge and Skills (TEKS) for third grade students. *News Show Production* is an English Language Arts and Reading unit that allows students to study the different genres of informational writing that occur in a webcast, television, or radio news show. *News Show Production* also has interdisciplinary connections to Fine Arts and Social Studies disciplines. For example, students will interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps, as outlined in the Social Studies TEKS. The following document includes the applicable TEKS and the details of the *News Show Production* unit. The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Description of Unit

In this task, students will explore the content, format, and production aspects of a news show. Students will learn about different types of informational writing and practice thinking critically when analyzing news stories. Students will compare objective news stories with persuasive, opinion/editorial writing and will analyze how design elements such as graphics and sound add to or detract from a message. Student learning will culminate in the production of a short news show where students take on the roles necessary to produce the show (e.g., anchor, producer, reporter, camera-person).

Goals

Students will meet these goals in their explorations:

- Become familiar with various genres of informational writing
- Gain awareness of the five “Ws” in news writing
- Understand the differences between news content and editorial/opinion pieces
- Brainstorm, conduct interviews, and ask questions to clarify ideas and gather information
- Have opportunities to pursue interests and ideas for written articles
- Develop the essential skills of communicating, creative problem solving, and logical thinking

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- Understand the responsibilities of journalists and graphic artists in presenting objective information as well as editorial/opinion pieces

Phase I. Learning Experiences

1. Introduce students to the genre of news writing and to the five “Ws” (who, what, when, where, why) by asking each of them to share a news clipping taken either from the local paper or an Internet news source. Ask each student to note the topic of her article and make inferences about the author’s purpose for writing the text. You may wish to use the [Newspaper Story Format](#) worksheet from www.readwritethink.org.
2. Analyze the details of the stories presented. Use a graphic organizer to identify the sources cited by the story. With most news stories, a minimum of three sources from a variety of viewpoints should appear. How did the author find the information (e.g., by conducting interviews or background reading)? What might readers infer about the sources as far as their various points of view on the topic? What patterns do students notice about the various points of view—are they all in agreement? How do the sources represent diversity (in addition to diverse points of view)?
3. Compare the news stories with persuasive, opinion pieces in the editorial section. How are these pieces of writing similar to and different from the news story? What might students conclude as the author’s purpose for the opinion piece? How does the author support his/her point of view?
4. Guide students in understanding how the news and opinion stories differ across media types. Listen to radio segments and podcasts. Watch and compare several different television news programs. Create a graphic organizer or chart to record similarities and differences across media. Lead students in a discussion to identify the differences that make each media type unique (i.e., radio’s emphasis on sound and flow from topic to topic, television’s motion graphics). How might students describe the influence of various design techniques (e.g., shape, color, sound) on the message?

<http://www.usa.gov/Topics/Reference-Shelf/Libraries/RSS-Library/What-Is-RSS.shtml>
<http://legacy.kctcs.edu/newspublications/stylebook/mediatypes.htm>

5. In small groups, ask students to select one of the stories from the previous activity and use the [SCAMPER](#) technique to brainstorm how a change in design elements alters the message. After observing how the changes impact the messages, what are students’ opinions about the responsibilities of news people when presenting information using multimedia?
6. In small groups brainstorm ideas for a news show. How will you balance hard news content with editorials and entertainment pieces? What job descriptions or roles will you need to fill in order to produce the show? Outline a rough sequence for the structure of your show (e.g., opening music, local news, weather, sports, and opinion).
 - What topics will you cover and what is the geographic area that will confine your reporting (e.g., school news, neighborhood news, city news)?
 - What will be the focus of your opinion piece?

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- Will you present weather information and if so, how will you gather that and convey those data?
 - What will the graphics for your news show look like? Will you show have a name, a song, and a slogan (e.g., “KEYE-TV—Your Eye on Austin”)?
 - How will you produce your show? Who will need to run the lights, sound, and video (if doing a video newscast) or the recorders if doing an audio podcast or radio show?
 - Will your news program have a website in addition to the show and if so, how will the website support the show?
7. Collaborating with the media specialist, librarian, and classroom teacher, each student will be responsible for writing, researching, and reading at least one news or opinion segment as part of a short news program. In small groups, students assign roles for various production aspects (e.g., graphics, sound, cameraman, producer, anchor, and meteorologist)?

Student news programs may be aired in each classroom, or shown during parent-teacher conference nights.

Phase II. Independent Research

A. Research process

1. Selecting a topic. Form small groups based on interests and identify how many news segments, what topics, and what geographic areas your group will cover in the news show. Also identify whether or not your group will offer an opinion piece, weather, or sports news. Each member of the news team is responsible for an aspect of the news show.
2. Asking guiding questions. Each group creates a timeline showing the sequence of news stories. Next to each topic idea on the timeline, brainstorm a list of possible sources for information on that subject. Assign each segment to one person in the group.
3. Creating a research proposal. Use the [Newspaper Story Format](#) worksheet to help gather and organize information for your news story. Remember the 5Ws of journalistic writing: Who, What, When, Where, and Why. You may also want to investigate the “How” of your topic. On the back of the worksheet, make three columns. In each column identify one person, or source, you can interview until you have all three columns completed. Ask yourself, “How do each of these individuals represent diverse points of view on this topic? How might each person share different information?”
4. Conducting the research. Collaborate with the teacher, media specialist and librarian to find books and websites for background information related to the student’s story ideas. Help students conduct short interviews to gather the information from primary sources.
5. Sharing findings. Each student takes a different role in the production of the news show (e.g., anchor, videographer, sound, producer, sportscaster, meteorologist).

B. The product

Each group develops the written content and produces a news show. The show may use an audio (radio or podcast) or video format. Each show should have a name, graphics, one or more news stories, and optional human-interest pieces such as opinion/editorial, sports or weather features.

C. Communication

Each group presents the news show to an audience using appropriate vocabulary. News show team members should collaborate creatively to ensure the show's success. Each individual should have a role in the production. Also, each student should be able to articulate the sequence of pieces and describe the group's decision-making process leading them to the chosen arrangement.

D. A completed project consists of:

1. Process/graphic organizer worksheets such as the [Newspaper Story Format](#) worksheet
2. Group brainstorming timeline describing the content of the show
3. Written news, opinion, sports, and weather articles
4. Video or audio of the news show

Internet Resources

<http://www.medialit.org/cml-medialit-kit>

<http://namle.net/>

<http://www.cnn.com/studentnews/index.html>

<http://www.ithaca.edu/looksharp/?action=medialithandouts>

<http://www.texasfolklife.org/storiesfromdeepintheheart.html>

<http://www.prx.org/group/storiesfromdeep>

<http://www.readwritethink.org/classroom-resources/calendar-activities/debuted-first-television-news-20652.html>

<http://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-newspaper-249.html>

<http://governor.state.tx.us/film>

http://governor.state.tx.us/film/resources/production_assistant

<http://www.studentnewsdaily.com/site-overview/>

<http://www.ipl.org/div/news/>

http://www.readwritethink.org/files/resources/interactives/Printing_Press/

<http://www.newseum.org/exhibits-and-theaters/index.html>

<http://jeadigitalmedia.org/>

Texas Essential Knowledge and Skills

The unit may address the following TEKS:

English Language Arts and Reading:

- 3.2 Comprehends a variety of texts drawing on useful strategies as needed
- 3.3 Reads grade-level text with fluency and comprehension
- 3.4 Understands new vocabulary and uses it when reading and writing
- 3.5 Analyzes, makes inferences and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 3.7 Understands, makes inferences and draws conclusions about the structure and elements of drama and provides evidence from text to support their understanding
- 3.10 Understands, makes inferences and draws conclusions about how an author's sensory language creates imagery in literary text and provides evidence from text to support their understanding
- 3.12 Analyzes, makes inferences and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 3.13 Analyzes, makes inferences and draws conclusions about expository text and provides evidence from text to support their understanding
- 3.14 Analyzes, makes inferences and draws conclusions about persuasive text and provides evidence from text to support their analysis
- 3.15 Understands how to glean and use information in procedural texts and documents
- 3.16 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- 3.17 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 3.18 Writes literary texts to express their ideas and feelings about real or imagined people, events, and ideas
- 3.21 Writes persuasive texts to influence the attitudes or actions of a specific audience on specific issues
- 3.22 Understands the function of and uses the conventions of academic language when speaking and writing
- 3.23 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- 3.24 Spells correctly
- 3.25 Asks open-ended research questions and develops a plan for answering them
- 3.26 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather
- 3.28 Organizes and presents their ideas and information according to the purpose of the research and their audience

- 3.29 Uses comprehension skills to listen attentively to others in formal and informal settings
- 3.30 Speaks clearly and to the point, using the conventions of language
- 3.31 Works productively with others in teams

Mathematics:

- 3.1 Uses mathematical processes to acquire and demonstrate mathematical understanding
- 3.7 Applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement
- 3.8 Applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data

Science:

- 3.3 Knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions
- 3.4 Knows how to use a variety of tools and methods to conduct science inquiry

Social Studies:

- 3.1 Understands how individuals, events, and ideas have influenced the history of various communities
- 3.2 Understands common characteristics of communities, past and present
- 3.3 Understands the concepts of time and chronology
- 3.5 Understands the concepts of location, distance, and direction on maps and globes
- 3.6 Understands the purposes of earning, spending, saving, and donating money
- 3.12 Understands the impact of individual and group decisions on communities in a constitutional republic
- 3.13 Understands ethnic and/or cultural celebrations of the local community and other communities
- 3.17 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- 3.18 Communicates in written, oral, and visual forms
- 3.19 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Fine Arts:

Art

- 3.1 Develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities
- 3.2 Communicates ideas through original artworks using a variety of media with appropriate skill
- 3.3 Demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures
- 3.4 Responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluation

Texas College and Career Readiness Standards

This unit may address the following Texas College and Career Readiness Standards:

English Language Arts:

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| I.A.1 | Determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience |
| I.A.2 | Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources |
| I.A.3 | Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis |
| II.A.2 | Uses text features and graphics to form an overview of informational texts and to determine where to locate information |
| II.A.3 | Identifies explicit and implicit textual information including main ideas and author's purpose |
| II.A.4 | Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions |
| II.A.5 | Analyze the presentation of information and the strength and quality of evidence used by the author, and judges the coherence and logic of the presentation and the credibility of an argument |
| II.A.9 | Identifies and analyzes the audience, purpose, and message of an informational or persuasive text |
| II.A.10 | Identifies and analyzes how an author's use of language appeals to the senses, creates imagery, and suggests mood |
| III.A.1 | Understands how style and content of spoken language varies in different contexts and influences the listener's understanding |
| III.A.2 | Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes |
| III.B.1 | Participates actively and effectively in one-on-one oral communication situations |
| III.B.2 | Participates actively and effectively in group discussions |
| III.B.3 | Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrates solid reasoning |
| IV.A.1 | Analyzes and evaluates the effectiveness of a public presentation |
| IV.A.2 | Interprets a speaker's message; identifies the position taken and the evidence in support of that position |
| IV.A.3 | Uses a variety of strategies to enhance listening comprehension |
| IV.B.1 | Listens critically and responds appropriately to presentations |
| IV.B.2 | Listens actively and effectively in one-on-one communication situations |
| IV.B.3 | Listens actively and effectively in group discussions |
| V.A.1 | Formulates research questions |
| V.A.2 | Explores a research topic |
| V.A.3 | Refines research topic and devises a timeline for completing work |

- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.C.1 Designs and presents an effective product
- V.C.2 Uses source material ethically

Mathematics:

- VI.B.2 Selects and applies appropriate visual representations of data
- VIII.A.5 Evaluates the problem-solving process
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- VIII.C.1 Formulates a solution to a real world situation based on the solution to a mathematic problem
- IX.B.2 Summarizes and interprets mathematical information provided orally, visually, or in written form within the given context
- IX.C.1 Communicates mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words
- IX.C.2 Creates and uses representations to organize, record, and communicate mathematical ideas
- X.B.1 Uses multiple representations to demonstrate links between mathematical and real-world situations
- X.B.2 Understands and uses appropriate mathematical models in the natural, physical, and social sciences
- X.B.3 Knows and understands the use of mathematics in a variety of careers and professions

Science:

- I.C.1 Collaborates on joint projects
- I.D.1 Demonstrates literacy in computer use
- I.D.2 Uses computer models, applications, and simulations
- I.D.3 Demonstrates appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data
- I.E.1 Uses several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic
- I.E.2 Uses essential vocabulary of the discipline being studied
- III.B.3 Recognizes scientific and technical vocabulary in the field of study and uses this vocabulary to enhance clarity of communication
- III.B.4 Lists, uses and gives examples of specific strategies before, during, and after reading to improve comprehension
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences

- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source

Social Studies:

- I.E.4 Identifies and evaluates the sources and consequences of social conflict
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- IV.D.2 Recognizes and evaluates counter-arguments
- V.A.1 Uses appropriate oral communication techniques depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently

- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.B.1 Writes clearly and coherently using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.B.3 Composes and revises drafts
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devises a timeline for completing work
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicates findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately