

HIGH SCHOOL JOURNALISM

AND THE COMMON CORE STANDARDS

N.C. Scholastic Media Advisers Association
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CORE IS WHAT WE DO...

The skills that the standards require of high school writers have long been an inherent part of a high school journalist's daily experience whether that experience entails the production of a newspaper, yearbook, literary magazine, news broadcast or website.

In fact, the products produced by North Carolina's young journalists serve as excellent models of the Common Core Writing Standards that English teachers statewide can utilize to help guide their own instruction.

Let us take a few moments to show you how North Carolina's student journalists live the Common Core experience.



STUDENT JOURNALISM

Inherently Common Core



APPLYING THE STANDARDS

W.9-10.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.11-12.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

HIGH SCHOOL JOURNALISTS...

- Write editorials, columns and reviews centered around a **precise claim** that reflects the writer's opinion.
- Must support these claims with a series of reasons.
- Must support their reasons with **evidence**.
- Evidence might include interviews, poll data, statistics from reputable and recognizable sources and/or the personal experiences of the writer in editorials and columns.
- Evidence might include specific examples of acting or direction for stage and film productions or lyrics, sound or conventions for a specific genre for reviews.

W.9-10.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.11-12.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

HIGH SCHOOL JOURNALISTS...

- Often publish differing opinion pieces on the same topic side by side on the editorial page. These are called Pro/Con or Point/Counterpoint pieces.
- These writers are keenly aware of **alternate or opposing claims**.
- Such pieces often directly address the opposing reporter's viewpoint to **distinguish the claim from opposing claims**.
- They may also refer directly to the opponent's claim (a counter claim) and offer reasons and evidence why their own claim is superior.
- These products can also take the form of contrasting reviews about a film, music album or experience.
- Even if not in a pro/con setting, individual opinion pieces often state opposing views in the piece and argue against them (counter claims).

W.9-10.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.11-12.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

HIGH SCHOOL JOURNALISTS...

“create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.”

- Editorials and column writers may organize reasons and evidence from least persuasive to most persuasive.
- They may arrange reasons and evidence by type: interviews, data, and personal experience.
- They may organize a review around the elements discussed like acting, pace, dialogue, cinematography, etc.
- Regardless, student journalists craft opinion pieces with specific organizations in mind.

W.9-10.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.11-12.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

HIGH SCHOOL JOURNALISTS...

Are exceedingly **aware of the significance of the claim(s)** they make:

- By the nature of their work, high school journalists write or produce for large audiences: peers, parents, school officials and community stakeholders.
- Their products are centered upon a desired outcome or call to action, even if that call to action is simply to inform.
- Unlike English students whose work may or may not receive an audience beyond the teacher and peers of the classroom, student journalists have their personal reputation, the reputation of their publication, school and community at stake when they write. They are keenly aware of ethical responsibilities as journalists, and they embrace the opportunity that journalism provides to inform and facilitate change.

W.9-10.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.11-12.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

APPLYING THE STANDARDS

W.9-10.b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.11-12.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

HIGH SCHOOL JOURNALISTS...

- Are bound by ethical standards to be both fair and balanced at all times.
- Journalists write and broadcast foremost to their peers.
- And accomplished high school journalists understand that they can serve the needs of their market better than any other news outlet.
- They create products with **the audience's knowledge level, concerns, values, and possible biases** constantly in mind.

W.9-10.b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.11-12.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

HIGH SCHOOL JOURNALISTS...

- Moreover, unlike traditional English students, print and online journalists can receive feedback through Letters to the Editor or through online comments to their stories, just like professional media outlets.
- The public interaction helps student journalists to further hone their appreciation for the **concerns, values, and possible biases** of their audiences.

W.9-10.b

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Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

APPLYING THE STANDARDS

W.9-12.1.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

HIGH SCHOOL JOURNALISTS...

- A practiced **norm and convention** for journalistic editorial pieces requires that student journalists adopt a respectful tone and avoid personal attacks when writing argumentative pieces.
- Student journalists are trained to understand that aggressive, haughty, or angry tones drive readers away and diminish the credibility of the writer and the publication.
- Editorials, though argumentative, have at the core a mission to inform and persuade, and high school journalists grow to understand that neither can take place if their style and tone does not match the seriousness of their message.

W.9-12.1.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

APPLYING THE STANDARDS

W.9-12.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

HIGH SCHOOL JOURNALISTS...

- Open their diverse products with well-crafted leads designed to capture readers and to inform them quickly. These introductory paragraphs are often shorter, more creative, and less uniform than traditional essay introductions, which may often follow a set format or “recipe.”
- Such leads are almost a genre unto themselves, and often do not have a direct counterpart in the traditional English classroom, allowing high school journalists more creativity and freedom while also spurring more thought in the student writer.
- Like traditional English papers, journalists must select an organization strategy for their products and **organize complex ideas, concepts, and information to make important connections and distinctions.** News writing follows the “inverted pyramid model,” which may be foreign to English students (most important to least important information). However feature pieces may be narrative in format, may be chronological, may open with a key moment or scene and flashback for background, etc.
- Regardless, student journalists must create their products with a structure best suited to the content.

W.9-12.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

HIGH SCHOOL JOURNALISTS...

- When it comes to layout design and the actual publishing of the work in a newspaper, yearbook, literary magazine, online publication, or a television broadcast, student journalists are required to **include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**
- These take the forms of “reader services” and are designed with two purposes in mind: to inform readers quickly who may not wish to read or absorb the entire product and to entice readers to read a piece with information that grabs their attention.
- Often, these reader services do not include information that appears in the written product, but rather provide supplemental information that adds to the reading experience.
- Therefore, student journalists, with each publication, are keenly aware of the importance of supplying their readers with additional information **graphics, figures, and tables.**

W.9-12.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

HIGH SCHOOL JOURNALISTS...

- Moreover, headline writing is another art unto itself, like lead writing, and often requires more creativity from the journalist than might be found in the headings of papers in a traditional English classroom.
- Headlines must pique interest and inform readers, while being truthful and accurate to the content of the piece. These are often added to with sub-headlines that further explain the content to the reader.

W.9-12.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

APPLYING THE STANDARDS

W.9-12.2b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

HIGH SCHOOL JOURNALISTS...

- Student journalists are trained to include **facts** in their products obtained from their own reporting, polling, etc. and from reputable outside sources.
- When gathering information from outside sources, student journalists, like English students, are taught to gauge the professionalism and integrity of the sources they obtain their facts from. For example, students wishing to obtain information about teen health can obtain useful data for the Center for Disease Control versus from some spurious and unknown website.
- Even student polling by journalists follows statistical guidelines and formats in the hopes of yielding accurate samples of the student body to provide **well-chosen** information.
- Unlike the traditional English classroom, student journalists are adept at including **quotations** in their writing, since all journalism classes gather information through formal interviews with multiple sources relevant to the topic.

W.9-12.2b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

APPLYING THE STANDARDS

W.9-12.2c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.



HIGH SCHOOL JOURNALISTS...

- Transition paragraphs appear more frequently in student journalists' products than in traditional English essays, since journalists must transition between each direct quote following a “quote-transition-quote-transition” format.
- A journalist's product may contain five or more different sources in a piece.
- Journalists must also provide new information in the transition relevant to the quote **cohesion** but without repeating or “giving away” the content of the quotation.
- Regardless, every time they write, journalists practice transition between key ideas in order to “clarify the relationships among complex ideas and concepts.”

W.9-12.2c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

APPLYING THE STANDARDS

W.9-12.2d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

HIGH SCHOOL JOURNALISTS...

- Journalistic pieces are generally brief and must maintain an unbiased and objective tone; therefore, **precise language** use is critical to both objectives.
- Often journalists must use (and often explain) genre specific jargon or **domain-specific vocabulary**. For example, health-related stories may include medical jargon in the interviews or facts, reviews may contain vocabulary specific to film study or music, and sports writing refers to language associated with the players and actions of that sport.
- The use of metaphor, simile, and analogy often find use in the creative lead of stories, and may appear in opinion pieces. These techniques are used more extensively in memoirs, personal essays, and narrative pieces in Literary Magazines.

W.9-12.2d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

APPLYING THE STANDARDS

W 9-12.3a

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

HIGH SCHOOL JOURNALISTS...

- The narrative format for journalistic writing is done through the creation of feature writing, sports writing, and script writing for broadcast journalism.
- Student journalists engage the reader through multiple styles of leads, photojournalism, or graphic design, headline writing, caption writing, dialogue. Anecdotes in a lead, or the hook of a delayed style lead have narrative elements.
- Transitions in stories **create a smooth progression of experiences or events.**

W 9-12.3a

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

APPLYING THE STANDARDS

W 9-12.3b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.



HIGH SCHOOL JOURNALISTS...

- After the interview process, student journalists must take all their sources that act as multiple plot lines and craft an article into a coherent whole.
- The angle of the article is like the theme of a narrative.
- Similarly, the punctuating and placing of quotes from the interview process has similarities to how a narrative writer must select the placement of dialogue for maximum effect in a narrative story. However, the attribution for quotes is driven by AP style and avoids opinionated or descriptive attribution like “smiled” or “laughed.”

W 9-12.3b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

APPLYING THE STANDARDS

W 9-12.3c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

HIGH SCHOOL JOURNALISTS...

- Student journalists must employ different sequencing techniques based upon the story type. For example, a feature story will be sequenced differently from an inverted pyramid news story.
- Student journalists create a coherent whole by trying to anticipate and answer all of the readers' questions.

W 9-12.3c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

APPLYING THE STANDARDS

W 9-12.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

HIGH SCHOOL JOURNALISTS...

- Student journalists must walk a fine line when writing a story by recreating the scene for the reader so that the audience can experience the sensations. However, student journalists must do so without allowing opinionated language. Hence, being precise for journalists means making choices to avoid opinionated diction.

W 9-12.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

APPLYING THE STANDARDS

W 9-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

See above standards for explanations about development, organization, and style.

APPLYING THE STANDARDS

W 9-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–12.)

HIGH SCHOOL JOURNALISTS...

- High school journalists implement the writing process through multiple levels of editing, including peer, editor, advisor, and reader review.
- Revision focuses on addressing what is most significant for specific purpose and audience.
- Editing for conventions should demonstrate a command of language standards and AP style standards (Like MLA in an English classroom, AP style is the governing format for professional journalists.)

W 9-12.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

APPLYING THE STANDARDS

W 9-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

HIGH SCHOOL JOURNALISTS...

- High school journalists use technology, including the Internet, to produce and publish newspapers, yearbooks, literary magazines, online news sites, broadcast video, and interactive digital media, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- High school journalists react to feedback by revising content to reflect new information and sources or writing new stories in response to feedback, such as letters to the editor, reader comments following a story, or comments through social media.
- High school journalists should also develop their own publication based on the feedback from state and national critiques.

W 9-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

APPLYING THE STANDARDS

W 9-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

HIGH SCHOOL JOURNALISTS...

- Because these are student-led publications, student journalists are responsible for determining the topics covered and researched for their respective publication.
- High school journalists conduct both short (yearbook, broadcast) and more extensive interviews, as well as research (polling, accessing data) to investigate and develop the angle of their story, report accurate information, and solve problems.
- Student journalists use the interview and research process to adjust and specify the angle for their story as needed through the synthesis of their research.
- Student journalists will address the global perspective within their stories and writing and connect it to the local school community.

W 9-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

APPLYING THE STANDARDS

W 9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W 11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

HIGH SCHOOL JOURNALISTS...

- See W 9-12.2b
- Student journalists must assess and check the credibility of the sources they interview. In addition, they evaluate and categorize their sources based upon the quality of the information provided.

W 9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W 11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

APPLYING THE STANDARDS

W 9-10.9b

Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

HIGH SCHOOL JOURNALISTS...

- Journalism students must employ a system of checks and balances to evaluate the validity and accuracy of each source, be it a website, personal interview, or third-party document.
- Publications establish an editorial review process, where the credibility of sources is checked multiple times by an editorial review board or other system in place.

W 9-10.9b

Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

APPLYING THE STANDARDS

W 9-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

HIGH SCHOOL JOURNALISTS...

- Different outlets require different time frames for journalism students. For online or student broadcasts, students may research, write and revise a story within a day or even a class period. For example, coverage of a sporting event that took place the night before or a current club meeting. On the other hand, an in-depth investigative story might take weeks. And, in between, are a myriad of different writing opportunities.
- Online journalism has shortened deadline periods and sometimes provides students with an experience similar to a timed essay in a single English classroom period.

W 9-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

APPLYING THE STANDARDS

SL 9-12.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

HIGH SCHOOL JOURNALISTS...

- Journalists must come to their interviews prepared, **having read and researched material**, in order to elicit **thoughtful, well-reasoned responses** from the source.

SL 9-12.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

APPLYING THE STANDARDS

SL 11-12.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

HIGH SCHOOL JOURNALISTS...

- Students engage in brainstorming sessions to determine content appropriate for their respective publications. These sessions are conducted in a whole-group setting, facilitated by the student editors.
- A publication is a team effort; therefore, **civil, democratic discussions and decision-making** are essential for accomplished staffs where all members feel they have contributed to the content.
- Editors guide staff members on setting clear goals and deadlines to meet publication timelines.

SL 11-12.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

APPLYING THE STANDARDS

SL 9-10.1c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL 11-12.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

HIGH SCHOOL JOURNALISTS...

- Interview preparation enables the student journalist to ask meaningful follow-up questions that further encourage a source's responses.
- Although journalists don't interview large groups, each individual source is selected to ensure **divergent and creative perspectives**.
- Student newspapers publish in each issue at least one staff editorial that appears on the opinion pages and is meant to reflect the opinions of the entire staff. This practice mimics professional newspapers.
- To arrive at the topics for staff editorials, student journalists must debate in a group setting divergent claims, reasons, and evidence until a majority consensus is achieved.

SL 9-10.1c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL 11-12.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

APPLYING THE STANDARDS

SL 11-12.1d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

HIGH SCHOOL JOURNALISTS...

- Although not conducted in a whole-group setting, the editing process (peer to peer, student editor to writer, advisor to student) enables the student to accomplish all of the above.
- Students are often required to conduct more interviews and research as the story progresses.
- The end product may often look completely different from the original as the piece evolves.

SL 11-12.1d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

APPLYING THE STANDARDS

SL 11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

HIGH SCHOOL JOURNALISTS...

- While diverse formats may be new to the English classroom, it has been a necessary part of the Journalism curriculum for decades in order to provide accurate and balanced coverage.

SL 11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

APPLYING THE STANDARDS

SL 9-12.3 through .6

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 and 11–12 Language standards 1 and 3 for specific expectations.)

HIGH SCHOOL JOURNALISTS...

- See Writing Standards.
- In settings where student journalists are speaking rather than writing, we follow the same standards (advertising sales, broadcast journalism, online media clips, radio, etc.)

SL 9-12.3 through .6

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 and 11-12 Language standards 1 and 3 for specific expectations.)

APPLYING THE STANDARDS

L 9-12.1 and 9-12.2

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

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

HIGH SCHOOL JOURNALISTS...

- Student journalists are governed by two sets of standards: standard English grammar and AP style.
- Student journalists create and follow staff style manual as a third set of standards. (For example, how the abbreviation of the school's name is handled in every occurrence, or how to handle the spelling of the mascot.)
- With statewide and national critiques, students are judged both on standard English and AP style.

L 9-12.1 and 9-12.2

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

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

APPLYING THE STANDARDS

L 9-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

HIGH SCHOOL JOURNALISTS...

- Journalistic writing teaches students precision with syntax, because elaborate sentences or paragraphs, which may be welcome in the English setting, are eschewed in journalistic writing.
- The elimination of unnecessary words is just as important a skill as elaboration. While the English teacher may instruct students to write complex and intricate sentences, the journalism teacher teaches them to say the most with the fewest words.

L 9-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.