It's a Wild Ride
Language Arts Content Standards

Key: (Roman numerals, numbers, and letters reference actual Idaho Standards)
ALL CAPS = BROAD LANGUAGE ARTS TOPIC AREAS
Bold = K-12 Idaho Language Arts Standards
a), b), c) in a shaded row = 8th Grade Content Knowledge and Skill Targets for Language Arts
Italics = Represent teacher-selected specific performance objectives for project.

Investigating: Learning the necessary preliminary content-specific skills
II. STUDENTS WRITE TO DEMONSTRATE SKILLS AND CONVENTIONS ACCORDING TO PURPOSE AND AUDIENCE
1. Understand and use the writing process.
a. Understand and use steps of the writing process.
i. Brainstorm and narrow a topic
ii. Use the Reader's Guide to Periodical Literature as a source of information

Applying: Utilizing skills in real-world processes
II. STUDENTS WRITE TO DEMONSTRATE SKILLS AND CONVENTIONS ACCORDING TO PURPOSE AND AUDIENCE
6. Write to gather, synthesize, and communicate research findings
a. Begin to use a variety of technological and informational resources to perform the following: Avoid plagiarism through proper use of paraphrasing, quoting , and citing.   Formulate thesis or focus and provide relevant support.
i. Use informational resources to create an KWL chart with proper citations
b. Present research findings
i. Create a writing portfolio   *ii. Present the group roller coaster project with references to all research findings and*

technical information

4.2. Acquire expository (informational/research) writing skills

a. Write technical text that identifies a sequence of activities or processes.

i. Use SQ3R method to comprehend a technical text
ii. Include technical details in the group roller coaster presentation

4.3. Acquire persuasive writing skills

a. Write persuasive compositions that state a position and support it with evidence and emotional appeals.

i. Write a persuasive report for the group roller coaster presentation that is supported by evidence and appeals to emotion