

# Ohio's Learning Standards and Sample/Released AIR Questions Writing Standard 1-9th-10th Grade

**W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Establish a clear and thorough thesis to present an argument.
- b. 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.
- c. 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.
- d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

Should animals be kept in zoos?

Construct a multi-paragraph written response in which you make and support a claim about whether animals should be kept in zoos. Your response must be based on ideas and information that can be found in the articles.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include a claim;
- address counterclaims;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

Should museums offer free admission to visitors?

Construct a multi-paragraph written response in which you make and support a claim about whether museums should offer free admission to visitors. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include a claim;
- address counterclaims;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

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Write a multi-paragraph response in which you make and support a claim about whether cultural artifacts should be returned to their regions of origin. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- review the sources;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include a claim;
- acknowledge and distinguish claim from alternate or opposing claims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

# Ohio's Learning Standards and Sample/Released AIR Questions Writing Standard 2-9th-10th Grade

**W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, information clearly and accurately through the effective selection, organization, and analysis of relevant content.

- a. Establish a clear and thorough thesis to present information.
- b. 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 to aid comprehension, if needed.
- c. 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.
- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

In their respective speeches, President Roosevelt and Johnson discuss similar topics. Construct a multi-paragraph written response in which you analyze the ways in which both Presidents Roosevelt and Johnson use language to appeal to the American public for support of their individual causes. Your response must be based on the ideas that can be found in the speeches.

Manage your time carefully so that you can:

- review the sources;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation/thesis statement; and
- include a conclusion.

Passages 1 and 2 portray Pandora's character somewhat differently. Construct a multi-paragraph written response in which you analyze Pandora's actions in each passage, such as how her actions affect other characters, advance the plot, and develop the theme. Your response must be based on the ideas that can be found in the passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation; and
- include a conclusion.

Construct a multi-paragraph, written response in which you analyze the motivations of Pygmalion and Higgins. Your response must be based on the ideas that can be found in both passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation; and
- include a conclusion.

Construct a multi-paragraph, written response in which you examine how the development of the characters of Androcles, the Emperor, and the lion helps advance the plot in each passage. Explain how this development is similar and how it is different in each passage. Your responses must be based on ideas and information that can be found in the sources.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation; and
- include a conclusion.

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Construct a multi-paragraph, written response in which you analyze the impact that setting has on the main characters in Passage 1 and Passage 2. Your response must be based on the ideas that can be found in both passages.

Manage your time carefully so that you can:

- review the sources;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the sources to support your explanation; and
- include a conclusion.

Construct a multi-paragraph, written response in which you determine a shared purpose in the speeches of Richard Nixon and Gerald Ford, and compare the way that each develops that purpose. Your response must be based on ideas that can be found in the speeches.

Manage your time carefully so that you can:

- review the sources;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the sources to support your explanation; and
- include a conclusion.