An easy-to-use resource covering the seventh grade Ohio Academic Content Standards for Reading and Writing tested by the Ohio Achievement Assessments (OAA), including Benchmarks and Grade-Level Indicators.

- Builds student confidence through the use of a Reading Tutorial and two full-length Reading Practice Tests and a Writing Tutorial and two full-length Writing Practice Tests with over 180 OAA-style questions.
- Provides insight into how the Ohio Academic Content Standards may be assessed by the Reading and Writing Ohio Achievement Assessments.
- Students practice responding to multiple-choice, short-answer, and extended response questions and become familiar with question construction, answering different types of Reading and Writing questions, and using the Answer Document correctly.
- Offers chapters on test anxiety reduction and test-taking strategies designed especially for seventh graders preparing for the Reading and Writing OAA.

This Student Workbook correlates with the Show What You Know® on the OAA for Grade 7 Reading and Writing Teacher Guide (sold separately).

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Show What You Know® on the OAA for Grade 7                 Reading/Writing    • • • • • • • Student Workbook
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>vii</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>1</td>
</tr>
<tr>
<td>Test-Taking Strategies</td>
<td>9</td>
</tr>
<tr>
<td>Understanding Ohio’s State Assessment for Grade 7 Reading</td>
<td>21</td>
</tr>
<tr>
<td>Introduction</td>
<td>21</td>
</tr>
<tr>
<td>Questions I Will Answer on Ohio’s Reading Assessment</td>
<td>22</td>
</tr>
<tr>
<td>Item Distribution on Ohio’s State Assessment for Grade 7 Reading</td>
<td>26</td>
</tr>
<tr>
<td>Scoring</td>
<td>27</td>
</tr>
<tr>
<td>Additional Information</td>
<td>29</td>
</tr>
<tr>
<td>Glossary of Reading Terms</td>
<td>30</td>
</tr>
<tr>
<td>Reading Tutorial</td>
<td>33</td>
</tr>
<tr>
<td>Directions for Reading Tutorial</td>
<td>33</td>
</tr>
<tr>
<td>Reading Tutorial</td>
<td>34</td>
</tr>
<tr>
<td>Reading Practice Test 1</td>
<td>105</td>
</tr>
<tr>
<td>Directions for Reading Practice Test 1</td>
<td>105</td>
</tr>
<tr>
<td>Reading Practice Test 1</td>
<td>106</td>
</tr>
<tr>
<td>Reading Practice Test 1: Answer Document</td>
<td>123</td>
</tr>
<tr>
<td>Reading Practice Test 2</td>
<td>129</td>
</tr>
<tr>
<td>Directions for Reading Practice Test 2</td>
<td>129</td>
</tr>
<tr>
<td>Reading Practice Test 2</td>
<td>130</td>
</tr>
<tr>
<td>Reading Practice Test 2: Answer Document</td>
<td>147</td>
</tr>
</tbody>
</table>
Introduction

The purpose of Ohio’s state assessment is to measure student learning. Throughout the school year, students are exposed to a wide variety of concepts from a range of subjects, only some of which are tested by Ohio’s state assessment. Yet it is important that all Ohio Academic Content Standards be taught in order to ensure that students have a well-rounded understanding of the seventh-grade curriculum. Students who have been taught the elements of this curriculum will have been exposed to all that is assessed by Ohio’s state assessment. Nonetheless, students will benefit from the review of key details as they prepare to take this assessment.

The Student Workbook is designed to help students better understand the types of information they will see on Ohio’s state assessment. This book will help students review important elements assessed by Ohio’s state assessment; it is not a substitute for continuous teaching and learning, which take place both in and outside the classroom. But, as with any assessment, it is a good idea to review principles that have been taught and learned prior to taking Ohio’s state assessment.
What is Test Anxiety?

Test anxiety is just a fancy name for feeling nervous about tests. Everyone knows what it is like to feel nervous. Feeling nervous is not a good feeling! Most importantly, when you are nervous, it gets in the way of doing your best on tests.

Students who have test anxiety do not make good decisions on tests. They cannot pay attention to the test, plan out their answers, or remember what they know. They stare at the paper and no answer is there! They become stuck and cannot move on. Because their minds are running in a hundred different directions, they forget to do simple things such as read directions or fill in an answer bubble correctly. The more anxious they become, the dumber they feel. Even though they are not dumb, their anxiety makes them feel terrible about themselves. The worse they feel, the less confident they feel, and the more poorly they do on tests. That is why it is important to get test anxiety under control. After all, the whole idea of Ohio’s state assessment is to show all that you know!

It doesn’t really matter whether you talk about being stressed, worried, nervous, or anxious. It all adds up to the same problem! Luckily, there is much you can do to feel calmer and more sure of yourself when taking tests.
How to Show What You Know on Tests!

No one ever said seventh grade was going to be easy! If you think that your classes are harder, that homework never seems to leave you alone, and that you have to study harder for tests, you are probably right.

So, what can you do to be more successful in school? Studying and paying attention in class really help you to become a whiz at tests, but you can do better than you thought on any test at school, including Ohio’s state assessment (OAA), by learning to use some simple test-taking tools. Everyone needs good tools (another name for tools is strategies) when facing a problem. Without the right tools, even the smartest people will never be able to show what they know. You could be a brilliant surgeon and know everything there is to know about the human body, but will you really save the patient if your scalpel isn’t sharpened? Remember, studying hard and using test-taking strategies will lead you to test-taking success.
Key West

1 Key West is a city and an island of the same name at the southernmost tip of the United States and the westernmost tip of the Florida Keys. Key West is located in Monroe County, Florida. It is about 150 miles southwest of Miami, Florida, and about 90 miles north of Havana, Cuba.

2 Key West is the seaport for many cruise ships and offers many hotels and restaurants for tourists. It is known for its tolerance and acceptance of all people and has adopted the diversity motto: “One Human Family.”

3 There have been many famous inhabitants in Key West. President Harry S. Truman often stayed in Key West for rest and relaxation at the Truman Little White House during his presidency. Nobel-prize winning author Ernest Hemingway lived on the island for many years, and now his home is a museum featuring about sixty polydactyl1 cats. Current natives include basketball player David Robinson, football player George Mira, and baseball player Boog Powell.

4 Before the Spanish colonization, Key West was inhabited by the Calusa people. When Florida became a Spanish colony, the name Cayo Hueso, meaning “Bone Island,” was given to Key West. In 1763, Great Britain took control of Florida and the community of Spaniards and Native Americans were moved to Havana, Cuba.

5 Florida returned to Spanish control 20 years later. In 1815, the Spanish governor in Havana, Cuba deeded the island of Key West to Juan Pablo Salas. After Florida was transferred to the United States, Salas sold the island to U.S. businessman John Simonton for $2,000 in 1821. Simonton lobbied the U.S. Government to establish a naval base on the island. Today, the U.S. Navy still has a large presence in Key West.

6 The major industries in Key West include fishing, salt production, tourism, and most famously salvage. In 1860, wrecking2 made Key West the largest and richest city in Florida and the wealthiest town per capita in the United States. A number of the inhabitants worked salvaging shipwrecks from the nearby Florida reefs, and the town was noted for the unusually high number of fine furniture and chandeliers, which the locals used in their own homes after salvaging them from wrecks.

1polydactyl: having more than the normal number of fingers or toes
2 wrecking: salvaging usable materials and parts
The Conch Republic

7 The Florida Keys is also known as the Conch Republic. This name was created in 1982 when the United States Border Patrol established a roadblock and inspection points on U.S. Highway 1, stopping all northbound traffic returning to mainland Florida to search vehicles for illegal drugs and illegal immigrants.

8 The Key West City Council repeatedly complained about the roadblocks, which hurt the Keys’ important tourism industry. After many unsuccessful complaints and attempts to get a legal injunction against the blockade failed in federal court, Key West mayor Dennis Wardlow and the city council declared the independence of the Florida Keys, calling it the “Conch Republic” on April 23, 1982. After about one minute of secession, Wardlow (as “President”) surrendered to an officer of the Key West Naval Air Station (NAS) and requested one billion dollars in “foreign aid.” This incredible stunt generated great publicity for the Keys’ problem and the inspection station roadblock was removed.

9 Some residents still use the terms “Salt Water Conch” to refer to a native born person in the Florida Keys and “Fresh Water Conch” to refer to a non-native resident who has lived in the Florida Keys for a significant time.

10 The Florida Keys’ Conch Republic consist of about 1,700 islands. Many of these islands are covered by everglades. The Keys were only accessible by water until 1910 when an oversea railway was built. This railway was partially destroyed during the Labor Day Hurricane of 1935 and an oversea highway (U.S. Highway 1) replaced it connecting the islands from mainland Florida to Key West. This highway includes one of the longest bridges in existence today—The Seven Mile Bridge.

11 Tourists and residents enjoy fishing, diving, and relaxing in the Keys’ easygoing environment.
Question 13 assesses:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Benchmark B: Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.

4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.

Use the passage to answer questions 13–17.

13. Summarize the information in both passages, focusing on how the two are different. Use two examples from each passage to support your answer.

Write your answer in the Answer Document.

(4 points)
13. Write your response to question 13 in the space below.

Analysis: Extended-response answers may vary. The first passage is about Key West, the southernmost Key in the Florida Keys. Key West was home to many famous inhabitants, including President Truman and author Ernest Hemingway. It is also unique for its acceptance of diversity and its salvaging from wrecked ships on the Florida reefs. The second passage is about The Conch Republic, another name for the Florida Keys. The Keys were an independent nation for about a minute when Key West mayor Dennis Wardlow claimed the islands’ independence to shut down a government roadblock. The Keys also feature one of the longest bridges ever built, The Seven Mile Bridge.
The Shirtwaist Strike

1 In the 1890s, a new fashion, the shirtwaist, was emerging. This woman’s shirt was similar to a man’s shirt, but it had thinner fabric, with buttons in the back and pleats in the front. During this era, most clothes were assembled as piecework. This meant parts of a garment were cut from fabric in a factory. Workers took home the different pieces and sewed them together. Workers returned to the factory to bring together all the pieces and to assemble the complete garment. Unlike most garments of the period, the shirtwaist was made entirely in factories.

2 This time in American history was not particularly kind to laborers. On many occasions, people protested the conditions and terms of their work, but they found little support. Out of desperation, workers joined together and held strikes, but most manufacturers were unfazed. They hired scabs, or replacement workers. In addition, the companies had the support of the law. Strikers were often arrested and jailed. The companies also used their resources to hire thugs to harass the strikers.

3 Despite the setbacks, the workers did not give up. In late November 1909, garment workers in shirtwaist shops began a strike. Within one week, about 30,000 people from New York City’s shirtwaist shops walked off the job. The strike spread to Philadelphia by December 20th. The strike, which lasted until February 1910, did little to change the working conditions or the pay at the factories. Additionally, the companies continued to ignore the unions formed by workers. The strike came to an end as workers returned to their jobs in order to support their families.

4 While the shirtwaist strike was a failure in terms of its immediate impact, the strike was an important step toward recognizing garment workers’ unions. Although many of the demands of the strike were not met, the cause brought to light the conditions faced by the workers. The shirtwaist strike inspired many working women to join unions. This laid the groundwork for future strikes and for stronger unions that were influential in the development of labor laws.
8. “Unlike most garments of the period, the shirtwaist was made entirely in factories.”

   How would the meaning of the sentence above change if the prefix was removed from unlike?

   A. All of the garments of the period were made entirely in factories.
   B. Most of the garments of the period were made entirely in factories.
   C. Few of the garments of the period were made entirely in factories.
   D. None of the garments of the period were made entirely in factories.

9. “This laid the groundwork for future strikes and for stronger unions that were influential in the development of labor laws.”

   What is the root of the word influential?

   A. fluent
   B. influence
   C. influent
   D. fluential

10. What was one effect of the shirtwaist strike?

    Write your answer in the Answer Document. (2 points)

11. Why did the author write the passage?

    A. to explain how shirtwaists were made
    B. to talk about early unionized strikes
    C. to explain how labor laws changed American history
    D. to encourage women to wear shirtwaists again

12. Which of the following did not happen to striking workers, according to the information given in the passage?

    A. Striking workers were replaced with scabs.
    B. Striking workers were harassed by thugs.
    C. Striking workers were arrested.
    D. Striking workers were given shorter hours and higher wages.
27. You have just finished studying World Geography. During the class, you learned about a lot of different places throughout the world. Write about your favorite place in the world. It can be a place you’ve traveled to, read about, or dreamt about visiting. Write your response in the Answer Document. (13 points)

PREWRITING

**Important!** Use the space below only to plan and practice your response. Nothing you write in the space below will be scored.
27. Write your response to question 27 in the space below (pages 223 to 225).
Use the draft below to answer questions 2–6.

1. Although I enjoy most things about school, sometimes the school day can seem very long and tiring. 2. By the time the final bell rings, I am ready for a break. 3. This is why my favorite time of day is the time right after I get home from school.

4. When I step the bus at my stop, I am already beginning to feel more relaxed. 5. I walk through the front door. 6. Right away I drop my backpack on the floor in the hallway. 7. I know I will need to put it away before my mom gets angry, but at that time, I just need to get the weight off my shoulders.

8. What I decide to do after that changes from day to day. 9. If it is rainy or cold outside, I will often watch T.V. or play video games. 10. Sometimes I read a book but I usually don’t feel like reading after school. 11. It seems as if there is a little voice in my brain, telling me to give it a break from thinking for a couple of hours.

12. If the weather is nice, I like to spend time outside. 13. Shooting baskets at the basketball hoop in my driveway is a great way to get rid of stress. 14. On some days, if the day has been more difficult than normal, I like to go running. 15. As I run up and down the streets of my neighborhood, all thoughts of school and homework leave my head. 16. Feel like I am flying.

17. Of course, this time can’t last forever. 18. Most days, I have homework and chores to do. 19. But for those couple of hours right after school, I am free from all of those responsibilities. 20. That’s why it is my favorite time of the day.
Writing Practice Test 1
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Grade 7 Reading and Writing

2. What change, if any, should be made in sentence 10?
   A. Add a comma after but.
   B. Add a comma after book.
   C. Add a period after book.
   D. Make no change.

3. Which sentence is not a complete sentence?
   A. Shooting baskets at the basketball hoop in my driveway is a great way to get rid of stress.
   B. On some days, if the day has been more difficult than normal, I like to go running.
   C. As I run up and down the streets of my neighborhood, all thoughts of school and homework leave my head.
   D. Feel like I am flying.

4. What is the best way to combine sentences 5 and 6?
   A. I walk through the front door but right away, I drop my backpack on the floor in the hallway.
   B. I walk through the front door and right away, I drop my backpack on the floor in the hallway.
   C. I walk through the front door yet right away, I drop my backpack on the floor in the hallway.
   D. I walk through the front door so right away, I drop my backpack on the floor in the hallway.

5. What change, if any, should be made in sentence 4?
   A. Add off before the.
   B. Add off before I.
   C. Add around before the.
   D. Make no change.

6. What change, if any, should be made in sentence 17?
   A. Change can’ not to can’t.
   B. Change this to these.
   C. Change can’ not to cann’t.
   D. Make no change.
Writing Practice Test 1
Show What You Know® on the Publishing
Grade 7 Reading and Writing

Writing

2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D

SAMPLE

Go to next page
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