

Writing Vocabulary

for the Naturalization Test

Each writing test administered to an applicant will contain no more than three (3) sentences. An applicant must write one (1) out of three (3) sentences correctly in order to demonstrate an ability to write in English. To help an applicant prepare, these word strips and copy sheets contain all the words found in the English writing portion of the naturalization test. The content focuses on civics and history topics.



U.S. Citizenship
and Immigration
Services



U.S. Citizenship and Immigration Services

Writing Vocabulary Word Strips for the Naturalization Test

The USCIS Writing Vocabulary Word Strips help immigrants study for the English writing portion of the naturalization test. These word strips contain all the words in the writing portion of the test. The content focuses on civics and history topics. These strips are designed for use in the classroom as an instructional tool for citizenship preparation or as a resource for self-study. They can be used to make declarative sentences that the applicant might be asked to write during the English writing portion of the test.

Important note: While the writing and reading vocabulary lists have some shared vocabulary on civics and history, the lists are not the same. When creating your sentences, keep the lists and activities separate to avoid confusing your students.

How to Use the Writing Word Strips

Preparing the Word Strips:

1. Examine the Writing Vocabulary Word List and create as many declarative sentences (or statements) as you can, using only the words on the list.
2. For the classroom activity, choose 4 or 5 of your sentences and separate out the Writing Vocabulary Word Strips (including punctuation) needed to form those sentences. This is the set of strips that you will give to each group of students.
3. Prepare as many sets of strips as there are groups of students in your class. Plan on groups of 4 to 5 students.
4. Example: For a class of twenty students, prepare 4 identical sets of word strips to distribute to those groups.

Getting Started in Class:

1. Have the students form small groups.
2. Give each group 1 set of word strips for the sentences you created.
3. Have students place the strips randomly face up on the table.
4. Dictate one of your sentences aloud to the class as each group works together to form that sentence from the strips on the table.
5. Encourage students to ask for repetition if needed. Repeat as much as needed in a natural speaking voice at normal speed.
6. Circulate around the room to check each group's sentence.
7. After checking their work, write the sentence on the board for the students to copy, or ask a student to write it.

Variation for Higher Level Students:

1. To prepare for this activity, choose 7 or 8 sentences on your list. Print out your list of sentences and cut the sentences into strips.
2. Have the students form small groups and pick one person to be the “teacher” or leader.
3. Distribute the sentence strips to the designated “teacher” in each group.

4. Have the “teacher” choose a sentence and read it aloud while the other students form the sentence from the word strips.
5. Add extra word strips that are not in the sentences to make the activity more challenging.
6. Have the “teacher” check the group’s sentence for accuracy.
7. Give the students time to copy all the sentences from the board at the end of the activity.

WRITING

Father of Our Country

WRITING

freedom of speech

WRITING

Washington, D.C.

WRITING

Independence Day

WRITING

Adams

WRITING

Lincoln

WRITING

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