

Name \_\_\_\_\_

- Read each question. Think about the meaning of the Vocabulary Word in boldface. Write the Vocabulary Word that best completes each sentence.

**apologized**  
**petitioners**

**obliged**  
**resounded**

**certificate**  
**enrich**

**examiner**

1. The graduate proudly held up his \_\_\_\_\_.



2. The baby's voice \_\_\_\_\_ through the library.



3. The \_\_\_\_\_ gave me the test.

4. Leta felt \_\_\_\_\_ to take the couple's picture after they had been so nice to her.

5. The \_\_\_\_\_ hoped they would get to see the mayor.

6. He \_\_\_\_\_ because he was sorry for the way he had acted.

7. I \_\_\_\_\_ my education by reading books at home.



**To the Teacher:** Read aloud each Vocabulary Word, and have the class repeat each word. Use pantomime and real-life examples to explain to students the meanings of the Vocabulary Words. Have students complete the activity, and then review with students each question. Have students justify why they answered the way they did.

- **Read the paragraph. Then circle the letter of the best answer for each question below.**

My family used to live in Russia. When I was six years old, we moved to the United States. When we got here, we lived with my uncle Misha. Today, five years later, we are all United States citizens. My father and uncle own a furniture shop. My mother works at a big hospital. I love the freedoms we have here. I feel safe, too. My father says his proudest moment was when he voted for the first time. Someday, I'll be able to vote, too. Until then, I will go to school and work hard.

- 1** The author's purpose is probably
- A** to entertain.
  - B** to give directions.
  - C** to inform.
  - D** to ask questions.

 **Tip**

Read the paragraph again. Did the author make up a story? Does the author share information? Does the author want you to agree or disagree with something?

- 2** The author is most likely
- F** a child.
  - G** a father.
  - H** a mother.
  - J** an uncle.

 **Tip**

Look in the paragraph for clues about the author. What facts does the author share about his or her life?

- 3** The author probably thinks that
- A** it is difficult to become a United States citizen.
  - B** the United States is a good place to live.
  - C** the right to vote is unimportant.
  - D** few jobs are available to immigrants.

 **Tip**

Which answer choice agrees with something the author says in the paragraph?

**To the Teacher:** Review with students the concept of author's purpose. Give examples of each type of author's purpose, and explain why authors sometimes write with different goals in mind. Then have students answer the questions. Review students' answers as a class, explaining which answer choice is the correct one and why the other answer choices are not correct.

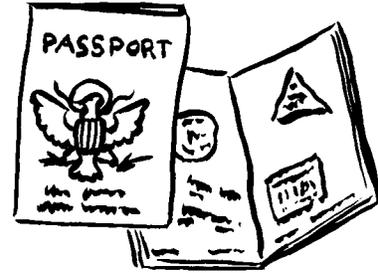
Name \_\_\_\_\_

A Very Important Day

Test-Taking Skills

► Use one or more test-taking strategies from the box to answer each question. Then write the letter of one strategy you used.

- A Find and use key words.
- B Ignore wrong or silly answers.
- C Look back over the paragraph.



A passport is a special kind of document. It allows citizens to travel to other countries and to return to their own country. Passports are issued by the government. People show their passports when they first enter a country. They show them again as they are leaving. People traveling in other countries should always keep their passports safe. They are an important form of identification.

1. What is a passport? \_\_\_\_\_

(a document used by travelers    a form of foreign money)

2. Who issues passports? \_\_\_\_\_

(the bank    the government)

3. When do travelers show their passports?  
\_\_\_\_\_

(when they enter or leave a country    when they buy souvenirs)

► Write the test-taking strategies from the box in the order in which they should be followed.

**Return to the questions I skipped.**

**Check my answers.**

**Read the directions carefully.**

**Answer the questions I know first.**

4. First: \_\_\_\_\_

5. Next: \_\_\_\_\_

6. Then: \_\_\_\_\_

7. Last: \_\_\_\_\_

**To the Teacher:** Read over each of the test-taking strategies mentioned on the page. Discuss each strategy with the class, explaining why the strategy will help students do better on tests. Then have students complete the items.