The Common Core State Standards put a strong emphasis on nonfiction, and informational text. Tier II Vocabulary consists of words that occur frequently in academic text. It is important that students understand Tier II words to improve their comprehension. Students may find these words when reading Science, Social Studies, and English text, and we can have a bigger impact on a student's academic performance when we concentrate on teaching them. The words used on my task cards are not a complete compilation and come from a variety of 3rd and 4th grade vocabulary lists. I used what made sense in the context of the paragraphs. There are a total of 106 words used in the text. A few are used more than once and cover multiple meanings.

There are two sets of 16 sheets of task cards. Each sheet has the following:
Card 1 is the text passage with underlined vocabulary words.
Card 2 includes the vocabulary words with meanings.
Card 3 are comprehension questions from the text. Some of the answers are to be inferred by clues found in the text.
Card 4 includes the answers to the comprehension questions.

Set 1 has the answers but they are scrambled and the student will need to find the correct answers from the list. These are marked with Find the Answer. Set 2 has the correct answers provided and is marked with Answers.

The cards are together on one sheet so you can choose if you would like to make double backed cards. For example, card two (vocabulary meanings) would make a good backing for card 1 (text). You could also cut the right side off and make a double backed card with the card 1 (text) and the comprehension questions folded up to make the other side. You could keep all of them together and fold the right side back providing word meanings and answers to the comprehension questions when it is flipped over.

You can choose the set according to the abilities of your students. Set 1 with the mixed answers still requires a student's thought process to get an answer. Set 2 provides answers for a flip side if you choose to make the cards part of a learning center and self-checking.
I find having both sets allows me to differentiate the instruction for different needs and methods of instruction.
<table>
<thead>
<tr>
<th>3rd grade</th>
<th>4th grade</th>
<th>4th grade</th>
<th>4th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability</td>
<td>annual</td>
<td>essential</td>
<td>proceeded</td>
</tr>
<tr>
<td>act</td>
<td>appropriate</td>
<td>evidence</td>
<td>queasy</td>
</tr>
<tr>
<td>ambition</td>
<td>arena</td>
<td>flexible</td>
<td>recognize</td>
</tr>
<tr>
<td>approached</td>
<td>ascend</td>
<td>focused</td>
<td>reduced</td>
</tr>
<tr>
<td>certain</td>
<td>attempt</td>
<td>frantically</td>
<td>routine</td>
</tr>
<tr>
<td>clinging</td>
<td>attractive</td>
<td>furious hail</td>
<td>severe</td>
</tr>
<tr>
<td>custom</td>
<td>baggage</td>
<td>heroic</td>
<td>shallow</td>
</tr>
<tr>
<td>delicate</td>
<td>blossoms</td>
<td>invisible</td>
<td>source</td>
</tr>
<tr>
<td>enable</td>
<td>burrow</td>
<td>jagged</td>
<td>sturdy</td>
</tr>
<tr>
<td>explore</td>
<td>captive</td>
<td>lacked limbs</td>
<td>surface</td>
</tr>
<tr>
<td>gracefully</td>
<td>chamber</td>
<td>mature</td>
<td>survive</td>
</tr>
<tr>
<td>habit</td>
<td>coax</td>
<td>meadow</td>
<td>threat</td>
</tr>
<tr>
<td>individual</td>
<td>competition</td>
<td>mock</td>
<td>tour</td>
</tr>
<tr>
<td>intelligent</td>
<td>concerned</td>
<td>orchard</td>
<td>tradition</td>
</tr>
<tr>
<td>moisture</td>
<td>concluded</td>
<td>ordeal</td>
<td>tragic</td>
</tr>
<tr>
<td>opposite</td>
<td>confused</td>
<td>outstanding</td>
<td>typical</td>
</tr>
<tr>
<td>performed</td>
<td>congratulate</td>
<td>passage</td>
<td>usually</td>
</tr>
<tr>
<td>plunged</td>
<td>considerable</td>
<td>peered</td>
<td>vacant</td>
</tr>
<tr>
<td>predator</td>
<td>demonstration</td>
<td>pleased</td>
<td>valiant</td>
</tr>
<tr>
<td>predict</td>
<td>descended</td>
<td>plentiful</td>
<td>varieties</td>
</tr>
<tr>
<td>predicted</td>
<td>descent</td>
<td>portion</td>
<td>venture</td>
</tr>
<tr>
<td>prevent</td>
<td>destructive</td>
<td>practiced</td>
<td>weary</td>
</tr>
<tr>
<td>resident</td>
<td>disappointed</td>
<td>preferred</td>
<td></td>
</tr>
<tr>
<td>responsible</td>
<td>distressed</td>
<td>previous</td>
<td></td>
</tr>
<tr>
<td>reverse risk</td>
<td>eager</td>
<td>previously</td>
<td></td>
</tr>
<tr>
<td>scattered</td>
<td>entertained</td>
<td>proceed</td>
<td></td>
</tr>
<tr>
<td>schedule</td>
<td>entire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>starve</td>
<td>entrance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struggle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>swiftly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The sun was warm on Paul's face as he laid out on his raft. The sun felt good. He was enjoying the gentle rocking motion when he noticed his limbs were getting wet. He was slowly sinking into the water. He wished he had inspected the raft before putting it in the water. Maybe he would have noticed the source of the leak. He wondered how deep the water was here. He turned his head to see how far out he had floated. He felt a wave of relief. He was closer to shore than he thought. The water would be shallow. He concluded that he could wade back to shore if necessary.

Where was Paul?
How did Paul know he was sinking.
What was wrong with the raft?
How could Paul get back to shore?

Find the answers

1. limbs
   source
   shallow
   concluded

a. arms and legs
b. water that is not deep
c. beginning or cause
d. decide or form an opinion

1. a. It had a leak and was losing air.
   b. He noticed his arms and legs were getting wet.
   c. He was floating on a raft.
   d. He could walk back to shore
Jan arrived early at the school and stood in front of the entrance. The doors would open soon. She was excited and a bit nervous for first grade. She wondered if she would like her new teacher. She hoped she would recognize students from last year. Last year, she got confused when she entered the building and could not find her classroom.

Earlier this morning, she packed her lunch bag with considerable care and put it in her backpack. Her Mom said she could buy lunch tomorrow if she liked what was on the menu.

The backpack she was wearing was rigid. She knew in a few weeks it would be more flexible and mold better to her back. Her concerned mother had attached a name tag with her name, address and phone number. She also had essential school supplies to start the new school year.

Why couldn’t Jan go in the school?
What day was it?
How did Jan feel?
What do you think was in her backpack?

Find the answers:

- The doors were locked
- It was the first day of school.
- School supplies such as paper, pencils, markers and his lunch.
- He felt excited and nervous.
It was the annual winter ballet performance. It would be Dawn’s first time performing before an audience. She carefully ran the ribbons up from her slippers and tied them around her ankles. She gave her slippers a try by taking a few steps up on her tip toes. She then walked gracefully to the entrance to the stage. Although her stomach felt queasy, she was eager to get started. She had practiced hard for the last 3 months and knew the entire dance routine. She knew she would need to remain focused even though her family and friends were in the audience holding flowers. She knew if she performed well it was tradition to congratulate the performers by giving them flowers.

What is Dawn getting ready for?

What kind of shoes did she put on?

How many times of year is the dance performed?

Why did she hope to receive flowers at the end of the performance?
The sun was warm on Paul’s face as he laid out on his raft. The sun felt good. He was enjoying the gentle rocking motion when he noticed his **limbs** were getting wet. He was slowly sinking into the water. He wished he had inspected the raft before putting it in the water. Maybe he would have noticed the **source** of the leak. He wondered how deep the water was here. He turned his head to see how far out he had floated. He felt a wave of relief. He was closer to shore than he thought. The water would be **shallow**. He **concluded** that he could wade back to shore if necessary.

**Where was Paul?**

**How did Paul know he was sinking?**

**What was wrong with the raft?**

**How could Paul get back to shore?**

1. The sun was warm on Paul’s face as he laid out on his raft. The sun felt good. He was enjoying the gentle rocking motion when he noticed his **limbs** were getting wet. He was slowly sinking into the water. He wished he had inspected the raft before putting it in the water. Maybe he would have noticed the **source** of the leak. He wondered how deep the water was here. He turned his head to see how far out he had floated. He felt a wave of relief. He was closer to shore than he thought. The water would be **shallow**. He **concluded** that he could wade back to shore if necessary.

**How could Paul get back to shore?**

- a. **arms and legs**
- b. **water that is not deep**
- c. **beginning or cause**
- d. **decide or form an opinion**
Jan arrived early at the school and stood in front of the **entrance**. The doors would open soon. She was excited and a bit nervous for first grade. She wondered if she would like her new teacher. She hoped she would **recognize** students from last year. Last year, she got **confused** when she entered the building and could not find her classroom.

Earlier this morning, she packed her lunch bag with **considerable** care and put it in her backpack. Her Mom said she could buy lunch tomorrow if she liked what was on the menu.

The backpack she was wearing was rigid. She knew in a few weeks it would be more **flexible** and mold better to her back. Her **concerned** mother had attached a name tag with her name, address and phone number. She also had **essential** school supplies to start the new school year.

---

### Questions

2. Why couldn’t Jan go in the school?

   - The doors were locked
   - It was the first day of school.
   - She felt excited and nervous

2. What day was it?

2. How did Jan feel?

2. What do you think was in her backpack?

   - School supplies such as paper, pencils, markers and his lunch.
3. It was the **annual** winter ballet performance. It would be Dawn’s first time performing before an audience. She carefully ran the ribbons up from her slippers and tied them around her ankles. She gave her slippers a try by taking a few steps up on her tip toes. She then walked **gracefully** to the entrance to the stage. Although her stomach felt **queasy**, she was **eager** to get started. She had **practiced** hard for the last 3 months and knew the **entire** dance **routine**. She knew she would need to remain **focused** even though her family and friends were in the audience holding flowers. She knew if she performed well it was **tradition** to **congratulate** the performers by giving them flowers.

<table>
<thead>
<tr>
<th>annual</th>
<th>gracefully</th>
<th>queasy</th>
<th>eager</th>
<th>practiced</th>
<th>entire</th>
<th>routine</th>
<th>focused</th>
<th>tradition</th>
<th>congratulate</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. yearly event</td>
<td>e. move smoothly</td>
<td>h. sick feeling in your stomach</td>
<td>b. very excited to start</td>
<td>c. repeated for improvement</td>
<td>g. all of it</td>
<td>d. do on a regular basis</td>
<td>a. full attention on a task</td>
<td>f. done as before</td>
<td>j. praise for an accomplishment</td>
</tr>
</tbody>
</table>

---

What is Dawn getting ready for?

- **c. She is getting ready for a dance performance.**

What kind of shoes did she put on?

- **a. She put on ballet slippers.**

How many times of year is the dance performed?

- **d. They perform it once a year in the Winter.**

Why did she hope to receive flowers at the end of the performance?

- **b. Flowers mean people like her performance.**