

Tier II Vocabulary

Task Card

Challenge II

using core standards 5th and 6th grade level
vocabulary lists



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Tier II Vocabulary Task Card Challenge II

The Core State Standards put a strong emphasis on vocabulary words that occur frequently in academic text. These are often referred to as Tier II vocabulary. Understanding Tier II words can improve comprehension of text especially at the 5th and 6th grade level. We can have a bigger impact on a student's academic performance when we concentrate on teaching them. Students come across these words when reading Science, Social Studies and English text. Although the vocabulary is from 5th and 6th grade lists, I have used them with students who need supplemental help with vocabulary development. The passages are a more difficult than set 1 but are still kept at one or two paragraphs.



The words used on my task cards are not a complete compilation and come from a variety of 5th and 6th grade vocabulary lists. I used words that made sense within the context of the paragraphs. There are a total of 120 words used in the text. A few are used more than once and cover more than one meaning.

There are **two sets of cards on 16 sheets for total of 32 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 used in the text
- Card 3 are comprehension questions from the text.
- Card 4 includes the answers to the comprehension questions.

Set 2 is a duplicate of Set 1 with the following differences.

-  Set 1 has the answers on cards 2&4 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 on 2 & 4 and is marked as **Answers**. These would be better for some students to start with and would be better at a learning center.

1. passage	2. vocab.
3. questions	4. answers

The cards are placed on the sheets so you can choose if you would like to make double backed cards. For example card two (vocabulary meanings), folded to the back, would make a good backing for card 1 the (text). You could also cut sections 2&4 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 sections 2 & 4 back providing word meanings and answers to the comprehension questions on the back side. You can make these cards fit your student's needs. Set 1 with the mixed answers will require 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. By making both sets I can differentiate the instruction for different needs and methods of instruction.

Tier II Vocabulary List (120 words)

5th grade	5 th grade	5 th grade	6 th grade	6 th grade
abolish	expansion	revolt	continuous	origin
accomplish	expectation	scarce	contribute	peculiar
announce	explain	significant	declare	prediction
anxious	express	superior	democracy	priority
approach	extend	tension	elaborate	quote
approval	familiar	tolerate	encourage	recount
argument	frequent	tremble	evaluate	retrieve
avoid	gigantic	unexpected	exaggerate	similar
briskly	gist	unfamiliar	exhaust	solution
cease	glare	vertical	expression	strategy
claim	harsh		extend	substitute
conclude	hesitate	6 th grade	factor	tentative
conflict	hilarious	adjacent	ferocious	thesis
consistent	historic	accumulate	frequent	transfer
convince	horizontal	adequate	genuine	unanimous
culture	hostile	anticipate	government	unique
decade	huddle	appropriate	history	variable
dissatisfied	identify	artifact	hypothesis	viewpoint
dominant	illegible	benefit	insists	violate
drowsy	immigrate	calculate	lofty	
edible	investigate	catastrophe	manipulate	
effortless	navigate	citizen	massive	
escalate	ordinary	civilization	obedient	
establish	persuade	conclusion	oblivious	
evaluate	primary	consequence		
evidence	recently	construct		
exhaust				



1

Jake waded into the water, launched his canoe, and quickly jumped on board. He grabbed his paddle and placed it in the water. When he pulled backward, the canoe moved **briskly** forward.

Jake looked forward to leaving **civilization** and **navigating** the wilderness area. He had dreamed about living off the land and now he would actually do it. His friends didn't want to come along. They were afraid to meet **ferocious** animals and endure **hostile** living conditions. They did not have the same need for adventure.

Jake had prepared for the trip by gathering supplies, and reading books on how to live off the land. He could **identify edible** plants and animals. He was sure he was ready.

1

1. navigate

2. briskly

3. ferocious

4. identify

5. edible

6. civilization

7. hostile

Find the answers

a. to travel on a desired course after planning a route.

b. fierce and aggressive.

c. name or tell what something is.

d. unfriendly

e. a food item.

f. moving fast

g. society, culture, and way of life for a group of people.



1.

1, Where was Jake going?

2. How did Jake prepare for his adventure?

3. How would Jake travel?

4. What was Jake planning to eat?

1.

a. He planned on eating edible plants and small animals.

b. He was going on a canoe trip to the wilderness area.

c. He would paddle a canoe.

d. He gathered supplies, read books, and learned how to carry a canoe.

Find the answers



2. Tony got into position at the starting line. He was running a 5K marathon. He had to be ready and not **hesitate** when the starting horn sounded. It would be a big **accomplishment** if he made it to the end. His strategy was to run at a steady pace so he could **avoid** getting **exhausted** before he got to the finish line.

Running was an important sport for Tony. He was not successful at other sports. He was too small to play football and too short to play basketball. He found he was best in long distance running. He ran long distances **frequently** to build up endurance. He hoped to have an advantage over other runners and pass them by the **conclusion** of the marathon.

2.

- 1. hesitate
- 2. strategy
- 3. exhausted
- 4. avoid
- 5. frequent
- 6. conclusion
- 7. accomplishment

Find the answers

- a. extremely tired
- c. often
- e. keep from happening
- g. achievement

- b. end
- d. plan
- f. small delay before acting



- 2.
1. Where was Tony?
 2. Why didn't Tony play football?
 3. How did he get ready for the race?
 4. What did he do in order to make it to the end?

2.

- a. He was a small short person.
- b. He was at the starting line of a marathon.
- c. He ran at a steady pace so he had energy toward the end of the race.
- d. He ran long distances for practice..

Find the answers



3.

Daylight was fading as the sun began to set. It was just the right time for a cat to hunt.

An ordinary white and black cat could be seen walking **effortlessly** across the top of a brick wall behind the garage. The cat liked the wall because it provided a good **viewpoint** of the **adjacent** empty field below. Mice were his **primary** catch at night. The cat **anticipated** catching one for dinner. When he saw a mouse, he would make an **unexpected vertical** drop and surprise him.

3.

- | |
|-----------------|
| 1. viewpoint |
| 2. effortlessly |
| 3. adjacent |
| 4. vertical |
| 5. primary |
| 6. anticipated |
| 7. unexpected |

Find the answers

a. high point to overlook an area

b. straight up and down

c. predicted, expected result

d. next to

e. first and most frequent

f. surprised

g. easy action completed with little thought



3.

1. What animal was crossing the top of a brick wall?

2. How did it walk?

3. When was the best time for it to hunt mice ?

4. How would the cat catch the mice?

3.

a. It would drop down from the wall and surprise the mice.

b. It was best to hunt when the sun began to set.

c. It walked effortlessly.

d. A white and black cat was crossing the wall.

Find the answers



4.

Jake was trying out his new sail boat. At first, the sail hung limp against the mast because there wasn't enough wind to fill it. The wind finally started to blow and brought the boat to the middle of the lake. Then it stopped **unexpectedly**. He would need **continuous** wind to make this work. He **concluded** he would need another **strategy** to get back to shore.

He looked for his paddle in the boat but couldn't find it. Then he looked toward the shore and saw his paddle on the shore. He also saw a young girl sitting next to a surfboard. He waved and she noticed his distress. She **retrieved** the paddle, got on the surfboard, and began paddling toward him. He decided this was not such a **catastrophe** after all.

4.

1. unexpectedly

2. continuous

3. concluded

4. strategy

5. retrieved

6. catastrophe

Find the answers

a. bring something back

b. plan of action.

c. uninterrupted

d. disaster

e. final decision or judgment

f. surprisingly



4.

1. What was Jake trying to do?

2. Why was Jake having trouble getting back?

3. Where was his paddle?

4. How did he get the paddle?

4.

a. He forgot to bring his paddle along and the wind stopped blowing.

b. A girl on the beach brought it out to him.

c. He was trying to sail his new sailboat.

d. He left it on the beach.

Find the answers



5.

Up to a few minutes ago, John was **oblivious** of the weather. Then he felt a cool wind blowing. He noticed **gigantic** clouds forming in the eastern sky. He remembered there was a weather **prediction** of a thunderstorm and possible hail.

He wondered if he would have **adequate** time to reach shelter. He started to feel **anxious** because he was still a mile from his destination. He began to ride his bike faster. He reached his home just as the wind and rain became **significant**.

5.

1. oblivious

2. gigantic

3. prediction

4. adequate

5. anxious

6. significant.

Find the answers

a. not aware

d. telling of an event before it happens.

b. large or enormous

e. enough

c. worthy of attention

f. nervous



5.

1. How did John know a storm was coming?

2. What was John doing?

3. Why was he anxious?

4. When did he feel wind and rain?

5.

a. He was riding his bike .

b. Bad weather was predicted and he wasn't sure he would make it home in time.

c. The rain became significant just as he reached his home.

d. He saw gigantic clouds in the sky and felt a cool wind.

Find the answers



Jake waded into the water, launched his canoe, and quickly jumped on board. He grabbed his paddle and placed it in the water. When he pulled backward, the canoe moved **briskly** forward.

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Jake had prepared for the trip by gathering supplies, and reading books on how to live off the land. He could **identify edible** plants and animals. He was sure he was ready.

answers

1

1. navigate

to travel on a desired course after planning a route.

2. briskly

moving fast

3. ferocious

fierce and aggressive.

4. identify

name or tell what something is.

5. edible

a food item.

6. civilization

society, culture, and way of life for a group of people.

7. hostile

unfriendly



1.

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3. How would Jake travel?

4. What was Jake planning to eat?

answers

1.

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He gathered supplies, read books, and learned how to carry a canoe.

He would paddle a canoe.

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2.

Tony got into position at the starting line. He was running a 5K marathon. He had to be ready and not **hesitate** when the starting horn sounded. It would be a big **accomplishment** if he made it to the end. His strategy was to run at a steady pace so he could **avoid** getting **exhausted** before he got to the finish line.

Running was an important sport for Tony. He was not successful at other sports. He was too small to play football and too short to play basketball. He found he was best in long distance running. He ran long distances **frequently** to build up endurance. He hoped to have an advantage over other runners and pass them by the **conclusion** of the marathon.

2.

answers

1. hesitate	small delay before acting.
2. strategy	plan
3. exhausted	extremely tired
4. avoid	keep from happening
5. frequent	often
6. conclusion	end
7. accomplishment	achievement



2.

1. Where was Tony?

2. Why didn't Tony play football?

3. How did he get ready for the race?

4. What did he do in order to make it to the end?

2.

answers

He was at the starting line of a marathon.
He was a small short person.
He ran long distances for practice..
4. He ran at a steady pace so he had energy toward the end of the race.



3.

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3.

answers

- 1. viewpoint high point to overlook an area
- 2. effortlessly easy action completed with little thought
- 3. adjacent next to
- 4. vertical straight up and down
- 5. primary first and most frequent
- 6. anticipated predicted, expected result
- 7. unexpected surprised



3.

- 1. What animal was crossing the top of a brick wall?
- 2. How did it walk?
- 3. When was the best time for it to hunt mice?
- 4. How would the cat catch the mice?

3.

answers

- A white and black cat was crossing the wall.
- It walked effortlessly.
- It was best to hunt when the sun began to set.
- It would drop down from the wall and surprise the mice.



4.

Jake was trying out his new sail boat. At first, the sail hung limp against the mast because there wasn't enough wind to fill it. The wind finally started to blow and brought the boat to the middle of the lake. Then it stopped **unexpectedly**. He would need **continuous** wind to make this work. He **concluded** he would need another **strategy** to get back to shore.

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answers

4.

1. unexpectedly	surprisingly
2. continuous	uninterrupted
3. concluded	final decision or judgment
4. strategy	plan of action.
5. retrieved	bring something back
6. catastrophe	disaster



4.

1. What was Jake trying to do?

2. Why was Jake having trouble getting back.

3. Where was his paddle?

4. How did he get the paddle?

answers

4.

He was trying to sail his new sailboat.
He forgot to bring his paddle along and the wind stopped blowing.
It was on the beach.
A girl on the beach brought it out to him.



5.

Up to a few minutes ago, John was **oblivious** of the weather. Then he felt a cool wind blowing. He noticed **gigantic** clouds forming in the eastern sky. He remembered there was a weather **prediction** of a thunderstorm and possible hail.

He wondered if he would have **adequate** time to reach shelter. He started to feel **anxious** because he was still a mile from his destination. He began to ride his bike faster. He reached his home just as the wind and rain became **significant**.

answers

5.

1. oblivious	not aware
2. gigantic	large or enormous
3. prediction	foretell an event
4. adequate	enough
5. anxious	nervous
6. significant.	worthy of attention



5.

1. How did John know a bad storm was coming?

2. What was John doing?

3. Why was he anxious?

4. When did he feel wind and rain?

answers

5.

He saw gigantic clouds in the sky and felt a cool wind.

He was riding his bike .

Bad weather was predicted and he wasn't sure he would make it home in time.

The rain became significant just as he reached home.

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