TEACHER COPY · READ FIRST

Vocabulary Mountain Adventures on paper · Grade 3

5 printable trips that match the 5 levels of the online game. No device or account needed.

What is inside

Pages	For	What
This page	Teacher	How to run, score and choose a next step
Trips 1–5	Students	Each trip: the level's picture and stop names, 4 word stops, a two-part challenge (stop 5) and an unscored Talk bonus
Answer key	Teacher	Answer, why it fits, and what each wrong letter usually means
Record sheet	Teacher	First answers and fixes, one row per student per trip

Run one trip (15–25 minutes)

1. Copy one trip for each student. Keep the answer key back.
2. Students read each passage and circle an answer. On the online game a miss gives a clue and a second try; on paper, check the stop, say *"Reread for the clue,"* and let the student try once more. They keep the first answer and write the new letter with a star (★).
3. If the second try misses too, read the key's "why" line together. That is what the game does after a second miss.
4. When all five stops are done, students may read and answer the Talk bonus. It is not scored.

Count and choose a next step

Count **first answers** on stops 1–4, and record stop 5 Part A and Part B separately. Fixes with a star go in their own column. There is no cut score: use the pattern to decide what to talk about next.

What you see	A next step
Missed, then fixed after rereading (★)	Ask "Which detail helped?" The clue strategy is working; give another trip.
Missed twice	Read the key's "why" line together; replace the word in the sentence and check it makes sense. Revisit that skill.
Part A right, Part B wrong	The meaning is there; practice pointing to the exact words that prove it.
Part A wrong, Part B right	The student found the clue but did not use it; ask them to say the meaning in their own words.
The same skill missed on several trips	Small-group practice on that skill (the key names the skill for each stop).

Levels in this packet

- **Ride 1: Aspen Ridge** — Trailhead, Creek Crossing, Switchbacks, Rock Garden, Summit
- **Ride 2: Pine Needle Switchbacks** — Forest Start, Rooty Bend, Pine Switchbacks, Rock Passage, Ridge Finish
- **Ride 3: Granite Drop** — Ridge Start, Rock Garden, Banked Turn, Granite Roll, Meadow Finish
- **Ride 4: Creekside Loop** — Pine Trailhead, Flowing Turns, Lower Bridge, Return Climb, Trailhead Finish
- **Ride 5: Golden Aspen Loop** — Grove Entrance, Golden Curve, Stream Bridge, Upper Aspen Corridor, Grove Trailhead

Same words as the online game. These are the game's approved passages and questions, so a student who played online may have seen some. Every word also has a second passage that is **not** used in this packet; it is kept back for an unseen recheck. Original practice from Pole Mountain Learning, informed by published ELA expectations. It is not an official Pearson, NAVVY or WY-TOPP assessment and does not use their test questions. Results are practice notes, not grades, and do not predict test scores or establish mastery. Built and reviewed with AI tools; no human classroom trial of this revision yet. Free for classroom use. November 2026 edition.

TEACHER ANSWER KEY · KEEP SEPARATE FROM STUDENT COPIES

Answer key · Grade 3

Ride 1: Aspen Ridge

Stop	Word · skill	Key	Why it fits	If they chose…
1	sturdy context clues · RL.3.4, L.3.4a	**D**	The detail “It held the jug and all the cups without bending.” supports the meaning “strong enough to stay firm”.	**A:** Weight alone does not show strength under a load. **B:** Easy folding does not fit something that keeps its shape under a load. **C:** Being bright does not show that a table is strong.
2	bank multiple meanings · RI.3.4, L.3.4a	**C**	The detail “They lay on the ground just above the water.” supports the meaning “the land along the water’s edge”.	**A:** The ground lies beside the water. **B:** Bank can name a tilt in a turn. **D:** A bank can describe a row of seats, but no seating is meant here.
3	unsteady word parts · RL.3.4, L.3.4a, L.3.4b	**A**	The detail “It rocked each time someone touched the top.” supports the meaning “not firm or well balanced”.	**B:** The table rocks because of its support; no heavy load is needed. **C:** The table rocks. **D:** Speed is different from firmness or balance.
4	fragile contrast clues · RL.3.4, L.3.4a	**D**	The detail “One of its thin wings had cracked when he touched it too firmly.” supports the meaning “easy to damage or break”.	**A:** An object can be valuable without breaking easily. **B:** Something needing protection cannot simply be left anywhere safely. **C:** Holding a heavy load describes strength, not easy breakage.
5A	a sea of figurative language · RL.3.4, L.3.4a, L.3.5a, RL.3.1	**C**	Rows filling the whole field show a very large group, not an actual sea.	**A:** Sea is not literal here; the crowd is not described as wet. **B:** The phrase tells how many there are, not how quiet they are. **D:** The clue shows how many riders there are, not their colors.
5B	evidence	**C**	Rows of riders filled every part of the field. That shows how many helmets Ana saw.	**A:** The stage tells where Ana stood, not how many people were there. **B:** This is where the phrase appears. It does not give a separate clue about the size of the group. **D:** The drum group tells who was near the gate, not how full the field was.

Talk bonus (berm): A berm is a curve in a trail with a built-up, tilted side, so riders can lean into the turn.

Ride 2: Pine Needle Switchbacks

Stop	Word · skill	Key	Why it fits	If they chose…
1	eager shades of meaning · RL.3.4, L.3.4a, L.3.5c	**B**	The detail “She kept asking when they could begin.” supports the meaning “very excited and ready to begin”.	**A:** The actions show a strong wish to begin soon, beyond mere willingness. **C:** Calm willingness to wait is weaker than the strong desire to begin here. **D:** The person wants to start, not stop.

Stop	Word · skill	Key	Why it fits	If they chose…
2	shelter context clues · RI.3.4, L.3.4a	**A**	The detail “A roof with dry space below can provide shelter.” supports the meaning “a place safe from weather”.	**B:** A lunch spot need not protect anyone from weather. **C:** Measuring rain does not provide protection from it. **D:** The roof keeps people dry.
3	current multiple meanings · RI.3.4, L.3.4a	**D**	The detail “The leaf moved along even though nobody pushed it.” supports the meaning “water flowing in one direction”.	**A:** The objects travel downstream; they are not showing a rising water level. **B:** Depth describes how deep water is, not its movement. **C:** The clue shows water moving along, not where the stream starts.
4	reusable word parts · RI.3.4, L.3.4a, L.3.4b	**B**	The detail “Then they put it away for another day.” supports the meaning “able to be used again”.	**A:** Easy cleaning does not by itself mean an object can serve again. **C:** Throwing it away prevents the repeated use described. **D:** One-time use is the opposite of the repeated use here.
5A	narrow contrast clues · RI.3.4, L.3.4a, RI.3.1	**D**	Only one person fitting across shows small width, which is different from the path’s length.	**A:** Length runs from beginning to end; narrow describes width. **B:** Height above the ground is different from space across a path. **C:** A short path can still have plenty of room across.
5B	evidence	**B**	Only one person could fit across the second path. That shows it had little room from side to side.	**A:** The shared destination tells where both paths go, not how wide either is. **C:** This describes the first path. The question asks about the second. **D:** The shorter distance describes the path’s length, not its width.

Talk bonus (switchback): Switchbacks spread the climb across a longer route. Riders change direction as the trail works its way up the hillside.

Ride 3: Granite Drop

Stop	Word · skill	Key	Why it fits	If they chose…
1	snail's pace figurative language · RL.3.4, L.3.4a, L.3.5a	**C**	The detail “Each step was tiny so the tree would not tip.” supports the meaning “a very slow speed”.	**A:** The long time needed for a short trip rules out quick movement. **B:** Very fast movement is the opposite of the tiny, slow steps. **D:** A speed can stay the same and still be fast.
2	swift shades of meaning · RL.3.4, L.3.4a	**D**	The detail “A second boat swept past the first and was soon far ahead.” supports the meaning “moving at a very fast speed”.	**A:** Steady movement can be slow too. **B:** Carefulness alone does not tell how quickly something moves. **C:** Moving sideways tells which way something goes, not how fast.
3	examine context clues · RL.3.4, L.3.4a	**B**	The detail “She began to examine it, turning it slowly and looking near each small part.” supports the meaning “look closely at something”.	**A:** Distant viewing misses the close inspection described. **C:** The person looks closely instead of hiding. **D:** The careful looking rules out a guess made without inspection.

Stop	Word · skill	Key	Why it fits	If they chose…
4	light multiple meanings · RL.3.4, L.3.4a	**C**	The detail “She lifted that bag with one finger.” supports this meaning.	**A:** Brightness does not tell how much an object weighs. **B:** A pale color does not make an object easy to lift. **D:** A small object can still be heavy.
5A	preview word parts · RL.3.4, L.3.4a, L.3.4b, RL.3.1	**D**	The part pre- means before. Part of the show is seen before the full event.	**A:** The short showing comes before the full show, not after it. **B:** Part of the show is seen early. **C:** Only part of the show is presented beforehand.
5B	evidence	**B**	Luis saw just three pictures before the meeting. He got a short look before the full show.	**A:** The full show’s schedule does not tell what Luis saw early. **C:** The classmates’ question repeats the word without showing what the preview included. **D:** This tells what was missing. It does not directly show when Luis saw the pictures he did see.

Talk bonus (roll-down): On a roll-down, the wheels follow the ground or rock surface. A jump includes time with both wheels in the air. This ride shows a continuous route along the ground.

Ride 4: Creekside Loop

Stop	Word · skill	Key	Why it fits	If they chose…
1	distant contrast clues · RI.3.4, L.3.4a	**B**	The detail “Hills far beyond the river look small.” supports the meaning “far away from the viewer”.	**A:** Something nearby can be hard to see too. **C:** A faraway place may take a long time to reach. **D:** Distance from the viewer is different from height above the ground.
2	like a ribbon figurative language · RL.3.4, L.3.4a, L.3.5a	**D**	The detail “Its thin line wound around trees and followed the shape of the valley.” supports the meaning “in a long, slender curve”.	**A:** The path makes one thin, curving line. **B:** The comparison describes the path’s shape, not actual gift-wrapping cloth. **C:** A perfectly straight row does not fit the bends in the described line.
3	route context clues · RI.3.4, L.3.4a	**C**	The detail “A leader can trace it from the start to the finish.” supports the meaning “a path between two places”.	**A:** A list of destinations does not show the way between them. **B:** A leader may choose the route, but the leader is not the route. **D:** A bag carries supplies; it does not describe which way to go.
4	spring multiple meanings · RI.3.4, L.3.4a	**D**	The detail “At this spot, water comes up through cracks in the ground.” supports this meaning.	**A:** The water flows from one spot in the ground. **B:** No metal part is described. **C:** A jump is an action.
5A	uneven word parts · RI.3.4, L.3.4a, L.3.4b, RI.3.1	**A**	The part un- means not. The surface is not even.	**B:** A missing map label does not explain bumps or different heights. **C:** Public access is different from the shape of a surface. **D:** The bumps and hollows occur across the path, not just at its edges.

Stop	Word · skill	Key	Why it fits	If they chose…
5B	evidence	**A**	The little bumps and hollows make the second surface bumpy instead of flat.	**B:** Making two paths tells what the class built, not how either surface felt. **C:** The students call the path uneven here. The word itself is not a separate clue. **D:** Both paths received the same decorations, so the decorations do not explain how their surfaces differed.

Talk bonus (loop): On a loop, you follow different sections around to the same trailhead. On an out-and-back, you turn around and retrace the trail. This loop has a descent, a lower bridge, a return climb, and an upper bridge.

Ride 5: Golden Aspen Loop

Stop	Word · skill	Key	Why it fits	If they chose…
1	steady contrast clues · RL.3.4, L.3.4a	**A**	The detail “It stayed in one position instead of shaking.” supports the meaning “held firmly without shaking”.	**B:** Light weight does not ensure that the paper will stay still. **C:** Bending paper changes its shape. **D:** The paper stays still.
2	cooperate context clues · RL.3.4, L.3.4a	**A**	The detail “Two held the sign while another painted the letters.” supports the meaning “help one another complete a task”.	**B:** The people contribute together; they are not only taking turns leading. **C:** Working alone leaves out the help each person gives. **D:** Arguing does not describe the coordinated work in the passage.
3	branch multiple meanings · RI.3.4, L.3.4a	**A**	The detail “This smaller stream has split away from the main river.” supports this meaning.	**B:** The passage follows moving water, not a tree. **C:** No company or store is described here. **D:** The clue shows water splitting into paths, not lake depth.
4	reread word parts · RL.3.4, L.3.4a, L.3.4b	**A**	The detail “The second reading helped her find the name she had missed.” supports the meaning “read again”.	**B:** The key action is repeating a reading, whether slowly or quickly. **C:** Re- signals another reading, not the first reading. **D:** Reading without stopping could be a first reading.
5A	alert context clues · RL.3.4, L.3.4a, RL.3.1	**A**	Noticing the small movement before others do shows that Jo is paying close attention.	**B:** A sleepy person would be less ready to notice small changes. **C:** Making noise is different from paying attention to surroundings. **D:** Watching closely does not mean feeling worried.
5B	evidence	**A**	Jo spotted the bird before anyone else. This shows how quickly she noticed it.	**B:** The morning walk tells when Jo visited, not what she noticed. **C:** The reeds and benches describe the pond, not Jo’s attention. **D:** The description names the quality but does not show what Jo did.

Talk bonus (singletrack): The narrow trail generally fits riders in one line. It is much narrower than a road or a broad track for vehicles.

TEACHER COPY · CLASS RECORD SHEET

Vocabulary Mountain Adventures on paper · Grade 3

Use initials or class codes only. One row per student per trip. Copy this page for more students.

Student (initials or code)	Ride #	Stop 1	Stop 2	Stop 3	Stop 4	Stop 5 · Part A	Stop 5 · Part B	Next step / notes

In each stop cell write ✓ if the FIRST answer was right, or ★ if the student fixed it after rereading. Leave it blank if it was still missed. Count only ✓ as first answers, as the online game does; ★ fixes are shown but counted separately. Part A and Part B of stop 5 are recorded separately.