TEACHER COPY · READ FIRST

Vocabulary Mountain Adventures on paper · Grade 4

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 4

Ride 1: Aspen Ridge

Stop	Word · skill	Key	Why it fits	If they chose…
1	efficient context clues · RL.4.4, L.4.4a	**C**	The detail “They sorted near the boxes and finished the same careful work with fewer trips.” supports the meaning “doing work without wasted effort”.	**A:** The job remains complete; fewer unnecessary trips save effort. **B:** The work is still completed carefully; saving effort does not mean skipping checks. **D:** Extra effort on every detail is not the saving described here.
2	overlook multiple meanings · RL.4.4, L.4.4a	**B**	The detail “They nearly left without seeing the box they still needed.” supports the meaning “fail to notice while looking”.	**A:** Failing to spot something differs from forgetting something already packed. **C:** A long inspection would not explain the failure to notice. **D:** Detailed description is different from missing something.
3	cautious shades of meaning · RL.4.4, L.4.4a	**A**	The detail “She stopped to look and asked the leader which way was safe.” supports the meaning “careful about possible problems”.	**B:** The pause responds to a possible problem, rather than tiredness. **C:** The checking is about possible problems, rather than winning a race. **D:** Checking for problems shows awareness that something could go wrong.
4	impatient word parts · RL.4.4, L.4.4a, L.4.4b	**A**	The detail “One impatient student tapped the chair and kept asking when the show would begin.” supports the meaning “finding it hard to wait calmly”.	**B:** Tapping and repeated demands show trouble waiting calmly. **C:** The person cares about beginning, rather than lacking interest. **D:** The passage describes trouble waiting, not trouble hearing.
5A	temporary contrast clues · RL.4.4, L.4.4a, RL.4.1	**B**	The corner will be taken apart once the repairs finish, so it lasts for a short time.	**A:** Lasting for many years conflicts with the stated end to its use. **C:** The number of people using it does not determine how long it lasts. **D:** The word concerns duration, rather than repair needs.
5B	evidence	**B**	The corner would be taken apart, so it was set up to be used for only a short time.	**A:** The repair gives a reason for the new corner. This line does not say what happens to the corner afterward. **C:** The furnishings tell what the corner contained, not how long it would be used. **D:** This tells how students used the corner during repairs. The plan to take it apart is clearer evidence of its limited use.

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	a wall of sound figurative language · RL.4.4, L.4.4a, L.4.5a	**D**	The detail “Drums, clapping, and voices filled the space around them.” supports the meaning “a loud mass of noise all around”.	**A:** The listener is surrounded by many sounds. **B:** The described noise is loud, not absent. **C:** Many nearby sounds are described, rather than one faraway voice.

Stop	Word · skill	Key	Why it fits	If they chose…
2	essential context clues · RI.4.4, L.4.4a	**D**	The detail “A rider cannot join the activity without the required helmet.” supports the meaning “needed for an activity to succeed”.	**A:** Something essential cannot simply be left out while meeting the same need. **B:** The passage shows that the need cannot be met with just anything. **C:** Decoration is optional, while the described need is not.
3	match multiple meanings · RI.4.4, L.4.4a	**D**	The detail “The two should have the same size, pattern, and hole for the axle.” supports this meaning.	**A:** No teams are playing. **B:** The passage compares items that go together. **C:** The passage compares features, not the time taken.
4	persistent shades of meaning · RL.4.4, L.4.4a	**B**	The detail “After several tries, she built a bridge that held the toy bike.” supports the meaning “continuing despite difficulty”.	**A:** Asha changes the folds after listening to her partner; she does not repeat an unchanged design. **C:** Several attempts are described, not immediate success. **D:** The person continues with a difficult job instead of choosing only easy ones.
5A	disconnect word parts · RI.4.4, L.4.4a, L.4.4b, RI.4.1	**C**	The part dis- can mean apart. The joined pieces are taken apart.	**A:** Connecting more firmly is the opposite of separating the pieces. **B:** Weight has nothing to do with undoing the join. **D:** The parts come apart rather than staying attached during a move.
5B	evidence	**A**	Removing the clips let the two joined sections be carried apart. That shows what it means to disconnect them.	**B:** The clips explain how the wall was joined before anyone separated it. **C:** This says an adult helped disconnect the sections, but does not show what changed. **D:** Putting the drawings away is a different task. It does not tell what happened to the wall.

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	contrast contrast clues · RI.4.4, L.4.4a	**A**	The detail “One may climb quickly while the other stays nearly level.” supports the meaning “show how two things differ”.	**B:** The focus is the differences between things, rather than separate descriptions. **C:** Time order is not the difference being described. **D:** No comparison of cost is needed to understand these differences.
2	the heart of figurative language · RL.4.4, L.4.4a, L.4.5a	**A**	The detail “Without that busy center, many fair activities could not happen.” supports the meaning “the central, most important part of”.	**B:** The phrase concerns a central role, rather than when something was completed. **C:** Age and damage do not explain its importance to the project. **D:** An outside edge is the opposite of the central role described.

Stop	Word · skill	Key	Why it fits	If they chose…
3	maintain context clues · RI.4.4, L.4.4a	**B**	The detail “They check it regularly and repair worn parts.” supports the meaning “care for something to keep it useful”.	**A:** Regular care keeps the same object useful rather than replacing it. **C:** A change of location alone does not keep an object in good condition. **D:** Decoration alone does not explain checking and repair.
4	point multiple meanings · RI.4.4, L.4.4a	**A**	The detail “The examples all support that message.” supports this meaning.	**B:** No sharp tool is described. **C:** No game score is being counted. **D:** The passage explains an idea, not a place marked on a map.
5A	courteous shades of meaning · RL.4.4, L.4.4a, RL.4.1	**C**	Waiting, thanking and asking politely show consideration for another person.	**A:** Silence alone is not politeness; the person also considers the other speaker. **B:** Speed does not explain respectful listening and speaking. **D:** Considerate participation differs from simply remaining silent.
5B	evidence	**A**	Timo waited his turn, thanked the visitor, and asked politely. Each action shows respect.	**B:** Thinking of a question tells what Timo wanted to ask, not how he treated the visitor. **C:** The friendly conversation is a result. The actions that produced it make the meaning clearer. **D:** Moving chairs shows helpfulness afterward, not the polite way he spoke to the visitor.

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	microscope word parts · RI.4.4, L.4.4a, L.4.4b	**C**	The detail “The instrument makes those small features look much larger.” supports the meaning “a tool for viewing tiny things”.	**A:** The purpose here is seeing tiny nearby details, rather than distant objects. **B:** A large-area drawing is not the instrument used for tiny details. **D:** Measuring distance is different from making small features visible.
2	moderate contrast clues · RI.4.4, L.4.4a	**A**	The detail “A moderate setting moved the sail without bending it.” supports the meaning “at a level between high and low”.	**B:** The chosen setting lies above the low extreme and below the high one. **C:** The greatest possible setting is an extreme, not the middle. **D:** The word describes a middle level, rather than switching between extremes.
3	on the fence figurative language · RL.4.4, L.4.4a, L.4.5b	**B**	The detail “Even after the discussion, she had not chosen one.” supports the meaning “undecided between choices”.	**A:** Being interested in both choices differs from refusing both activities. **C:** The person listens to both choices rather than refusing to listen. **D:** Being certain conflicts with still being unable to choose.

Stop	Word · skill	Key	Why it fits	If they chose…
4	conclude context clues · RL.4.4, L.4.4a	**C**	The detail “Fresh footprints and a piece of kite string led toward the pond.” supports the meaning “reach a decision after considering facts”.	**A:** The decision is based on clues or facts, rather than preference alone. **B:** The clues are being used to reach an answer, not only ask a question. **D:** The decision has reasons behind it, rather than an unexplained change of mind.
5A	pitch multiple meanings · RL.4.4, L.4.4a, RL.4.1	**C**	Presenting benefits and asking for support shows a short persuasive proposal.	**A:** No musical note is described. **B:** The passage is about a proposal, not a baseball throw. **D:** No surface is being measured.
5B	evidence	**A**	Nadia explained the benefits and asked for votes. That shows she was speaking to win support.	**B:** Her idea is the topic. Having an idea does not show she tried to persuade anyone. **C:** The unmade decision tells why a vote mattered, not what Nadia did to gain support. **D:** Three minutes tells how long she spoke, not why she spoke.

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	dependable shades of meaning · RL.4.4, L.4.4a	**D**	The detail “They knew he would do what he had promised.” supports the meaning “reliable in doing what is expected”.	**A:** Dependable means doing the promised job, rather than simply showing up. **B:** Changing tasks does not show whether promises are kept. **C:** The person can be counted on beyond only easy situations.
2	transport word parts · RI.4.4, L.4.4a, L.4.4b	**D**	The detail “Carrying them between the two places was the volunteers’ main job.” supports the meaning “carry between different places”.	**A:** Packing prepares objects; transporting moves them between places. **B:** Preparing for a trip is not the movement between locations itself. **C:** Sharing among groups does not explain carrying between the two locations.
3	investigate context clues · RL.4.4, L.4.4a	**D**	The detail “Students checked the soil, the light, and the watering notes.” supports the meaning “search for facts about a problem”.	**A:** Seeking a cause comes before choosing how to respond to the problem. **B:** The person actively looks for facts rather than leaving the problem. **C:** Making a problem seem unimportant does not explain the careful checking.
4	fair multiple meanings · RI.4.4, L.4.4a	**C**	The detail “Names go into the same box, and each name is entered once.” supports this meaning.	**A:** The clue describes people’s chances, not the weather. **B:** The word describes how a choice is made, not the quality of a project. **D:** A fair can name an event.

Stop	Word · skill	Key	Why it fits	If they chose…
5A	evidence context clues · RL.4.4, L.4.4a, RL.4.1	**C**	The counts and comparison provide facts supporting the student's explanation.	**A:** Supplies help do a task, while evidence supports an explanation. **B:** An unanswered question is different from facts supporting an answer. **D:** Facts or observations support an explanation, rather than propose another activity.
5B	evidence	**A**	Counting wilted plants gave the student a result she could use to support her explanation about shade.	**B:** Her idea about shade is the explanation to test, not an observation that supports it. **C:** This calls the results evidence without telling the reader what those results were. **D:** The meeting time and place do not provide information about how the plants grew.

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 4

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.