TEACHER COPY · READ FIRST

Vocabulary Mountain Adventures on paper · Grade 5

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 5

Ride 1: Aspen Ridge

Stop	Word · skill	Key	Why it fits	If they chose…
1	adapt context clues · RL.5.4, L.5.4a	**B**	The detail “They shortened the display tables and replaced the outdoor relay with a small model challenge.” supports the meaning “make changes to suit new conditions”.	**A:** Adapting changes something to fit different conditions. **C:** The new conditions are considered, rather than copying without adjustment. **D:** The group keeps the event going instead of giving up.
2	issue multiple meanings · RI.5.4, L.5.4a	**A**	The detail “Each volunteer receives a lamp and a reflective vest from the supply desk.” supports this meaning.	**B:** The passage concerns equipment distribution, not a publication. **C:** No problem is being raised. **D:** The equipment leaves storage before use rather than returning afterward.
3	resilient shades of meaning · RL.5.4, L.5.4a	**A**	The detail “By the next meeting, they had recovered from the setback and were ready to welcome visitors.” supports the meaning “able to recover after a setback”.	**B:** The team recovers by working together after a setback. **C:** The team continues after the setback rather than refusing to try. **D:** The recovery occurs when conditions are difficult, not only easy.
4	reorganize word parts · RL.5.4, L.5.4a, L.5.4b	**B**	The detail “They changed the order and position of the tables to make a clear path from the new entrance.” supports the meaning “arrange the same things in another way”.	**A:** A different arrangement is made rather than returning to the original one. **C:** The same materials are used rather than all being replaced. **D:** A new orderly arrangement is made, not random storage.
5A	turn the tide figurative language · RL.5.4, L.5.4a, L.5.5b, RL.5.1	**B**	A decline becoming a rise shows events changing direction, not an actual movement of water.	**A:** Tide is figurative here; the change concerns events, rather than ocean water. **C:** The result changes direction rather than remaining the same. **D:** The trend reverses direction, rather than merely slowing.
5B	evidence	**D**	Volunteer numbers began rising after they had been falling. That is the reversal described by the phrase.	**A:** Fewer volunteers show the earlier decline, not a change in direction. **B:** The team hopes for a change here. Its hope does not show the change happened. **C:** Explaining the fair is what the students did. The volunteer numbers show what that action changed.

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	interpret context clues · RL.5.4, L.5.4a	**C**	The detail “She worked out which marks showed bridges and which showed lookout points.” supports the meaning “work out what something means”.	**A:** The task goes beyond describing shapes to working out what they mean. **B:** Attractiveness does not explain working out the marks’ meanings. **D:** Repeating words is different from explaining their meaning.

Stop	Word · skill	Key	Why it fits	If they chose…
2	compound multiple meanings · RI.5.4, L.5.4a	**B**	The detail “Footsteps loosen more soil, so the next rain carries an even larger amount away.” supports this meaning.	**A:** The passage concerns an added difficulty, not a new substance. **C:** No buildings or enclosure are described. **D:** The problem grows because another effect is added; it is not divided into parts.
3	impartial shades of meaning · RL.5.4, L.5.4a	**A**	The detail “She used the same criteria for every team and did not give friends an advantage.” supports the meaning “fair without favoring anyone”.	**B:** Knowing some people does not prevent treating everyone fairly. **C:** Favoring familiar people conflicts with using the same criteria for all. **D:** Loudness is not the basis for the fair judgment here.
4	chronology word parts · RI.5.4, L.5.4a, L.5.4b	**C**	The detail “Dates helped visitors follow the changes from the park’s opening to the present.” supports the meaning “the order in which events happened”.	**A:** Chronology orders by time, rather than grouping by place. **B:** Chron relates to time, not distance. **D:** Reasons for remembering events do not determine their time order.
5A	a silver lining figurative language · RL.5.4, L.5.4a, L.5.5b, RL.5.1	**C**	Hearing every speaker is a benefit even though losing the outdoor stage is disappointing.	**A:** The phrase is figurative, not an actual metal decoration. **B:** The problem still happens; the phrase identifies one benefit within it. **D:** The benefit does not erase the disappointing change.
5B	evidence	**D**	Moving indoors meant quiet students could hear every speaker. That was a good result of an unwanted change.	**A:** Losing the outdoor stage describes the setback, not its benefit. **B:** The phrase names a benefit without saying what got better. **C:** The programs’ location describes the new setup, not an advantage of moving inside.

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	infer context clues · RL.5.4, L.5.4a	**D**	The detail “The soil was damp, the leaves were wet, and an empty watering can stood nearby.” supports the meaning “reach an idea by using clues”.	**A:** Clues support an idea about something that was not directly observed or stated. **B:** Clues are used, so this is not a guess without support. **C:** A supported inference need not prove every other possibility impossible.
2	object multiple meanings · RL.5.4, L.5.4a	**C**	The detail “She said the plan would block visitors and asked the group to choose another location.” supports this meaning.	**A:** Object can name a thing, but here it describes disagreeing during a discussion. **B:** The speaker gives a reason against the proposal rather than only requesting information. **D:** The speaker disagrees with the proposal instead of accepting it.
3	apprehensive shades of meaning · RL.5.4, L.5.4a	**B**	The detail “Still, she kept imagining that she might forget her opening words.” supports the meaning “worried about what may happen next”.	**A:** Apprehension includes worry, rather than calm care alone. **C:** The person is concerned, rather than uninterested. **D:** The worry is about a future possibility rather than only a past event.

Stop	Word · skill	Key	Why it fits	If they chose…
4	biography word parts · RI.5.4, L.5.4a, L.5.4b	**D**	The detail “Its chapters described the designer’s childhood, schooling, family, inventions, and later work.” shows an account of one real individual’s experiences.	**A:** A life account covers experiences and choices beyond technical explanations of inventions. **B:** The book follows a life, rather than providing construction directions. **C:** A person’s life account is different from a distance list.
5A	break new ground figurative language · RL.5.4, L.5.4a, L.5.5b, RL.5.1	**D**	The school’s first exhibit of that kind introduces a new approach rather than repeating the established one.	**A:** The ground is figurative; the new approach does not require digging. **B:** Repeating the established method is the opposite of introducing a new approach. **C:** The work introduces a different approach, rather than only doing the old task faster.
5B	evidence	**B**	Calling it the school’s first touch-and-listen exhibit identifies the method that had not been tried there before.	**A:** Pictures and written labels show the old method, not the change. **C:** This expresses a goal using the same phrase. It does not say what the group did differently. **D:** Testing with classmates shows the group tried the approach. It does not establish that the approach was a first.

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	justify context clues · RL.5.4, L.5.4a	**A**	The detail “She explained that it had a shorter distance and several shaded rest places for the group.” supports the meaning “give reasons that support a choice”.	**B:** Reasons support a decision; construction steps explain how to build. **C:** Exciting language does not replace supporting reasons. **D:** The reasons support a choice, rather than merely following the group.
2	conduct multiple meanings · RI.5.4, L.5.4a	**D**	The detail “The leader prepares questions, asks each group, and writes down every answer.” supports this meaning.	**A:** No material transfers heat. **B:** There is no musical performance. **C:** The word names the activity being led, not a description of manners.
3	indifferent shades of meaning · RL.5.4, L.5.4a	**C**	The detail “He said either color was fine and returned to his drawing without joining the debate.” supports the meaning “having little interest in a choice”.	**A:** Showing little preference differs from waiting to state a strong preference. **B:** The passage shows little concern, rather than nervous worry. **D:** A strong preference is the opposite of the response described.
4	evaluate context clues · RI.5.4, L.5.4a	**B**	The detail “They use those points to judge how well each design meets the project’s needs.” supports the meaning “judge using relevant requirements”.	**A:** Evaluation includes a judgment, rather than only a feature list. **C:** The criteria matter more than how familiar a design looks. **D:** Size is only one possible feature, not the whole judgment here.

Stop	Word · skill	Key	Why it fits	If they chose…
5A	range multiple meanings · RI.5.4, L.5.4a, RI.5.1	**B**	Several different examples show variety rather than a mountain chain, signal distance, or cooking appliance.	**A:** The passage discusses examples in a collection rather than mountains. **C:** No signal or maximum travel distance is described. **D:** Nothing in the passage concerns cooking equipment.
5B	evidence	**D**	Short crushing beaks and long probing beaks give contrasting examples. The differences show the variety of shapes.	**A:** Asking for more than one example does not show how the examples differ. **B:** The birds' ways of getting food explain why shapes may differ, but this line does not describe the shapes. **C:** This names the range without showing any of its different forms.

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	anticipate context clues · RL.5.4, L.5.4a	**C**	The detail "They put extra maps there before the first guests arrived." supports the meaning "expect a need and prepare beforehand".	**A:** The preparation occurs before the expected need arises. **B:** Remembering the past can help, but the word concerns a future need. **D:** Expecting and preparing do not guarantee that an event cannot happen.
2	balance multiple meanings · RL.5.4, L.5.4a	**B**	The detail "Its plan gave visitors silent tables near the windows and a conversation corner by the door." supports this meaning.	**A:** The passage describes a decision, not an object staying upright. **C:** No bank account is being calculated. **D:** Considering both needs does not require dividing something into identical halves.
3	conserve context clues · RI.5.4, L.5.4a	**D**	The detail "They still use paper, but less goes into the recycling bin unused." supports the meaning "use resources without wasting them".	**A:** The work continues while waste is reduced. **B:** The supplies are still used; conserving does not mean never using them. **C:** Replacing wasteful use without changing it does not explain conservation.
4	significant context clues · RL.5.4, L.5.4a	**B**	The detail "Before the change, the roof sagged; afterward, it held its shape through every test." supports the meaning "important enough to affect the result".	**A:** The change affects the outcome, rather than merely attracting notice. **C:** Bright appearance is not the benefit described. **D:** The change matters because it affects the outcome.
5A	alternative context clues · RL.5.4, L.5.4a, RL.5.1	**D**	A second usable path offers another possible choice, rather than an automatically worse or impossible one.	**A:** Another possible choice is different from the only allowed one. **B:** A different choice is not automatically worse. **C:** Another choice is available for consideration, rather than required.

Stop	Word · skill	Key	Why it fits	If they chose…
5B	evidence	**B**	The second marked path could reach the same center. It gave the group another way to get there.	**A:** The closed picnic area explains why they needed another route. It does not identify another option. **C:** The guide calls the path an alternative. The shared destination shows why it was a usable option. **D:** The distance and rest stops help compare the route's features, but do not by themselves show it could replace the original.

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 5

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.