TEACHER COPY · READ FIRST

Wyoming Climbing Challenge on paper · Grade 10

6 printable trips that match the 6 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 1–6	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

- **Climb 1: Ten Sleep: Pocket Ledges** — Pocket Start, Low Shelf, Pale Wall, High Shelf, Rim Anchor
- **Climb 2: Ten Sleep: Pillar Crack** — Lower Crack, Pillar Corner, Shaded Notch, Upper Seam, Crack Anchor
- **Climb 3: Vedauwoo: Granite Tower** — Granite Step, Slab Edge, Lichen Ledge, Tower Crack, Upper Blocks
- **Climb 4: Vedauwoo: Chimney Line** — Chimney Entry, Aspen View, Granite Notch, High Corner, Chimney Anchor
- **Climb 5: Devils Tower: Column Steps** — Lower Column, Block Step, Sunlit Edge, Broken Blocks, Column Anchor
- **Climb 6: Devils Tower: Split Pillar** — Split Start, Lower Seam, Parallel Crack, High Pillar, Pillar Anchor

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 10

Climb 1: Ten Sleep: Pocket Ledges

Stop	Word · skill	Key	Why it fits	If they chose…
1	equivocal context clues · RI.9-10.4, L.9-10.4a	**B**	An equivocal response allows competing interpretations rather than stating a definite position. The detail "One organizer heard a cautious commitment, while another heard a polite refusal to commit."	**A:** The facts are available; the uncertainty concerns the position the speaker is taking. **C:** The response leaves approval uncertain instead of granting it plainly. **D:** A complete rejection would remove the uncertainty the passage describes.
2	ambivalent shades of meaning · RI.9-10.4, L.9-10.4a, L.9-10.5b	**A**	Ambivalent conveys conflicting feelings about the same choice, rather than indifference or a failure to understand it. The detail "She also wanted to remain with the local group whose exhibition she had helped plan for two years."	**B:** The conflict comes from competing desires rather than unreadable or confusing language. **C:** The person feels genuine reasons pulling in different directions instead of complete certainty. **D:** Mixed feelings show that the outcomes matter, not that the person is indifferent.
3	a house of cards figurative language · RL.9-10.4, L.9-10.4a, L.9-10.5a	**D**	The image of a house of cards emphasizes how an entire structure can fail when its weak support gives way. The detail "Every conclusion depended on a source whose authenticity we had not established."	**A:** The apparent structure rests on unconfirmed support rather than successful testing. **B:** The expression describes how the plan might fail, not whether its purpose is entertainment. **C:** Complexity alone does not explain the weakness; the passage identifies an unreliable foundation.
4	immutable word parts · RL.9-10.4, L.9-10.4a	**C**	Im- means not, and mutable means changeable. The context identifies a condition that is treated as fixed.	**A:** The account treats the condition as fixed across the relevant stages. **B:** The passage establishes a fixed condition rather than an unanswered question. **D:** The condition does not become changeable merely because someone wants a different result.
5A	sanction multiple meanings · RI.9-10.4, L.9-10.4a, RI.9-10.1	**D**	Sanction here is a verb meaning formally authorize, rather than impose a punishment. The detail "Their recorded approval gave the organizers permission to use the room for the proposed purpose."	**A:** Sanction can concern punishment, but here the action concerns permission to proceed. **B:** The responsible group grants approval instead of only offering advice. **C:** The passage describes explicit authorization rather than unspoken tolerance.
5B	evidence	**D**	"Their recorded approval gave the organizers permission to use the room for the proposed purpose." is the detail that shows "sanction" means "give formal permission for something to proceed."	**A:** Sending a notice records communication; the quoted words do not state what permission was granted. **B:** The dates and storage arrangements describe what was requested rather than the committee's authority being exercised. **C:** Reviewing a request precedes authorization; it does not establish that permission has been given.

Talk bonus (ledge): A ledge is a narrow shelf of rock projecting from a cliff.

Climb 2: Ten Sleep: Pillar Crack

Stop	Word · skill	Key	Why it fits	If they chose…
1	mitigate context clues · RI.9-10.4, L.9-10.4a	**A**	To mitigate a problem is to lessen its damaging effects, without necessarily eliminating the cause. The detail “Long mats kept much of the mud from reaching the stairs, although rain still entered the exposed doorway.”	**B:** The action responds to the harm instead of accepting it without an attempt to help. **C:** The measures reduce the effect but do not eliminate every source of the problem. **D:** The group acts on the difficulty rather than concealing it from others.
2	substantive shades of meaning · RL.9-10.4, L.9-10.4a, L.9-10.5b	**B**	The partner contrasts the new cover with the unanswered funding column. She is asking about revisions that address the plan’s core, not decorative improvements.	**A:** The partner asks about changes to content, not whether the same plan has been stated with greater force. **C:** The unanswered funding column remains central; extra detail would not count unless it addressed that problem. **D:** The cover changes appearance; the partner asks whether the plan’s central content has changed at all.
3	the tip of the iceberg figurative language · RI.9-10.4, L.9-10.4a, L.9-10.5a	**C**	The iceberg image suggests that what is visible represents only a small part of a larger hidden situation. The detail “Several boxes had no reliable account of where their contents came from or who had permission to use them.”	**A:** The discovery opens further questions instead of supplying a final completing detail. **B:** The visible sign reveals a wider problem but is not necessarily its original cause. **D:** The passage gives reasons to connect the visible sign with a larger situation.
4	retrospective word parts · RI.9-10.4, L.9-10.4a	**C**	Retro- points backward and spect relates to looking. The account examines earlier events from a later position.	**A:** Retro- points backward, while this choice looks toward events that have not occurred. **B:** A backward-looking examination involves a later perspective, not merely reproducing an earlier text. **D:** The account is made after the events, rather than reporting them as they happen.
5A	currency multiple meanings · RL.9-10.4, L.9-10.4a, RL.9-10.1	**B**	Currency here refers to how widely an idea circulates and is accepted at a particular time. The detail “It had become a commonly repeated belief even among people who had never inspected the room.”	**A:** The passage concerns how an idea is received, not the particular words used to state it. **C:** The idea gains influence through use and discussion, not through a formal grant of permission. **D:** Currency can refer to money, but the passage traces an idea’s acceptance rather than a budget.
5B	evidence	**D**	“It had become a commonly repeated belief even among people who had never inspected the room.” is the detail that shows “currency” means “an idea’s current circulation and acceptance.”	**A:** One person repeats the claim here; the wider acceptance among many people is not yet established. **B:** The plan and brushes describe the setting, not the belief’s circulation or acceptance. **C:** Measuring the doorway tests the claim rather than showing how widely the idea is accepted.

Talk bonus (fissure): A fissure is a long, narrow opening or split in rock.

Climb 3: Vedauwoo: Granite Tower

Stop	Word · skill	Key	Why it fits	If they chose…
1	anomalous context clues · RL.9-10.4, L.9-10.4a	**D**	An anomalous observation stands apart from the pattern established by the other observations. The detail “The fifth trial broke a pattern that the other nine trials shared.”	**A:** One result that differs from the others cannot automatically represent the whole set. **B:** The unusual result prompts further checking rather than arriving with repeated confirmation. **C:** The result stands apart from what the usual pattern would lead readers to expect.
2	perfunctory shades of meaning · RI.9-10.4, L.9-10.4a, L.9-10.5b	**D**	Perfunctory criticizes a response performed as a formality without the care its purpose requires. The detail “The volunteer glanced at the boxes without opening them or comparing their contents with the list.”	**A:** The passage criticizes a lack of attention rather than describing deliberate care. **B:** The person goes through the task’s outward steps instead of abandoning it. **C:** The issue is neglected checking, not a well-practiced performance.
3	in the balance figurative language · RI.9-10.4, L.9-10.4a, L.9-10.5a	**B**	In the balance describes an important outcome that remains uncertain rather than already settled. The detail “Approval would let the project continue through the summer, while refusal would leave its unfinished material without a working space.”	**A:** People are actively considering the matter; the result remains unresolved. **C:** The passage concerns an unresolved outcome rather than a physical measurement. **D:** The expression concerns uncertainty about an outcome, not a division of resources.
4	antithesis word parts · RI.9-10.4, L.9-10.4a	**A**	Anti- signals opposition, and thesis concerns a position or proposition. The context sets one approach directly against another.	**B:** The passage contrasts positions instead of blending them into a compromise. **C:** A minor variation leaves the main idea intact, whereas the passage emphasizes opposition. **D:** Anti- signals opposition rather than a supporting reason for the first position.
5A	gravity multiple meanings · RL.9-10.4, L.9-10.4a, RL.9-10.1	**D**	Gravity here concerns seriousness and consequences rather than physical attraction or anger. The detail “The decision could shut those residents out of the program for an entire season.”	**A:** The situation matters because of its consequences, not merely because deciding takes time. **B:** That physical meaning does not fit a passage concerned with consequences and responsibility. **C:** A person can recognize serious consequences without speaking angrily.
5B	evidence	**A**	“The decision could shut those residents out of the program for an entire season.” is the detail that shows “gravity” means “the weight of a situation’s consequences.”	**B:** Expecting a short complaint describes the narrator’s initial assumption, not the actual stakes for residents. **C:** Moving closer shows attention, but does not explain what makes the decision consequential. **D:** Underlining the page marks information for attention without stating the consequences that make it serious.

Talk bonus (granite): Granite is a coarse-grained rock with visible mineral crystals.

Climb 4: Vedauwoo: Chimney Line

Stop	Word · skill	Key	Why it fits	If they chose…
1	paradox context clues · RI.9-10.4, L.9-10.4a	**C**	A paradox presents an apparent conflict that closer reasoning can explain without dismissing the situation as nonsense. The detail "The apparent conflict depended on the quality of the information, not merely its quantity."	**A:** The situation has an explanation, rather than existing only to deceive the reader. **B:** The conflicting ideas concern the same situation and can be understood together. **D:** The passage resolves the apparent conflict instead of showing that every conclusion must fail.
2	audacious shades of meaning · RI.9-10.4, L.9-10.4a, L.9-10.5b	**B**	Audacious emphasizes striking boldness; the context determines whether that daring is admired or criticized. The detail "It challenged the expectation that an exhibition should begin by presenting the institution as complete and authoritative."	**A:** The passage presents a daring purpose with reasons, not an absence of thought about consequences. **C:** The person accepts the possibility of criticism rather than shaping the idea to avoid it. **D:** The proposal challenges what has been accepted instead of simply repeating it.
3	at a crossroads figurative language · RI.9-10.4, L.9-10.4a, L.9-10.5a	**D**	The crossroads image emphasizes a decision whose alternatives would lead toward different futures. The detail "They had to choose between uses that could not both occupy the space throughout the next term."	**A:** The passage places the project before an unresolved choice rather than on a settled course. **B:** The outcome remains open and depends on a choice that has not yet been made. **C:** The expression describes a decision point, not a location on a road or map.
4	preclude word parts · RI.9-10.4, L.9-10.4a	**A**	Pre- suggests before and clud relates to closing. In context, a condition closes off a possibility rather than merely complicating it.	**B:** The condition excludes the possibility, rather than simply moving it to a later time. **C:** The consequence concerns what can happen, not how extensively someone must explain a decision. **D:** The passage describes a barrier that prevents the option, not merely a practical inconvenience.
5A	contingent context clues · RL.9-10.4, L.9-10.4a, RL.9-10.1	**C**	A contingent plan depends on an identified condition, so it is not an unconditional promise. The detail "I could take the position only if I first completed the required training session."	**A:** The event is still awaiting a requirement rather than already being finished. **B:** The passage names a condition that can prevent the plan from going ahead. **D:** People have considered the plan; its status depends on a particular condition.
5B	evidence	**B**	"I could take the position only if I first completed the required training session." is the detail that shows "contingent" means "subject to a requirement that may not be met."	**A:** The aunt's position describes the scene rather than a condition of the offer. **C:** The start date says when the internship begins, not the requirement that must be met first. **D:** Marking a date and copying a number helps planning; this detail does not state the requirement on which the offer depends.

Talk bonus (chimney): In a rock formation, a chimney is a vertical opening between rock faces.

Climb 5: Devils Tower: Column Steps

Stop	Word · skill	Key	Why it fits	If they chose…
1	understate shades of meaning · RI.9-10.4, L.9-10.4a, L.9-10.5b	**D**	Understate means presenting an effect as smaller or less serious than the evidence warrants. The detail “The wording suggested a small disruption even though most of the advertised program had been lost.”	**A:** The wording reduces the apparent problem rather than exaggerating it. **B:** Neutrality concerns taking a position, while the disputed wording minimizes the size of the effect. **C:** The issue is the description’s reduced severity, not simply when the conclusion was reached.
2	a thin veneer figurative language · RL.9-10.4, L.9-10.4a, L.9-10.5a	**A**	Veneer suggests a surface covering; a thin veneer offers only a surface appearance without changing the underlying reality. The detail “The public smiles covered a disagreement that neither partner had agreed to resolve.”	**B:** The phrase describes appearance and reality in a situation rather than a damaged physical surface. **C:** The outward change has not resolved the deeper situation the passage describes. **D:** The appearance conceals the conflict instead of openly recognizing it.
3	recast word parts · RL.9-10.4, L.9-10.4a	**A**	Re- means again, and cast can mean shape or give form. Here the material is shaped again through a different presentation.	**B:** The change concerns presentation and emphasis, not preventing future revision. **C:** The original material is retained and reshaped instead of being abandoned entirely. **D:** Re- indicates doing again, but the context requires a new form rather than unchanged repetition.
4	extrapolate context clues · RI.9-10.4, L.9-10.4a	**D**	Extrapolation uses a pattern in observed information to estimate what may lie beyond those observations. The detail “They would extend the rate from their brief observations into hours they had not observed.”	**A:** The calculation reaches beyond what was directly observed, rather than simply describing existing data. **B:** The estimate uses an observed pattern instead of discarding it for a favored story. **C:** The task projects into unobserved conditions rather than checking one fact against two sources.
5A	formidable shades of meaning · RL.9-10.4, L.9-10.4a, L.9-10.5b, RL.9-10.1	**B**	Formidable gives the challenge an impressive weight without necessarily claiming that it cannot be met. The detail “They could uncover gaps in our reasoning faster than we could explain them away.”	**A:** The evidence shows sustained demands rather than a difficulty removed by one explanation. **C:** The difficulty is substantial, but the passage does not give it a harmful intention. **D:** A serious challenge can still be approached through preparation; the passage does not declare success impossible.
5B	evidence	**C**	“They could uncover gaps in our reasoning faster than we could explain them away.” is the detail that shows “formidable” means “impressively difficult to overcome or match.”	**A:** The blank sheet begins a new preparation method without demonstrating the opponents’ level of skill. **B:** The thin folder concerns outward equipment, not the reasoning skill that makes the opponent difficult to match. **D:** Straightening notes shows the narrator’s nerves, not the other team’s ability to challenge an argument.

Talk bonus (column): Here, a column is a tall, upright section of rock.

Climb 6: Devils Tower: Split Pillar

Stop	Word · skill	Key	Why it fits	If they chose…
1	prescient context clues · RL.9-10.4, L.9-10.4a	**D**	Prescient describes foresight that later events reveal to have been accurate. The detail “Months before the hall closed, she had warned that a traveling production would need scenery that fit through unfamiliar doors.”	**A:** The remark was made before the relevant events, so it was not a memory of them. **B:** The insight appeared before the outcome, not as a criticism formed afterward. **C:** Prescient describes anticipation that later events show was accurate; this choice focuses on how a prediction was made rather than whether it proved right.
2	incisive shades of meaning · RL.9-10.4, L.9-10.4a, L.9-10.5b	**C**	Incisive praises an analysis that cuts through distracting detail to clarify the main issue. The detail “She asked who the badges were meant to help and what information that person actually needed.”	**A:** Its value comes from reaching the central question, not simply from being short. **B:** The analysis separates what matters from surrounding detail rather than treating every point alike. **D:** The comment clarifies the issue without attacking the people discussing it.
3	dissonance context clues · RI.9-10.4, L.9-10.4a	**B**	Dissonance here names an unsettling mismatch between elements that do not fit comfortably together. The detail “The claim of broad inclusion conflicted with arrangements that had prevented many residents from participating.”	**A:** The passage concerns a conflict in meaning or experience rather than sound levels. **C:** The elements do not fit comfortably together; their mismatch creates the effect. **D:** The tension comes from incompatible elements, not simply from waiting to decide.
4	oblique shades of meaning · RI.9-10.4, L.9-10.4a, L.9-10.5b	**C**	Oblique describes an indirect approach that leaves the listener to work out the intended reference. The detail “Her comment suggested criticism of the missed task without stating directly who had failed to complete it.”	**A:** The comment concerns the issue, but approaches it indirectly rather than changing subjects. **B:** The speaker avoids stating the criticism directly, instead of making an open accusation. **D:** The people know the relevant circumstances; indirect wording creates the uncertainty.
5A	equivocate context clues · RL.9-10.4, L.9-10.4a, RL.9-10.1	**B**	To equivocate is to avoid a clear commitment through language that can be interpreted in different ways. The detail “I talked about complicated arrangements without admitting that I had spent the money.”	**A:** A direct explanation of a changed view is different from avoiding a clear position. **C:** The speaker has the information and does speak, but avoids giving the requested answer. **D:** Complexity does not require evasiveness; this response leaves the position deliberately unclear.
5B	evidence	**D**	“I talked about complicated arrangements without admitting that I had spent the money.” is the detail that shows “equivocate” means “speak vaguely to avoid making a definite commitment.”	**A:** The envelope and receipts establish the problem, not the evasive language used in answering. **B:** Naming the payment is the later direct answer; the target describes the evasive account that came before it. **C:** The promise explains a responsibility the narrator has, not how the narrator avoids fulfilling it.

Talk bonus (joint): In geology, a joint is a fracture or break in rock.

TEACHER COPY · CLASS RECORD SHEET

Wyoming Climbing Challenge on paper · Grade 10

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

Student (initials or code)	Climb #	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.