

Grade 5 Vocabulary

24 words with meanings and original examples. Choose eight at a time. Explain a meaning aloud, then try a new sentence.

A flexible sample, not a required school list or a placement test.

Notice and describe details

observe (verb) - watch or examine carefully to notice what happens.

We observe the birds from the window so we do not frighten them.

detail (noun) - one small part of a larger picture, description, or idea.

The muddy paw print was a detail that helped us find the missing dog.

describe (verb) - tell what something is like using words.

Describe the shell so your partner can draw it without seeing it.

compare (verb) - look at things together to find similarities and differences.

Compare the two maps to see which paths appear on both.

contrast (verb) - show how things are different.

Contrast the smooth surface of the pebble with the rough bark of the tree.

similar (adjective) - alike in some ways but not necessarily exactly the same.

The twins wore similar jackets, but one had a hood.

distinct (adjective) - clearly different or separate.

The two bells made distinct sounds, so we could tell them apart.

vivid (adjective) - so clear or full of detail that it is easy to picture.

Her vivid description of the storm helped us imagine the rattling windows.

Grade 5 Vocabulary

Explain and organize ideas

reason (noun) - an explanation for why something happens or why someone makes a choice.

The icy path was our reason for choosing a different way home.

evidence (noun) - facts or information that help show whether an idea is true.

The empty seed packet was evidence that someone had planted the flower bed.

conclude (verb) - decide what is likely to be true after thinking about information.

From the wet playground and dripping trees, we conclude that it rained overnight.

predict (verb) - say what you think will happen using what you know.

After watching the dark clouds gather, we predict that the picnic may need to move indoors.

explain (verb) - make an idea or event clear by giving details or reasons.

Please explain how the rules help everyone take a fair turn.

summarize (verb) - tell the main ideas without all the small details.

Summarize the chapter in two sentences before telling me your favorite part.

sequence (noun) - the order in which events or steps happen.

The pictures show the sequence from planting a seed to picking a bean.

result (noun) - something that happens because of an action or event.

One result of our cleanup was a playground with fewer pieces of litter.

Try it: use two of these words in your own sentences.

Grade 5 Vocabulary

Work through a challenge

approach (noun) - a way of thinking about or dealing with a task.

Drawing a picture was a useful approach to solving the word problem.

method (noun) - a particular way of doing something.

Our method for measuring the desk used a ruler and a paper record.

attempt (noun) - an effort to do something.

On her third attempt, Ava balanced the paper tower without holding it.

obstacle (noun) - something that gets in the way of progress.

A fallen branch was an obstacle on the bicycle path.

solution (noun) - a way to solve a problem.

Sharing the supplies was a solution to the shortage of markers.

adjust (verb) - change something to make it fit or work better.

We adjust the straps until the backpack rests comfortably.

contribute (verb) - give something or do something that helps a shared effort.

Each student can contribute an idea for the class display.

cooperate (verb) - work with others toward a shared goal.

The partners cooperate by taking turns measuring and recording.

Try it: use two of these words in your own sentences.

Vocabulary practice

Name: _____ Date: _____

Circle the best answer. Underline a clue or explain why your choice fits. Keep the answer key aside until you finish.

1. A writer helps you picture bright flags, dripping raincoats, and a crowded station. The description is ____.

- A. similar
- B. vivid
- C. distinct

Clue / reason: _____

2. You need to show how a rabbit and a hare are different. Which instruction fits?

- A. Contrast the animals.
- B. Predict the animals.
- C. Summarize the animals.

Clue / reason: _____

3. A student says a plant grew taller. Which detail gives the best evidence?

- A. The pot is blue.
- B. The student likes plants.
- C. The plant measured 12 cm last week and 15 cm today.

Clue / reason: _____

4. You tell what you think will happen in the next chapter using clues in the story. You ____.

- A. describe
- B. predict
- C. cooperate

Clue / reason: _____

5. Which response best summarizes a story about children finding and returning a lost puppy?

- A. The puppy has a red collar, soft ears, and one white paw.
- B. The children walk past a shop on page three.
- C. Some children find a lost puppy and work together to return it to its owner.

Clue / reason: _____

Vocabulary practice

Name: _____ Date: _____

Circle the best answer. Underline a clue or explain why your choice fits. Keep the answer key aside until you finish.

6. First wash the fruit, next cut it, and finally put it in the bowl. These directions give a ____.

- A. sequence
- B. reason
- C. result

Clue / reason: _____

7. A team cannot finish its poster because its only marker has dried out. The dried-out marker is an ____.

- A. attempt
- B. approach
- C. obstacle

Clue / reason: _____

8. A paper bridge bends under a toy car. You change the folds to make the bridge stronger. You ____ the design.

- A. observe
- B. adjust
- C. conclude

Clue / reason: _____

9. Which action shows partners cooperating?

- A. They take turns reading directions and checking the measurements.
- B. One hides the ruler so the other cannot use it.
- C. They both refuse to listen to the other person.

Clue / reason: _____

10. One group folds its paper into a fan shape; another rolls it into tubes. They are trying different ____.

- A. details
- B. results
- C. methods

Clue / reason: _____

A bridge made of paper

Name: _____ Date: _____

Nora and Eli tried to build a paper bridge between two books. Their first attempt used a flat sheet, which bent when they placed a toy car on it. They decided to adjust their method by folding the paper into a fan shape. Before the next test, they checked that the gap between the books was the same. Nora placed the car on the bridge while Eli recorded the result. This time, the paper held the car. The partners compared their notes and concluded that the folds helped this bridge support the weight. They had evidence from two tests, but they still wondered whether the folded bridge could hold a heavier car. They planned another test and agreed to cooperate by swapping jobs.

Explain your thinking

Why did Nora and Eli keep the gap between the books the same when they tested the folded bridge?

Write with the words

Write 3-5 sentences about solving a small problem at home or school. Use obstacle, method, and result. Explain what you tried and one detail that shows whether it worked.

Answer key & explanations

Discuss the reason behind each answer. This practice set does not measure overall reading ability.

1. **B. vivid** - Vivid writing gives clear details that help a reader imagine the scene.
2. **A. Contrast the animals.** - Contrast means showing differences. Comparing could include both similarities and differences.
3. **C. The plant measured 12 cm last week and 15 cm today.** - The two recorded measurements support the statement about growth.
4. **B. predict** - Predict means using what you know to suggest what may happen next.
5. **C. Some children find a lost puppy and work together to return it to its owner.** - A summary gives the main events rather than focusing on one small detail.
6. **A. sequence** - A sequence shows the order of steps or events.
7. **C. obstacle** - An obstacle makes it harder to reach a goal.
8. **B. adjust** - Adjust means changing something so that it works better.
9. **A. They take turns reading directions and checking the measurements.** - Cooperating means working together toward the same goal.
10. **C. methods** - Methods are particular ways of carrying out a task.

Reading: a sample response

Keeping the gap the same made the tests easier to compare. If they changed both the gap and the folds, they would have less evidence about which change helped the bridge.

Writing: responses vary. Check that each word fits its meaning and that the explanation gives useful details.

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