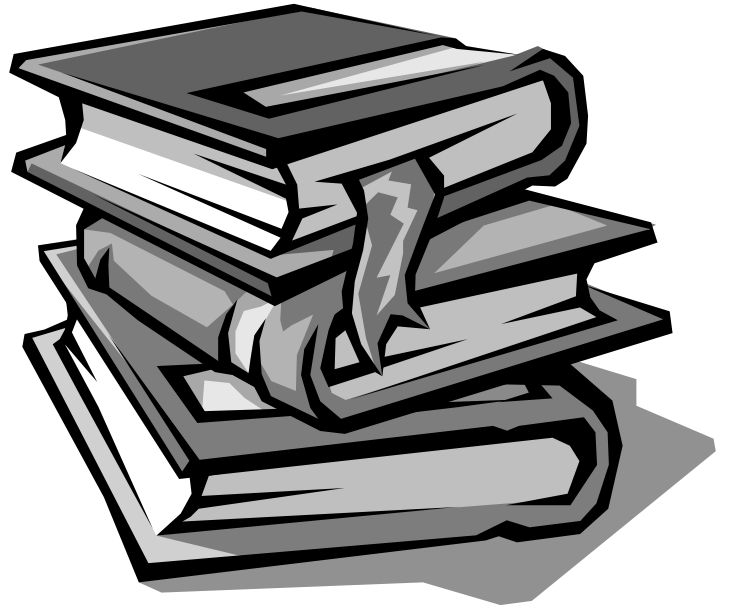


# English Language Arts Prototype



Suggested for: **8<sup>th</sup> Grade**  
**Taking Risks**

Prototypes developed by  
St. Clair County Educators  
Revised January 2005



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# **PART 1**

## **WRITING FROM KNOWLEDGE AND EXPERIENCE**

### **PART 1: SESSION 1 PREWRITING**

#### **DIRECTIONS:**

#### **THINKING ABOUT THE TOPIC:**

**Taking Risks is the willingness to trade safety and security for self-fulfillment, discovery, knowledge, and adventure.**

#### **THINK ABOUT:**

Many times, when risks are taken, life is a more fulfilling experience. Think about what “taking a risk” means to you.

Think about a time when you took a risk and achieved your goal.

Reflect on examples of risk-taking from real life or from what you have read or viewed.

## **PART 1: SESSION 1 DRAFTING**

### **WRITING ABOUT THE TOPIC:**

Continue to think about the topic: **Taking Risks**. You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

write about a time when taking a risk brought you or someone you know a benefit

**or**

describe a situation in which you or someone you know took a risk  
that didn't turn out well

**or**

explain how a life without risks, while safe, may not be exciting or rewarding

**or**

write a letter to a friend persuading him or her to try something new  
that is adventurous, but risky

**or**

write about the topic in your own way

When you are ready, you may begin your draft.

Interested adults will be reading your writing.





# **PART 1: SESSION 1**

## **REVIEW OF WRITING**

### **DIRECTIONS:**

Use the following checklist as you draft.

### **CHECKLIST FOR REVISION:**

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

### **CHECKLIST FOR EDITING:**

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

### **CHECKLIST FOR PROOFREADING:**

- Is everything just the way I want it?

**Michigan Educational Assessment Program**  
**Integrated English Language Arts**  
**Part 1 Rubric**  
**Writing from Knowledge and Experience**

- 6 The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5 The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1 The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

**PART 2a**  
**READING FOR UNDERSTANDING**

**Directions:**

In this part of the test, you will be reading two selections that are related.

**FIRST READING SELECTION**

***THE TWO BROTHERS***

**By  
Leo Tolstoy**

## ***THE TWO BROTHERS***

**By Leo Tolstoy**

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

“Whoever finds this stone,” they read, “let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without once looking back. On top of the mountain he will see a house, and in that house he will find happiness.”

When they had read what was written on the stone, the younger brother said: “Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness.”

“I am not going into the forest after bear cubs,” said the elder brother, “and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth—perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth—suppose we go into the forest and night comes, and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from a she-bear? She will seize us, and instead of finding happiness, we shall perish, and all for nothing. In the fourth place, even if we succeeded in carrying off the bear cubs, we could not run up a mountain without stopping to rest. And, most important of all, the stone does not tell us what kind of happiness we should find in that house. It may be that happiness awaiting us there is not at all the sort of happiness we would want.”

“In my opinion,” said the younger brother, “you are wrong”. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place, if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place, I should not want it thought that I was afraid of anything.”

The elder brother answered him by saying: “The proverb says: ‘In seeking great happiness small pleasures may be lost.’ And also: ‘A bird in the hand is worth two in the bush.’”

The younger brother replied: I have heard: ‘He who is afraid of the leaves must not go into the forest.’ And also: ‘Beneath a stone no water flows.’”

Then the younger brother set off, and the elder remained behind. No sooner had the younger brother gone into the forest than he found the river, swam across it, and there on the other side was the she-bear, fast asleep. He took her cubs, and ran up the mountain without looking back. When he reached the top of the mountain the people came out to meet him with a carriage to take him into the city, where they made him their king.

He ruled for five years. In the sixth year, another king, who was stronger than he, waged war against him. The city was conquered, and he was driven out.

Again the younger brother became a wanderer, and he arrived one day at the house of the elder brother. The elder brother was living in a village and had grown neither rich nor poor. The two brothers rejoiced at seeing each other and at once began telling of all that had happened to them.

“You see,” said the elder brother, “I was right. Here I have lived quietly and well, while you, though you may have been a king, have seen a great deal of trouble.”

“I do not regret having gone into the forest and up the mountain,” replied the younger brother. “I may have nothing now, but I shall always have something to remember, while you have no memories at all.”

## FIRST READING SELECTION

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *THE TWO BROTHERS* at any time.

1. Events in this story show all of the following **EXCEPT**
  - A. the older brother was happy he didn't follow the directions on the stone.
  - B. the younger brother would not have been happy to stay behind.
  - C. each brother did what was best for himself.
  - D. the writing on the stone proved to be false.
  
2. The younger brother can **BEST** be described as
  - A. adventurous and brave.
  - B. cautious and caring.
  - C. persistent and hardworking.
  - D. defiant and bossy.
  
3. When the older brother says, "A bird in the hand is worth two in the bush.", he means
  - A. there are always birds in the bushes.
  - B. you should risk what you have to gain more.
  - C. having something is better than risking it to gain more.
  - D. it is always better to have more.
  
4. The younger brother follows the directions on the stone because
  - A. he does not know what he will find at the top of the mountain.
  - B. he is willing to take some risks to find happiness.
  - C. he wants to prove his brother wrong.
  - D. he wants to become a king.
  
5. What is a **MAJOR** idea in this story?
  - A. Wealth comes from taking risks.
  - B. Everyone should take risks.
  - C. Taking risks always leads to happiness.
  - D. Taking risks can lead to a fuller life.

6. Taking the cubs from the she-bear demonstrated
- A. bravery.
  - B. awareness.
  - C. sensitivity.
  - D. defiance.
7. All of the following are characteristics represented in this story **EXCEPT**
- A. persistence.
  - B. risk taking.
  - C. indifference.
  - D. confidence.
8. At the end of the story, the younger brother felt he made the right decision five years earlier because
- A. he will always have the memories.
  - B. he had no adversity.
  - C. he found a lifetime of happiness.
  - D. he is now wealthy.
9. Why did the people on the mountain make the younger brother their king?
- A. They had promised him he could be king.
  - B. They knew being king would make him happy.
  - C. He cheated his older brother out of the opportunity.
  - D. He had demonstrated great courage by following the directions on the stone.
10. Which statement is supported by the message on the stone?
- A. When faced with a decision, it is better to do nothing.
  - B. Patience is better than courage.
  - C. Sometimes you have to be willing to take a risk to reap the benefits.
  - D. Happiness only comes with wealth.

**SECOND READING SELECTION**

**from *THE FUN OF IT***

**By  
Amelia Earhart**

## ***THE FUN OF IT***

**By Amelia Earhart**

The southwest wind was nearly right for the runway. At twelve minutes after seven, I gave her the gun. The plane gathered speed, and despite the heavy load rose easily.

A minute later I was headed out to sea.

For several hours there was fair weather with a lingering sunset. And then the moon came up over a low bank of clouds. For those first hours I was flying at about 12,000 feet. And then something happened that has never occurred in my twelve years of flying. The altimeter, the instrument which records height above ground, failed. Suddenly the hands swung around the dial uselessly and I knew the instrument was out of commission for the rest of the flight.

About 11:30, the moon disappeared behind some clouds, and I ran into rather a severe storm with lightning, and I was considerably buffeted about, and with difficulty held my course. In fact, I probably got off my course at this point to some extent because it was very rough. This lasted for at least an hour. Then I flew on in calmer weather though in the midst of clouds. Once I saw the moon for a fleeting instant and thought I could pull out on top of the clouds, so I climbed for half an hour when suddenly I realized I was picking up ice.

I knew by the climb of the ship which was not as fast as usual that it was accumulating a weight of ice. Then I saw slush on the windowpane. In addition, my tachometer, the instrument which registers revolution per minute of the motor, picked up ice and spun around the dial.

In such a situation one has to get into warmer air, so I went down hoping the ice would melt. I descended until I could see the waves breaking although I could not tell exactly how far I was above them. I kept flying here until fog came down so low that I dared not keep on at such an altitude. Instrument-flying cannot be done safely very near the surface with the equipment we have today.

There was nothing left but to seek a middle ground, that is, to fly under the altitude at which I picked up ice and over the water by a sufficient margin. This would have been much easier to do had I been able to know my height.

Later, I tried going up again with the same result. So I gave up, just plowing through the "soup" and not looking out of the cockpit again until morning came. I depended on the instruments there to tell me the position of the plane in space, as under these conditions human faculties fail. Had I not been equipped with the best I could never have succeeded. The gyro compass, which is freest of all from fluctuations, was a real life-saver.

About four hours out of Newfoundland, I noticed that the flames were coming through a broken weld in the manifold ring. I knew that it would grow worse as the night wore on. However, the metal was very heavy and I hoped it would last until I reached land. I was indeed sorry that I had looked at the break at all because the flames appeared so much worse at night than they did in the daytime.

As daylight dawned, I found myself between two layers of clouds, the first very high, probably 20,000 feet, the lower ones little fluffy white clouds near the water. This was the first sight of the sea in daylight.

I noticed from the blowing foam that there was a northwest wind. The little white clouds soon grew packed and resembled a vast snow field. I could see on the leading edge of my winds particles of ice which had not yet melted. Soon I went a little higher and ran into another bank of clouds. I was in these for at least an hour and then came out in a clear once again over the white snow fields.

This time, the upper layer was thin enough for the sun to come through, and it was as dazzling as on real snow. I had dark glasses but it was too much for me even so, and I came down through the lower layer to fly in the shade, as it were.

Anyway, ten hours had passed, and I wished to see the water lest I was passing a boat. I had seen one vessel shortly after I left Harbour Grace I blinked my navigation lights but apparently no one saw me as I was flying high. Then I picked up either a fishing vessel or an oil tanker off the coast of Ireland, but those were the only two I saw until I met a fleet near the coast.

From then on I met sunshine and low hanging clouds, most of which I kept under even though they were very near the water. By the way, I didn't bother much about food for myself. The really important thing was fuel for the engine. It drank some 350 gallons of gasoline. My own trans-Atlantic rations consisted of one can of tomato juice which I punctured and sipped through a straw.

Of course, the last two hours were the hardest. My exhaust manifold was vibrating very badly, and then I turned on the reserve tanks and found the gauge leaking. I decided I should come down at the very nearest place, wherever it was. I had flown a set compass course all night. Now I changed to due east and decided to head for Ireland. I did not wish to miss the tip of Ireland and the weather was such I couldn't see very far. I thought I must be south of the course, for I had been told by the weatherman in New York that I might find rain south of my course. There was a wind which might blow it on, so when I ran into the storm I thought that I was in the weather spoken of. Then when I saw the northwest wind, I was sure I must be south. As it happened, I probably was exactly on my course, and I think I hit Ireland about the middle.

I started down the coast and found thunderstorms lower in the hills. Not having the altimeter and not knowing the country, I was afraid to plow through those lest I hit one of the mountains, so I turned north where the weather seemed to be better and soon came across a railroad which I followed hoping it would lead me to a city, where there might be an airport.

The first place I encountered was Londonderry, and I circled it hoping to locate a landing field but found lovely pastures instead. I succeeded in frightening all the cattle in the county, I think, as I came down low several times before finally landing in a long sloping meadow. I couldn't have asked for better landing facilities, as far as that.

There ended the flight and my happy adventure. Beyond it lay further adventures of hospitality and kindness at the hands of my friends in England, France and America.

## SECOND READING SELECTION QUESTIONS

### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at ***THE FUN OF IT*** at any time.

11. The purpose of this selection is to
- A. encourage others to fly.
  - B. inform readers about her flight.
  - C. persuade young adults to be pilots.
  - D. tell why it is important to be an aviation pioneer.
12. **THE FUN OF IT** is a good title for this selection because:
- A. flying was fun, not dangerous.
  - B. Amelia wanted to show that being a role model is fun.
  - C. to explain how to have fun.
  - D. Amelia viewed life as a “happy adventure”.
13. Amelia encounters all of the following problems **EXCEPT**
- A. a failed altimeter.
  - B. flames from the exhaust system.
  - C. running out of fuel.
  - D. stormy weather.
14. Amelia Earhart can **BEST** described as
- A. daring and resourceful.
  - B. determined, but foolish.
  - C. boastful and proud.
  - D. intelligent, but inflexible.
15. What is the significance of Amelia Earhart’s flight?
- A. She proved you can fly with faulty equipment.
  - B. She was the first to use instrument flying.
  - C. She was the only record-breaking pilot.
  - D. She was the first female to fly solo across the Atlantic.

16. During the flight Amelia was
- A. scared, and in constant danger.
  - B. resourceful and made good choices.
  - C. relaxed and enjoyed the view.
  - D. reckless, but determined to set a flight record.
17. How does Amelia Earhart cope with the problems she encounters?
- A. She tries anything to get results.
  - B. She panics and does nothing.
  - C. She stays calm and uses common sense.
  - D. She gets discouraged and frustrated.
18. Amelia Earhart's life shows us that
- A. risk has its own reward.
  - B. "breaking the mold" gives you courage.
  - C. setting a world record is the most important thing one can do.
  - D. aviation is a good career.
19. Based on this selection, Amelia Earhart demonstrated all of the following personal traits **EXCEPT**
- A. physical and mental strength.
  - B. determination to finish what has been started.
  - C. level-headedness to take action in emergencies.
  - D. a sense of humor to overcome danger.
20. Which statement is supported by this selection?
- A. Everyone should take risks.
  - B. Risk is the only choice.
  - C. Opportunity often comes with risk.
  - D. Risks should be avoided because of danger.

## CROSS-TEXT QUESTIONS

### DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the text at any time.

21. The characters in both selections
- A. depend on others for their success.
  - B. take risks to achieve their goals.
  - C. are hindered by danger.
  - D. travel great distances to obtain wealth.
22. With which of the following phrases would the younger brother and Amelia Earhart **MOST LIKELY** agree?
- A. Never give up on your dreams.
  - B. Life is like a box of chocolates.
  - C. Be prepared for anything.
  - D. Taking risks can lead to achievement.
23. Both Amelia Earhart and the younger brother demonstrate
- A. determination and perseverance.
  - B. foolishness and daring.
  - C. flexibility and quickness.
  - D. selfishness and boastfulness.
24. While taking risks the younger brother and Amelia Earhart both
- A. experienced great hardship.
  - B. demonstrated great courage in the face of danger.
  - C. were determined to become role models.
  - D. are motivated by money.
25. Another good title for both selections might be
- A. *Go For It!*
  - B. *Beware of Risk*
  - C. *Success at All Costs*
  - D. *Happiness is Fame and Wealth*

## PART 2b

### READING AND WRITING

#### APPLYING IDEAS TO A TASK

##### DIRECTIONS:

Part 2a requires you to answer the question in the following scenario. In your response, you may use personal experiences that support your ideas, but you must use key ideas and generalizations from the two reading selections in Part 2 of this assessment - *The Two Brothers* and *The Fun of It*.

##### SCENARIO:

This weekend you have two choices:

1. to go mountain climbing with several of your friends  
or
2. to go to a friend's house for a movie marathon and pizza sleepover.

##### SCENARIO QUESTION:

It is now time to make a choice. Are you a risk-taker or a person who prefers safety? What personal characteristics do you have that support your choice? Write a letter to your friends whose invitation you are not accepting. State your choice and why it is right for you.

When finished writing fill out this checklist.

- \_\_\_ Did I take a position on the question?
- \_\_\_ Did I tell why I took this position?
- \_\_\_ Did I use examples from the two reading selections to support my thinking?
- \_\_\_ Did I show how the selections are connected or alike?

**Michigan Educational Assessment Program**  
**Integrated English Language Arts Assessment**  
**Grade 8**  
**Part 2b Rubric**  
**Writing in Response to Reading**

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.





# **PART 3**

## **LISTENING FOR UNDERSTANDING**

### **DIRECTIONS:**

In this part of the test, you will be listening to one selection.

### **LISTENING DIRECTIONS:**

Concentrate on listening to the story, *THE SPYGLASS*. As you listen think about the actions of the characters and what you could learn from them. Do the characters' actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about the characters' actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *THE SPYGLASS*.

**PART 3**

**LISTENING SELECTION**

***THE SPYGLASS***

By  
Jonathan Linton

## PART 3

### LISTENING SELECTION QUESTIONS

#### DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *THE SPYGLASS* at any time.

26. The author of this story relates the tale mainly by
- A. comparing the two kingdoms.
  - B. using dialogue between the king and the old man.
  - C. describing the actions of the king and his people.
  - D. illustrating his text with pictures.
27. The main purpose of the opening of the story is to
- A. introduce the spyglass.
  - B. introduce the main characters, setting, and problem.
  - C. show how the spyglass changed the kingdom.
  - D. show what the king looks like.
28. Which of the following statements best summarizes the problem in the story?
- A. The kingdom has fallen into disrepair because it lacks a vision of what can be.
  - B. The kingdom has fallen into disrepair because its citizens are lazy.
  - C. The kingdom has fallen into disrepair because its king is uncaring.
  - D. The kingdom has fallen into disrepair because it is poor.
29. The king's castle is described as being "in need of repair". Which of the following statements made by the old man **BEST** supports his description?
- A. "I am weary from my journey."
  - B. "I am looking for an inn to spend the night."
  - C. "You do not look like a king."
  - D. "Why do you not change back?"
30. The author states, "That night as the king lay in his bed he wondered if the stranger had tricked him." This infers that the king is
- A. trusting.
  - B. defiant.
  - C. persistent.
  - D. suspicious.

31. Repetition is a common technique used in stories. In *THE SPYGLASS*, repetition occurs when
- A. the old man revisits the kingdom each year for three years.
  - B. the king shares his supper with the many visitors that call at the castle.
  - C. the people in the kingdom try many times to change, but nothing happens.
  - D. the author uses the phrase, "Make it so."
32. The king and the farmer reach to the view through the spyglass. The king thinks that it is a trick and the old man is a wizard, while the farmer believes that it is sorcery. From the reactions, the author implies that the people in the Kingdom are
- A. ignorant.
  - B. religious.
  - C. superstitious.
  - D. gullible.
33. Why does the king offer to trade gold for the spyglass?
- A. The king believes that the spyglass has brought prosperity to his people.
  - B. The king wants to keep the spyglass as a reminder of the time when his country was poor.
  - C. The king wants to own the spyglass so that he can sell it to an even richer kingdom.
  - D. The king believes the spyglass is worth a lot of money.
34. Why, according to the old man, does the "natural eye see only a portion of truth?"
- A. That natural eye is limited in distance.
  - B. The natural eye sees only what it wants to see.
  - C. The natural eye is limited in imagination.
  - D. The natural eye sees only what is truthful.
35. *THE SPYGLASS* is an example of taking risks because
- A. the kingdom learns that it must risk believing in a better future to make the future happen.
  - B. the king must risk what little gold he has to buy the spyglass in hopes of having more gold in the future.
  - C. the old man risks losing his life by staying at the home of someone he just met.
  - D. the old man risks losing his spyglass by loaning it to the king.

## Middle School - Grade 8 – Taking Risks

### ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. D the writing on the stone proved to be false.
2. A adventurous and brave.
3. C having something is better than risking it to gain more.
4. B he is willing to take some risks to find happiness.
5. D Taking risks can lead to a fuller life.
6. A bravery.
7. C indifference.
8. A he will always have the memories.
9. D He had demonstrated great courage by following the directions on the stone.
10. C Sometimes you have to be willing to take a risk to reap the benefits.
  
11. B inform readers about her flight.
12. D Amelia viewed life as a “happy adventure”.
13. C running out of fuel.
14. A daring and resourceful.
15. D She was the first female to fly solo across the Atlantic.
16. B resourceful and made good choices.
17. C She stays calm and uses common sense.
18. A risk has its own reward.
19. D a sense of humor to overcome danger.
20. C Opportunity often comes with risk.
  
21. B take risks to achieve their goals.
22. D Taking risks can lead to achievement.
23. A determination and perseverance.
24. B demonstrated great courage in the face of danger.
25. A Go For It!
  
26. C describing the actions of the king and his people.
27. B introduce the main characters, setting, and problem.
28. A The kingdom has fallen into disrepair because it lacks a vision of what can be.
29. B “I am looking for an inn to spend the night.”
30. D suspicious.
31. D the author uses the phrase, “Make it so.”.
32. C superstitious.
33. A The king believes that the spyglass has brought prosperity to his people.
34. C the natural eye is limited in imagination.
35. A the kingdom learns that it must risk believing in a better future to make the future happen.