

1. What is recycling?

- A. **a process where something is reused**
- B. a process where something is thrown away
- C. a process where something is taken and buried
- D. a process where something harms the earth

2. How does the author organize the information in this passage?

- A. The author explains the problems with recycling and suggests different solutions.
- B. The author describes similarities and differences between recycling and throwing things away.
- C. The author lists information about recycling in order of importance, from most to least important.
- D. **The author describes recycling and shares an argument about why it's important.**

3. Read these sentences.

" . . . recyclable objects have to be sorted from trash. Then the objects have to be cleaned."

These sentences can be used to support which conclusion below?

- A. ". . . the objects are turned into materials that can be used by people and companies."
- B. **"Recycling can be time-consuming and dirty work."**
- C. "Recycling helps protect the earth."
- D. "Be proud of recycling."

4. What can be concluded from this passage?

- A. The author works for a recycling plant.
- B. The author does not believe in recycling.
- C. The author believes that all you have to do to save the environment is throw a bottle in a bin.
- D. **The author believes that everyday people can help the earth.**

5. What is the main idea of this passage?

- A. **Recycling helps protect the earth and conserve its resources.**
- B. Many people avoid recycling because it is too difficult.
- C. People must make decisions what to recycle.
- D. Only certain things can be recycled.

6. At the end of paragraph one, the author asks, "Why should people bother to recycle even though it takes a lot of work?" Why does the author include this question?

- A. **to transition the reader to the next paragraph, which answers the question**
- B. to question the reader's knowledge about recycling
- C. to summarize the major points in paragraph one
- D. to allow the reader to demonstrate understanding

7. Choose the answer that best completes the sentence below.

Recycling takes work, \_\_\_\_\_ it is good for the environment.

- A. instead
- B. before
- C. so
- D. **but**

8. What does the author suggest you do when you are about to throw a plastic bottle in the garbage?

**Suggested answer:** The author suggests that you stop and think about your action and choose a recycling bin instead of a garbage can.

9. What examples does the author provide to show that recycling helps conserve the earth's resources?

**Suggested answer:** The author provides two examples. Factories use less energy when recycling steel cans than when making new ones. When paper is recycled, trees are saved from being cut down. Trees are used to make paper.

10. Read these sentences from the text.

"Get in the habit. Be proud of recycling. Encourage others to recycle."

How can these actions make a difference? Use evidence from the text to support your answer.

**Suggested answer:** Answers may vary but should be supported by the text. Students may answer that when people recycle and encourage others to recycle, more materials will be recycled. This will protect the earth from waste in landfills and help conserve the earth's resources.

1. Which team is Corinne hoping will win this baseball game?

**Suggested answer:** Corinne is hoping the Cougars will win this game.

2. Where does this story take place?

**Suggested answer:** The story takes place at a baseball stadium.

3. Corinne is completely enjoying herself at the baseball game. What evidence from the story supports this conclusion?

**Suggested answer:** "She cheered at the top of her lungs for every strike and booed when anyone on the other team, the Cyclones, got a hit."

4. Why is Corinne so very excited about this baseball game?

**Suggested answer:** Corinne loves baseball, and this is her first time at a baseball game.

5. What is the main idea of this story?

**Suggested answer:** Corinne greatly enjoys her first time at a baseball game.

6. Read the sentences and answer the question.

"Corinne noticed, though, that Jake was leaning forward in his seat and watching the batter with interest. Jake could pretend to be cool as a cucumber, but inside he was just as excited as Corinne."

What does the phrase "cool as a cucumber" mean in this text?

**Suggested answer:** The phrase means to be very calm.

7. What word or phrase best completes the sentence?

Corinne especially likes Cory Alvarez \_\_\_\_\_ he seems to have the ability to predict where the ball will go and get there first.

**Suggested answer:** because (Please note that there may be more than one acceptable response.)

8. What happens to the baseball that Cory Alvarez hits?

**Suggested answer:** Answers may vary.

9. At the end of the story, Corinne says, "I'm much more than okay." What does Corinne mean by this? Use evidence from the text to support your answer.

**Suggested answer:** Answers may vary.

10. Why might Corinne be feeling "much more than okay" at the end of the story? Use evidence from the text to support your answer.

**Suggested answer:** Answers may vary.

1. What is Maria's favorite sport?

**Suggested answer:** Maria's favorite sport is soccer.

2. The climax of a story is the most exciting or intense part of the story. What is the climax of "Soccer in the Park"?

**Suggested answer:** The climax is when Maria blocks the ball from entering the goal.

3. Soccer is a big part of Maria's life. What sentence from the story best supports this statement?

**Suggested answer:** "Her first steps were taken on a soccer field, and she had been watching soccer games as long as she could remember."

4. Read these sentences from the story.

"Most of the players were Maria's age, but some were much bigger. Maria reached for her father's hand. 'I don't know, Papa,' she said. 'Some of these kids look big.'"

How does Maria feel at this point in the story?

**Suggested answer:** Maria feels intimidated.

5. What is the main idea of this story?

**Suggested answer:** Maria overcomes her shyness and participates in a soccer game, helping her team win.



6. Read the sentences and answer the question.

"Two teams were playing. Most of the players were Maria's age, but some were much bigger. Maria reached for her father's hand. 'I don't know, Papa,' she said. 'Some of these kids look big.'

"'You can do it,' said her father. 'I know you can.'

"Maria strapped on her cleats and her gloves. She walked onto the field and found the team's captain. 'Do you guys need a goalie?' Maria asked him hesitantly."

What does the word "hesitantly" mean as used in this text?

**Suggested answer:** doubtfully

7. What word or phrase best completes the sentence?

\_\_\_\_\_ Maria was too shy to play soccer with the other children, she still loved to watch.

**Suggested answer:** although (Please note that there may be more than one acceptable response.)

8. When Maria and her father arrive at the soccer field, she sees two teams playing soccer. Why does she hesitate to join them?

**Suggested answer:** Answers may vary.

9. Why does Maria feel happy after the soccer game?

**Suggested answer:** Answers may vary.

10. Explain how playing in the soccer game affected Maria by using evidence from the story.

**Suggested answer:** Answers may vary.

1. What is one thing that butterflies are symbols of?

**Suggested answer:** Answers may vary.

2. Butterflies can mean many different things to people in Taiwan.

Support this conclusion with at least two pieces of evidence from the text.

**Suggested answer:** Answers may vary.

3. What is the main idea of this text?

**Suggested answer:** Answers may vary.

1. What activity do Monica and her mom go out to do in the country?
  - A. Monica and her mom go out to sing songs from *West Side Story* in the country.
  - B. Monica and her mom go out to clean houses in the country.
  - C. Monica and her mom go out to catch bees in the country.
  - D. **Monica and her mom go out to pick blueberries in the country.**
  
2. What is a turning point in the story?
  - A. Monica's mom dances around the living room with the dust mop.
  - B. Monica's mom slams shut a drawer full of silverware.
  - C. **Monica gets stung by a yellowjacket.**
  - D. Monica grumbles as she gets into the car.
  
3. While picking blueberries, Monica begins to relax. She catches herself humming a song. She dances in place under the branches.  
What can be concluded from this evidence?
  - A. **Monica enjoys picking blueberries.**
  - B. Monica hates picking blueberries.
  - C. Monica wants to go back home.
  - D. Monica is hot and sweaty.
  
4. How does Monica's mood change between the beginning and end of the story?
  - A. **She goes from being in a bad mood to being in a good mood.**
  - B. She goes from being in a good mood to being in a bad mood.
  - C. She goes from being a bad mood to being in a terrible mood.
  - D. She goes from being in a good mood to being in a great mood.
  
5. What is a theme of this story?
  - A. how boring blueberry picking can be
  - B. how beautiful the song "Maria" is
  - C. **how awesome a mother can be**

D. how easy cleaning a house is

6. Read the following sentence: "I **grumbled** my way through putting the clean dishes away, and then **grumbled** my way into the car, staying silent as we drove out east."

Why does the author use the word **grumbled** twice in this sentence?

A. to show how long the drive out east took

B. to show how excited the main character is about going for a drive

C. to show how many dishes there are in the main character's house

D. **to show how grumpy the main character is feeling**

7. Choose the answer that best completes the sentence below.

Monica plays make-believe when picking blueberries \_\_\_\_\_ she felt like she was too old for make-believe at home.

A. in conclusion

B. **although**

C. for instance

D. above all

8. What does Monica ask her mother when she sees her singing and dancing to a *West Side Story* song at the beginning of the story?

**Suggested answer:** Monica asks, "Aren't you a little old to be playing make-believe?"

9. When she hears her mother singing along to *West Side Story* at the end of the story, what does Monica do?

**Suggested answer:** Monica smiles.

10. Why does Monica's response to her mother singing along to *West Side Story* change between the beginning and end of the story? Support your answer with evidence from the passage.

**Suggested answer:** Answers may vary, as long as they are supported by the story. Students may claim that Monica's response has changed because of her experience picking blueberries. Getting stung by a yellowjacket while on her own at the blueberry farm may have given Monica a new appreciation of her mother and the comfort her mother offers. Also, discovering the joy of singing and dancing herself under the blueberry branches may have made Monica more tolerant of such behavior in her mother.

1. The adults in Sarah's life seem confused about what?
  - A. New York City
  - B. garbage dumps
  - C. birds and wildlife
  - D. **the Meadowlands**
  
2. Sarah takes her dad's canoe to explore the Meadowlands. What motivates Sarah's actions?
  - A. **She wants to know if the Meadowlands are an ugly swamp or a beautiful oasis.**
  - B. She wants to prove that her dad is wrong about the danger of the Meadowlands.
  - C. She wants to study the Meadowlands to complete a class project.
  - D. She wants to show her dad that she is brave and adventurous by exploring on her own.
  
3. There are different, contrasting opinions about the Meadowlands. What evidence from the story best supports this statement?
  - A. Sarah doesn't know what the Meadowlands are really like, so she decides to go and see for herself.
  - B. The Meadowlands used to be polluted by garbage dumps, but now the Meadowlands are recovering.
  - C. **Some say the Meadowlands are a dangerous swamp; others say they are a precious habitat for birds.**
  - D. Sarah's father warns her not to go to the Meadowlands, but Sarah ignores his warnings and visits them anyway.
  
4. Based on the story, what can you conclude about the Meadowlands?
  - A. The Meadowlands are dangerous and should be left alone.
  - B. **The Meadowlands can be both beautiful and disgusting.**
  - C. The Meadowlands are always a beautiful and flowering oasis.
  - D. The Meadowlands are still too polluted for animals to live there.

5. What is this story mostly about?

- A. Sarah goes to the Meadowlands, and her father gets mad at her.
- B. Sarah discovers that the Meadowlands are dangerous and ugly.
- C. Sarah asks her teacher about the history of the Meadowlands.
- D. **Sarah goes to the Meadowlands to learn more about them.**

6. Read the following sentences: "Well, the Meadowlands once had a lot of garbage dumps that polluted the water pretty badly. But most of the dumps are closed now. And the habitat for wild birds is **recovering**."

As used in this sentence, what does the word "**recovering**" most nearly mean?

- A. **getting better**
- B. getting smaller
- C. getting older
- D. getting sick

7. Choose the answer that best completes the sentence below.

Sarah wants to see what the Meadowlands are like, \_\_\_\_\_ she takes her dad's canoe and paddles into the swamp.

- A. soon
- B. namely
- C. **so**
- D. but

8. According to Mr. Morrison, why are the Meadowlands precious?

**Suggested answer:** The Meadowlands are precious because they are one of the last places near New York City where birds migrating from Florida can stop and rest.



9. Why does Sarah start to cry in the Meadowlands?

**Suggested answer:** Sarah starts to cry because her canoe gets stuck in the mud, and when she tries to paddle away, her paddle releases an overwhelming gas stench.

10. In the story, there are two different views of the Meadowlands: 1) the Meadowlands are a dangerous and ugly swamp, and 2) the Meadowlands are a beautiful and precious oasis. Which of these views (if any) accurately describes the Meadowlands? Support your answer using information from the story.

**Suggested answer:** Answers may vary and should be supported by the story. Students should indicate that both of the views accurately describe the Meadowlands, because there are two sides to the wetlands. In some places and at some times, the Meadowlands are beautiful—Sarah sees flowers and wildlife and thinks, “This is all so beautiful!” However, the Meadowlands can also be ugly and dangerous—Sarah gets stuck in the mud, which smells “like a combination of old paint and rotting food.” Like Sarah’s dad says, “The swamps can be pretty disgusting, but there’s some beautiful stuff in here. You just have to know where to look.”

1. Who is *náanaa k'ayáa*?

- A. **the narrator's great-grandmother**
- B. the narrator's sister
- C. the narrator's friend
- D. the narrator's child

2. What is the narrator describing in this story?

- A. **The narrator is reflecting on times that she has visited her *náanaa k'ayáa* in southeastern Alaska.**
- B. The narrator is telling a Haida story that her *náanaa k'ayáa* taught her one summer in southeastern Alaska.
- C. The narrator is looking forward to her visit next summer to a Haida village in Alaska, where she will meet many of her cousins.
- D. The narrator is telling a story that her mother told her about growing up in a Haida community in southeastern Alaska.

3. Read the following sentences from this story.

"When the *táan* (black bear) hear us singing our songs, they will leave us alone,' great-grandmother told us. 'They respect us and we respect them. When it is their turn to pick berries, we leave them alone, too...'

Our *náanaa k'ayáa* would teach us how to dance and sing like the animals in and around our village. We spread our arms out like the wings of the eagle. We hopped about curiously, looking around, like the raven. We put one hand on our foreheads like a dorsal fin and make the "woosh" sound, like the orca's. Or we crouched down like the bear and growled, putting our hands up to show our claws."

What can you conclude about the relationship between people in this Haida village and the animals who live in their environment?

- A. People in the Haida village don't think very much about the animals near them.
- B. People in the Haida village are mean to the animals that live around them.
- C. **People in the Haida village respect and celebrate the animals that live around them.**
- D. People in the Haida village are afraid of the animals that live near them.

4. What is one value that the narrator learns from her *náanaa k'ayáa* and the Haida community?

- A. She learns not to eat animals.
- B. She learns that you should always keep food for yourself.
- C. **She learns to respect and listen to her elders.**
- D. She learns to protect her family from scary animals.

5. What is the main idea of this text?

- A. The narrator's *náanaa k'ayáa*, or great-grandmother, speaks many languages, including Haida, Chinook, Tlingit, English, Russian, and Tsimshian.
- B. **By spending time with her *náanaa k'ayáa* in Alaska, the narrator learns about traditions of the Haida tribe and makes special memories with her family.**
- C. Black bears can be very dangerous, but if you make enough noise, they should leave you alone most of the time.
- D. There are many types of berries in southeastern Alaska in the summer, including salmonberries and smile berries, but the narrator's favorite are gooseberries.

6. Read the following sentences from the text.

"In our village, everyone lives humbly and takes care of each other, sharing whatever they catch from the ocean: salmon, shrimp, crabs, herring roe on kelp, seal, sea otter. Elders always receive their shares first. That's just the way it has always been. And the children serve the elders. Somehow, this practice helps bring **balance** among the generations."

What does the word **balance** most closely mean as it's used here?

- A. when two groups of people disagree about something
- B. the feeling of calm that happens as you're falling asleep
- C. when things feel chaotic and scary between two groups
- D. **when things are equal and peaceful between different groups**

7. Choose the word that best completes the following sentence.

The narrator learns many things about Haida culture from her *náanaa k'ayáa*, \_\_\_\_\_ the Haida language.

- A. **including**
- B. except for
- C. although
- D. in conclusion

8. How does the Haida community in this story share food?

**Suggested answer:** In this Haida community, everyone takes care of each other by sharing the food they get from the ocean. People in the community share food with their elders first.

9. How do Haida people in this story treat their elders?

**Suggested answer:** They treat their elders with respect. Children serve their elders, and food is shared with them. Also, children always listen to their elders because their elders have wisdom to share.

**10.** What are some ways that children can learn about the values and traditions of their family's cultures? Use examples from the story to support your answer.

**Suggested answer:** Children can learn about their family's culture by spending time with their elders, like grandparents or great-grandparents. The narrator does this in the story, and learns a lot from her great-grandmother. Children can also learn a lot about their culture by spending time in a community where their culture is present. For the narrator, this happens when she spends time in a Haida village.

1. In which place did the Burmese python become an invasive species?
  - A. southwest Asia
  - B. southeast Asia
  - C. the Mojave Desert
  - D. **the Florida Everglades**
  
2. Fifty percent of the Everglades was reclaimed for agricultural or urban use. Which of the following is an effect of this agricultural or urban use?
  - A. The Burmese pythons spread throughout the Everglades.
  - B. The crayfish population increased.
  - C. **Much of the northern area of the Everglades was polluted with phosphorous.**
  - D. Significant developments in surrounding states took place.
  
3. The decreasing numbers of small mammals in the Everglades was most likely due to the presence of Burmese pythons in the area. Which of the following evidence from the text best supports this conclusion?
  - A. Python eggs and hatchlings are a food source for other animals.
  - B. The Burmese pythons reached numbers that designate them as invasive species in the Everglades.
  - C. **The population loss of small mammals was not observed in areas where the python had not established itself.**
  - D. The first Burmese python found in Florida was probably kept as a pet and then released by its owner.
  
4. Based on the information in the passage, what kind of effect did Burmese pythons have on the Everglades?
  - A. They had a mainly positive effect.
  - B. They had both a negative and positive effect.
  - C. They had no effect on the Everglades.
  - D. **They had a mainly negative effect.**

5. What is this passage mostly about?

- A. how Jason Leon was able to capture and kill a Burmese python
- B. the reclamation of the Florida Everglades for agricultural and urban use
- C. **the Florida Everglades and the Burmese pythons that live in them**
- D. efforts to decrease the number of Burmese pythons in the Florida Everglades

6. Read the following sentences from the text.

"Since then efforts have been underway to safeguard the park and return the Everglades to health. Water levels are monitored, as are nutrient levels in both water and soil samples.

"Much of the conservation project was designed to reverse-engineer the canal system that was built in the 19th and mid-20th centuries. By the mid-2010s, ecological indicators showed some improvements."

Based on the text, what does "conservation" most nearly mean?

- A. **preservation and protection**
- B. destruction and damage
- C. elimination or deletion
- D. discovery and exploration

7. Choose the answer that best completes the sentence below.

The Burmese python is native to tropical and subtropical zones in Southeast Asia, \_\_\_\_\_ it managed to establish itself in the Florida Everglades.

- A. since
- B. so
- C. **but**
- D. because

8. The reclamation of the Everglades for agricultural and urban use had harmful effects on the Everglades. List at least two of these harmful effects.

**Suggested answer:** Answers may vary but should include:

- the crayfish population decreased
- the nesting habits of the wading and migratory birds were disrupted
- much of the northern area of the Everglades was polluted with phosphorous

9. How did the python invasion of the Everglades affect the other animals that live in the Everglades

**Suggested answer:** The python invasion of the Everglades threatened other animals that live in the Everglades because the pythons prey on some of them. The pythons can eat animals of different sizes. They especially enjoy dining on small mammals and birds. Studies have shown that since their appearance in the Everglades, the numbers of small mammals in the area dropped significantly.

10. Identify the two main threats to the Everglades mentioned in the passage, and describe the efforts to fight these two threats.

**Suggested answer:** Students should identify the reclamation of the Everglades for agricultural and urban use and the invasion of the Burmese python as the two main threats to the Everglades. The efforts to fight these two threats should be accurately cited from the text. For example, students may note that in order to reverse the damage of agricultural and urban use, water and nutrient levels are monitored, and the park is protected given its designation as a national park. To combat the Burmese pythons, students may explain that the Florida Fish and Wildlife Conservation Commission issued permits to hunt the snakes within state wildlife-managed areas of the Everglades.



1. What four parts of a tree can you identify by looking at a tree from the ground up?
  - A. head, shoulders, legs, and feet
  - B. back, side, front, and top
  - C. **roots, trunk, branches, and leaves**
  - D. fruit, flowers, vegetables, and bark
  
2. What effect do trees have on streams and rivers?
  - A. **They make streams and rivers healthier by keeping soil where it's supposed to be.**
  - B. They make streams and rivers dirtier when branches break off and fall in.
  - C. They make streams and rivers shallower by blocking off the flow of water.
  - D. They make streams and rivers less photogenic by blocking sun from the water.
  
3. Trees play an important role in making sure our atmosphere doesn't get too hot. What evidence from the passage supports this idea?
  - A. "Arborists and forestry specialists study trees, tree diseases, and ways to keep trees healthy. They work with community groups to promote healthy forests."
  - B. "If topsoil washes into streams and rivers during heavy rains, it can lower oxygen levels in the water and hurt fish. Soil and sediment can form layers in areas that cause other problems, like changing the water depth."
  - C. **"Too much carbon dioxide makes the earth heat up too much, causing strong storms and sea-level rise. Since trees absorb carbon dioxide, they can help reduce the greenhouse effect."**
  - D. "The roots of trees help prevent erosion, which makes streams and rivers healthier by keeping soil where it is supposed to be."

4. The text says that conservationists are trying to keep forests healthy. Based on the information in the text, how would a healthy forest impact the earth's atmosphere?

- A. By creating more wood to burn, a healthy forest would make the atmosphere smokier.
- B. By blocking sunlight, a healthy forest would make the atmosphere too cold.
- C. By absorbing too much carbon dioxide, a healthy forest would make the atmosphere thin.
- D. **By absorbing more carbon dioxide, a healthy forest would help the atmosphere not get too hot.**

5. What is the main idea of this text?

- A. **Trees are very important for the earth's atmosphere and living things, and many people are working together to make sure that trees are healthy.**
- B. Trees discard oxygen, which is the gas in the air that helps people breathe, and one large tree can provide oxygen for four people for a whole day.
- C. Photosynthesis is the process by which trees use water from their roots, the energy from the sun, and carbon dioxide to make sugars to feed the tree.
- D. Trees process carbon dioxide in two ways: by using it to make sugars in photosynthesis, and by storing it in their fibers.

1. What is the sun?

- A. a planet that can only be seen from northern Alaska
- B. an asteroid that shines light onto the earth
- C. a star that can only be seen from northern Alaska
- D. **a star that shines light onto the earth**

2. Midnight sun in northern Alaska is an effect described in the passage. What is its cause?

- A. animals moving south in the winter
- B. getting a sunburn in the winter
- C. the Northern Hemisphere tilting away from the sun
- D. **the Northern Hemisphere tilting toward the sun**

3. Read the following sentences: "During part of the spring and summer in Earth's Northern Hemisphere, the Northern Hemisphere is tilted towards the sun so much that the sun in northern Alaska, which is located in the Arctic Circle, never goes below the horizon. . . . During parts of the fall and winter in Earth's Northern Hemisphere, the Northern Hemisphere is tilted in such a way that the sun doesn't come over the horizon in northern Alaska for a little over two months."

What conclusion about the impact of the tilt of the earth does this information support?

- A. The tilt of the earth has no impact on the amount of sunlight different parts of the earth receive.
- B. The tilt of the earth has an impact on how fast the earth moves around the sun.
- C. **The tilt of the earth has an impact on the amount of sunlight different parts of the earth receive.**
- D. The tilt of the earth has an impact on how fast the Earth rotates on its axis.

4. Based on the text, how does the Northern Hemisphere tilt during the Northern Hemisphere's winter months?
- A. away from the sun
  - B. towards the sun
  - C. away from the moon
  - D. towards the moon
5. What is this passage mostly about?
- A. the town of Barrow, Alaska, and what people there do in the arctic summer
  - B. sunrise, sunset, midnight sun, and polar night
  - C. mosquitoes, caribou, and adult birds
  - D. how living things have adapted to survive the arctic summer and winter
6. Read the following sentences: "During some of the spring and summer in Earth's Northern Hemisphere, the Northern Hemisphere is tilted towards the sun so much that the sun in northern Alaska, which is located in the Arctic Circle, never goes below the horizon. In Barrow, Alaska, the sun doesn't set for almost three months! This phenomenon is called the midnight sun, when the sun has not set at midnight." What does the word "**phenomenon**" mean above?
- A. large body of water
  - B. event or occurrence
  - C. big problem or disaster
  - D. the study of stars, planets, and space

7. Choose the answer that best completes the sentence below.

The midnight sun is when the sun never sets; \_\_\_\_\_, the polar night is when the sun never rises.

- A. for instance
- B. most importantly
- C. **in contrast**
- D. in the end

8. How does the Northern Hemisphere of the earth tilt when northern Alaska is experiencing the midnight sun?

**Suggested answer:** The Northern Hemisphere is tilted towards the sun.

9. How does the Northern Hemisphere of the earth tilt when northern Alaska is experiencing the polar night? Use information from the text to support your answer.

**Suggested answer:** The Northern Hemisphere is tilted away from the sun. The text states “the Northern Hemisphere is tilted in such a way that the sun doesn’t come over the horizon in northern Alaska for a little over two months.”

Furthermore, the Northern Hemisphere is tilted towards the sun when northern Alaska is experiencing the midnight sun, so the opposite is most likely the case when northern Alaska is experiencing the polar night. Based on these two pieces of information, students can conclude that the Northern Hemisphere is tilted away from the sun when Northern Alaska is experiencing the polar night.

**10.** How does the earth's tilt affect the earth? Use information from the text to support your answer.

**Suggested answer:** Answers may vary and should be supported by the text. Students should generally explain that the earth's tilt affects how much sunlight a hemisphere receives, impacting its people and wildlife.