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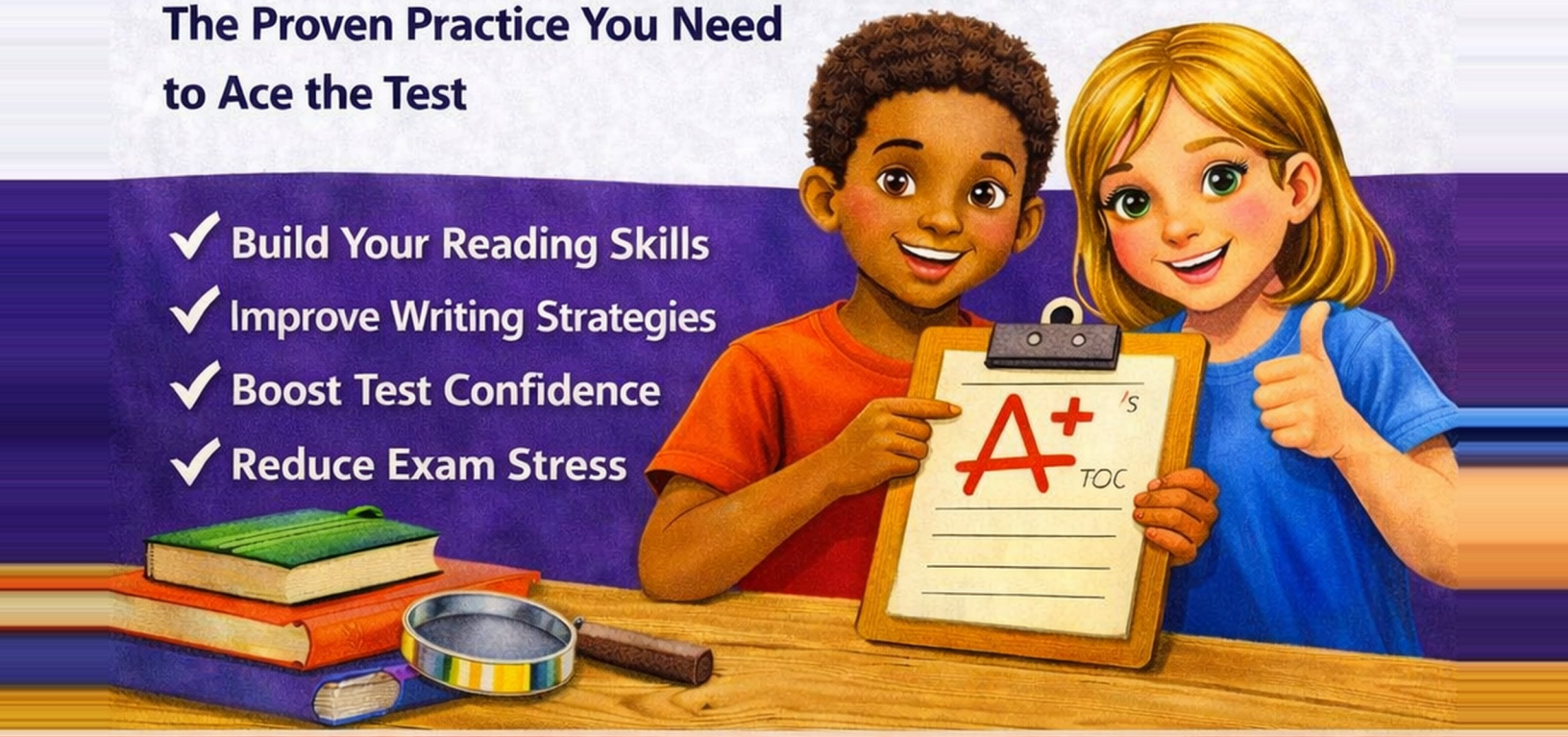
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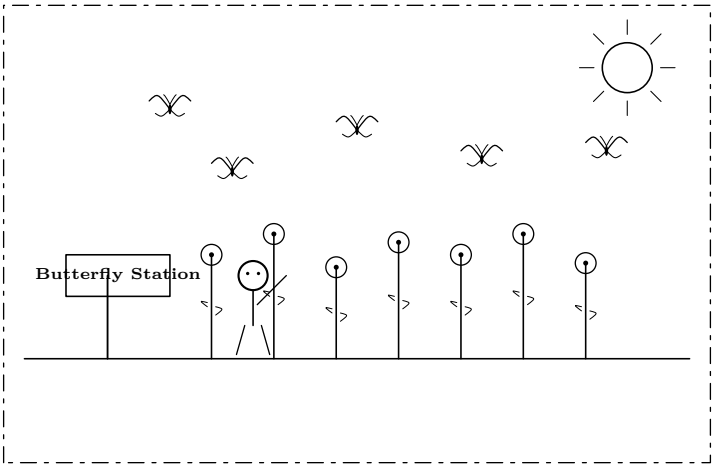
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Read the passage below. Then answer questions 1–8.

The Schoolyard Butterfly Station



1 At Cedar Grove Elementary, one sunny corner of the playground no longer looks ordinary. Where there was once a plain square of grass, there are now bright flowers, flat stones, and a hand-painted sign that reads *Butterfly Station*. Students stop there during recess and science lessons to watch butterflies drift from blossom to blossom.

2 The project began after Ms. Lopez's class read about pollinators. The students learned that butterflies carry pollen and need safe places to rest, drink, and lay eggs. Before long, the class decided to turn an unused patch of the schoolyard into a space that butterflies would want to visit.

3 First, the students chose flowers with strong color and sweet nectar. Then they added warm flat rocks where butterflies could rest in the sun. They set out a shallow dish of water with pebbles in it so tiny feet would have a safe place to land. Some students painted labels for the flowers.



4 A few weeks later, the station was busy. Orange butterflies hovered over the zinnias, pale yellow ones circled the marigolds, and one afternoon the class spotted a dark butterfly with blue markings on a purple bloom. Students recorded each visit in observation notebooks.

5 The Butterfly Station became more than a garden. It turned into an outdoor classroom. Students counted butterflies, compared which flowers were most popular, and sketched wings and patterns. Even children who usually rushed through recess sometimes stopped to stand quietly and watch.

6 Ms. Lopez says the station reminds students that small actions matter. Every flower they planted made the schoolyard brighter and more welcoming for living things. What started as a class project became a place where both butterflies and students could thrive.

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1) What is the **central idea** of the article?

(A) Recess should always take place near flowers.
(B) Marigolds are the most important flowers in any garden.
(C) A class created a butterfly-friendly garden that helps butterflies and students learn.
(D) Butterflies only visit schools that have large playgrounds.

Use the article "The Schoolyard Butterfly Station" to answer this question.

2) What does the word *plain* mean as it is used in paragraph 1?

(A) Colorful and exciting
(B) Large and crowded
(C) Wet and muddy
(D) Simple and ordinary

Use the article "The Schoolyard Butterfly Station" to answer this question.

3) Why does the author include the details in paragraph 3?

(A) To show that flowers are difficult to grow
(B) To compare butterflies with bees
(C) To prove that rocks are more important than plants
(D) To explain the steps the students took to create the Butterfly Station

Use the article "The Schoolyard Butterfly Station" to answer this question.

4) How is the article mainly organized?

(A) By listing many different kinds of insects
(B) By comparing two schools with gardens
(C) By showing how a project started and what happened because of it
(D) By telling a make-believe story about a butterfly

Use the article "The Schoolyard Butterfly Station" to answer this question.

5) Which detail best supports the idea that the Butterfly Station became a place for learning?

(A) Orange butterflies drifted over the zinnias.
(B) The students painted small signs to label the flowers.
(C) The students added flat rocks for butterflies to rest on.
(D) Students counted butterflies and drew pictures of wings and patterns.

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3 Some plants produce seeds with hooks or sticky surfaces. These hitch a ride on passing animals and may travel far before falling off. In that way, a seed can land somewhere the parent plant could never reach on its own.

4 Other seeds travel by water. A coconut is a good example because its hard shell protects it while it floats. Water can carry it from one shore to another before it finally washes up and begins to grow.

5 No matter how a seed travels, the journey has a purpose. A seed needs soil, water, sunlight, and enough space. If too many seeds land in one spot, they have to compete for what they need.

6 The next time you find a seed stuck to your sock or spinning through the air, remember that it is not wandering by accident. It is trying to reach a new place where life can begin again.

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20) What is the **central idea** of the article?

(A) Plants do not need space to grow.
(B) Coconuts are the heaviest seeds in the world.
(C) All seeds travel by wind.
(D) Seeds can travel in different ways to find new places to grow.

Use the article "How a Seed Travels" to answer this question.

21) What does the word *cling* mean as it is used in paragraph 3?

(A) To hold on tightly
(B) To shine brightly
(C) To fall quickly
(D) To break into pieces



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Use the article "How a Seed Travels" to answer this question.

22) Why does the author include the example of a dandelion in paragraph 2?

(A) To show that all plants have fluffy tops
(B) To compare flowers with trees
(C) To give a clear example of a seed that travels by wind
(D) To explain why dandelions need animals

Use the article "How a Seed Travels" to answer this question.

23) Which detail best supports the idea that seeds travel for a reason?

(A) Seeds may stick to socks.
(B) A seed needs soil, water, sunlight, and enough space to grow.
(C) Some seeds have fluffy tops.
(D) A coconut has a hard shell.

Use the article "How a Seed Travels" to answer this question.

24) Which detail from paragraph 1 best introduces the idea that seeds can travel in many different ways?

(A) Some seeds fly through the air, and some stick to an animal's fur.
(B) A coconut can float on water.
(C) Seeds need sunlight to grow.
(D) If too many seeds land in the same spot, they must compete for what they need.

Use the article "How a Seed Travels" to answer this question.

25) What is the most likely reason the author wrote this article?

(A) To entertain readers with a story about a seed
(B) To persuade readers to collect coconuts
(C) To explain how to grow only dandelions
(D) To inform readers about how seeds move to new places

Use the article "How a Seed Travels" to answer this question.

26) Which statement **best** describes **two different ways** seeds can travel, based on the article?

(A) Seeds stay in one spot forever unless people dig them up with shovels.
(B) Some seeds drift on the wind like dandelion seeds, and some seeds cling to animals or float long distances on water, such as a coconut carried by waves.
(C) All seeds travel only by sticking to shoes, and coconuts never move.
(D) Seeds travel only when farmers plant them in rows, and wind never moves them.

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