

# Text Structures in Nonfiction

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 10



## Quick Review

Nonfiction can be organized as chronology (time order), comparison, cause/effect, or problem/solution. Look for signal words like first, next, finally; because, so; however, unlike; and the problem, the solution.

### PART 1 — READ

Read the passage. Then answer the questions.

#### The Honeybee Problem—and What People Are Doing About It

Honeybees are some of the busiest workers on the planet. They visit billions of flowers each year. As they sip nectar, they also pick up pollen on their fuzzy legs and carry it from plant to plant. This pollination helps apples, almonds, blueberries, and many other crops grow. Without honeybees, grocery store shelves would look very different.

The problem is that honeybees are in trouble. Beekeepers around the world have reported that whole colonies sometimes disappear in a single winter. There are several reasons. First, some farms spray strong chemicals called pesticides to kill insect pests, but these chemicals can also harm bees. Second, fields of just one crop, like corn or soybeans, do not give bees the variety of flowers they need to stay healthy. Finally, tiny parasites called varroa mites attach to bees and make them sick. Because of these dangers, the number of honeybee colonies in the United States has dropped sharply since the 1980s.

The solution is that scientists, farmers, and ordinary people are working together to help. Some farmers now plant strips of wildflowers between their crops so bees can find more food. Beekeepers train their bees to fight off varroa mites by carefully breeding the strongest hives. Many cities have also passed rules that limit the use of dangerous pesticides near gardens and parks. Even children can help: planting a small patch of native flowers in a backyard gives nearby bees a safe place to land. The problem is serious, but the solution is growing—one flower at a time.

### PART 2 — PRACTICE

Read the article. Then answer the questions about how the article is organized.

1. Which text structure does the WHOLE article mainly use?
  - A. Chronology (events told in time order)
  - B. Compare and contrast (two things shown side by side)
  - C. Description only (one topic described in detail)
  - D. Problem and solution (a difficulty followed by a fix)



2. Which sentence is the **CLEAREST** signal of the problem half of the structure?
  - A. "The problem is that honeybees are in trouble."
  - B. "Honeybees are some of the busiest workers on the planet."
  - C. "Without honeybees, grocery store shelves would look very different."
  - D. "There are several reasons."
3. Which sentence signals the solution half of the structure?
  - A. "Honeybees visit billions of flowers each year."
  - B. "Beekeepers around the world have reported that whole colonies sometimes disappear."
  - C. "The solution is that scientists, farmers, and ordinary people are working together to help."
  - D. "Varroa mites attach to bees and make them sick."
4. Within paragraph 2, which signal words show that the author is **LISTING** reasons (causes)?
  - A. once upon a time, the end
  - B. however, unlike, but
  - C. first, second, finally
  - D. in the same way, similarly
5. Which choice describes a real **CAUSE** of bee colonies disappearing, according to the article?
  - A. There are too few flowers in the world.
  - B. Beekeepers move their hives every winter.
  - C. Farmers no longer keep bees on their land.
  - D. Pesticides sprayed on farms can also harm bees.
6. Which choice describes a **SOLUTION** the article mentions?
  - A. Planting strips of wildflowers between crops
  - B. Spraying more pesticides to kill mites
  - C. Raising only one kind of crop across whole fields
  - D. Removing all beekeepers from farms
7. Why does the author begin the article with what bees **DO** for people?
  - A. To set up a cause-and-effect comparison of fruits and vegetables
  - B. To prove that bees are dangerous to farmers
  - C. To make readers care about the problem before introducing it
  - D. To begin a chronology of bee history
8. Reread the phrase "First, some farms spray strong chemicals..." The word "First" here signals —
  - A. the beginning of a time-order story
  - B. the first reason in a **LIST** of causes
  - C. a comparison of two farms
  - D. a problem and its first solution



9. List TWO signal words or phrases from the article and tell what kind of structure each one shows.

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10. If the author added a COMPARISON paragraph to this article, which new section would fit BEST?

- A. A paragraph that repeats the three causes one more time
- B. A paragraph listing every flower bees visit, in order
- C. A paragraph about the history of beekeeping decade by decade
- D. A paragraph comparing honeybees and wild bumblebees, point by point



## Answer Keys

- 1  A  B  C  D
- 2  A  B  C  D
- 3  A  B  C  D
- 4  A  B  C  D
- 5  A  B  C  D

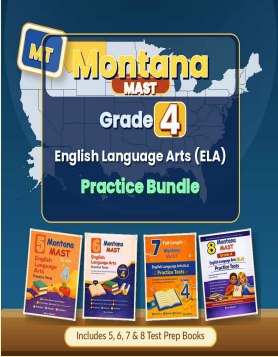
- 6  A  B  C  D
- 7  A  B  C  D
- 8  A  B  C  D
- 9
- 10  A  B  C  D

### Explanations

|       |   |
|-------|---|
| 1. D  | The article names a problem and then explains solutions. A would need dates or a clear time sequence. B would need two bees or two ideas compared. C would be one topic with no problem/solution shape. Only D fits.  |
| 2. A  | "The problem is..." directly labels the problem. B is the opening hook about bees' importance. C hints that bees matter, but does not name a problem. D introduces causes WITHIN the problem section — close, but not the main signal.  |
| 3. C  | "The solution is..." is the direct signal. A is the opening fact. B is from the problem half. D names a CAUSE within the problem, not a solution.   |
| 4. C  | First/second/finally is a list. A is a story-time pattern. B signals contrast (comparison). D signals comparison/similarity.  |
| 5. D  | The article lists pesticides as the first cause. A is real-world plausible but the article says fields of ONE crop, not too few flowers overall. B and C are reasonable-sounding farm facts but are NOT in the article.   |
| 6. A  | Wildflowers are listed in paragraph 3. B is the OPPOSITE of a solution — pesticides are part of the problem. C is also part of the problem (single-crop fields). D contradicts the text — beekeepers are part of the solution.  |
| 7. C  | Showing bees' importance helps readers feel that the problem matters. A misnames the structure — there is no fruit/vegetable comparison. B contradicts the friendly tone. D is wrong because the article is not in time order.  |
| 8. B  | "First" can look like time order (a classic trap), but here it numbers a list of REASONS, not events in time. A is the surface trap. C would need two things compared. D mislabels a cause as a solution.   |
| 9.    | <b>Answer:</b> Sample answers: (1) "The problem is..." and "The solution is..." both show a problem-and-solution structure. (2) "First," "second," and "finally" show a list of causes (or sequence within the problem). (3) "Because of these dangers..." shows cause and effect. NOT acceptable: words that are not actually in the article, or labeling a signal word with the wrong structure (e.g. calling "however" a sequence word).<br>Strong answers QUOTE two signal phrases from the article and correctly label each (problem/solution, sequence/list, cause/effect). Reject made-up quotes or mismatched labels. |
| 10. D | Comparison puts two things side by side. A is repetition, not comparison. B is a list. C is chronology. Only D compares two things.   |



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