

Reread

As you read, you may come across words, facts, or explanations that are new to you. Stop and reread these parts to be sure you understand them.



Find Text Evidence

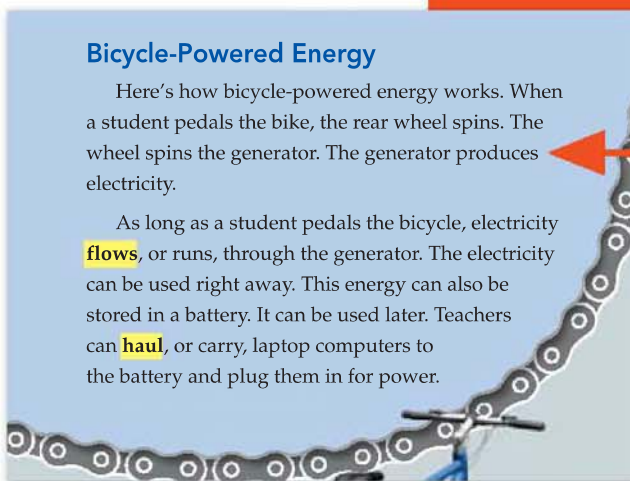
After reading page 422 of “Pedal Power,” I wasn’t sure how pedaling a bike makes electricity. I’ll reread the page to find out.

page 422

Bicycle-Powered Energy

Here’s how bicycle-powered energy works. When a student pedals the bike, the rear wheel spins. The wheel spins the generator. The generator produces electricity.

As long as a student pedals the bicycle, electricity **flows**, or runs, through the generator. The electricity can be used right away. This energy can also be stored in a battery. It can be used later. Teachers can **haul**, or carry, laptop computers to the battery and plug them in for power.



I read that pedaling a bike makes the wheel spin. The wheel spins the generator, which turns the energy into electricity. Now I understand how a bike makes electricity.

Your Turn

COLLABORATE



Reread “Using Bicycle-Powered Energy” on page 423. Explain how electricity made from pedaling a bike can be used.

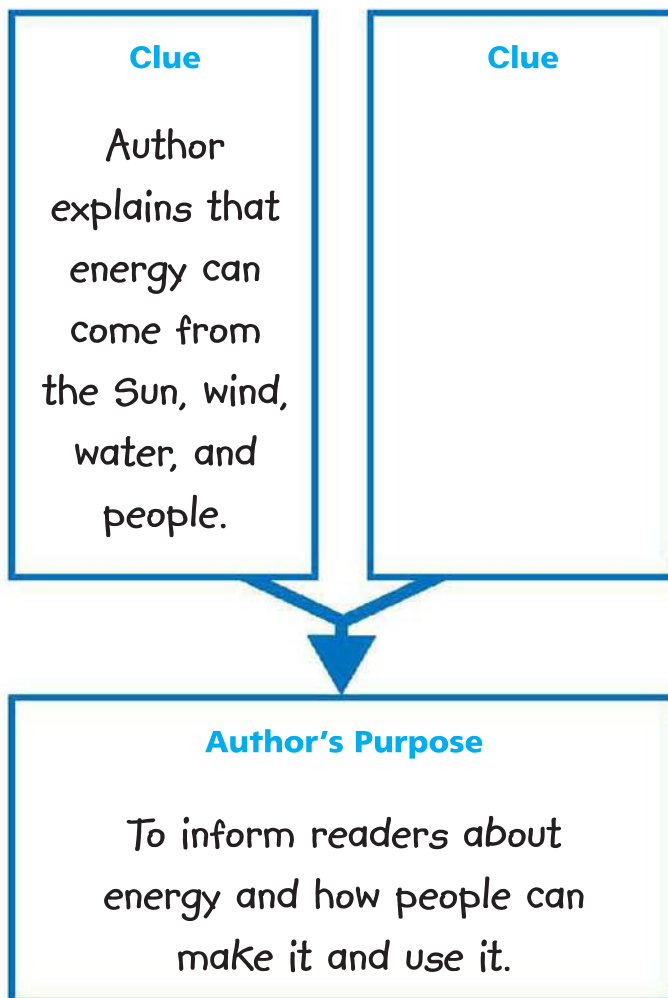
Author's Purpose

Authors write to give information, to entertain, or to get readers to believe something. As you read, look for clues to the author's purpose.



Find Text Evidence

As I read "What Is Energy?" on page 421 of "Pedal Power," I'll look for clues that help me figure out the author's purpose. I'll write the clues in my chart.



Your Turn

COLLABORATE



Continue reading the selection. Fill in another clue to the author's purpose in the graphic organizer.

Go Digital!*Use the interactive graphic organizer*

Expository Text

“Pedal Power” is an expository text.

Expository text:

- gives facts and information about a topic.
- can include text features.



Find Text Evidence

I can tell that “Pedal Power” is an expository text. It gives information about people using bicycles to produce energy. It also has text features.

page 422

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Bicycle Generator



Text Features

- **Subheadings** tell what a section of text is about.
- A **diagram** shows how something works. The **labels** give the names of parts or tell about actions.

COLLABORATE



Your Turn

Look at the diagram and the labels. Tell what information you learned.

Paragraph Clues

You can use paragraph clues to figure out the meaning of a new word. Think about what you learned from the whole paragraph and use words you know to help you understand the new word.



Find Text Evidence

To figure out what the word transferred means, I look at other sentences in the paragraph. Paragraph clues help me understand that transferred means “moved from one place to another.”

You use your legs to push the pedals. Your energy is transferred to the bike. This shift of power or energy makes the bike move.



Your Turn

COLLABORATE



Reread these paragraphs and tell what each word means, using paragraph clues.

stored, page 422

appliance, page 423



Readers to . . .

Writers often use science words when writing nonfiction to give the reader information about a topic. Reread the passage from “Pedal Power.”

Expert Model

Word Choice

Identify two science words. How do these **content words** help you understand bicycle-powered energy?

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Writers



Paul wrote an expository text.
Read Paul's writing.

Student Model

The Sun



conserves

My family ~~saves~~^{conserves} energy in many ways. We turn off lights when we are not using a room.

We enjoy reading or biking instead of watching television.


mom put in solar lights to light the path to our house. These things save electricity.

Editing Marks

 Check spelling.

 Add

 Take out.

 Make a capital letter.

Grammar Handbook

Articles

See page 492.

Your Turn

COLLABORATE



- Identify how Paul used content words.
- Identify an article Paul used.
- Tell how revisions improved his writing.

Go Digital!

Write online in Writer's Workspace