

# Summarize

To summarize a text, include the most important ideas and key details, use your own words, and organize information in a logical way. Summaries do not include your own opinions or unimportant details. Summarizing helps you check your understanding and remember what you read.



## Find Text Evidence

You can check your understanding of the section “Renewable and Nonrenewable Energy” on page 281 by summarizing.

page 281

Natural resources are nature’s gifts, the riches that exist in the natural world. They include metals and minerals, along with vegetation, soil, and animals in the wild. They include the things that are a **necessity** for all life—water, air, and sunlight.

*First, I’m going to identify the section’s main idea. I see that all the sentences are about natural resources and energy. Next, I see the key details are about renewable and nonrenewable sources.*

## Your Turn

COLLABORATE



With a partner, summarize the information in the first paragraph of “Challenges and Problems” on page 282.

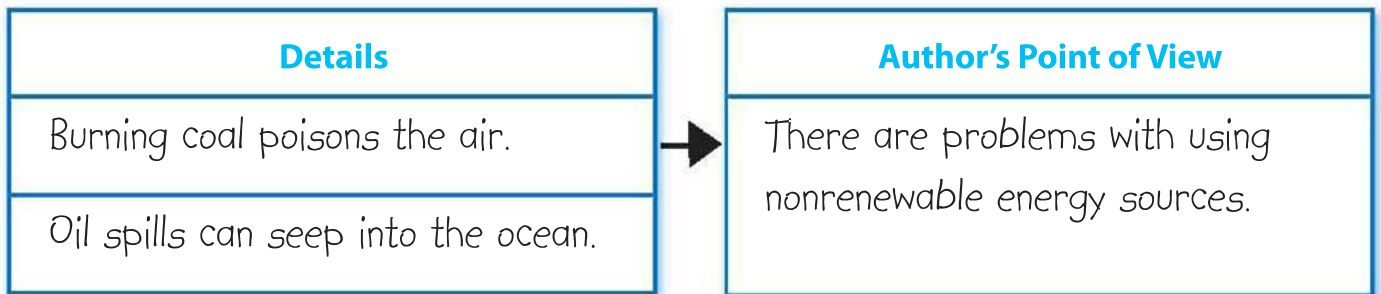
# Author's Point of View

Understanding an author's point of view on a topic can help you understand the author's purpose for writing. Details and word choice can give you clues to the author's opinions. You can also ask: *What reasons and evidence does the author use?*



## Find Text Evidence

In the section "Challenges and Problems" on page 282, the author talks about our energy hunger. Hunger is a powerful word that suggests how much we want energy. The author's point of view is stated directly: Continuing to use nonrenewable energy sources poses problems. Evidence about coal and oil supports this.



## Your Turn

COLLABORATE



Reread the section "Solutions for the Future." Use the author's reasons and evidence as clues to his attitudes and opinions.

### Go Digital!

Use the interactive graphic organizer

# Expository Text

The selection "Power from Nature" is an expository text.

**Expository text:**

- Explains a topic
- Supports specific points with reasons and evidence
- Presents information in a logical order
- May include text features such as charts



## Find Text Evidence

*I can tell "Power from Nature" is an expository text. The selection explains why natural resources are valuable, especially as an energy source. It supports particular points in a logical way with reasons and evidence. A chart adds information.*

page 282

From the start of human history, people used renewable energy. For example, sails captured wind to move ships, and wood was burned to cook food. Then, about 150 years ago, human energy needs exploded. New machines required more energy. New ways to harness, or control, energy for use had to be developed. From the 19<sup>th</sup> century on, most energy has come from nonrenewable sources.

**Challenges and Problems**

Nonrenewable energy has filled our needs on a huge scale. However, satisfying our energy hunger has been challenging. Supplies of coal, natural gas, oil, and uranium are buried underground. They must be discovered and extracted. Also, human technology is needed to transform natural resources into

usable forms of energy. For example, gasoline has to be manufactured from oil and then delivered to customers.

Although nonrenewable energy sources have filled our needs, continuing to use them poses problems. They not only can run out but also can pollute the environment. Burning coal produces gases that can poison the air. Some scientists argue that these gases have heated up our atmosphere. They say global warming will **affect** our climate so dramatically that **glaciers** will melt and sea levels will rise.

In addition, it is not just our atmosphere that can be polluted. Oil from spills often **seeps** into the ocean. Extracting natural gas can pollute a site's surroundings. Nuclear energy creates dangerous waste.

**Chart** A chart presents facts visually to allow readers to compare and contrast information, reading from top to bottom and from left to right. A title tells what the chart is about.

U.S. Energy Use from 1949–2010

Types of Energy, Percentage of Energy Used by Year (approximate)

SOURCE OF ENERGY	1949	1969	1989	2010
Fossil Fuels	91%	93%	86%	83%
Nuclear Power	0%	1%	6%	9%
Renewable Energy	9%	6%	8%	8%

## Your Turn

COLLABORATE



Use the chart's title, headings, and numbers to figure out its purpose. How has the use of renewable energy changed over time?

# Context Clues

When you read an unfamiliar or multiple meaning word, sometimes a **definition** or **restatement** of the word appears in the same sentence or in a nearby sentence. A comma followed by *or* can be a clue to an upcoming definition or restatement.



## Find Text Evidence

*In the section “Renewable and Nonrenewable Energy,” the words renewable, renewed, and nonrenewable are unfamiliar. I notice that a comma and the words or continuously refilled follow the word renewed. This can help me define all three words.*

Energy sources are divided into two categories. Renewable energy sources—such as sunlight and wind—can be renewed, or continuously refilled.



## Your Turn

COLLABORATE



Use context clues to figure out the meaning of the following words in “Power from Nature”:

**depleted**, page 281

**finite**, page 281

**harness**, page 282



# Readers to ...

Writers use **transitions** to help readers understand time order and to connect ideas. Words, phrases, and clauses that writers use for transitions include *first*, *next*, *before school*, *after I came home*, *in contrast*, *also*, *especially*, and *for example*.

## Expert Model

### Transitions

Identify the transitions in the passage. How do the transitions connect ideas?

From the start of human history, people used renewable energy. For example, sails captured wind to move ships, and wood was burned to cook food. Then, about 150 years ago, human energy needs exploded. New machines required more energy. New ways to harness, or control, energy for use had to be developed. From the 19th century on, most energy has come from nonrenewable sources.



# Writers



## Editing Marks

- ^ Add
- ^ Add a comma.
- ↷ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Angela wrote an expository text about her use of the natural resource water. Read her revision of this section.

## Grammar Handbook

### Possessive Pronouns

See page 465.

### Student Model

## A Valuable Resource

One natural resource I use a lot is water. <sup>Epecially</sup> Because none of us could live without water, we need to understand water and <sup>its</sup> ~~it's~~ importance to us.

Each morning when ~~I wake up~~, I drink a glass of water. <sup>also</sup> I use it to wash my face and brush my teeth.

<sup>Not only do I use water,</sup> I am also learning to conserve <sup>it</sup> ~~water~~.

For example, I do not leave the water <sup>running</sup> ~~runing~~ when I wash dishes.

## Your Turn

COLLABORATE



- Identify the transitions Angela uses to show time order and to connect ideas.
- Look at the possessive pronouns Angela uses.
- Tell how revisions improved Angela's writing.

### Go Digital!

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