

# Reread

When you read informational text, such as a biography, you may find that some details confuse you. Rereading can help you check your understanding of facts and other information.



## Find Text Evidence

You may not understand why the author mentions that new color photography played a role in Lucy's lectures. Reread that passage on page 124 of "Growing in Place."

page 124

### In Full Bloom

In 1917, Lucy began to teach botany at the University of Cincinnati. She and Annette lived in a house near the woods. Even at home the sisters continued their scientific **behaviors**. Lucy tended both indoor and outdoor gardens. Annette studied the moths that fluttered in a **flurry** of wings around lights outside. The sisters named part of their house "the science wing."

Lucy collected plants from all around the country. She photographed many of them, too. Color photography was still new at the time. Because of that, people enjoyed her lectures and slide shows a great deal.

*When I reread, I see the phrase Because of that. "That" refers to the newness of color photography. This means audiences enjoyed Lucy's presentations because they featured color photographs, which many people had never seen.*

## Your Turn

COLLABORATE



Why did Lucy and her sister create a "science wing" in their home? Reread "In Full Bloom" on page 124 to find the answer. As you read, use the strategy Reread.

# Sequence

The author of a biography often presents information in **sequence**, or in the order the events happened in the person's life. Signal words and phrases, such as *in 1917*, *later*, and *today*, are clues to help you understand the sequence of events.



## Find Text Evidence

*As I read "Growing in Place," I look for events that show how Lucy Braun became an important scientist. In "Taking Root" on page 123, the phrase Even as a child tells me when Lucy became interested in plants. The phrase In high school tells me when Lucy started her herbarium. These events affected her future life.*

### Event

Even as a child, Lucy was interested in plants.



In high school, she started collecting and drying plants for her own herbarium.



She continued adding plants all her life.

## Your Turn

COLLABORATE



Reread the remaining sections of "Growing in Place." Look for words that signal important events showing Lucy's work as a scientist. List the events in your graphic organizer to help you summarize.

**Go Digital!**

Use the interactive graphic organizer

# Biography

The selection “Growing in Place” is a biography.

A **biography**:

- Tells the true story of another person’s life
- Is told in the third person, using pronouns such as *he* and *she*
- May include photographs and illustrations



## Find Text Evidence

*I can tell that “Growing in Place” is a biography because it provides facts about a real person, Lucy Braun. As I read and look at illustrations, I learn more about why she is an important scientist.*

page 123

**Branching Out**

Lucy and Annette attended the University of Cincinnati. Annette wanted to become an entomologist and study insects. Lucy took classes in geology, or the study of rocks and minerals. Her work with geologists **transformed** how she looked at the natural world. She continued her studies in botany, as well.

Lucy also became interested in ecology. Ecology looks at how living things interact with their environments. Fellow ecologists helped her test an important **theory**. Lucy believed that plant life in some areas had been able to **migrate** over time. She mapped this movement back to when glaciers covered those regions with ice!

**In Full Bloom**

In 1917, Lucy began to teach botany at the University of Cincinnati. She and Annette lived in a house near the woods. Even at home the sisters continued their scientific **behaviors**. Lucy tended both indoor and outdoor gardens. Annette studied the moths that fluttered in a **flurry** of wings around lights outside. The sisters named part of their house “the science wing.”

Lucy collected plants from all around the country. She photographed many of them, too. Color photography was still new at the time. Because of that, people enjoyed her lectures and slide shows a great deal.

**By making sketches, scientists learn to see details in natural objects.**

*Lucy Braun's Sneakerroot: This plant grows in Kentucky and Tennessee.*

*iris*  
*robin's egg*  
*nest*

124

## Use Illustrations and Photographs

Illustrations and photographs show readers what the people and things discussed in the text look like. **Labels** identify the images, and **captions** may add information.

COLLABORATE



## Your Turn

List three facts that show how Lucy Braun became an important scientist. What information did you learn from the illustrations?

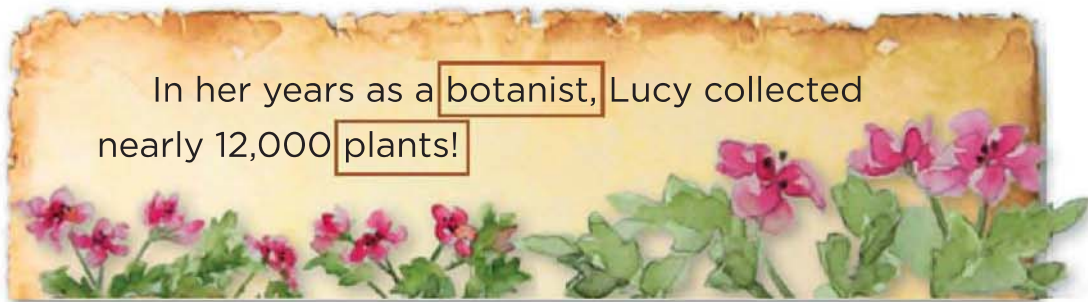
# Greek and Latin Suffixes

A **suffix** is added to the end of a word to change its meaning. Many words in English have suffixes that come from ancient Greek and Latin. You can use the suffix as a clue to the meaning of the word.



## Find Text Evidence

*I can use what I know about the suffix -ist to figure out the meaning the word botanist on page 125 of "Growing in Place." The Greek suffix -ist means "one who specializes in." The sentence talks about Lucy's collection of plants, so I can figure out that a botanist is "someone who specializes in the study of plants."*



## Your Turn

COLLABORATE



Use what you know about Greek suffixes to figure out the meanings of the following words found in "Growing in Place."

**entomologist**, page 124

**ecologists**, page 124

**geologists**, page 124





# Readers to ...

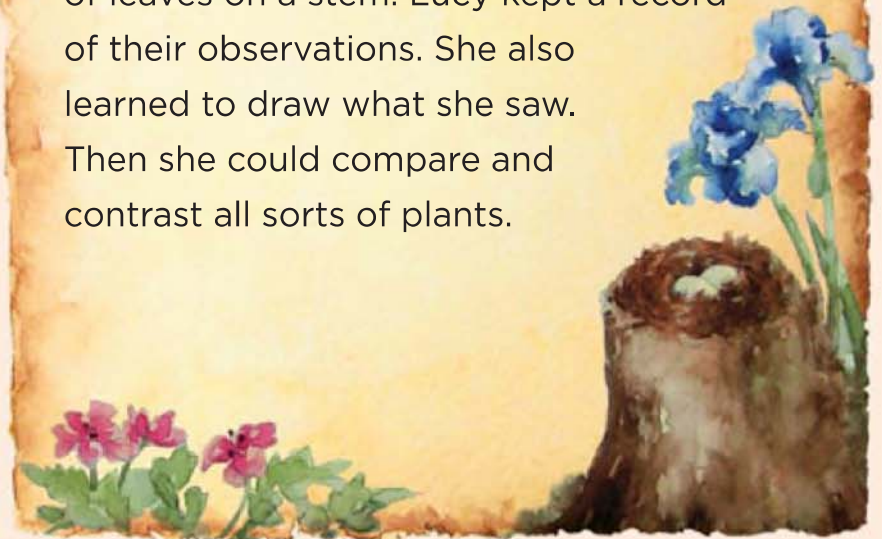
Writers choose details that support and explain the main idea of their text. Supporting details include facts, definitions, examples, and explanations. Reread the paragraph from “Growing in Place” below to identify the supporting details.

## Expert Model

### Supporting Details

Identify **details** that support the main idea in this paragraph. What do they explain about the main idea?

Lucy asked her mother how to tell all the plants apart. Lucy’s mother taught her to develop her powers of observation. She pointed out the number and shape of leaves on a stem. Lucy kept a record of their observations. She also learned to draw what she saw. Then she could compare and contrast all sorts of plants.



# Writers



## Editing Marks

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

Kaitlin wrote about how her science teacher started studying dogs. Read Kaitlin's revision of this section.

## Grammar Handbook

### Plural Nouns

See page 456.

### Student Model

## A Pet Project

Ms. Paiva grew up in Barcelona, Spain, with two <sup>older</sup> brothers <sup>and three dogs</sup>. Ms. ~~paiva~~ started noticing how different dogs behaved and recorded what she saw.

In seventh grade, she entered a <sup>with her observations and ideas</sup> science fair. <sup>In high school,</sup> Later, she led a team of young <sup>women</sup> woman to win a national science competition. To learn more, Ms. Paiva <sup>attended the University of Florida</sup> ~~came to college~~ in the United States.

"I wanted a school that trained veterinarians," she said. This way, she could ask questions of animal doctors. She also enjoyed the <sup>warm and sunny</sup> nice weather!



## Your Turn

COLLABORATE



- Identify the supporting details that Kaitlin included.
- Identify the plural nouns Kaitlin used.
- Tell how revisions improved her writing.

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