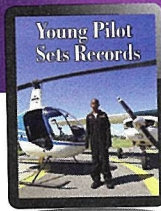


# Lesson 22

# Vocabulary in Context



## Q LANGUAGE DETECTIVE

### Talk About the Writer's Words

Adjectives are words that describe how something looks, tastes, feels, sounds, or smells. Work with a partner. Find the Vocabulary words that are adjectives. What are your clues? Tell what each adjective describes in the sentence.

1

### elusive

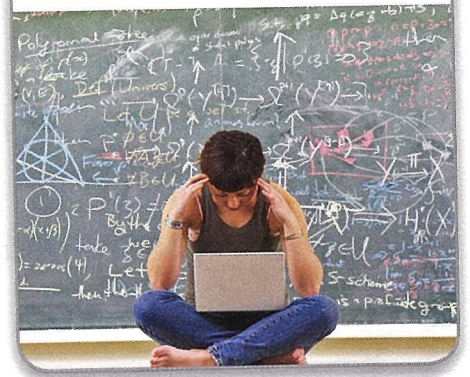
The "aha!" moment that leads to an invention may be **elusive**. It may not be easy to achieve.



2

### frustration

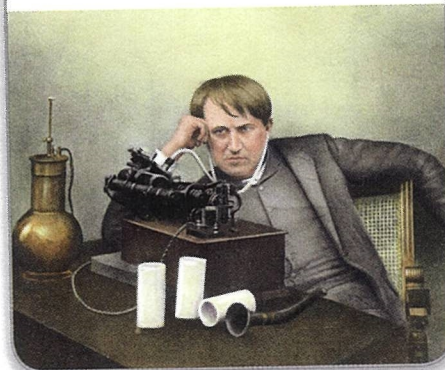
Inventors may feel **frustration**, or angry impatience, at their slow pace of progress.



3

### instinct

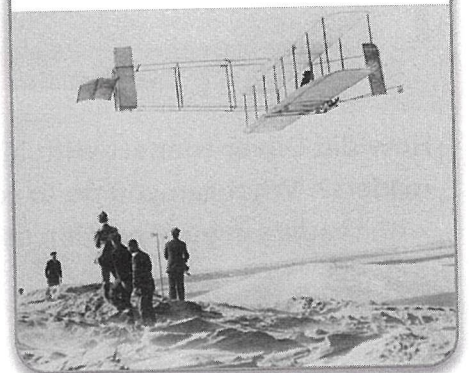
Thomas Edison and other inventors relied on **instinct**, a natural sense of what to do, to solve problems.



4

### conditions

At Kitty Hawk the Wright brothers found the ideal **conditions** of wind and landscape to test their airplane.





- ▶ Study each **Context Card**.
- ▶ Use a dictionary to confirm the meanings of these words.

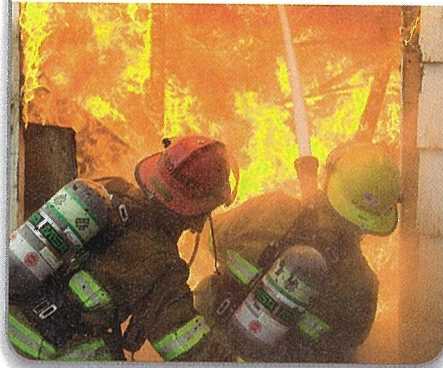
5 **barren**

This jet-powered car achieved a speed of 763 miles per hour on an empty, **barren** desert in Nevada.



6 **harsh**

Firefighters' equipment was invented to protect them from the **harsh**, brutal heat of a blaze.



7 **decrepit**

After a car becomes old and **decrepit**, its owner might replace it with a newer, stronger model.



8 **arose**

When a storm suddenly **arose**, Benjamin Franklin flew a kite and proved that lightning is a form of electricity.



9 **vertical**

Communications devices, such as cell phones, require tall **vertical** towers to pick up signals in the air.

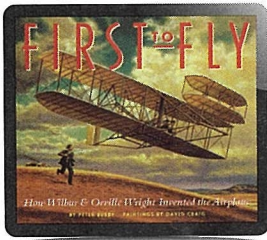


10 **lurched**

The cars of this early locomotive have **lurched** forward with a sudden burst of steam power.



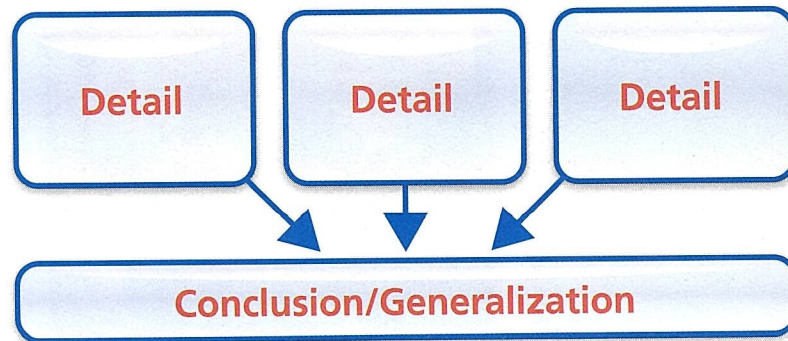




# Read and Comprehend

## ✓ TARGET SKILL

**Conclusions and Generalizations** As you read “First to Fly,” use text evidence as well as your own experience to draw a **conclusion**, a judgment based on details. Use details to make a **generalization**, which is a broad statement about a range of facts that is true most of the time, but not always. A graphic organizer like this one can help you.



## ✓ TARGET STRATEGY

**Monitor/Clarify** As you read, **monitor** your understanding of the text. Use text evidence to **clarify**, or figure out, the parts that are confusing.

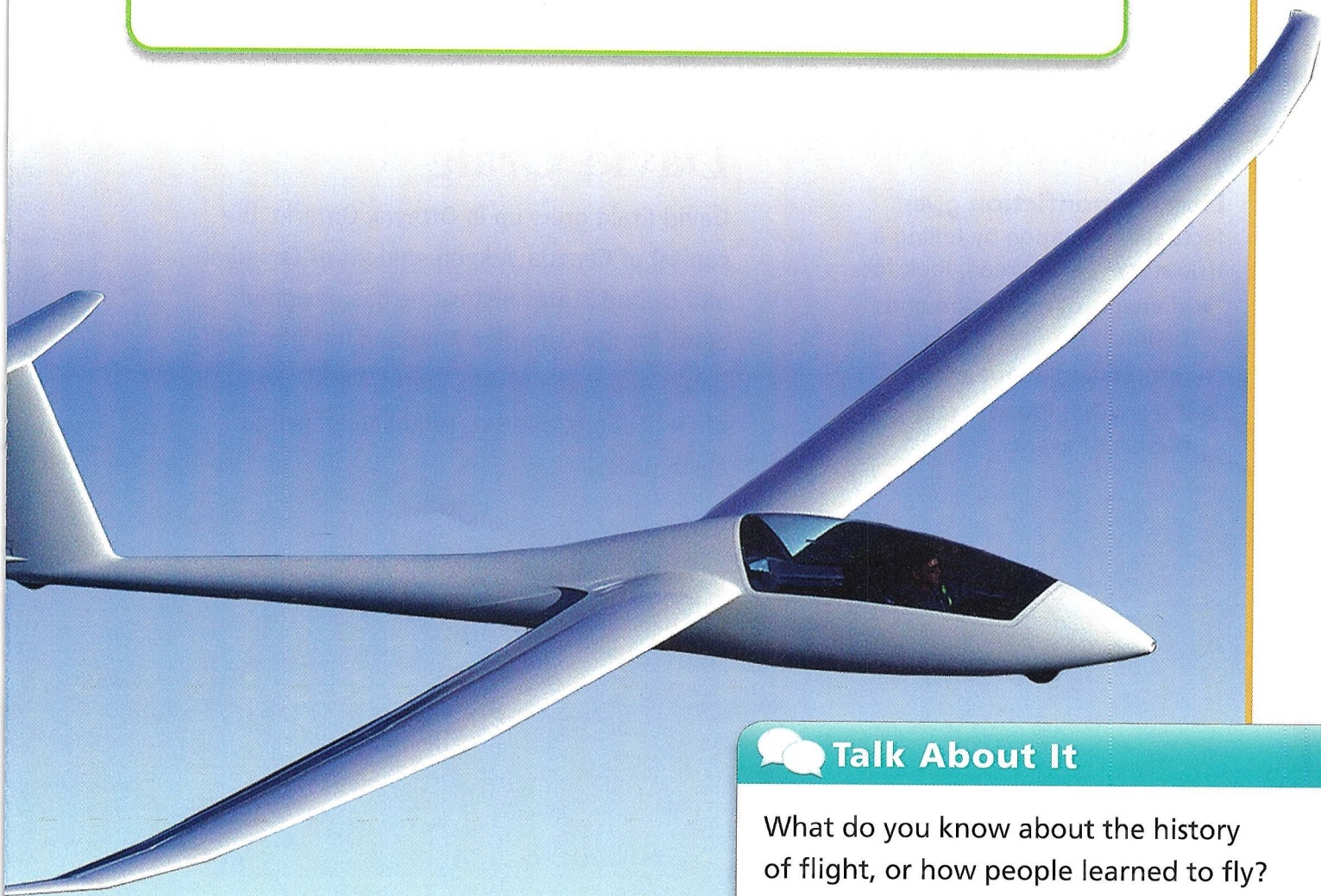


## PREVIEW THE TOPIC

### Flight

People have long wanted to fly like birds. In the early days of aviation, many attempts were made to conquer the air. Gliders and hot air balloons were early inventions that inspired others to build flying machines. Today, helicopters, jet airplanes, and other aircraft carrying passengers and cargo fill the sky. Flight has become a common experience.

In "First to Fly," you'll learn about the Wright brothers and their challenges as they tried to create the first piloted, engine-driven aircraft.



### Talk About It

What do you know about the history of flight, or how people learned to fly? What would you like to know? Share your ideas with your classmates. What did you learn from others?



## Lesson 22

# ANCHOR TEXT



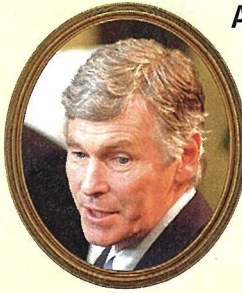
### ✓ GENRE

**Literary nonfiction** gives factual information by telling a true story. As you read, look for:

- ▶ elements of nonfiction and fiction
- ▶ information about a topic
- ▶ a story that involves real people or events

### MEET THE AUTHOR

## Peter Busby



A former teacher, Peter Busby struck gold with his first children's book when *First to Fly* received the James Madison Book Award for excellence in explaining United States history.

Busby, from Vancouver, British Columbia, and artist David Craig received the honor while standing beneath the 1903 Wright *Flyer*, which is displayed in the Smithsonian National Air and Space Museum.

### MEET THE ILLUSTRATOR

## David Craig

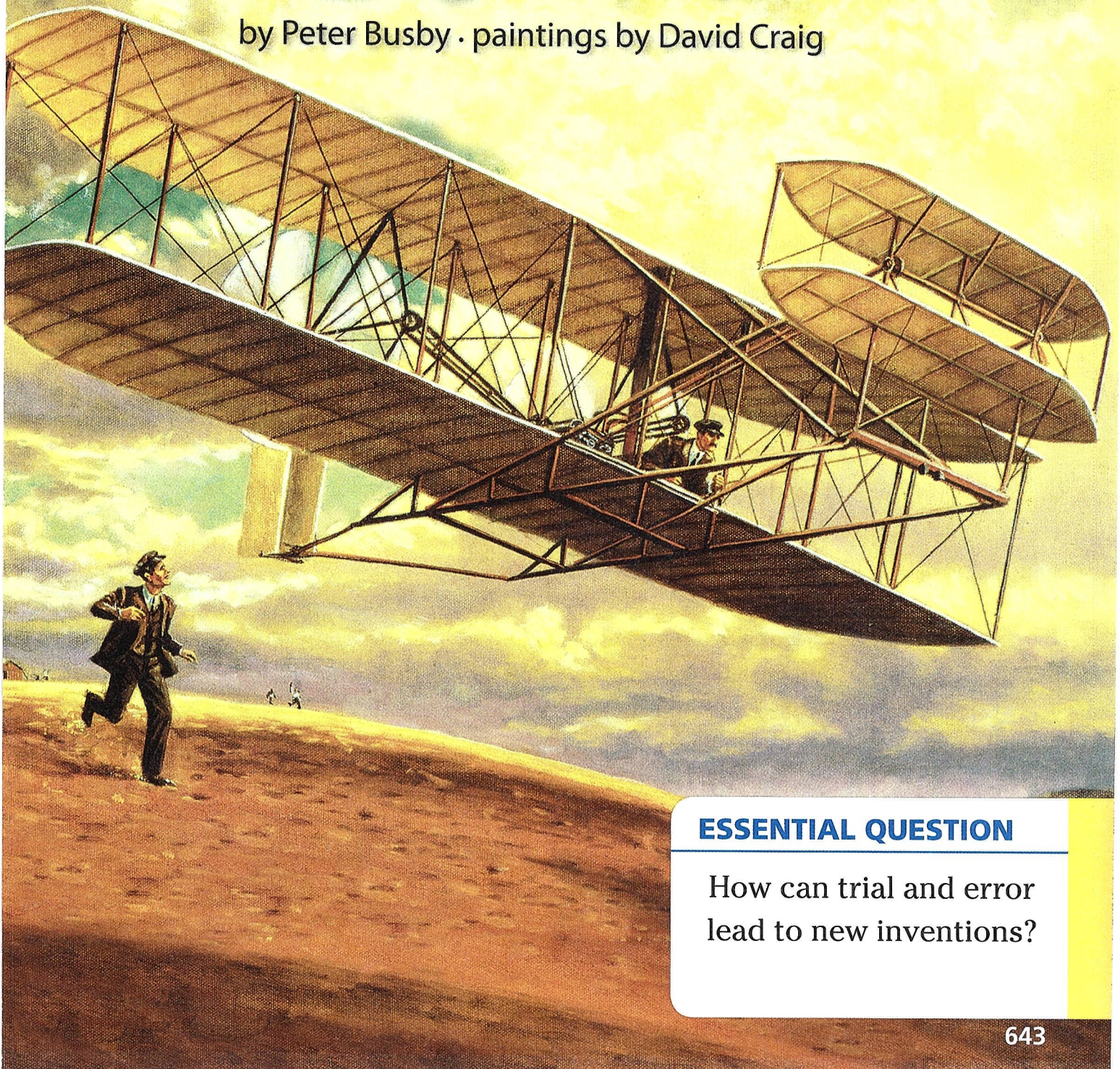
David Craig grew up in Ottawa, Ontario, the capital of Canada. A keen student of Canadian and United States history, he has designed coins for the Canadian Mint and has illustrated books about the Alamo, World War II, the Battle of Gettysburg, and the 1906 San Francisco earthquake.



# FIRST TO FLY

## How Wilbur & Orville Wright Invented the Airplane

by Peter Busby · paintings by David Craig



### ESSENTIAL QUESTION

How can trial and error lead to new inventions?



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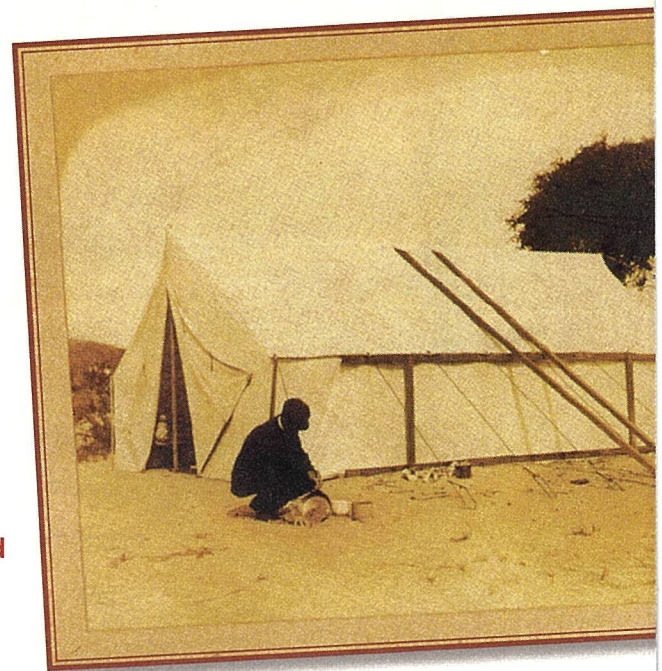
*It's the spring of 1900, and brothers Wilbur and Orville Wright have traded bicycle making for the **elusive** dream of building a piloted aircraft. They're setting up camp to test their latest glider at Kitty Hawk, on a **barren**, windswept island in North Carolina.*

It was far from perfect, but the brothers would learn to love it. There were two lifesaving stations, a weather bureau, a post office, and about twenty little houses among the sand dunes—but not much else. Wilbur's trip to Kitty Hawk, with the glider packed in a crate, was an incredible journey, by train, ferry, then fishing boat. The last part of Wilbur's trip, in a **decrepit**, flat-bottomed fishing schooner, was a nightmare. It started off calm enough, but when they reached the open sea, a storm **arose**. The cabin was so filthy that Wilbur spent the whole night on deck. Soaked to the skin, shivering cold, and ravenously hungry, with nothing to eat but a jar of jam, Wilbur wondered if he'd ever set foot on land again. Finally they docked at Kitty Hawk just before dawn. His hosts—the local postmaster Bill Tate and his wife—greeted him with a splendid breakfast of ham and eggs.

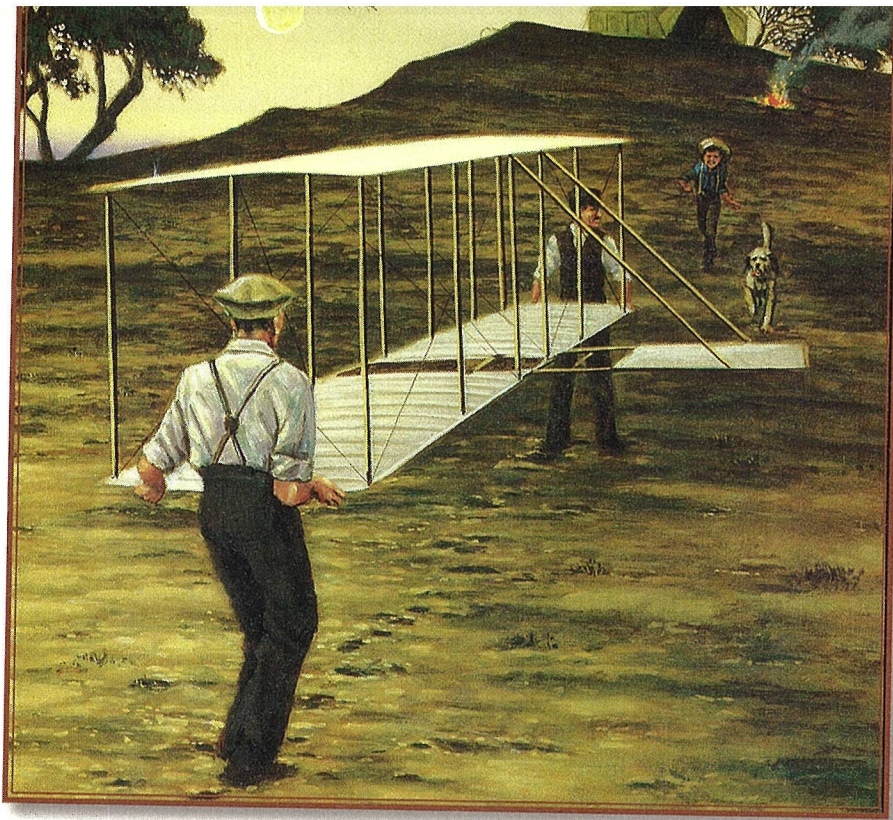
Orville arrived two weeks later, bringing supplies of tea and coffee, and they pitched their tent on the sand dunes, close to where they would fly the glider. Their mechanic, Charles Taylor, was left in charge of the bicycle shop back home.

“We certainly can't complain of the place,” Orville wrote to his sister, Katharine. “We came down here for wind and sand, and we have got them.” Some nights, when the wind came in from the Atlantic, they would have to jump out of their cots and hold the tent to keep it from blowing away, with sand stinging their hands and faces.

**Wilbur and Orville pitched a tent on the dunes.**







**Wilbur and Orville carry the 1900 glider back to camp.**

The brothers started off cautiously, flying the glider as a kite. They simply held it up off the sand and let the wind take it, then they played out ropes attached to the struts (the parts between the wings). They pulled on other ropes that moved the wing-warping (side to side movement) and elevator (upward and downward movement) controls, practicing keeping the craft level and bringing it safely down to land, learning the skills of a pilot from the ground.

Each flight brought the moment closer when Wilbur would take his life in his hands and pilot the glider himself.

One day in early October, he was ready. He positioned himself in the cockpit of the glider with his hands on the elevator controls and his feet against the wing-warping controls. Orville grasped one wing tip, and Bill Tate the other, and the two hoisted Wilbur and the glider into the air. Wilbur heard a dry crack as the twenty-five-mile (40 km) per hour wind filled the fabric of the wings, and then he felt a sudden weightlessness. Orville and Bill played out the ropes, letting Wilbur soar higher and higher.



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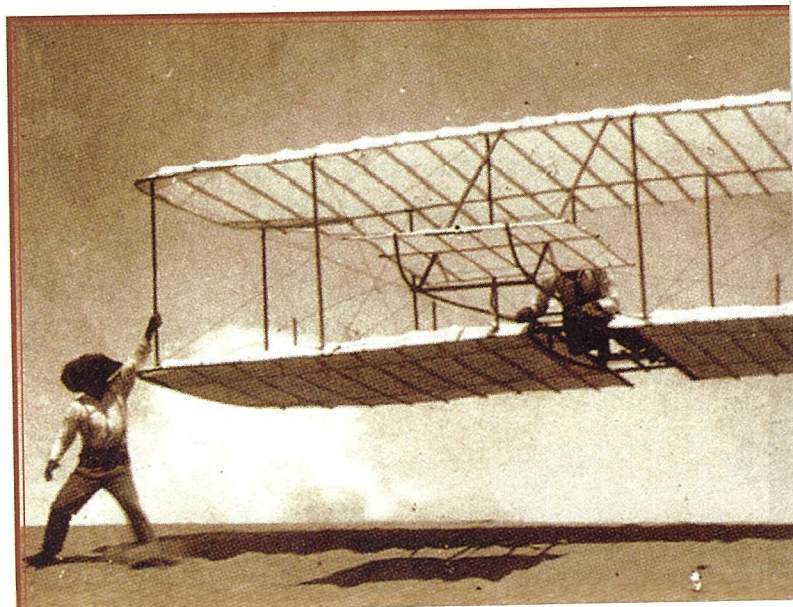
The next few seconds passed in a blur. He'd thought there would be all the time in the world to plan his moves, to look around him, and to experience life from the air. Instead he found himself functioning on pure **instinct** as the plane **lurched** up and down, one moment plunging straight for the ground, the next nosing upward, threatening to stall and fall over on its back. "Let me down!" he shouted.

Orville and Bill pulled on the ropes and brought the glider safely down onto the sand. Wilbur had done it. He had flown. But he was not intending to risk it again, not until he understood the plane a lot better. For the next two weeks, they went back to testing the craft as a kite, using weights instead of a pilot, noting how it behaved in different wind **conditions**, and measuring everything: drag, lift, wind speed, and the angle at which the glider kite flew. They even tried turning the glider around, with the elevator in the rear.

In the final week, Wilbur had the confidence to fly again and this time he would try free flight, without the ropes. Altogether, he made about a dozen glides between 200 feet (61 m) and 300 feet (91 m) in length. On October 23, they went home, leaving the glider behind on the dunes. During the winter, it would be destroyed by the savage Atlantic gales—all except for the sateen wing covering. A few days after they left, Mrs. Tate removed the material and made it into dresses for her daughters.

Next July, the brothers were back in Kitty Hawk with a new glider, twice as big as the 1900 model. They made camp at the foot of Kill Devil Hills, a group of huge sand dunes four miles (6.5 km) to the south of Kitty Hawk. They built a shed for the glider, where they could sleep at night and be sheltered from the punishing weather—either the pounding rain or the scorching sun.

**With Wilbur at the controls, Bill and Dan Tate let the wind lift the new glider off the top of the dunes.**





Then there were the mosquitoes. “The sand and grass and trees and hills and everything were covered with them,” Orville wrote to Katharine. “They chewed us right through our underwear and socks. Lumps began swelling all over my body like hen’s eggs.” They tried everything to protect themselves—blankets, netting, and finally smoking the mosquitoes out by burning old tree stumps.

At first the glider performed poorly, but after making adjustments to the elevator and the camber (the upward curve from the front to the rear of the wings), the brothers started doing better. Their friend Octave Chanute was present for their best glide—390 feet (119 m) in 17 seconds. He was impressed, but the brothers were dissatisfied. The glider’s lift was not much better than last year, and the controls seemed worse.

On August 9, when Wilbur tried to turn the glider, he crashed nose-first into the ground, banging his head against a wooden strut.

The accident was not serious, but it added to the brothers’ **frustration**, and they left Kitty Hawk earlier than planned. On the train home, Orville said what both of them were feeling: “Not within a thousand years will man ever fly.”

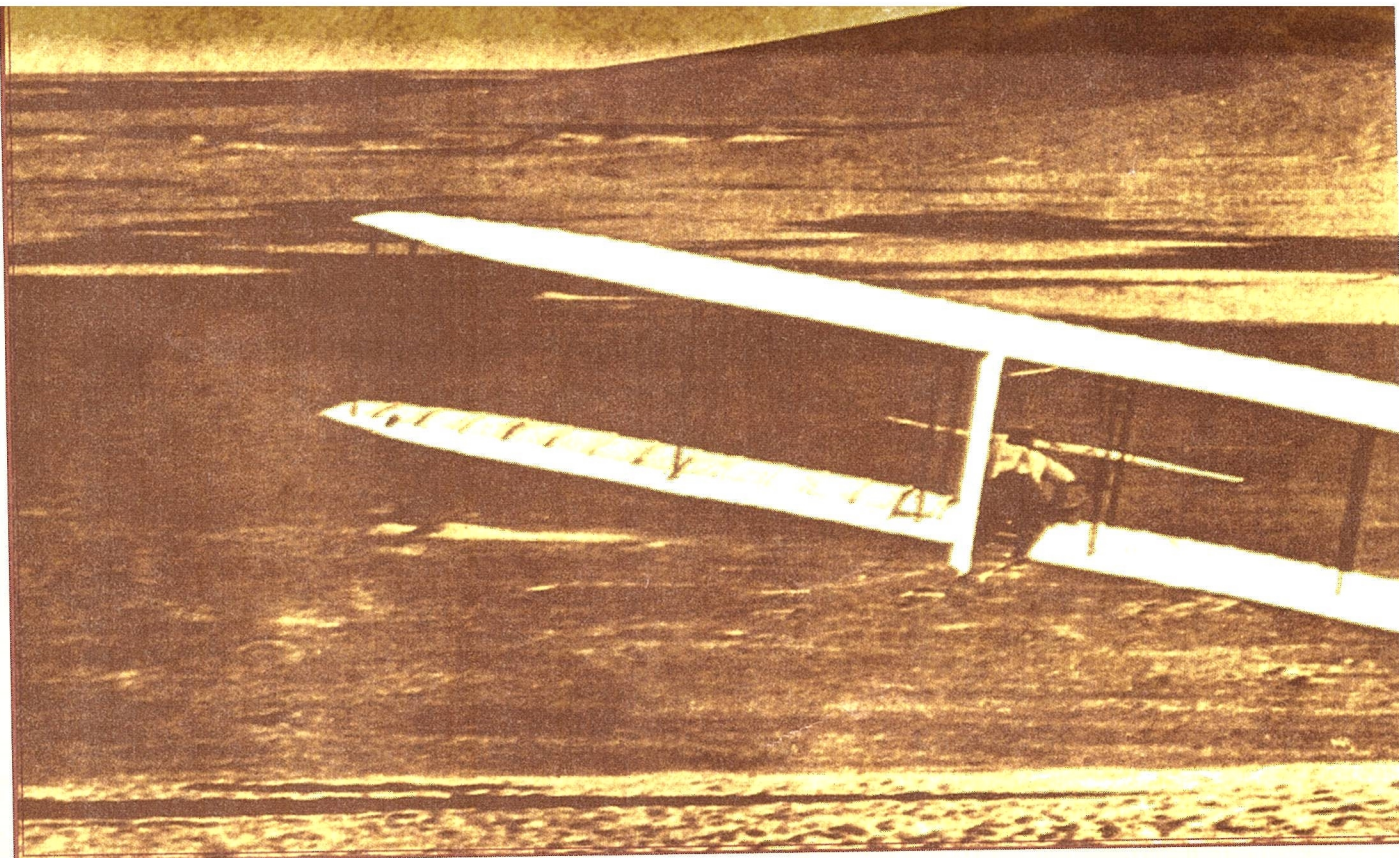
The brothers did not stay depressed for long. Instead they decided to go back to the beginning and think through everything they had done. If size alone hadn’t improved their performance, then maybe the secret was the shape of the glider and the wings. To research this, they built a wind tunnel in the workshop. For the next few months, there would be no camping on the dunes and gliding in the open air. Instead they were indoors, testing almost two hundred wing shapes. Every day, they made new discoveries about how the wings of a plane behave in the air. At the end of their research, they had the design of a new glider that was very different from the ones they had made before.

#### ANALYZE THE TEXT

**Text Structure** How does the author organize the text on pages 646–647? What clues in the text show this?







In the first three days back at Kitty Hawk, they made more than fifty flights in the 1902 glider. Already they were staying in the air longer than they had before. Orville had begun to fly a little in the previous year, and now he was making half the flights. One day, as he took the plane higher, the glider nosed upward at a dangerous angle. Orville pushed on the elevator, struggling to get the plane level again. To his horror, he found himself slipping backward, tail-first, toward the ground. There was a crash of splintering timber as the tail pounded into the sand.

Orville stepped out of the glider without a scratch. The tail could soon be mended, but it was obvious that there was something wrong with its design. The 1902 glider was their first one to have a tail, which was fixed in a **vertical** position. The tail was supposed to give the plane more control, but Orville felt it wasn't doing that. He had an idea. What if they put a hinge on the tail, so that the pilot could move it at the same time as he warped the wings to make a turn?

Orville suggested this to Wilbur, then waited for his brother's reaction. He expected an argument, because that was the way the





The 1902 glider was their first one with a fixed tail. After problems during early trials, Orville suggested a movable tail or rudder. With a rudder, they could keep the glider pointed in the proper direction as they rolled into a turn.

brothers worked out their ideas. “Both boys had tempers,” Charles Taylor later recalled. “They would shout at one another something terrible. I don’t think they really got mad, but they sure got awfully hot.” Instead, on this occasion, Wilbur said nothing for a while, then told Orville he agreed about hinging the rudder but he had a better idea. Instead of having a separate control, they should connect the wing-warping controls and the rudder, so the pilot could use the hip cradle to move both at the same time.

That’s what they did, and it worked perfectly. They started doing longer glides, and the control problem was solved.

That year, the Wright brothers made almost a thousand flights. On their final day of gliding, they broke their record again with a glide of 622 feet (190 m), lasting 26 seconds. Wilbur and Orville went home happy. They had achieved their first goal, designing a glider that could be controlled in the air. Now they were ready to build a plane with an engine and propellers.

#### ANALYZE THE TEXT

**Conclusions/Generalizations** What generalizations can be made about the Wright brothers based on the text evidence on pages 648–649?



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## Twelve Magic Seconds

**O**n the morning of December 17, 1903, Wilbur and Orville Wright stepped out of their shack and looked around them. Ice had formed in puddles between the sand dunes from the heavy rain overnight, but the sky was now clear. The weather was almost perfect—except for the wind.

The winds were stiff today—thirty knots. The brothers were cautious men. Any other day, they would have waited for calmer conditions, but they had lost enough time already in the two months they'd spent at Kitty Hawk. There had been problems tuning the engine, making it run smoothly, and cranking up the power, and twice they had had to send the propeller shafts back to Dayton for repairs. Soon it would be winter, the weather would be too **harsh**, and they'd have to get back to the bicycle shop.

They decided to risk it. Today was the day. They were going to attempt to fly their plane.

Orville hoisted a large red flag on the roof of the shack. The flag was a signal to the men of the Kill Devil Life Saving Station, a mile (1.6 km) away, to come and lend a hand. The over 700-pound (318-kg) *Flyer* was too heavy for two men to carry by themselves. And the brothers had another reason for inviting people to join them. If the world was going to believe them, they had to have witnesses.

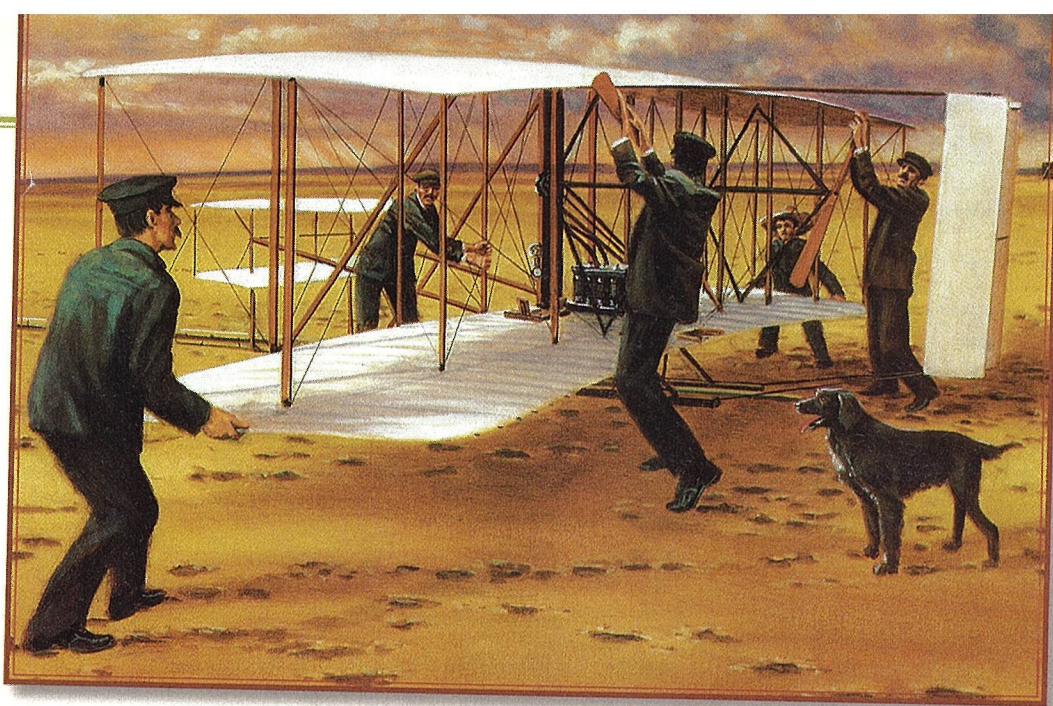
A short distance from the house, Wilbur and Orville started laying a line of wooden beams. The machine would move along this track until the propellers pushed the wings through the air fast enough to lift the plane off the ground. By the time they'd finished, the lifesaving crew had arrived.

Once the *Flyer* was in position, Wilbur and Orville took hold of the blades of the two propellers and pulled hard to give them a spin. The engine sputtered and coughed into life.

### ANALYZE THE TEXT

**Personification** The author uses the phrase "coughed into life" on this page. What does the phrase mean? Why does the author use personification here?





**Wilbur and Orville start their engine by spinning the blades of the two propellers.**

Wilbur took aside one of the lifesavers, John Daniels, and showed him the camera placed on a tripod near the ramp. There was a cord attached to it with a rubber ball at the end. When the *Flyer* leaves the ground, Wilbur explained, you squeeze this ball. Daniels looked worried. He had never used a camera before.

The two brothers walked away from the others for a quiet moment. They had spent five years on this project, designing a series of gliders, learning how to control them in the air, and finally, because no one else could make an engine light enough and powerful enough, they had built one themselves in the bicycle workshop.

They had made their first attempt with the Wright *Flyer* three days earlier, on December 14. The track was laid down the side of a hill; then the brothers tossed a coin to decide who would be the pilot. Wilbur won. He climbed into the plane. The *Flyer* rattled down the ramp and lifted off. Wilbur was in the air—but soon he was in trouble. He rose no higher than fifteen feet (4.6 m), then lost height, landing awkwardly with the left wing plowing into the sand. Some might call this a flight, but not the Wrights. A flight for them had to be controlled.

The *Flyer* was soon repaired. It was a mistake, the brothers decided, to take off going downhill. Today they had laid the track on a flat piece of sand.



---

Now it was Orville's turn to be the pilot. He climbed into the hip cradle on the bottom wing and lay flat on his stomach, settling his hips into the cradle that controlled the wing-warping and rudder, and grasping the lever that controlled the elevator.

"Orville's going to be nervous," Wilbur said to the men watching. "Let's try and cheer him on. Holler and clap."

He turned back to his brother and they clasped hands as if, one of the lifesavers said later, "they weren't sure they'd ever see each other again."

Wilbur took his place at the wing tip as his brother released the wire holding the straining plane in place. The propellers began to move the plane faster and faster along the track.

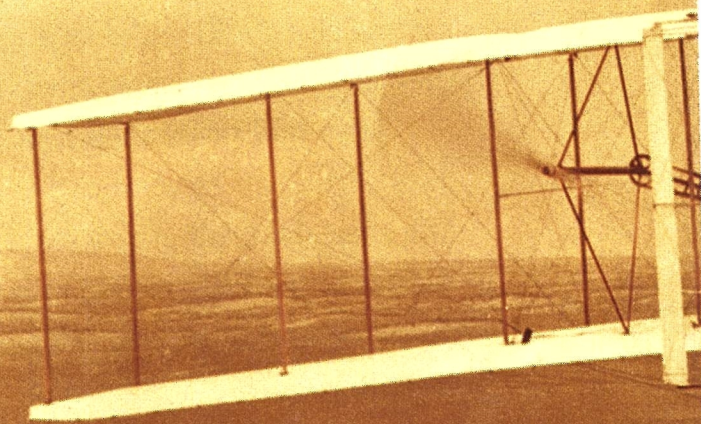
Wilbur was running next to him, shouting encouragement, ready to let go of the wing.

Then, forty feet (12 m) down the track, the *Flyer* lifted into the air.

Wilbur clicked on his stopwatch.

Orville pulled up on the elevator. The *Flyer* started up at a dangerous angle, about to stall and fall back on its tail. Orville reacted,

**At Kill Devil Hills, at 10:35 A.M., December 17, 1903, Orville takes off on the first-ever manned and powered flight. Wilbur, who steadied the plane while it moved down the launching rail, is still half-running. This famous photograph was taken with Orville's camera by John Daniels, one of the lifesaving station crew.**





throwing the elevator lever down. Now the *Flyer* was heading for the ground. Another touch on the elevator pulled the plane up again. Then down, and the *Flyer* pancaked into the ground. It was a hard landing, but both the plane and the pilot were in one piece.

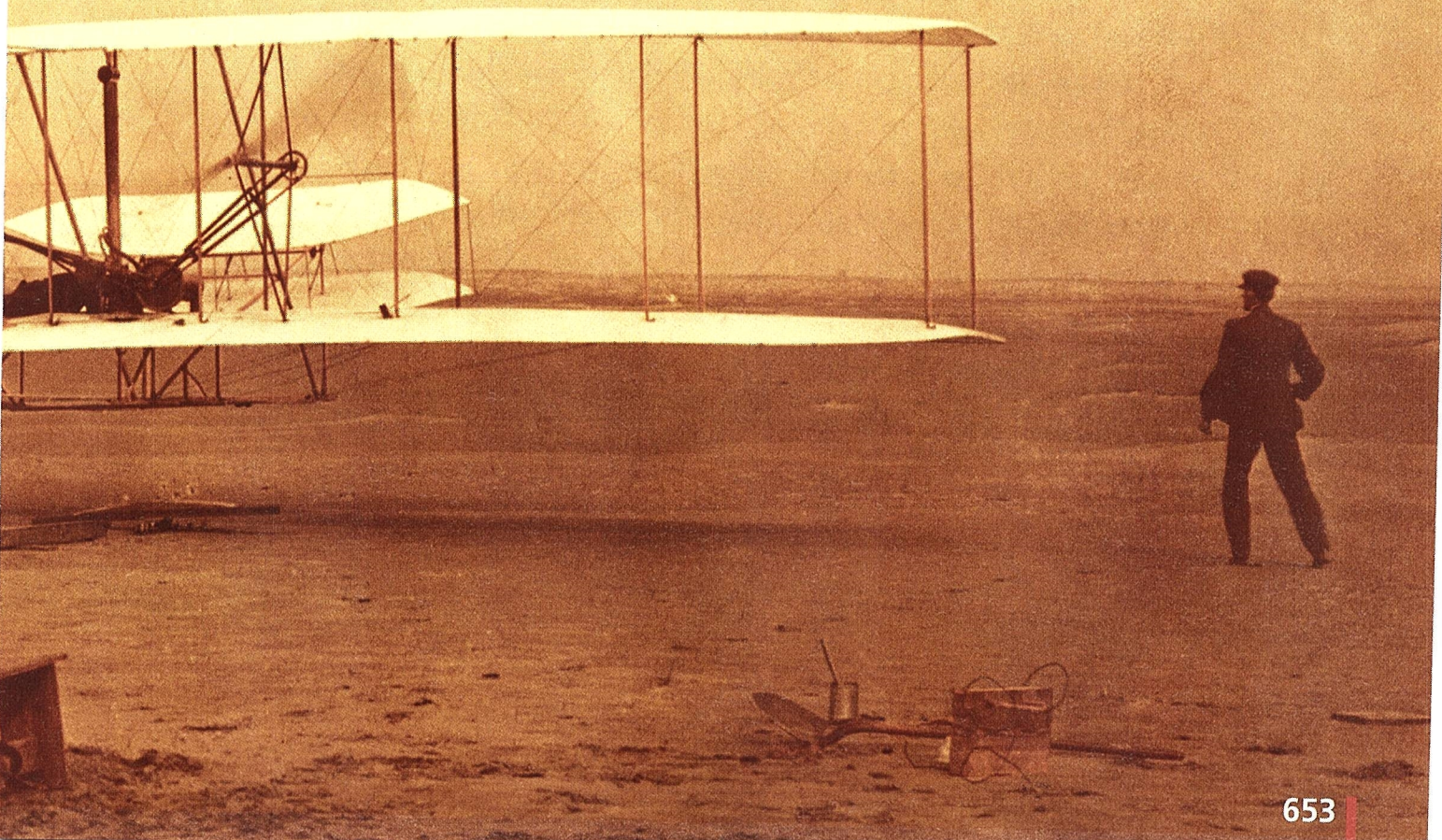
Wilbur stopped his watch. The *Flyer* had been in the air for twelve seconds. He turned to John Daniels. "Did you get it?"

He had. His picture of the *Flyer* three feet (.9 m) off the ground, with Orville on board and Wilbur running beside him, is one of the most famous photographs ever taken.

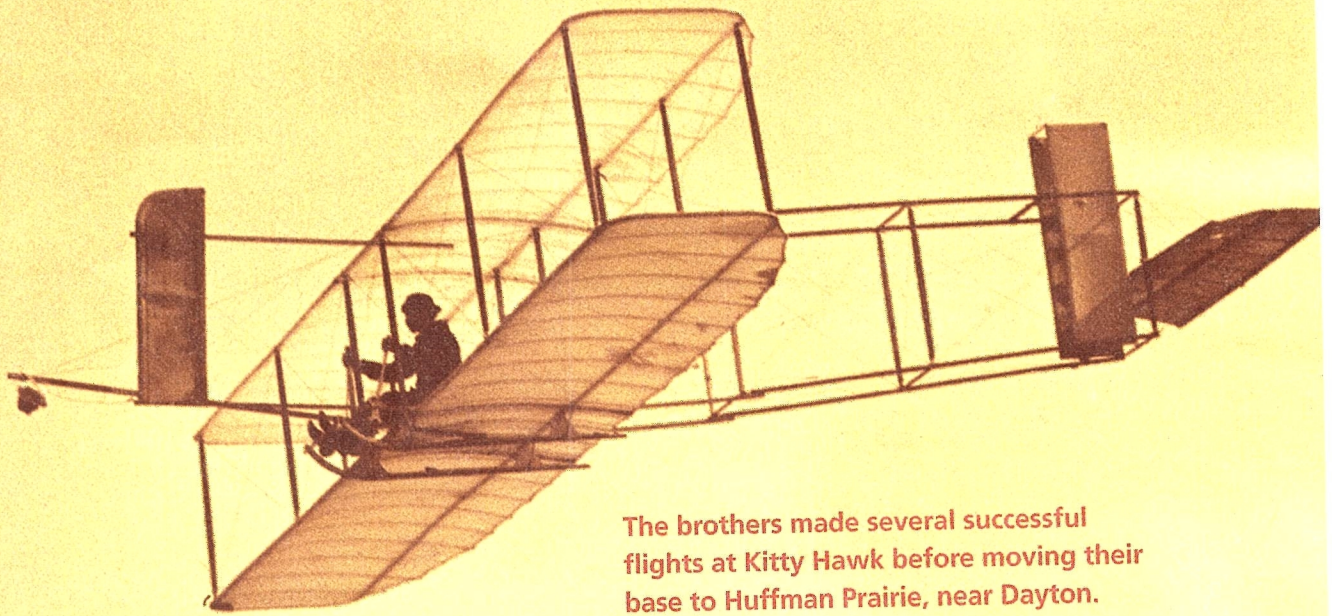
Orville had flown 120 feet (36.5 m). Both of them thought they could do better. At 11:20 A.M., Wilbur made a flight of 175 feet (53 m). Then it was Orville's turn again. He managed 200 feet (61 m). At noon, Wilbur climbed into the pilot's cradle.

For the first 300 feet (91 m), it was like the other flights, with the plane bouncing up and down. Then Wilbur managed to keep it level for another 500 feet (152 m) until a sudden gust of wind caught it, sending it diving toward the ground.

Wilbur stepped out of the cradle, unhurt. He had flown for 59 seconds, traveling 852 feet (260 m).







The brothers made several successful flights at Kitty Hawk before moving their base to Huffman Prairie, near Dayton.

Once again, the seven men started back to the track carrying the plane. Just as they reached the track and set the machine down, the wind rose suddenly and caught the *Flyer*. Everyone jumped for it, John Daniels getting tangled in the wires as the plane rolled over and over. When it finally came to rest, the others rushed up and cut him free, snapping a few more wires and wooden ribs as they did so. He was lifted out uninjured.

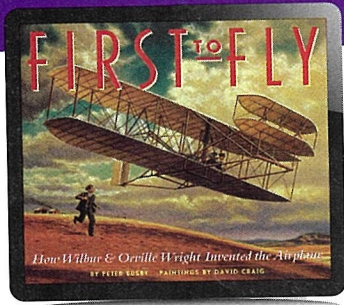
The *Flyer* was smashed to pieces—but no matter. The Wrights were already thinking ahead, to their next and even *better* plane.

One of the young men dashed all the way to the post office at Kitty Hawk to deliver the news. For the Wright family it took a while longer, until the telegram arrived at 5:30 that evening. “Success four flights Thursday morning,” it read. “All against twenty-one-mile wind started from level with engine power alone, average speed through air thirty-one miles, longest 59 seconds. Inform press. Home Christmas. Orville Wright.”









# Dig Deeper

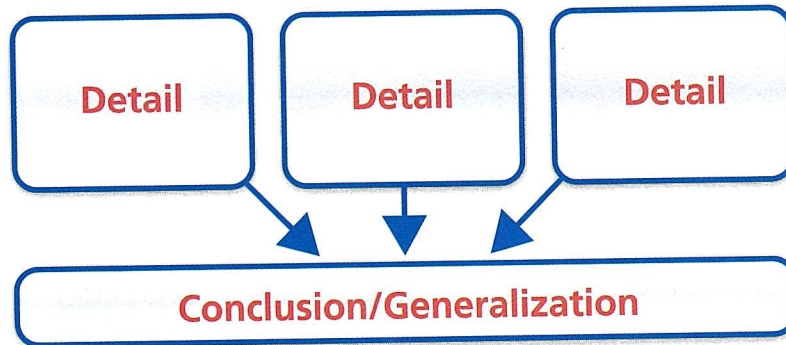
## Use Clues to Analyze the Text

Use these pages to learn about Conclusions and Generalizations, Text Structure, and Personification. Then read "First to Fly" again to apply what you learned.

### Conclusions and Generalizations

In "First to Fly," author Peter Busby includes many details about the Wright brothers, but sometimes he does not tell the reader everything. In those cases, readers must draw **conclusions**, or make judgments on their own, based on text evidence. Readers can also make a **generalization** from many details in the text. A generalization is a broad statement based on a range of facts. A generalization is not always true, but it is most of the time.

Look back at pages 652–653 in "First to Fly." Orville and Wilbur Wright take turns piloting the *Flyer*. You can draw the conclusion that each brother wanted a turn at trying to fly the plane. Based on their four successful flights and on the telegram they sent to their family members, what generalization can you make about the Wright brothers' desire to prove themselves?





## Text Structure

To understand a nonfiction selection, look at its **text structure**, or the way the ideas are organized. An author may **compare and contrast** ideas to make a point. **Description** is a text structure used to explain what something is like. An author may also describe the **sequence** in which events happen. In a science journal, for example, you might use sequence to record minute by minute what you observe as birds fly to a birdfeeder. Analyzing how text is organized helps you figure out how a part of a text fits within the whole.



## Personification

In a **figure of speech**, words have meanings other than their dictionary meanings. **Personification** is one figure of speech. When authors use personification, they give human qualities to an object or idea. *The sand bit me on the face as it blew* is an example of personification. Sand can't actually bite, but it can feel like it does if it hits hard against your face. Interpreting personification and other figures of speech helps you picture what the text describes.





# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question:

*How can trial and error lead to new inventions? As you discuss, pose questions and respond with comments that contribute to the discussion.*



## Classroom Conversation

Continue your discussion of "First to Fly" by using text evidence to explain your answers to these questions:

- 1 Why would inventors and others be inspired by the Wright brothers?
- 2 In what ways did other inventors help the Wrights accomplish their goal?
- 3 It took three years for the Wrights to progress from testing a glider at Kitty Hawk to flying a manned airplane. What do you think they learned during that time?

## FLIGHT PATHS

**Design a Feature** With a partner, design a diagram or a graph to show the distances the Wright brothers flew at different times during their work at Kitty Hawk. Use a ruler or another measuring device to make sure that the distances are shown in correct proportion to each other. Use the text as your guide. Share your results. Tell how using the text and the graph together helps you better understand the events.



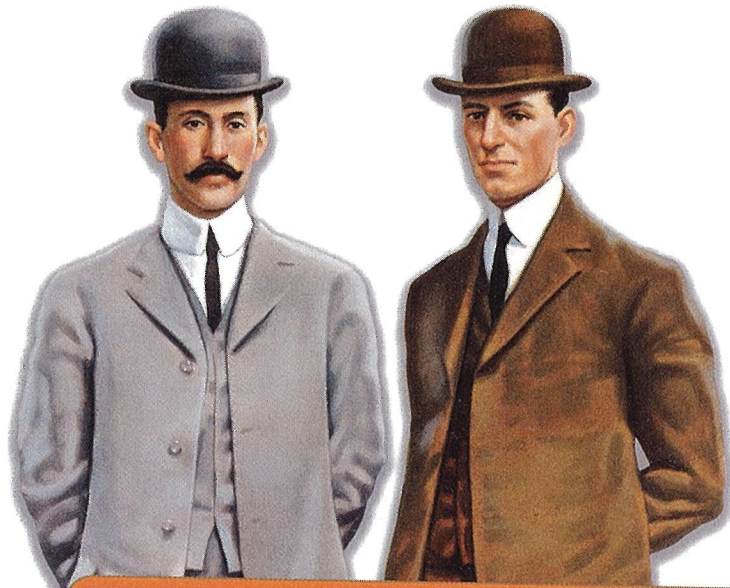


## Performance Task

### WRITE ABOUT READING .....



**Response** The Wright brothers had determination, patience, and the ability to solve problems. Which of these traits do you think was the most important in helping them become the first to fly an airplane? Write a paragraph to express your opinion. Introduce the paragraph with your claim, and then make your argument using reasons and evidence from the selection. End with a concluding statement that summarizes your argument.



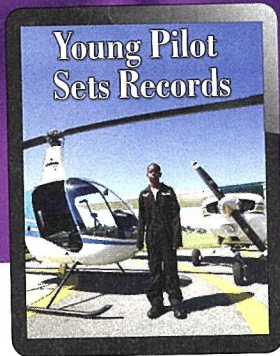
### Writing Tip

State your claim at the beginning of your paragraph. Use text evidence to support your argument. Make sure you use pronouns correctly in your paragraph. Consider the case, number, and person when choosing which pronoun to use.



## Lesson 22

# LITERARY NONFICTION



### ✓ GENRE

**Literary nonfiction**, such as this newspaper article, gives factual information by telling a true story.

### ✓ TEXT FOCUS

Narrative nonfiction may include a **chart** that organizes related information about a topic.

# TODAY'S

MONDAY, MARCH 16

## Young Pilot Sets Records

by Linda Cave

On July 1, 2006, a helicopter pilot named Jonathan Strickland landed his helicopter in Compton, California. Other pilots had done so before him, but this landing was special. It meant a vertical move to the top of an aviation record. Strickland's flight to Canada and back made him, at age fourteen, the youngest African American to fly a helicopter on an international roundtrip.



*Jonathan Strickland, fourteen-year-old helicopter and airplane pilot*





*Jonathan with his flight teacher, Robin Petgrave*

## A Record-Breaking Flight

Jonathan's flight had begun nine days earlier, on June 22. Because he was too young to fly alone in the United States, his flight teacher, Robin Petgrave, accompanied him. Flying over lush Pacific rainforests and barren fields, Jonathan arrived in British Columbia, where he took tests to fly solo. For many young aviators, flying solo is an elusive goal, calling on instinct and practice. Jonathan's dream was to fly solo in an airplane

and in a helicopter on the same day. On June 28, he became the youngest person to do so.

On Jonathan's return flight, rough weather conditions arose. The helicopter lurched at times, but it was not decrepit when it landed in Compton. Jonathan's friends and family greeted him, as did members of the Tuskegee Airmen. This African American squadron of the Army Air Corps endured the frustration of harsh racism at home while becoming one of the most successful fighter groups of World War II.



# PEOPLE

MONDAY, MARCH 16

## Tomorrow's Aviators

Jonathan Strickland was eleven when he began his flight training at Tomorrow's Aeronautical Museum in Compton, California. The museum and its Aviation Explorer Program for teaching young people to fly were founded by Robin Petgrave. In return for their lessons, the students perform community service. Strickland's goals for the future include a lot more flying. He wants to attend the U.S. Air Force Academy, and he hopes to

become a test pilot and an airline pilot. "Taking this trip," he said, "gave me the opportunity to see a whole new world and to discover that there is so much more out there for me."



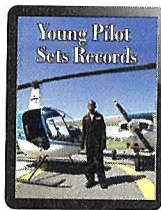
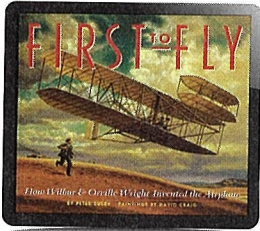
*Aviation Explorer pilots Richard Olmos, Diamond Hooper, and Kenny Roy*

### Tomorrow's Aeronautical Museum Record-Holders

<b>Breean Farfan</b>	Youngest Latina to fly roundtrip across the country	13
<b>Jimmy Haywood</b>	Youngest African American to fly an airplane on an international roundtrip flight	11
<b>Kenny Roy</b>	Youngest African American to fly solo in an airplane	14

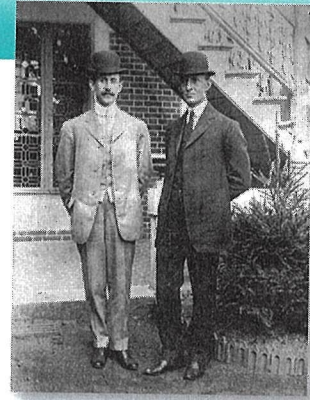


# Compare Texts



## TEXT TO TEXT

**Interview Trailblazers** Think about what helped Jonathan Strickland and Orville and Wilbur Wright meet their aviation challenges. Write a mock interview in which you ask the three about the hurdles they faced. Have them explain how they overcame their challenges. Use evidence from the selections in your interviews.



## TEXT TO SELF

**Write About Transportation** Planes and other forms of transportation have made travel quicker and easier. Think of a typical day in your life. Write about how you depend on transportation to travel. How do cars, bikes, or buses affect your daily life? Include an illustration with your writing.



## TEXT TO WORLD

**Make a Timeline** The Wright brothers were the first to begin developing what would become a very complicated piece of machinery. How has the airplane evolved over the years? Research and create a timeline of significant events in the development of airplanes. Share your discoveries with the class.





# Grammar

**Punctuation and Quotations** A **direct quotation** gives a speaker's exact words. Set off a direct quotation with beginning and ending **quotation marks**. Use a comma to separate a direct quotation from the rest of a sentence. Capitalize the first word of the quotation; place end punctuation inside the ending quotation mark. Remember, when you write **nonrestrictive elements** (nonessential information), use commas to set them off. Place parentheses or dashes around **parenthetical elements**.

## Punctuation and Quotations

"Which one of the Wright brothers, Orville or Wilbur, arrived at Kitty Hawk first?" Rogelio asked his brother Teo.

"Wilbur arrived first," responded Teo. Then he added, "Orville joined him a short time (two weeks) later."

Rogelio asked, "Why did they choose Kitty Hawk—a sandy, windy island—as their test site?"

### Try This!

**Rewrite each sentence. Use quotation marks, commas, and parentheses or dashes to punctuate the following sentences.**

- 1 When did Wilbur first fly in the glider asked Loreen.
- 2 Teo replied Wilbur first flew in the glider in October, 1900.
- 3 Wilbur got into the glider in the cockpit to get prepared.
- 4 Bill Tate a friend and Orville Wright hoisted the glider into the air.



Quotation marks let readers know a speaker's exact words. Use the correct placement of quotation marks and end punctuation in quotations. Use commas, parentheses, and dashes correctly to punctuate additional information in nonrestrictive and parenthetical elements.



### Incorrect

"I want to be a pilot, said Margo.

Raul wondered what kind of aircraft—jets or helicopters, Margo wanted to fly.

He asked Margo, "What kind of aircraft would you like to fly"?

### Correct

"I want to be a pilot," said Margo.

Raul wondered what kind of aircraft—jets or helicopters— Margo wanted to fly.

He asked Margo, "What kind of aircraft would you like to fly?"

## Connect Grammar to Writing

As you revise your problem-solution essay, be sure to use commas with nonrestrictive elements. Use parentheses or dashes with parenthetical elements. If you include a direct quotation, use quotation marks, capitalization, and end punctuation correctly.



# Argument Writing

**✓ Elaboration** In a **problem-solution essay**, good writers state a problem. Then they state one or more solutions to the problem using claims that are developed with reasons and evidence. They include transition words to clarify the relationships among the claims, reasons, and evidence. They also notice any variations from standard English and make the necessary corrections to their writing.

Anna wrote a first draft of her problem-solution essay about traffic congestion. Then she revised her draft. She corrected nonstandard usage of words.

## Writing Checklist

### ✓ Elaboration

Did I use correct standard English words?

### ✓ Purpose

Did I state the problem clearly and explain my solution?

### ✓ Evidence

Did I develop each claim with reasons and evidence?

### ✓ Organization

Did I give the problem and then the solution?  
Did I use transition words to clarify relationships?

### ✓ Conventions

Did I use correct spelling, grammar, and punctuation?

## Revised Draft

My solution is to make a <sup>smart</sup> ~~small~~ vehicle that self-adjusts its size according to the number of people <sup>traveling</sup> ~~travelin'~~ in it. I call this stylish invention a Trans-Cell. If only one person <sup>were</sup> ~~was~~ in the Trans-Cell, it would shrink to a small, <sup>cozy</sup> size. This means that the many big <sup>gas-guzzlers</sup> ~~cars~~ that now carry only one person would be replaced by <sup>superior and</sup> much smaller Trans-Cells.



## Final Copy

# The Trans-Cell

by Anna Sung

Horns honk. Drivers yell, "Let's go!" Today, traffic congestion frustrates travelers in nearly every city. People are often late or miss important events because they are stuck in traffic. They get angry or impatient as they waste time waiting for traffic to move.

My solution is to make a smart vehicle that self-adjusts its size according to the number of people traveling in it. I call this stylish invention a Trans-Cell. If only one person were in the Trans-Cell, it would shrink to a small, cozy size. This means that the many big gas-guzzlers that now carry only one person would be replaced by superior and much smaller Trans-Cells. As a result, more cars would take up less space.

Another reason why the Trans-Cell would work is that parking would be easier. More cars could fit into parking lots. People wouldn't waste as much time and fuel driving around.

These days, there is a lot of traffic everywhere we go. Using the Trans-Cell, all of us would experience far less congestion and enjoy more pleasant travel.

### Reading as a Writer

How does using standard English make your writing clearer? What can you do to recognize any variations in standard English and to improve your writing?

In my final paper, I made sure I used correct standard English. I also used transitions to clarify relationships among the claims, reasons, and evidence.

