

CERCA SET
Distracted Driving
English Language Arts

How can engineers and lawmakers improve driver safety and minimize driver distraction?

LESSON TITLE
The Feds' Ultimate Solution to Curb Distracted Driving

CERCA QUESTION
Should the government be allowed to regulate the use of cell phones in cars?

RESOURCES

- **Build Background Knowledge**
<https://www.pinterest.com/thinkcerca/distracted-driving-cerca-set-board/>
- **CERCA Framework**
- **Vocabulary Routine**
- **Speaking and Listening Routines**

Whole group	Online
Small group	Offline
Individual activity	Activity time period
Speaking and listening activity	Audio
Available in English and Spanish	

Introduce the CERCA Question



Ask students to think about walking and texting or talking, and how they might be distracted when doing so. Talk about what it is like to drive, and discuss some of the dangers posed by drivers using cell phones. Define regulations, and review things that the government already regulates for drivers and the purpose of those regulations.

LEVEL 3-4 Expanding

► **ASK:** What dangers are created by using a cell phone while driving?

Support language acquisition with the following sentence frame:

Using a cell phone while driving may create many dangerous situations, such as _____ and _____.

► **ASK:** How are government regulations on drivers working now?

Support language acquisition with the following sentence frames:

Currently, the federal government regulates drivers by _____. (List at least 3 things).

These regulations are intended to _____.

1 Connect



Have students log in to ThinkCERCA and click into this lesson.

LEVEL 3-4 Expanding

Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.

Complete Step 1: Connect.

Introduce Vocabulary



Use **Semantic Webbing** to introduce vocabulary

► **NOTE:** Some students will need support for additional words not listed on the student support page. Weave them into the instruction.

LEVEL 3-4 Expanding

Assign vocabulary words to small groups, or to partners. Depending on student familiarity with the vocabulary words you can create webs for all new words, or just the most challenging words. For small groups, assign a word and have them map it out on the whiteboard. When they are finished they can take a minute to explain it while classmates copy the map down. For partner work, have mixed ability pairs create maps for all assigned words in their notebooks.

After the routine have students add the focus words to their word notebooks.

LEVEL 4-5 Bridging

► **ASK:** In your opinion do government regulations, such as only talking on cell phones using bluetooth or headsets, work well? Explain why or why not. What could be done to keep everyone on the road safer?

LEVEL 4-5 Bridging

Complete Step 1: Connect.

LEVEL 4-5 Bridging

Depending on student familiarity with the vocabulary words you can create webs for all new words, or just the most challenging words. Have students work in pairs to write their own definition of the word in English. Next, have them brainstorm an image or mental picture to illustrate each word.

After the routine have students add the focus words to their word notebooks.


Introduce the Summary

En | Sp




Remind students that this is a summary for the passage they will read. Point out the Vocabulary as you read.

LEVEL 3-4 Expanding

 Have students read the Spanish version on the student support page, if applicable, before you read the summary aloud and have students follow along.

LEVEL 4-5 Bridging


 Ask a student to read aloud the summary in English to practice their fluency.


2 Read




Have students read the text, using Vocabulary from the student support page as appropriate.

LEVEL 3-4 Expanding


 Read comprehension questions with students before they begin reading the passage.

 Complete Step 2: Read.

 Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 4-5 Bridging

 Complete Step 2: Read.


 Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.


3 Engage with the Text




NOTE: If you have concerns that your students are struggling with comprehension, you may wish to work with them on Step 4: Summarize before Step 3: Engage with the Text.

LEVEL 3-4 Expanding

 Model highlighting the text for students.


 Complete Step 3: Engage with the Text.


 Use the following sentence frames to discuss the highlights students made.

_____ **is just one of the ways cell phones distract drivers.**

_____ **is the main drawback of regulating cell phone usage in cars.**

LEVEL 4-5 Bridging

 Complete Step 3: Engage with the Text.

 Discuss the highlighting students did. Ask students to share their highlights and notes, and use the following sentence stems to support student engagement in the conversation.

Having cell phones in cars is dangerous because phones


One drawback of regulating cell phones in motor vehicles is

4 Summarize



Prepare students to write a CERCA by having them summarize the text.

LEVEL 3-4 Expanding

 Complete a summary of the article together using either the suggested sentence frames below or the stems in the product. Encourage students to use Vocabulary from the lesson.

Use the following sentence frames to create a summary.

According to the article, the federal government hopes to _____.


Some researchers if the government and automakers worked together _____.

The feds believe something has to be done about distracted driving because _____.

 Complete Step 4: Summarize.


LEVEL 4-5 Bridging


 Complete Step 4: Summarize.

 Review the summaries to ensure that all students understand the big ideas of the passage. Encourage students to use Vocabulary from the lesson.

5 Build Your Argument



 Practice creating a CERCA together using the CERCA graphic organizer (online or offline) and the leveled frames below and on the student support pages. Remind students that some of their evidence can come from their highlighting work.

 **NOTE:** You may wish to have students orally respond to the CERCA question using a Listening and Speaking Routine instead of writing a response.

LEVEL 3-4 Expanding

Use the following sentence frames to complete the CERCA graphic organizer.


Claim *The federal government [should/should not] regulate cell phones in cars*

Reason *because _____.*

Evidence *Nathaniel Beuse of the National Highway Traffic Safety Administration concluded that _____,*

Reasoning *which means that regulations _____.*

Counterargument *It is suggested by some that cell phone regulations in cars are _____. In reality, new regulations would _____.*

 Complete Step 5: Build Your Argument.

LEVEL 4-5 Bridging

Have students share their thoughts with the group.

Use the following sentence frames to complete the CERCA graphic organizer.

Claim *The federal government [should/should not] regulate cell phones in cars*

Reason *because _____.*

Evidence *Nathaniel Beuse, an associate administrator at the National Highway Traffic Safety Administration concluded that _____,*


Reasoning *which means that regulations _____.*

Counterargument *It is suggested by some that cell phone regulations in cars are _____. In reality, new regulations would _____.*

Evidence *Beuse and his partners at the Department of Transportation cited crash data that showed _____.*

Reasoning *These statistics prove that _____.*

Have students complete the graphic organizer with at least one more piece of evidence and associated reasoning. Assist as needed.

 Complete Step 5: Build Your Argument.

6 Create Your CERCA



Have students write their CERCA in the lesson online so that you can provide feedback and monitor growth.

► **NOTE:** Remind students that they can use the Copy all button to move their work into the text box.

LEVEL 3-4 Expanding

Use the responses students made in the graphic organizer to model writing in response to the CERCA question.

Have students reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

LEVEL 4-5 Bridging

Have students write their CERCA. Provide support as necessary. Remind students that they can use vocabulary words as they write.

Use this sentence frame to help students conclude their CERCA:
Considering the statistics, it seems that the federal government [should/should not] regulate cell phones in cars because _____.

Have students add a conclusion and then reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

Complete Speaking and Listening Activities



Complete a whole group speaking and listening activity with all students who completed the grade level lesson. Prompt students to use the vocabulary from the passage in the activity.

LEVEL 3-4 Expanding

Do the **Fishbowl Activity** with students. Modify the activity for these students by providing them with questions in advance of the discussion, and with appropriate sentence frames to support them in answering those questions so that they will be ready to participate in discussion.

LEVEL 4-5 Bridging

Do the **Fishbowl Activity** with students. Modify the activity for these students by providing them with questions in advance of the discussion.

LESSON

The Feds' Ultimate Solution to Curb Distracted Driving

CERCA QUESTION Should the government be allowed to regulate the use of cell phones in cars?

Vocabulary

campaign (noun): a project in which people work in an organized way toward a goal

chime (noun): a ringing sound

compliance (noun): the act of conforming

curb (verb): lessen

*epidemic (noun): a widespread outbreak of disease

fatalities (noun): people killed

feasible (adj.): possible

fiddling (verb): playing with

functionality (noun): the use something was designed for

honcho (noun): a boss

*human error (noun): in the case of the article, when people are distracted and operate their cars unsafely

integration (noun): a combination of things

Vocabulary continued

*NHTSA (proper noun): National Highway Traffic Safety Administration, an organization tasked with keeping roads and highways safe

*objective (noun): a goal

proximity sensors (noun): alarms that goes off when items enter a certain area

refined (adj.): improved to be more exact or perfect

*regulators (noun): people who make sure others are following the rules

LESSON The Feds' Ultimate Solution to Curb Distracted Driving

CERCA QUESTION Should the government be allowed to regulate the use of cell phones in cars?

Summary

Most of the car crashes in the United States are caused by human error, and with increasing numbers of cell phones comes an epidemic of more distracted drivers. The federal government regulates our roads and vehicles to keep us safer. There are seat belt laws, speed limits, rules against driving while intoxicated, traffic regulations, and so on, but nationwide no rules exist to curb cell phone usage in cars. Today, government regulators like those at the NHTSA, have begun planning for new regulations that would make it impossible for drivers to text, access the Internet, and perform other tasks that divert their attention. The level of compliance they will see is uncertain, but what is certain is that something needs to be done to curb the mounting dangers posed by cell phones on the road.

The Feds' Ultimate Solution to Curb Distracted Driving

Should the government be allowed to regulate the use of cell phones in cars?

¿El gobierno debería permitir regular el uso de teléfonos celulares en los autos?

Vocabulary

English

campaign

(noun): a project in which people work in an organized way toward a goal

chime

(noun): a ringing sound

compliance

(noun): the act of conforming

curb

(verb): lessen

***epidemic**

(noun): a widespread outbreak of disease

fatalities

(noun): people killed

feasible

(adj.): possible

fiddling

(verb): playing with

functionality

(noun): the use something was designed for

Español

campana

(sustantivo): un proyecto en el que las personas trabajan de manera organizada hacia una meta

repicar

(sustantivo): un sonido de timbre

cumplimiento

(sustantivo): el acto de seguir una regla

reducir

(verbo): disminuir

***epidemia**

(sustantivo): un extenso brote de una enfermedad

fatalidades

(sustantivo): personas muertas

factible

(adjetivo): posible

jugueteear

(verbo): divertirse con algo

funcionalidad

(sustantivo): el uso para el cual algo fue diseñado

Vocabulary continued

honcho (noun): boss	mandamás (sustantivo): jefe
*human error (noun): in the case of the article, when people are distracted and operate their cars unsafely	*error humano (sustantivo): en el caso del artículo, cuando las personas se distraen y operan sus vehículos en condiciones de riesgo
integration (noun): a combination of things	integración (sustantivo): una combinación de cosas
*NHTSA (proper noun): National Highway Traffic Safety Administration, an organization tasked with keeping roads and highways safe	*NHTSA (sustantivo propio): National Highway Traffic Safety Administration (Administración nacional de seguridad del tráfico en carreteras), una organización encargada de mantener los caminos y las carreteras seguras
*objective (noun): a goal	*objetivo (sustantivo): una meta
proximity sensors (noun): alarms that goes off when items enter a certain area	sensores de proximidad (sustantivo): alarmas que se activan cuando los elementos entran en un área determinada
refined (adj.): improved to be more exact or perfect	refinado (adjetivo): mejorado para ser más exacto o perfecto
*regulators (noun): people who make sure others are following the rules	*reguladores (sustantivo): personas que garantizan que otros sigan las reglas

The Feds' Ultimate Solution to Curb Distracted Driving

Should the government be allowed to regulate the use of cell phones in cars?

¿El gobierno debería permitir regular el uso de teléfonos celulares en los autos?

Summary

English Most of the car crashes in the United States are caused by **human error**, and with increasing numbers of cell phones comes an **epidemic** of more distracted drivers. The federal government regulates our roads and vehicles to keep us safer. There are seat belt laws, speed limits, rules against driving while intoxicated, traffic **regulations**, etc., but nationwide no rules exist to **curb** cell phone usage in cars. Today, government **regulators** like those at the NHTSA, have begun planning for new regulations that would make it impossible for drivers to text, access the Internet, and perform other tasks that divert their attention. The level of **compliance** they will see is uncertain, but what is certain is that something needs to be done to **curb** the mounting dangers posed cell phones on the road.

Español La mayoría de los accidentes automovilísticos en los Estados Unidos son ocasionados por **errores humanos**, y con un aumento en el número de celulares, se avecina una **epidemia** de conductores distraídos. El gobierno federal regula nuestros caminos y vehículos para mantenernos seguros. Existen leyes para el uso del cinturón de seguridad, los límites de velocidad, las reglas contra la conducción bajo la influencia de drogas, **normas** de tráfico, etc. pero no existe una norma nacional para **reducir** el uso de los celulares en los automóviles. Hoy en día, los **reguladores** como los de la NHTSA, han comenzado a planificar nuevas regulaciones que imposibilitarían a los conductores enviar mensajes de texto, acceder a internet y realizar otras tareas que desvíen su atención. El nivel de **cumplimiento** que tendrán es incierto, pero lo que se sabe es que algo se debe hacer para **reducir** los crecientes peligros que los celulares imponen en el camino.

LESSON **The Feds' Ultimate Solution to Curb Distracted Driving**

CERCA QUESTION Should the government be allowed to regulate the use of cell phones in cars?

4 Summarize

According to the article, the federal government hopes to

_____.

Some researchers if the government and automakers worked together _____.

The feds believe something has to be done about distracted driving because _____.

5 Build Your Argument

Claim *The federal government [should/should not] regulate cell phones in cars*

Reason *because* _____.

Evidence *Nathaniel Beuse of the National Highway Traffic Safety Administration concluded that* _____,

Reasoning *which means that regulations*

_____.

Counterargument *It is suggested by some that cell phone regulations in cars are* _____.

In reality, new regulations would

_____.

5 Build Your Argument

Claim *The federal government [should/should not] regulate cell phones in cars*

Reason *because* _____.

Evidence *Nathaniel Beuse, an associate administrator at the National Highway Traffic Safety Administration concluded that*

_____.

Reasoning *which means that regulations* _____.

Counterargument *It is suggested by some that cell phone regulations in cars are* _____.

In reality, new regulations would

_____.

Evidence *Beuse and his partners at the Department of Transportation cited crash data that showed*

_____.

Reasoning *These statistics prove that* _____.

6 Create Your CERCA

Considering the statistics, it seems that the federal government [should/should not] regulate cell phones in cars because

_____.