

CERCA SET **Distracted Driving**
English Language Arts

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

LESSON TITLE **The Dangerous Distractions of Driving**

CERCA QUESTION What is the most dangerous distraction for drivers?

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



Introduce the concept of distraction by citing examples connected to students being distracted in class. Then, discuss the dangers of being distracted while driving. Ask students to speculate about what might distract drivers while they are on the road.

1 Connect



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

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

► **ASK:** What are some things that might distract a driver while on the road?

Support language acquisition with the following sentence frame:

Drivers might get distracted by _____.

► **ASK:** Why is distracted driving dangerous?

Discuss students' opinions about why distracted driving might be dangerous. Ask students to cite examples to support their opinions.

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.

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:** Why is distracted driving dangerous?

Discuss students' opinions about why distracted driving might be dangerous. Ask students to cite examples to support their opinions.

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.

Drivers might be distracted by _____.

This is dangerous because _____.

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.

Distracted driving can _____, which is dangerous because _____.


While driving, _____.

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.


Drivers are often distracted by _____.

This can be really dangerous 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 most dangerous distraction for drivers is* _____.

Reason *That is dangerous because* _____.

Evidence *Drivers often* _____.

Reasoning *This is dangerous because* _____.

 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 *Drivers are most often distracted by* _____.

Reason *because* _____.


Evidence *While driving, people* _____.

Reasoning *This is dangerous because* _____.

Evidence *Also, drivers can* _____.

Reasoning *When this happens,* _____.

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:
Distracted driving can be _____.

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.

The Dangerous Distractions of Driving

What is the most dangerous distraction for drivers?

Vocabulary

apply (verb): put on

*distracted driving (noun): driving while not paying attention

*endanger (verb): put into danger

insist (verb): demand

pedestrians (noun): people who travel on foot

proving (verb): showing so clearly that there is no doubt

*statistics (noun): data that can be studied

texting (verb): sending a message on a cell phone

veers (verb): suddenly changes direction

weaving (verb): twisting

The Dangerous Distractions of Driving

What is the most dangerous distraction for drivers?

Summary

Distracted drivers are people who aren't paying enough attention to their actual driving. Drivers must pay attention to many things. They have to watch out for pedestrians. They must be careful to stay in their own traffic lane. They need to watch for changing traffic lights and stay aware of the speed limit. They must listen for the blast of emergency vehicle sirens. At the same time, drivers get distracted by many things, like combing their hair, putting on makeup, or reading a map. Cell phones have become a very serious distraction for drivers. Unfortunately, distracted drivers put human lives in danger. In 2012, almost half a million people were hurt by distracted drivers. When driving, it is very important to pay attention to the road more than anything else.

The Dangerous Distractions of Driving

What is the most dangerous distraction for drivers?

¿Cuál es la distracción más peligrosa para los conductores?

Vocabulary

English	Español
apply (verb): put on	aplicar (verbo): ponerse
*distracted driving (noun): driving while not paying attention	* distracciones al conducir (sustantivo): el conducir sin prestar atención
*endanger (verb): put into danger	*arriesgar (verbo): poner en peligro
insist (verb): demand	insistir (verbo): exigir
pedestrians (noun): people who travel on foot	peatones (sustantivo): las personas que van a pie
proving (verb): showing so clearly that there is no doubt	probar (verbo): demostrar tan claramente que no hay duda
*statistics (noun): data that can be studied	*estadísticas (sustantivo): datos que pueden ser estudiados
texting (verb): sending a message on a cell phone	enviar mensajes de texto (verbo): enviar un mensaje por medio del uso de un teléfono celular
veers (verb): suddenly changes direction	virar (verbo): cambiar de dirección repentinamente
weaving (verb): twisting	zigzagear (verbo): ir en zig zag

The Dangerous Distractions of Driving

What is the most dangerous distraction for drivers?

¿Cuál es la distracción más peligrosa para los conductores?

Summary

English Distracted drivers are people who aren't paying enough attention to their actual driving. Drivers must pay attention to many things. They have to watch out for **pedestrians**. They must be careful to stay in their own traffic lane. They need to watch for changing traffic lights and stay aware of the speed limit. They must listen for the blast of emergency vehicle sirens. At the same time, drivers get distracted by many things, like combing their hair, putting on makeup, or reading a map. Cell phones have become a very serious distraction for drivers. Unfortunately, distracted drivers put human lives in danger. In 2012, almost half a million people were hurt by distracted drivers. When driving, it is very important to pay attention to the road more than anything else.

Español Los conductores distraídos son personas que no prestan suficiente atención a su forma de conducir. Los conductores deben prestar atención a muchas cosas. Tienen que estar pendientes de los **peatones**. Deben tener cuidado y mantenerse en su carril. Deben observar las luces de los semáforos y estar pendientes del límite de velocidad. Deben escuchar las sirenas de los vehículos de emergencia. Al mismo tiempo, los conductores se distraen con muchas cosas, como peinarse, aplicarse maquillaje o leer un mapa. Los celulares se han convertido en una gran distracción para los conductores. Desafortunadamente los conductores distraídos ponen en peligro las vidas humanas. En 2012, casi medio millón de personas fueron lesionadas por conductores distraídos. Al conducir, es muy importante prestar atención al camino más que a cualquier otra cosa.

The Dangerous Distractions of Driving

What is the most dangerous distraction for drivers?

4 Summarize

Drivers are often distracted by _____.

This can be really dangerous because _____.

5 Build Your Argument

Claim *The most dangerous distraction for drivers is*

_____.

Reason *That is dangerous because* _____.

Evidence *Drivers often* _____.

Reasoning *This is dangerous because* _____.

The Dangerous Distractions of Driving

What is the most dangerous distraction for drivers?

5 Build Your Argument

Claim *Drivers are most often distracted by* _____

Reason *because* _____.

Evidence *While driving, people* _____.

Reasoning *This is dangerous because* _____.

Evidence *Also, drivers can* _____.

Reasoning *When this happens,* _____.

6 Create Your CERCA

Distracted driving can be _____.