

CERCA SET **Distracted Driving**  
English Language Arts

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

LESSON TITLE **To Fix Distracted Driving, Experts Say Target the People, Not the Tech**

CERCA QUESTION What should society do to stop distracted driving?

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



Define distracted driving, and explain what the most common distractions are. For this conversation it may be helpful to use the infographic in the Background Resources because it will provide easy talking points. Ask students to think about the most common distractions they see while riding with friends and family.

LEVEL 3-4 Expanding

▶ **ASK:** What are the most common distractions for drivers?

Support language acquisition with the following sentence frame:

*Common driving distractions include \_\_\_\_\_. (List at least 3)*

▶ **ASK:** In your opinion, what is the worst distraction for drivers?

Support language acquisition with the following sentence frame:

*The worst distraction for drivers is \_\_\_\_\_ because \_\_\_\_\_.*

**Make the point to students:** If you look closely at the frame above, you will notice that it provides an opinion without using words like “I” or “In my opinion.” This is an example of how to provide your opinion in academic papers.

LEVEL 4-5 Bridging

▶ **ASK:** People know driving can be dangerous but still allow themselves to be distracted by using their phones, eating food, listening to music, etc. Why do you think drivers aren’t more cautious, considering the dangers?

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.

LEVEL 4-5 Bridging

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

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.

\_\_\_\_\_ **suggests that society's need for instant gratification is the cause of distracted driving.**

\_\_\_\_\_ **suggests that the cause of distracted driving involves other factors such as uneducated drivers.**

### 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.

**Society's need for instant gratification, as evidenced by \_\_\_\_\_, is the main cause of distracted driving.**

\_\_\_\_\_ **implies that distracted driving is likely caused by other factors, such as poor education of drivers.**

## 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.

***This article highlights the causes of distracted driving, and that eliminating this problem means targeting \_\_\_\_\_.***  
***Some researchers said that technology on the road was \_\_\_\_\_.***  
***In the article it was noted that social influences are \_\_\_\_\_.***

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** *Society should \_\_\_\_\_ to stop distracted driving*

**Reason** *because \_\_\_\_\_.*

**Evidence** *Nic Ward, an engineering professor at the Montana State University, said that \_\_\_\_\_,*

**Reasoning** *which means that \_\_\_\_\_.*

**Counterargument** *Some people argue that to stop distracted driving it is necessary to \_\_\_\_\_. However, others say that addressing \_\_\_\_\_ would keep us safer on the road.*

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** *Society should \_\_\_\_\_ to stop distracted driving*

**Reason** *because \_\_\_\_\_.*

**Evidence** *Nic Ward, an engineering professor at the Montana State University, noted that the distracted driving results from \_\_\_\_\_,*

**Reasoning** *which indicates that to curb the problem society needs to \_\_\_\_\_.*

**Counterargument** *Some people argue that to stop distracted driving it is necessary to \_\_\_\_\_. However, others say that addressing \_\_\_\_\_ would keep us safer on the road.*

**Evidence** *These claims are supported by Joe Farrow of the California Highway Patrol, who said drivers should view time behind the wheel like they view time in \_\_\_\_\_.*

**Reasoning** *Doing so would \_\_\_\_\_.*

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:  
***To eliminate distractions for drivers, society needs to \_\_\_\_\_  
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.

# To Fix Distracted Driving, Experts Say Target the People, Not the Tech

What should society do to stop distracted driving?

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## Vocabulary

analogous (adj.): similar

association (noun): group of professionals working towards a common goal

beforehand (adv.): ahead of time, before an event

colonize (verb): take control of

commissioner (noun): a government official

conceded (verb): admitted

curb (verb): lessen

\*curtail (verb): reduce

deemphasize (verb): reduce the importance of something

disable (verb): disrupt the function of someone or something

\*distracted driving (noun): the act of driving while engaged in another activity

\*gratification (noun): pleasure

## Vocabulary continued

human error (noun): mistakes made by people

\*imperative (noun): importance

infotainment (noun): a combination of information and entertainment

manufacturers (noun): makers

moral obligation (noun): a duty that comes from a sense of what is right and wrong

move further downstream (idiom): make progress on a goal

nonprofit (noun): an organization that is not focused on making personal profit

regulation (noun): a rule or law people are required to follow

Silicon Valley (proper noun): the area of northern California where many of the high-technology design and manufacturing companies are located

touted (verb): attempted to sell something

# To Fix Distracted Driving, Experts Say Target the People, Not the Tech

CERCA QUESTION What should society do to stop distracted driving?

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## Summary

The problem of distracted driving is a serious one. People behind the wheel have the potential to do serious harm if they are not focused, and yet drivers still text, send emails, check Facebook, and operate their vehicles unsafely. Experts say that to curtail this, we need to talk to drivers instead of simply finding technological solutions. It is imperative that drivers be reminded of the social pressures around instant responses, and learn that the gratification that comes along with a “like” or reading a new comment isn’t as important as their life or the lives of the drivers on the road with them. Still manufacturers and app producers could decide to limit certain services when a car is in use.

# To Fix Distracted Driving, Experts Say Target the People, Not the Tech

What should society do to stop distracted driving?

¿Qué debería hacer la sociedad para evitar las distracciones al conducir?

## Vocabulary

### English

### Español

<b>analogous</b> (adj.): similar	<b>análogos</b> (adjetivo): similares
<b>association</b> (noun): group of professionals working towards a common goal	<b>asociación</b> (sustantivo): grupo de profesionales que trabajan hacia un objetivo común
<b>beforehand</b> (adv.): ahead of time, before an event	<b>de antemano</b> (adverbio): con anticipación, antes de un evento
<b>colonize</b> (verb): take control of	<b>colonizar</b> (verbo): tomar el control de algo
<b>commissioner</b> (noun): a government official	<b>comisionado</b> (sustantivo): un funcionario del gobierno
<b>conceded</b> (verb): admitted	<b>reconoció</b> (verbo): admitió
<b>curb</b> (verb): lessen	<b>reprimir</b> (verbo): disminuir
<b>*curtail</b> (verb): reduce	<b>*acortar</b> (verbo): reducir
<b>deemphasize</b> (verb): reduce the importance of something	<b>desenfatar</b> (verbo): reducir la importancia de algo

## Vocabulary continued

<p><b>disable</b> (verb): disrupt the function of someone or something</p>	<p><b>inhabilitar</b> (verbo): interrumpir la función de alguien o algo</p>
<p><b>*distracted driving</b> (noun): the act of driving while engaged in another activity</p>	<p><b>*distracciones al conducir</b> (sustantivo): el acto de conducir mientras se está ocupado en otra actividad</p>
<p><b>*gratification</b> (noun): pleasure</p>	<p><b>*gratificación</b> (sustantivo): placer</p>
<p><b>human error</b> (noun): mistakes made by people</p>	<p><b>error humano</b> (sustantivo): errores cometidos por las personas</p>
<p><b>*imperative</b> (noun): importance</p>	<p><b>*imperativo</b> (sustantivo): importancia</p>
<p><b>infotainment</b> (noun): a combination of information and entertainment</p>	<p><b>información y entretenimiento</b> (sustantivo): del inglés, una palabra que es una combinación de información y entretenimiento</p>
<p><b>manufacturers</b> (noun): makers</p>	<p><b>fabricantes</b> (sustantivo): quienes fabrican algo</p>
<p><b>moral obligation</b> (noun): a duty that comes from a sense of what is right and wrong</p>	<p><b>obligación moral</b> (sustantivo): un deber que proviene de un sentido de lo que es correcto y lo que es incorrecto</p>
<p><b>move further downstream</b> (idiom): make progress on a goal</p>	<p><b>avanzar</b> (expresión): progresar hacia un objetivo</p>
<p><b>nonprofit</b> (noun): an organization that is not focused on making personal profit</p>	<p><b>sin fines de lucro</b> (sustantivo): una organización que no se enfoca en la obtención de ganancias personales</p>

## Vocabulary continued

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**regulation**

(noun): a rule or law people are required to follow

**norma**

(sustantivo): una regla o ley que las personas están obligadas a seguir

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**Silicon Valley**

(proper noun): the area of northern California where many of the high-technology design and manufacturing companies are located

**Silicon Valley**

(sustantivo propio): el área del norte de California, donde muchas de las empresas de diseño y fabricación de alta tecnología se encuentran

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**touted**

(verb): attempted to sell something

**promocionado**

(verbo): se intentó vender algo

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LESSON TITLE **To Fix Distracted Driving, Experts Say Target the People, Not the Tech**

CERCA QUESTION What should society do to stop distracted driving?  
¿Qué debería hacer la sociedad para evitar la conducción distraída?

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## Summary

**English** The problem of **distracted driving** is a serious one. People behind the wheel have the potential to do serious harm if they are not focused, and yet drivers still text, send emails, check Facebook and operate their vehicles unsafely. Experts say that to **curtail** this, we need to talk to drivers instead of simply finding technological solutions. It is **imperative** that drivers be reminded of the social pressures around instant responses, and learn that the **gratification** that comes along with a “like” or reading a new comment isn’t as important as their life or the lives of the drivers on the road with them. Still **manufacturers** and app producers could decide to limit certain services when a car is in use.

**Español** El problema de las **distracciones al conducir** es cosa seria. La gente detrás del volante tiene la posibilidad de ocasionar lesiones graves si no se concentra. Sin embargo, los conductores todavía envían mensajes de texto, correos electrónicos, revisan Facebook y operan sus vehículos de forma insegura. Los expertos dicen que para **restringir** esto, debemos hablar con los conductores en lugar de simplemente encontrar soluciones tecnológicas. Es **imperativo** que se les recuerde a los conductores las presiones sociales sobre las respuestas instantáneas y que aprendan que la **gratificación** que reciben por un “me gusta” o leer un comentario nuevo, no es tan importante como sus vidas o las vidas de los demás conductores en el camino. De igual manera los **fabricantes** y productores de aplicaciones podrían limitar ciertos servicios cuando se utiliza el automóvil.

# To Fix Distracted Driving, Experts Say Target the People, Not the Tech

CERCA QUESTION

What should society do to stop distracted driving?

## 4 Summarize

***This article highlights the causes of distracted driving, and that eliminating this problem means targeting \_\_\_\_\_.***

***Some researchers said that technology on the road was \_\_\_\_\_.***

***In the article it was noted that social influences are \_\_\_\_\_.***

## 5 Build Your Argument

**Claim** *Society should \_\_\_\_\_ to stop distracted driving*

**Reason** *because \_\_\_\_\_.*

**Evidence** *Nic Ward, an engineering professor at the Montana State University, said that \_\_\_\_\_,*

**Reasoning** *which means that \_\_\_\_\_.*

**Counterargument** *Some people argue that to stop distracted driving it is necessary to \_\_\_\_\_.*

***However, others say that addressing \_\_\_\_\_***

***would keep us safer on the road.***

LESSON **To Fix Distracted Driving, Experts Say Target the People, Not the Tech**

CERCA QUESTION What should society do to stop distracted driving?

## 5 Build Your Argument

**Claim** Society should \_\_\_\_\_  
to stop distracted driving

**Reason** because \_\_\_\_\_.

**Evidence** Nic Ward, an engineering professor at the Montana State University, noted that the distracted driving results from

\_\_\_\_\_.

**Reasoning** which indicates that to curb the problem society needs to \_\_\_\_\_.

**Counterargument** Some people argue that to stop distracted driving it is necessary to \_\_\_\_\_.

However, others say that addressing \_\_\_\_\_ would keep us safer on the road.

**Evidence** These claims are supported by Joe Farrow of the California Highway Patrol, who said drivers should view time behind the wheel like they view time in

\_\_\_\_\_.

**Reasoning** Doing so would \_\_\_\_\_.

## 6 Create Your CERCA

**To eliminate distractions for drivers, society needs to**

\_\_\_\_\_

**because** \_\_\_\_\_.