

CERCA SET **Distracted Driving**
English Language Arts

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

LESSON TITLE **Can Technology Help In the Battle Against Distracted Driving?**

CERCA QUESTION Is advanced technology or increased law enforcement the solution to 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



Make sure students understand the terms *advanced technology* and *law enforcement*. Give some examples of advanced technology, for example, the ability to communicate through email. Give examples of *law enforcement* as well, such as police giving tickets for talking on the cell phone while driving.

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 examples of computers that have replaced people?

Support language acquisition with the following sentence frame:

Computers have replaced people in _____.

▶ **ASK:** What are some ways that enforcing laws can help people be safer?

Discuss examples of law enforcement that protects people, such as ticketing for running red lights or talking on the phone while driving. Ask students to express their opinions about this, citing examples.

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:** What are some ways that enforcing laws can help people be safer?

Discuss examples of law enforcement that protects people, such as ticketing for running red lights or talking on the phone while driving. Ask students to express their opinions about this, citing examples.

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 are distracted by _____.

Laws that have been written to keep the roads safe _____.

New technology, like _____ can also make the roads safer.

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.

Drivers often _____ which is unsafe because _____.

Laws such as _____ and technology like _____ can make the roads safer by _____.

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.

Technological advances and law enforcement can both _____ by

_____.

This can lead to safer roads 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 *Technological advancement and law enforcement [are/are not] the solution to distracted driving.*

Reason *This claim is true because _____.*

Evidence *[Technology/laws] such as _____ make roads safer.*

Reasoning *Safer roads are important 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 *[Technological advancement/Law enforcement] is the solution to distracted driving*

Reason *because _____.*

Evidence *[Technology/Laws] such as _____*

Reasoning *make roads safer by _____.*

Evidence *_____ also [contributes/does not contribute] to safer roads.*

Reasoning *This is because _____.*

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:
Technological advancement and law enforcement can both
_____.

 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.

Can Technology Help In the Battle Against Distracted Driving?

CERCA QUESTION Is advanced technology or increased law enforcement the solution to distracted driving?

Vocabulary

advocates (noun): people who support a certain course of action

brewing (verb): starting to form

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

*epidemic (noun): a disease that affects a huge number of people

*forum (noun): a place for communicating ideas

gadgets (noun): small, useful devices

gauge (verb): measure

inattentive (adj.): not paying attention

increasingly (adj.): more and more, growing

innovation (noun): new inventions or advancements, development of new ideas

*law enforcement (noun): the act of putting laws into place

micromanagement (noun): an attempt to control all of the pieces of an operation

Vocabulary continued

mitigate (verb): make a situation less serious

simulator (noun): a machine that mimics reality

*technology (noun): machines that help people do things easier and faster

tremendous (adj.): really big

vetoed (verb): turned down; rejected

Distracted Driving?

CERCA QUESTION Is advanced technology or increased law enforcement the solution to distracted driving?

Summary

Drivers are glued to increasingly popular and powerful cellphones and gadgets. States and cities are often restricting their use for drivers behind the wheel, but technology companies and other advocates are confident that new devices can help make the roads safer. Studies have shown that texting or talking on the phone while driving is very dangerous, and some states have laws that prohibit cell phone use for drivers. It is still not clear how effective these laws are. At the same time, companies are launching many technological innovations that they believe will make driving even safer than laws alone could.

Can Technology Help In the Battle Against Distracted Driving?

Is advanced technology or increased law enforcement the solution to distracted driving?

La solución para las distracciones al conducir, ¿es la tecnología avanzada o una mayor aplicación de las leyes?

Vocabulary

English	Español
<p>advocates (noun): people who support a certain course of action</p>	<p>defensores (sustantivo): personas que apoyan un determinado curso de acción</p>
<p>brewing (verb): starting to form</p>	<p>formar (verbo): comenzar a crearse</p>
<p>*distracted driving (noun): the act of driving while engaged in another activity</p>	<p>*distracciones al conducir (sustantivo): el acto de conducir mientras se está ocupado en otra actividad</p>
<p>*epidemic (noun): a disease that affects a huge number of people</p>	<p>*epidemia (sustantivo): una enfermedad que afecta a un gran número de personas</p>
<p>*forum (noun): a place for communicating ideas</p>	<p>*foro (sustantivo): un lugar para la comunicación de las ideas</p>
<p>gadgets (noun): small, useful devices</p>	<p>aparatos (sustantivo): dispositivos pequeños y útiles</p>
<p>gauge (verb): measure</p>	<p>calibrar (verbo): medir</p>
<p>inattentive (adj.): not paying attention</p>	<p>distraído (adjetivo): que no presta atención</p>

Vocabulary continued

<p>increasingly (adj.): more and more, growing</p>	<p>crecientemente (adjetivo): que va en aumento</p>
<p>innovation (noun): new inventions or advancements, development of new ideas</p>	<p>innovación (sustantivo): nuevos inventos o avances, el desarrollo de nuevas ideas</p>
<p>*law enforcement (noun): the act of putting laws into place</p>	<p>*orden público (sustantivo): el acto de hacer cumplir la ley</p>
<p>micromanagement (noun): an attempt to control all of the pieces of an operation</p>	<p>microgestión (sustantivo): un intento de controlar todas las partes de una operación</p>
<p>mitigate (verb): make a situation less serious</p>	<p>mitigar (verbo): hacer que una situación sea menos grave</p>
<p>simulator (noun): a machine that mimics reality</p>	<p>simulador (sustantivo): una máquina que imita la realidad</p>
<p>*technology (noun): machines that help people do things easier and faster</p>	<p>*tecnología (sustantivo): máquinas que ayudan a la gente a hacer las cosas de manera más rápida y sencilla</p>
<p>tremendous (adj.): really big</p>	<p>tremendo (adjetivo): muy grande</p>
<p>vetoed (verb): turned down; rejected</p>	<p>vetó (verbo): denegó, rechazó</p>

Can Technology Help In the Battle Against Distracted Driving?

Is advanced technology or increased law enforcement the solution to distracted driving?

La solución para la conducción distraída, ¿es la tecnología avanzada o una mayor aplicación de las leyes?

Summary

English Drivers are glued to increasingly popular and powerful cellphones and **gadgets**. States and cities are often restricting their use for drivers behind the wheel, but technology companies and other advocates are confident that new devices can help make the roads safer. Studies have shown that texting or talking on the phone while driving is very dangerous, and some states have laws that prohibit cell phone use for drivers. It is still not clear how effective these laws are. At the same time, companies are launching many technological innovations that they believe will make driving even safer than laws alone could.

Español Los conductores están pegados a los crecientemente populares celulares y **aparatos**. Los estados y ciudades a menudo restringen su uso para los conductores, pero las empresas de tecnología y otros defensores sienten la confianza de que los nuevos dispositivos pueden ayudar a aumentar la seguridad en las calles. Estudios han demostrado que enviar mensajes o hablar por celular mientras conducimos es muy peligroso y algunos estados tienen leyes que prohíben el uso de celulares para los conductores. Aún no está claro que tan eficientes son estas leyes. Al mismo tiempo, las empresas están lanzando muchas innovaciones tecnológicas que creen que harán de la conducción algo más seguro que las leyes por sí solas.

Can Technology Help In the Battle Against Distracted Driving?

CERCA QUESTION Is advanced technology or increased law enforcement the solution to distracted driving?

4 Summarize

Technological advances and law enforcement can both

_____ **by**
_____.

This can lead to safer roads because _____.

5 Build Your Argument

Claim *Technological advancement and law enforcement [are/are not] the solution to distracted driving.*

Reason *This claim is true because*

_____.

Evidence *[Technology/Laws] such as*

_____ *make roads safer.*

Reasoning *Safer roads are important because*

_____.

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5 Build Your Argument

Claim *[Technological advancement/Law enforcement] is the solution to distracted driving*

Reason because _____.

Evidence *[Technology/Laws] such as* _____

Reasoning *make roads safer by*
_____.

Evidence _____
also [contributes/does not contribute] to safer roads.

Reasoning *This is because*
_____.

6 Create Your CERCA

Technological advancement and law enforcement can both
_____.