

U.S. Teens Report 'Frightening' Levels of Texting While Driving

By Ashley Halsey III
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Critical Reading Strategy Focus: *"Marking the Text:" Circle numbers (data and statistics), circle names of sources, and underline what the sources say.*

Skill-based Learning Outcome: *Students will be able to isolate information from two studies and draw conclusions based on the given information.*

Reading Purpose: *In the text "U.S. Teens Report 'Frightening' Levels of Texting While Driving," Ashley Halsey III reports on the hazards of text messaging while operating a motor vehicle. Using the "Marking the Text" strategy, circle numbers, circle names of sources, and underline what the sources say.*

Prompt: *What does Ashley Halsey III want her readers to understand about texting while driving? What conclusions can be drawn from Halsey's reporting?*

Estimated Preparation Time: 20-30 minutes

Estimated Instructional Time: 120 minutes

Recommended Pacing: two to three days

Using the AVID Weekly "Teacher Resources"

Before teaching this lesson, sign on to AVIDWeekly.org and click "Teacher Resources." On this page you will find strategies and approaches that will help you prepare for the lesson and set expectations for the reading. You will also find ideas for prereading and schema building activities.

How should I prepare my students for this text?

Before students begin reading a text for the first time, create opportunities for them to explore the ideas, concepts, or issues discussed in the text. We want students to access prior knowledge, make connections between their lives and what they are reading, and develop relevant content knowledge that will help them comprehend the text. Consider using the following activities to prepare your students for this reading.

Develop Students Understanding of the Subject (approximately 10 - 15 minutes)

You can do a variety of things here:

- In groups, you can have students discuss the following prompt: *Is text messaging while driving a safe practice? Should it be against the law?*
- Engage students in a quickwrite. Have students respond to the following prompt: *Name some ways drivers can become distracted? Why is it important to keep your eyes and mind on the road?*

Support Students' Language Development (approximately 10 - 15 minutes)

Preview the following vocabulary words and any other words you find in the text that might be unfamiliar to your students. You can provide the words and their definitions, ask them to infer the meanings of words through context clues, ask students to record words and their definitions in a vocabulary journal, have students look-up the words in a dictionary, draw the words, use a semantic map, or you can discuss each word with the whole class.

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Key Concepts:

Research/ Studies
Texting
Distracted driving

Vocabulary:

attribute (par. 4)
prone (par. 5)
imperative (par. 6)
frequency (par. 11)
unanimously (par. 15)

How should I begin the lesson?

(approximately 15 minutes)

Before you hand out the text to your students, establish expectations for the reading task and articulate the learning goals for the lesson. Use the following questions to guide your introduction to the reading task.

Contextualize the lesson and set expectations

- Explain to your students why this work is important. How will it benefit them?
- How is this work relevant to the class, their learning, or their lives?
- What are your students going to do? What are your expectations for this assignment? What does task completion look like? The answers to these types of questions should be stated verbally or in writing.
- Display the reading purpose/ prompt (or make it available in some other way) so you can analyze the reading task as a class. Provide time for prompt analysis.

Once you have contextualized the lesson and set expectations for task completion, hand out a copy of the reading. Begin by explicitly teaching prereading strategies. A few prereading strategies are listed below.

Preread the text

- Ask students to **survey the text**. Have them report on what they see. Are there subtitles? Is the text divided into sections? What is the length of the individual paragraphs? Have them scan the whole text in order to get an idea of its length.
- It's a good idea to have students **make predictions** before they read. Ask them to read the title and make predictions about the message of the text. You could ask, "What will this text be about?" You could also ask them to read the first and last paragraphs and make another prediction.
- **Take a look at the publication and author information**. You can discuss this information as a class or you can have them discuss this information in collaborative groups. Why should students read this information? The publication date tells the reader when the text was written, allowing him or her to better understand the issues during which the text was written. Author information can be useful, too. An author's personal and professional experiences can tell the reader a lot about the purpose of the text and the intended audience.

How do I facilitate and support the activity?

Personalized instructions for the lesson are provided below. Use an overhead projector or document camera to model and support the following activities.

First Read: Number the paragraphs and read the text (approximately 10 minutes)

Note: *Students familiar with the "Marking the Text" strategy may be able to circle and underline information during their first read.*

- 1) Go over the "Marking the Text" strategy with your students. (If you do not have a copy of this strategy, please visit avidweekly.org and download a copy from the matrix). Students should have copies

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of this handout on their desks or the ideas from this handout should be made available to them in some other way.

- 2) Let's begin with **numbering the paragraphs**. If students are not familiar with numbering paragraphs, you will want to take them through this process. Do not assume students know how to identify paragraphs. Short, one-sentence paragraphs as well as paragraphs that continue on to the next page will trip them up. Take the time to teach them how to identify paragraphs. Come up with fun, creative ways to teach this skill.
- 3) Give your student eight minutes to read the article. Advanced readers should be able to complete the reading independently. Struggling or inexperienced readers will need more support. You can have students discuss each paragraph once it is read, or you can find places along the way to stop and check for understanding. Make clear to the students that they are to remain quiet during independent reading; they must learn to stay quiet while waiting for others to finish the reading task.

Second Read: Circle numbers, circle names, and underline information that describes the data or statistics

(approximately 20 minutes)

Note: *Depending on your students' skill level, you may want work through a few paragraphs as a class. You might also reduce the amount of rereading students do by directing them to specific paragraphs that contain key words.*

- 4) Halsey III includes data and statistics throughout her text. While students reread the text, have them circle numbers. (Be sure to include those numbers that are spelled-out. For example, paragraph 1 begins with "A quarter...." Students should see "a quarter" as $\frac{1}{4}$ or 0.25. We will also want them to circle the sources responsible for producing those numbers. In paragraph

1, for example, Halsey III cites Pew Research Center's Internet & American Life Project. Students should circle the name of this research group.

- 5) As students circle the data and statistics, have them underline information that describes the data or statistics. For instance, in the first line of paragraph 1, Halsey III reports, "A quarter of U.S. teens ages 16 to 17 who have cell phones say they text while driving." Here is an example of how the sentence could look after the information has been circled and underlined:
 - a. A quarter of U.S. teens ages 16 to 17 who have cell phones say they text while driving.
 - b. By asking our students to underline information that describes the data or statistics, they can begin to make sense of the numbers and start drawing some of their own conclusions.
- 6) Students should work through the rest of the text, circling and underlining information relevant to the reading purpose.
- 7) Once students have circled all the numbers and circled the names of the research groups, have them create a table in their Cornell notes like the one below. Give students a few minutes to complete the table.

Pew Research Center's Internet & American Life Project	National Highway Traffic Safety Administration
Use this space to keep track of the information from this report.	Use this space to keep track of the information from this report.

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Third Read: Drawing conclusions from the reporting (approximately 10 minutes)

Note: Engage your students in pair-share and small group activities as they work through the paragraphs. Analysis of individual paragraphs may vary.

- 8) Ask students to reread paragraphs 4-7 and write their conclusions in the margins. What is Halsey III doing in this section? What does she want her readers to understand?
- 9) We can ask similar questions for paragraphs 10 and 11. What point is Halsey III making here? What does she want us to understand?

Closing Activity: Writing Exercise

(approximately 15 minutes)

Closing activities do not need to be process papers. As students learn how to read more critically, we should give them opportunities to write brief analyses of what they read. These focused responses will help deepen their understanding of the texts they read while developing their academic writing skills. Writing exercises like the ones listed below can also serve as formative assessments, providing valuable feedback about what your students know and what they still need to learn.

- You can have your students write an argument summary or rhetorical précis.
- Ask them to write a one-page paper that addresses the prompt.

Prompt: *What does Ashley Halsey III want her readers to understand about texting while driving? What conclusions can be drawn from Halsey's reporting?*

- Engage students in a "3-part Source Integration" writing exercise. A "3-part Source Integration" is a three-sentence

statement that includes the title of the text, the author's name, author information, source material that is either paraphrased or directly quoted, and a brief statement explaining the significance of the paraphrase or quotation. The following is an example of a "3-part Source Integration."

In "Ethanol's Failed Promise," Lester Brown and Jonathan Lewis, two environmental activists, claim that food-to-fuel mandates are causing damage to our environment (par. 3). This is important because as America moves toward energy independence it must be vigilant to ensure that new energy sources do not cause new problems.