

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

By Ashley Halsey III
November 16, 2009

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.

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?*

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

Second Read: Circle numbers, circle names, and underline information that describes the data or statistics (approximately 20 minutes)

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

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 students' understanding of the texts they read while developing their academic writing skills. You could have them complete a "3-Part Source Integration" (see the example in the full lesson) a Rhetorical Précis, or another analytical writing exercise.