

Table 1. Planning a CREATE Content Lesson.

General guidelines	Sample CREATE content lesson: Genetics
1. Look at the district lesson scope and sequence and state standards .	State standard: The student knows that reproduction is a characteristic of living organisms and that instructions for traits are governed in the genetic material.
2. Identify the grade-level academic content concepts to be covered and the topic for a particular lesson.	Content concept: Dominant and recessive genes.
3. Decide on the major lesson activities or tasks to be completed and the materials needed, including short, targeted media clips and possible texts.	Lesson activities: Classroom survey on dominant and recessive traits, lab on the frequency of dominant and recessive genes, short video clip on Gregor Mendel.
4. Identify academic language embedded in the texts or tasks that will be assigned to students.	Academic language in the text or task: Description and explanation of genetic traits, writing word forms such as <i>gene/genetic</i> , and listening to a video and taking notes.
5. Write content and language objectives to be posted and presented to students (Himmel, 2012).	Sample content objective: Students will distinguish between dominant and recessive traits. Sample language objective: Students will describe the inherited traits in their families by discussing with a partner and taking notes.
6. Select content vocabulary terms (based on standards).	Science content terms: <i>heredity, dominant trait, recessive trait.</i>
7. Plan an engaging introduction to the lesson topic (e.g., a short video clip, a demonstration, a discussion, or a read-aloud) that connects it to students' lives, past learning, or prior experiences.	Engaging introduction to the lesson topic: Teacher displays a PowerPoint with pictures of dominant and recessive traits (e.g., rolling tongue). Students discuss with a partner which trait they have and fill in a graphic organizer. The class tallies the traits evident in their classroom.
8. Select a text that is aligned with the lesson content and that is not so lengthy or complex that it extends too far beyond the lesson objectives or so simplified as to be confusing or misleading.	Aligned text: The text chosen for this lesson is from the assigned grade-level text and is entitled "Heredity."
9. Based on the text, write questions that assess overall comprehension of the passage as well as questions that promote inferencing and higher order thinking and might prompt student discussion.	Guiding overall question: What are <i>alleles</i> and how do alleles get passed from parents to offspring? Question embedded in the text: How can parents <i>predict</i> the traits of their future child?
10. Determine whether there are language structures or forms that might align with the content of this lesson (e.g., prepositional phrases when discussing geography, <i>-ly</i> adverbs when discussing character actions, or comparative adjectives when contrasting biomes).	Language structure of focus: Students form sentences using the term <i>inherited</i> as a verb (e.g., The child <i>inherited</i> his blue eyes from the recessive alleles of both parents) and as an adjective (e.g., A widow's peak is an <i>inherited</i> trait). The class generates a list of other words ending in <i>-ed</i> that can be verbs and adjectives (e.g., <i>worried, tired</i>).
11. Select general academic vocabulary terms (e.g., <i>implement, structure, compare</i>) based on lesson content and the language of the text.	General academic terms: <i>explain, predict</i>
12. Identify language functions that students will be using (e.g., persuasion, comparison, description) and determine ways to remind students how to perform them. Determine how you will scaffold student interaction , perhaps with sentence stems or graphic organizers.	Scaffolding student interaction: Students are given questions for partner talk with sentence stems allowing them to describe a family trait and explain its origin.
13. Decide how and when in the lesson you will introduce the two types of vocabulary terms (general and content-specific) to students. Determine how students will practice these new terms. Students might complete a personal glossary of terms or another graphic organizer, such as a semantic map (Graves, 2006).	Introduction and reinforcement of vocabulary: Teacher introduces the vocabulary prior to the content lesson and the shared interactive reading of the text using visual word cards with an interactive question for students. Words are reinforced in interactive student notebooks, sentence stems, the aligned text, teacher talk, crossword puzzles, and a personal glossary.
14. Review the content and language objectives to ensure that they match the lesson activities and tasks planned.	Reviewing objectives: The teacher rereads the objectives at the end of the lesson. Students rate their current knowledge of the content concepts and use of the language in the language objectives.
15. Review the lesson plan to ensure that students have the opportunity to use all four language domains (speaking, listening, reading, and writing).	Opportunity to use the four language domains: <ul style="list-style-type: none"> • Students discussed their family traits. • Students listened to a short video clip on Gregor Mendel. • Students took notes on classroom traits and completed cloze sentences with proper forms of vocabulary terms. • Students read a text aligned to the content concepts.