A Language-Based Approach to Content Instruction (LACI)
Lesson Plan

Lesson Title:
Grade Level:

ELD Standard(s)/WIDA Standards e.g., WIDA or state ELPD standard[s] that are the target of student learning. (Note: Please list the **number and text** of each standard that is being addressed.)	
CCSS or State Content Standard What CCSS standard(s) are most relevant to the learning goals?	
Content Objectives (related to the subject matter central focus)	
Language Objectives (related to key language function, task, or skill)	
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson?	

Instructional Strategies and Learning Tasks
Description of what the teacher (you) will be doing and/or what the students will be doing.

Introduction _____ Minutes How will you start the lesson to engage and motivate students in learning?	
Instruction _____ Minutes **LACI 6 Cs of Support:** *Connection*: What will you do to connect the lesson to students' prior academic learning, backgrounds and experiences? *Culture*: How will you link the new content skills and concepts to students' cultural and linguistic resources to support academic learning? *Challenge*: What aspects of disciplinary literacy will you address? Which higher-order thinking and reasoning skills will you focus on? *Code-Breaking*: What will you do to explicitly teach ways of doing school, academic literacy, and disciplinary, linguistic, and cultural codes of content learning?	

How will you model the language forms/vocabulary/function/skills? *Community and collaboration*: How will you engage students in collaboration and build a community of practice? *Classroom interactions*: How will you use "interactional scaffolding" in the classroom? Plan for the use of oral discourse to prompt elaboration, build academic literacy, and move discourse and learning forward.	
Language-Focused Structured Practice and Application _____ Minutes How will you give students the opportunity to practice the target language so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended language objectives? **Differentiation/Planned Support** How will you differentiate the task(s) for: *Students with different language proficiency levels:* *Whole Class:* *Groups of students with similar needs:* *Individual students:* *Students with IEPs or 504 plans:* How will you engage MLs at different levels of language proficiency?	
Closure _____ Minutes How will you evaluate and assess the students' learning? What evidence will support your assessment? How will you end the lesson? What is the assessment evidence of content and language learning?	