



Centering Multilingual Learners in California: Essential RFP Language for Literacy Instructional Materials

To ensure equity and excellence for all students, this sample RFP language was developed to allow districts in California to indicate a commitment to selecting literacy instructional materials (English Language Arts, English Language Development, and Spanish Language Arts) that honor and build upon the linguistic and cultural assets of diverse multilingual learner (MLL) populations.

The following language, which can be adapted to meet specific local requirements, outlines expectations for instructional materials that are designed to effectively support MLLs. This language should also be incorporated into evaluation rubrics used to assess prospective instructional materials. We believe that high-quality instructional materials are those that intentionally weave in these supports, ensuring that multilingualism is viewed as a strength and a foundational component of all learning experiences.

By incorporating these specifications into your Request for Proposals (RFPs) and evaluation rubrics, you signal your dedication to providing MLLs, and all students, with access to rigorous, grade-level literacy content while simultaneously fostering their language development and affirming their identities.



Draft RFP Language for Literacy Instructional Materials

1. Core and supplementary instructional materials submissions must reflect a foundational commitment to the academic success and linguistic development of multilingual learners (MLLs) in English Language Arts (ELA), English Language Development (ELD), and Spanish Language Arts (SLA) instruction. Materials must include language supports and language development opportunities that have been shown to benefit all students and also authentically represent diverse cultures and experiences. To achieve this, supports for MLLs must be intentionally woven into core instructional guidance, not just added as supplemental tasks, thereby fostering the simultaneous development of content knowledge, analytical practices, and language.
2. Instructional materials must provide explicit evidence of:
 - a. **Language Mapping:** Materials map literacy and language development across a unit by showing how language functions spiral to support conceptual understanding and the unit's literacy instruction. They outline expectations for disciplinary language and include aligned assessments and activities. Materials explicitly integrate all four language domains—reading, writing, listening, and speaking—and engage students in varied communication modes with purposeful scaffolds and gradual release. Disciplinary language demands (e.g., explaining, justifying, arguing, critiquing, illustrating, describing) are directly taught, modeled, and practiced in authentic contexts.
 - b. **Assessment of Language Development:** Materials include formative assessments of language alongside content and are tied to the objectives of the lesson. They include opportunities to elicit disciplinary language with varying levels of language proficiency, teacher guidance for using assessment data (including guidance for leveraging students' linguistic repertoires), and language authenticity for assessments.
 - c. **Purposeful Collaboration and Conversation:** Materials include frequent opportunities for collaborative student discussions in which students build and refine ideas and language through clarifying, justifying, and borrowing language/ideas from peers.