



# State Board of Education TEA Proposed Literary Works List

**Background: Pre-Read to Support Review of List**  
*DRAFT as of January 9, 2025, for SBOE Member Preview*



# New requirements from HB 1605 (88R)

SECTION 7. Section 28.002, Education Code, is amended by adding Subsections (c-4) and (c-5) to read as follows:

**The SBOE is required to adopt a literary works list as an addendum to the ELAR TEKS:**

(c-4) In adopting essential knowledge and skills for English language arts under Subsection (a)(1)(A), the State Board of Education shall specify a list of required vocabulary and at least one literary work to be taught in each grade level. The vocabulary specified by the board must support the essential knowledge and skills adopted for other courses offered under the foundation curriculum under Subsection (a)(1).

**TEA is required provide the SBOE an initial draft of that literary works list:**

(c-5) The State Board of Education shall initiate the process of specifying an initial list of vocabulary and literary works as required by Subsection (c-4) not later than February 1, 2024. The State Board of Education shall request from the agency recommendations regarding the list, and that request for recommendations be considered an initiation of the process. This subsection expires September 1, 2025.

For additional context on this HB 1605 requirement, please review the [November 19, 2025, presentation to the State Board of Education](#) (Committee of the Full Board Item 6)

# What are literary works for elementary?

In developing a recommendation for a literary works list, TEA examined multiple kinds of literary works as described in the TEKS that have genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts:

- Elementary children's **literature** such as **fictional stories, folktales, fables, fairy tales, tall tales, legends, and myths**
- **Drama** that includes characters, dialogue, setting, tags, acts, scenes, and stage direction
- **Informational texts** that include central idea with supporting evidence; features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and organizational patterns such as cause and effect and problem and solution;
- **Persuasive texts** that include a claim, fact vs opinion, organizational patterns such as compare and contrast, and literary devices
- **Poetry** that includes varied visual patterns and structures, sounds devices, and figurative language such as simile, metaphor, and personification
- **Nursery Rhymes** that include rhyme, rhythm, repetition, and alliteration

# What are literary works for secondary?

In developing a recommendation for a literary works list, TEA examined multiple kinds of literary works as described in the TEKS that have genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts that include American, British, and world literature across literary periods:

- Secondary **literature** such as **realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, science fiction, and short stories**
- **Poetry** that includes the metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions, poetic forms such as **epic, lyric, and humorous** poetry
- **Drama** that includes how playwrights develop characters through dialogue, setting and staging; asides, soliloquies, dramatic irony, and satire
- **Informational texts** that include clear thesis, relevant supporting evidence, pertinent examples, and conclusion; features such as introduction, foreword, preface, references, or acknowledgements to gain background information, references or acknowledgements; and organizational patterns such as definition, classification, advantage, and disadvantage
- **Argumentative texts** that include clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action

## Need: A Common Literary Canon

There is an academic need to ensure students read a common literary canon that increases in difficulty over time. From a [study published](#) by the *Association of Literary Scholars, Critics, and Writers*: “the content of the literature and reading curriculum for students in standard or honors courses is no longer traditional or uniform in any consistent way. The most frequently mentioned titles are assigned in only a small percentage of courses, and the low frequencies for almost all the other titles English teachers assign point to an idiosyncratic literature curriculum for most students. Moreover, the works teachers assign do not increase in difficulty from grade 9 to grade 11.”



## Need: Local Autonomy to Meet Student Needs

Local school systems need autonomy to select literary works to meet student needs. In addition, the TEKS require students to engage in self-selection of texts:

110.36(c)(3) “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.”

Within-year Student Mobility Rate **16%**

When students switch schools, they will often read the same text twice or skip a text entirely due to local grade level selection differences

# In Developing the Literary Works List, TEA attempted to Balance the Need for a Canon of Common Literature with the Need for Local Autonomy to Meet Student Needs

Teacher survey data provided an average number of literary works taught per grade per year, currently in Texas public schools. To preserve the need for local autonomy while establishing a minimum common literary canon, **TEA proposes a smaller number of required works per grade than what is typically taught.**

The TEA proposal establishes a minimum reading list. Local school systems will continue to select additional texts and continue to provide students opportunity to self-select texts.

	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Teacher Survey: Average Number of Literary Works	58	59	61	45	41	39	43	33	30	27	27	28	24
TEA Recommended Literary Works List	28	34	30	24	21	17	19	19	19	19	20	23	20

Texas teachers indicated the average number of literary works taught in a school year. The table compares that average number taught with the number of titles required for each grade level.



# TEA performed extensive research and consultation in identifying titles for inclusion in a required literary works list:

Assembled a comprehensive lists of titles from various states, educational institutions and organizations

Over 10,000 titles reviewed

Cross referenced those titles with a survey of Texas teachers

Responses reviewed from over 5,700 teachers in Jan-Feb 2025

**From this source material, multiple factors were considered in developing a final list...**

## Multiple factors considered when developing the literary works list:

1

### TEKS Alignment: Ensure specific TEKS-based skills can be taught using the required literary works

The TEKS require students to listen, speak, read, write, and respond to texts in various ways across grade levels. Some examples from 7<sup>th</sup> grade include:

- (b)(7)(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
- (b)(8)(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction
- (b)(8)(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
- (b)(8)(C) analyze how playwrights develop characters through dialogue and staging;
- (b)(8)(D) analyze characteristics and structural elements of informational text
- (b)(8)(E) analyze characteristics and structures of argumentative text

**The Literary Works List was intentionally selected to include a variety of text types and genres to support the development of student proficiency for the specific TEKS in each grade.**

## 2

# Text Complexity: Ensure opportunities for students to engage in complex texts that support grade level TEKS and build background knowledge

Text complexity is a function of many factors, including the nature of the subject matter discussed, the grammar and syntax and vocabulary used, and considerations like how much is explicitly described vs how much the reader must infer.

Certain quantitative measurement systems like Lexile or Flesch-Kincaid can analyze certain things like vocabulary and sentence length, but those measures do not address the more qualitative factors impacting complexity.

**The Literary Works List was intentionally developed with grade level differentiation to support engagement in a progression of complex texts from Kinder through 12<sup>th</sup> grade.**

# 3

## Suitability

The SBOE has adopted a suitability rubric for use in evaluating instructional materials. The rubric has been published here:

<https://tea.texas.gov/state-board-of-education/imra/imra25-sboe-suitability-rubric-approved-11-22-24.pdf>

**The Literary Works List includes texts intentionally chosen to be consistent with the SBOE suitability rubric and comply with related statutes including TEC 28.0022.**

## 4

## Cross-curricular Connections: Ensure support and alignment with SBOE-adopted social studies framework

- Engagement with literature works best when students can activate prior knowledge while reading, and that knowledge often comes from social studies and the sciences. Similarly, reading new literary works can help establish background knowledge that support those disciplines.
- This is typical of the content selection process in a humanities approach to literature.
- This is often attempted at the local level when making reading selections that support cross-curricular learning.
- The SBOE has adopted a social studies framework, establishing certain time periods of focus for grades 3-8.

**The Literary Works List includes texts intentionally chosen to provide cross-curricular support in alignment with the newly adopted social studies framework.**

# 5

## Statutory Requirements: Ensure statutory compliance in chosen literary works.

Besides the statute requiring a literary works list, certain statutes establish requirements that must be accounted for when considering the literary works to be included:

[TEC §28.002 \(a\) \(2\) \(G\)](#) - See also recent [Texas Attorney General Opinion KP-0503](#)

Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum: an enrichment curriculum that includes: religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature

[TEC §28.002 \(h\)](#)

The State Board of Education and each school district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States.

[TEC 28.002 \(h-1\)](#)

In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including ... the founding documents of the United States, including ... the Federalist Papers, including the entirety of Essays 10 and 51; ... excerpts from Alexis de Tocqueville's Democracy in America; ... the writings of the founding fathers of the United States; ... the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" ... the entirety of Martin Luther King Jr.'s speech "I Have a Dream."

**The Literary Works List includes texts intentionally chosen to meet these statutory requirements.**

## 6

## Multiple Editions, Versions, or Adaptations: Ensure that the selected title meets grade level educational, suitability, and print requirements

- Many works that were featured on the Texas Teacher survey and on various educational organization recommended book lists come in multiple editions, versions or adaptations. Additionally, translations of works that originated in a language other than English vary.
- In some cases, the variations in these editions have significant educational implications.
  - One version might feature linguistic complexity appropriate for high school while another version of the same underlying work might work in elementary school.
  - One version might feature content that is unsuitable for younger students while another version does not include that content.
- Printed versions must also be available in mass market supply for Texas classrooms.
- Specific version information can be identified via International Standard Book Number (ISBN) and Library of Congress Control Number (LCCN)

**The Literary Works List includes references to specific text versions, editions, and/or adaptations to ensure the proper use for the grade level educational and suitability requirements and that large print volumes can be obtained.**

## 7

## Optional Groupings: Anchor works of literature are paired with shorter supportive literary works in grades 6 - 12

- Students need opportunities to participate in sustained reading of entire literary works such as novels.
- Shorter cross-curricular readings, paired with larger literary works, help students activate prior knowledge, build new context, and get deeper meaning for greater engagement and understanding of literature.
- Additionally, existing student expectations in the TEKS require a variety of genres/text types in each grade, requiring alternatives to pair alongside full length novels.
- English Language Arts and Reading teachers often create “text sets” that combine pieces of literature for instructional purposes to be read simultaneously in support of TEKS implementation and to build background knowledge.

**In secondary grades, the Literary Works List includes intentionally chosen anchor literature that is paired with shorter literary works that help support student engagement, make cross curricular connections, and activate or build background knowledge to support TEKS implementation.**

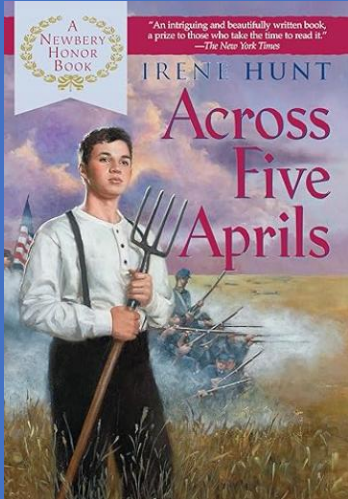
Note on flexibility:

- A recommended grouping of literary works is provided in the Literary Works List, but the grouping is optional.
- School systems have flexibility to select literature from the required list and can create alternative “text sets” if desired.

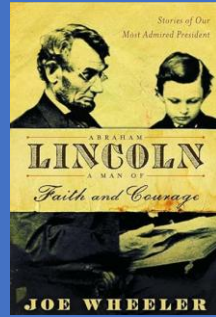
# Examples of Literary Works and optional groupings: 6<sup>th</sup> Grade

## Paired Literary Works

### Anchor: Novel



**Across Five  
Aprils by  
Irene Hunt**

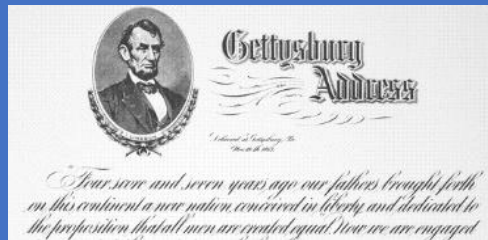


Stories of Abraham Lincoln: A Man of Faith and Courage by Wheeler

The Blue And The Gray

By the flow of the inland river,  
Whence the fleets of iron have fled,  
Where the blades of the grave-grass quiver,  
Asleep are the ranks of the dead:

The Blue and the Gray by Finch



The Gettysburg Address by Lincoln

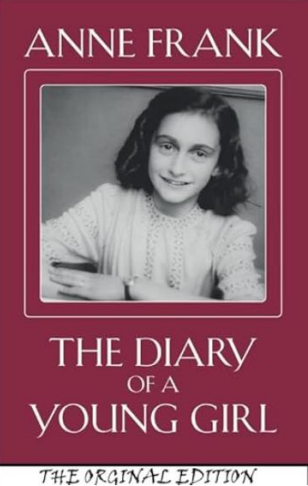
Grade Level TEKS Alignment and Text Complexity	<ul style="list-style-type: none"> <li>Analysis and Comparison of Genre Features (Historical Fiction, Poetry, Informational Text, Speeches)</li> <li>Author's Purpose and Craft (Point of View, Figurative Language, Tone, Mood, and Rhetorical Devices)</li> <li>Structural Elements of Informational and Argumentative Texts (Controlling Idea, Evidence, Organizational Patterns)</li> <li>Inquiry and Research Skills (Differentiate Primary vs. Secondary Sources; Synthesize Information)</li> </ul>
Building Background Knowledge	<ul style="list-style-type: none"> <li>Civil War (causes, major battles, and impact on families)</li> <li>Lincoln's leadership and moral vision during wartime</li> <li>Perspectives on war through poetry</li> </ul>
Multiple Genres	<ul style="list-style-type: none"> <li>Historical Fiction</li> <li>Nonfiction (Biography)</li> <li>Poetry</li> <li>Primary Source (Speech)</li> </ul>
Statutory and/or Source Alignment	<ul style="list-style-type: none"> <li>Across Five Aprils (SBOE SS Framework)</li> <li>Abraham Lincoln (Statute, SBOE SS Framework)</li> <li>Primary Source (Statute, Texas Teacher Survey)</li> </ul>
Cross-Curricular Connections	<ul style="list-style-type: none"> <li>United States History</li> </ul>

# Examples of Literary Works and optional groupings:

## 7<sup>th</sup> Grade

### Paired Literary Works

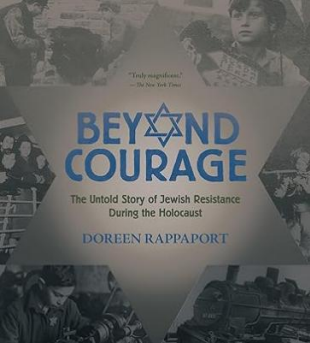
#### Anchor: Diary



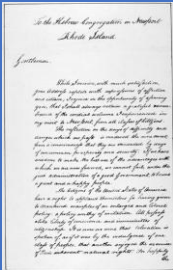
The Diary of a Young Girl by Anne Frank

Blessed is the match consumed in kindling flame.  
 Blessed is the flame that burns in the secret fastness of the heart.  
 Blessed is the heart with strength to stop its beating for honor's sake.  
 Blessed is the match consumed in kindling flame.

Blessed is the Match by Szenes



Beyond Courage by Rappaport



Letter to the Hebrew Congregation at Newport by Washington

Grade Level TEKS Alignment and Text Complexity	<ul style="list-style-type: none"> <li>Analysis and Comparison of Genre Features (Diary, Poetry, Informational Text, and Public Letters)</li> <li>Author's Purpose and Craft (Point of View, Figurative Language, Mood, Tone, and Rhetorical Devices)</li> <li>Structural Elements of Informational and Argumentative Texts (Controlling Idea, Evidence, Organizational Patterns)</li> <li>Inquiry and Research Skills (Differentiate Primary vs. Secondary Sources; Synthesize Information; Cite Ethically)</li> </ul>
Building Background Knowledge	<ul style="list-style-type: none"> <li>Factual accounts of Jewish resistance during the Holocaust</li> <li>Foundational American ideals of religious liberty and tolerance</li> </ul>
Multiple Genres	<ul style="list-style-type: none"> <li>Nonfiction (Autobiography/Diary)</li> <li>Poetry</li> <li>Nonfiction (Historical Narrative)</li> <li>Primary Source (Letter)</li> </ul>
Statutory and/or Source Alignment	<ul style="list-style-type: none"> <li>The Diary (HRW statute, Texas Teacher Survey)</li> <li>Primary Sources (Statute and Texas Teacher Survey)</li> <li>Beyond Courage (HRW statute, Texas Teacher Survey)</li> <li>Blessed is the Match (HRW statute, Texas Teacher Survey)</li> </ul>
Cross-Curricular Connections	<ul style="list-style-type: none"> <li>World History</li> <li>United States History</li> </ul>

\* Rule language notes all texts are required, groupings are suggestions for instructional materials writers & lesson designers but not required

# Examples of Literary Works and optional groupings: 8<sup>th</sup> Grade

Paired Literary Works

Anchor:  
Novel

**Harlem**  
BY LANGSTON HUGHES

What happens to a dream deferred?

Harlem: A Dream Deferred by Hughes

To Kill a Mockingbird  
by Harper Lee

**"I Have a Dream" Speech by the Rev. Martin Luther King Jr. at the "March on Washington," 1963 (excerpts)**

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

I Have a Dream by Dr. King, Jr.

Inaugural Address by John F. Kennedy, Jr.

The Beatitudes

Frederick Douglass, "What to the Slave is the Fourth of July?" July 5, 1852 (excerpts)

What to the Slave is the Fourth of July? by Douglass

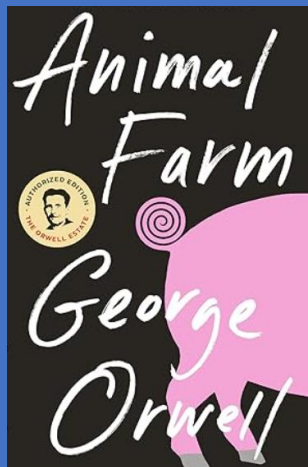
Grade Level TEKS Alignment and Text Complexity	<ul style="list-style-type: none"> <li>Author's Purpose &amp; Craft (Point of View, Figurative Language, Mood/Voice/Tone)</li> <li>Rhetorical Devices (Fallacies)</li> <li>Argumentative/Informational Structures (Claims and controlling ideas, Evidence, Intended Audience and Organizational Patterns including Cause/Effect and Classification)</li> <li>Comprehension and Response (Infer with Evidence, Synthesize across texts, Summarize/Paraphrase accurately)</li> </ul>
Building Background Knowledge	<ul style="list-style-type: none"> <li>Historical context for the civil rights movement</li> <li>Civil Rights history and leaders</li> <li>Public Discourse and oratory that mobilized citizens</li> </ul>
Multiple Genres	<ul style="list-style-type: none"> <li>Literary Fiction</li> <li>Poetry</li> <li>Primary Sources (Speeches and Religious Literature)</li> </ul>
Statutory and/or Source Alignment	<ul style="list-style-type: none"> <li>To Kill a Mockingbird (Texas Teacher Survey)</li> <li>Harlem (Texas Teacher Survey)</li> <li>I Have a Dream (Statute and Texas Teacher Survey)</li> <li>JFK Address (Texas Teacher Survey)</li> <li>The Beatitudes (Statute, Texas Teacher Survey)</li> <li>What to the Slave (Statute and Texas Teacher Survey)</li> </ul>
Cross-Curricular Connections	<ul style="list-style-type: none"> <li>United States History and Government</li> <li>Civics and Public Speaking</li> </ul>

\* Rule language notes all texts are required, groupings are suggestions for instructional materials writers & lesson designers but not required

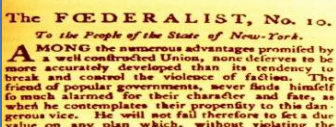
# Examples of Literary Works and optional groupings: English I

## Paired Literary Works

**Anchor:  
Novel**



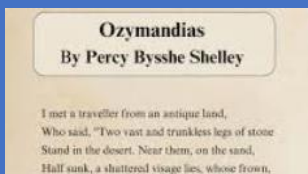
**Animal Farm  
by  
George  
Orwell**



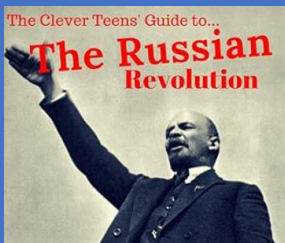
Federalist Papers No. 10 and 51



**I, Pencil by Reed**



**Ozymandias by Shelley**



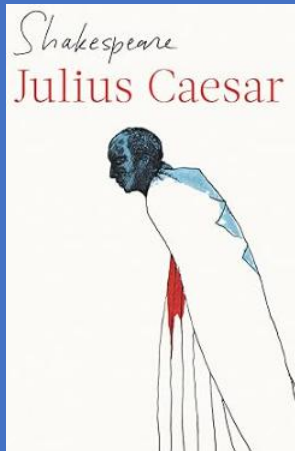
**The Clever Teen's Guide to the Russian  
Revolution by Rhodes**

Grade Level TEKS Alignment and Text Complexity	<ul style="list-style-type: none"> <li>Rhetorical Analysis</li> <li>Theme Analysis and Comparison</li> <li>Author's Purpose and Craft</li> <li>Literary Devices of Rhetoric and Allegory (Metaphor, Symbolism, Personification)</li> <li>Evidence Based Critical Reading and Writing</li> </ul>
Building Background Knowledge	<ul style="list-style-type: none"> <li>The Russian Revolution</li> <li>Understanding harmful Communist Ideology and Regimes</li> <li>Understanding the formation of the American Constitution</li> <li>Problems of collectivism</li> </ul>
Multiple Genres	<ul style="list-style-type: none"> <li>Literary Fiction</li> <li>Primary Sources (Historical Documents)</li> <li>Poetry</li> <li>Nonfiction (Informational)</li> </ul>
Statutory and/or Source Alignment	<ul style="list-style-type: none"> <li>Animal Farm (Texas Teacher Survey)</li> <li>Primary Sources (Statute and Texas Teacher Survey)</li> <li>I, Pencil (anti-Communism Statute)</li> <li>Ozymandias (Texas Teacher Survey)</li> <li>The Russian Revolution (anti-Communism Statute)</li> </ul>
Cross-Curricular Connections	<ul style="list-style-type: none"> <li>World History</li> <li>United States History</li> </ul>

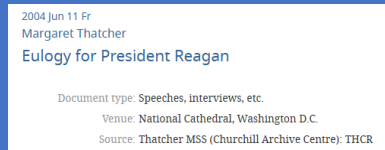
# Examples of Literary Works and optional groupings: English II

## Paired Literary Works

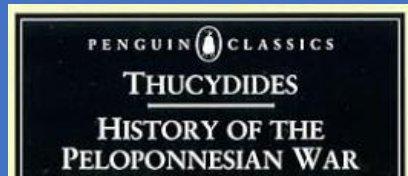
### Anchor: Drama



The Tragedy of  
Julius Caesar  
by  
William  
Shakespeare



Eulogy for President  
Reagan by Thatcher



Pericles Funeral Oration by  
Thucydides

### The Raven

BY EDGAR ALLAN POE

Once upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore—

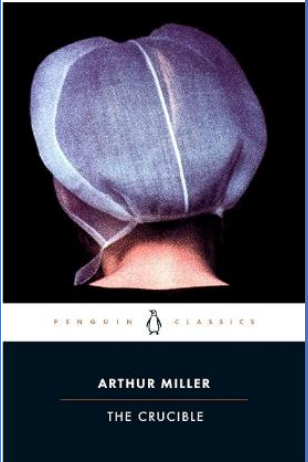
The Raven by Poe

Grade Level TEKS Alignment and Text Complexity	<ul style="list-style-type: none"> <li>Analysis and Comparison of genre features (i.e. Drama, Poetry, Informational Text, Oratory)</li> <li>Author's Purpose and Craft (Point of View, Figurative Language, Tone, Irony, and Rhetorical Devices including ethos, pathos, and logos)</li> <li>Structural Elements of Informational and Argumentative texts (Controlling ideas, claims, evidence, and organizational patterns in speech and oratory)</li> </ul>
Building Background Knowledge	<ul style="list-style-type: none"> <li>Roman history and political context</li> <li>Funeral orations as rhetoric in classical Athens</li> <li>Historical context of Reagan's presidency</li> </ul>
Multiple Genres	<ul style="list-style-type: none"> <li>Drama (Five Act Play)</li> <li>Primary Sources (Speech)</li> <li>Nonfiction (Informational)</li> <li>Poetry</li> </ul>
Statutory and/or Source Alignment	<ul style="list-style-type: none"> <li>Julius Caesar (Texas Teacher Survey)</li> <li>Eulogy for President Reagan (Texas Teacher Survey)</li> <li>Pericles Funeral Oration (Comprehensive lists)</li> <li>The Raven (Texas Teacher Survey)</li> </ul>
Cross-Curricular Connections	<ul style="list-style-type: none"> <li>World History</li> <li>United States History</li> <li>Government and Civics</li> </ul>

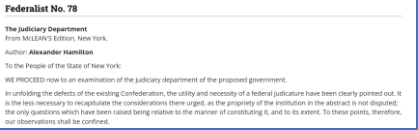
# Examples of Literary Works and optional groupings: English III

## Paired Literary Works

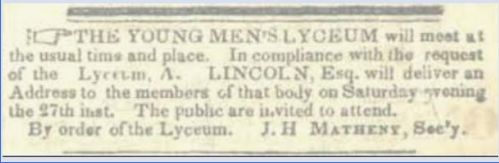
### Anchor: Drama



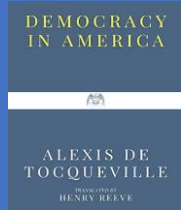
**The Crucible**  
by  
**Arthur Miller**



Federalist Paper No. 78



The Lyceum Address by Lincoln



Democracy in America by de Tocqueville



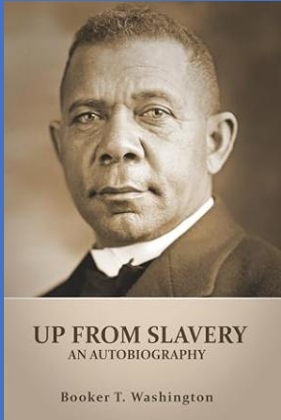
Young Goodman Brown by Hawthorne

Grade Level TEKS Alignment and Text Complexity	<ul style="list-style-type: none"> <li>Analysis and Comparison of structural elements of literature (i.e. Speeches and Essays)</li> <li>Author's Purpose and Craft (Rhetorical Appeals, Figurative Language, Ambiguity, Allegory, Tone, and Irony)</li> <li>Composition of argumentative texts (Clear thesis, Relevant evidence, and Logical reasoning)</li> </ul>
Building Background Knowledge	<ul style="list-style-type: none"> <li>Judicial independence and checks &amp; balances</li> <li>Principled judgement vs mob rule</li> <li>Constitutional principles and civic order</li> <li>American Puritanism</li> </ul>
Multiple Genres	<ul style="list-style-type: none"> <li>Drama (Four Act Play)</li> <li>Primary Sources (Historical Document and Speech)</li> <li>Nonfiction (Political and Philosophical Essays)</li> <li>Fiction (Allegorical Short Story)</li> </ul>
Statutory and/or Source Alignment	<ul style="list-style-type: none"> <li>The Crucible (Texas Teacher Survey)</li> <li>Primary Sources (Statute and Texas Teacher Survey)</li> <li>Democracy in America (Statute)</li> <li>Young Goodman Brown (Texas Teacher Survey)</li> </ul>
Cross-Curricular Connections	<ul style="list-style-type: none"> <li>United States History</li> </ul>

\* Rule language notes all texts are required, groupings are suggestions for instructional materials writers & lesson designers but not required

# Examples of Literary Works and optional groupings: English IV

## Anchor: Autobiography

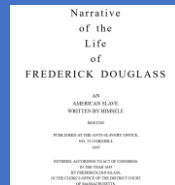


**Up From Slavery  
by  
Booker T  
Washington**

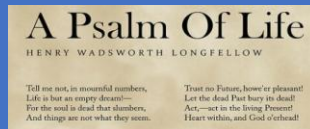
## Paired Literary Works



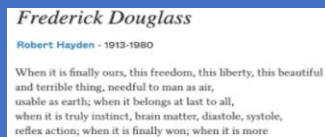
Everyday Use by Walker



The Narrative of the Life of Frederick Douglass by Douglass



A Psalm of Life by Longfellow



Frederick Douglass by Hayden

Grade Level TEKS Alignment and Text Complexity	<ul style="list-style-type: none"> <li>Literary Devices (Evaluating paradox, satire, allegory)</li> <li>Author's Purpose and Craft (Critique how language such as diction and imagery shapes perception)</li> <li>Multiple Genres: Literary Elements and Genre Study (Analyze relationships among theme, characterization, point of view, setting, and plot; evaluate complex plot structures and historical/social/economic context)</li> <li>Analytical Response Structure (Compare across genres; use text evidence and original commentary; summarize; defend/challenge claims)</li> </ul>
Building Background Knowledge	<ul style="list-style-type: none"> <li>Historical context of slavery and civil rights</li> <li>Perspectives in autobiographies of civil rights leaders</li> <li>Connections between personal narratives and societal change in history</li> </ul>
Multiple Genres	<ul style="list-style-type: none"> <li>Nonfiction (Autobiography)</li> <li>Fiction (Modern Short Story)</li> <li>Poetry</li> </ul>
Statutory and/or Source Alignment	<ul style="list-style-type: none"> <li>Up From Slavery (Texas Teacher Survey)</li> <li>Everyday Use (Texas Teacher Survey)</li> <li>Narrative of Frederick Douglass (Statute and Texas Teacher Survey)</li> <li>A Psalm of Life (Comprehensive lists)</li> <li>Frederick Douglass (Texas Teacher Survey)</li> </ul>
Cross-Curricular Connections	<ul style="list-style-type: none"> <li>United States History</li> <li>Civics</li> </ul>

## 8

## Foundational Literacy: Teacher Read Aloud vs Student Read and the Need for Decodables in Primary Grades

- Students in early grades are still developing proficiency in beginning reading and writing skills.
- To support this, teachers rely on reading material like decodable readers specifically integrated with instructional materials (especially in grades K-2). Given these kinds of materials are dependent upon specific instructional materials choices, they have not been identified as part of the literary works list. Additionally, fewer literary works have been identified in these grades to preserve instructional time for use of decodables.
- Throughout grades K-4, student mastery of vocabulary and similar student expectations related to listening and speaking are often implemented by exposing students to a range of literary works with more complex vocabulary that is read aloud by the teacher to the students.
- Consequently, certain literary works in Kindergarten-grade 4 are noted as being recommended for implementation as being read aloud to the student, often during structured “story time”.
- Even if a literary work is listed with a recommendation that it be read aloud, it may be read directly by students when appropriate, potentially with adult assistance.
- Additionally, early grade reading selections are designed to build endurance in reading, starting with many short texts read aloud and slowly adding length to the stories students hear and then directly read, with novels introduced in 3<sup>rd</sup> grade.

**In primary grades, the Literary Works List includes intentionally chosen literature for use as a read aloud to help build vocabulary and support speaking and listening TEKS.**

# Example of Teacher Read Aloud Literary Works for Kindergarten:

Children's Literature	Folktales	Fables	Fairy Tales	Nursery Rhymes	Poetry	Informational
Are You My Mother?	Anansi the Spider: A Tale from Ashanti	The Grasshopper and the Ant	Cinderella	Classic Nursery Rhymes (Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickery Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	April Rain Song	The Bald Eagle
Blueberries for Sal	George	The Lion and the Mouse	Goldilocks and the Three Bears			The Golden Rule
The Cat in the Hat	Washington and the Cherry Tree	The Tortoise and the Hare	Snow White and the Seven Dwarfs			L is for Lone Star: A Texas Alphabet
Chicka Chicka Boom Boom	The Little Red Hen		Three Billy Goats Gruff			A Picture Book of George Washington
The Keeping Quilt			The Three Little Pigs			A Picture Book of Thomas Alva Edison
Luna Loves Art						
The Runaway Bunny						
The Snowy Day						
You Are Special						
The Very Hungry Caterpillar						

# Example of Teacher Read Aloud & Student Read Literary Works for 3<sup>rd</sup> Grade:

Children's Novels	Children's Literature	Fables, Folktales, Myths, Legends	Fairy Tales	Poetry	Informational
Charlotte's Web	Enemy Pie	Icarus and Daedalus (from Classic Myths)*	The Fisherman and His Wife	Abraham Lincoln (Poem from A Book of Americans)	Archimedes and the Door of Science (Excerpts)*
Encyclopedia Brown, Boy Detective	Miss Rumphius	Hercules and the Wagoner (from Children's Book of Virtues)*		George Washington (Poem from A Book of Americans)	Inside Ancient Rome
The Wind and the Willows (First 4 Chapters)	Stone Soup	King Midas and the Golden Touch*		Smart (From A Light in the Attic)	The Librarian Who Measured the Earth*
	What Do You Do With a Problem?	The Shepherd Boy and the Wolf		Thomas Jefferson (Poem from A Book of Americans)	Mistakes that Worked: 40 Familiar Inventions & How They Came To Be*
		The Town Mouse and the Country Mouse			The Road to Damascus
					Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs*
					The Story of Benjamin Franklin: An Inspiring Biography for Young Readers

\* Each title noted with an asterisk is recommended to be read aloud to students. All others would be directly read by students (with adult assistance as needed).

## 9

## Emergent Bilingual Support: Ensure commensurate literary works in English and Spanish

- Texas law requires certain educational supports for students learning the English language.
- The SBOE has adopted Spanish Language Arts and Reading (SLAR) standards in grades K-6.
- These laws and rules mean that some students in grades K-6 receive some instruction in their native language (Spanish) while developing English language proficiency.
- Given the SBOE's rules apply the SLAR framework from grades K-6, schools will need the ability to select required literary works for students in those grades that are also available in Spanish.
- Different instructional models offered in Texas support the need for commensurate English and Spanish literary works so that teachers may use the text aligned with the language of instruction designated by the Language Proficiency Assessment Committee.
- For some works, direct translations are available. For others, direct translations aren't available but a different Spanish-language literary work with a nearly identical topic and linguistic complexity can be identified.

**The Literary Works List includes intentionally chosen Spanish-language alternatives to support instruction for Emergent Bilingual students.**

# Some Examples of English or Spanish literary work pairings for SLAR in 2<sup>nd</sup> Grade:

Literary Work Title	Author	Spanish Title	Author
The Mouse and the Motorcycle	Beverly Cleary	El ratoncito de la moto	Beverly Cleary
Winnie-The-Pooh	A. A. Milne	Winnie de Puh	A. A. Milne
The Town Mouse and the Country Mouse	Charles Santore and Aesop	El ráton de ciudad y el ráton de campo	Charles Santore and Aesop
James Madison	Josh Gregory	James Madison y la formación de los Estados Unidos	Torrey Maloof
Riding the Pony Express	Clyde Robert Bulla	El Pony Express	Darice Bailer
The Courage of Sarah Noble	Alice Dalgliesh	El coraje de Sara Noble	Alice Dalgliesh
Beauty and the Beast	Marianna Mayer	La bella y la bestia	Joana Costa Knufinke
The Legend of the Dipper	William J. Bennett	La leyenda de la Osa Mayor	William J. Bennett
John Henry	Julius Lester	John Henry	Christianne C. Jones

# Reading Language Arts Literary and Vocabulary Lists proposed rule text

To implement the HB 1605 requirements, full rule text has been developed, including rule language and a table of literary works:

## **19 TAC 110. Texas Essential Knowledge and Skills for English Language Arts and Reading**

Subchapter A. Elementary. Section 10. Literary Works Lists, Kindergarten-Grade 5

Subchapter B. Middle School. Section 30. Literary Works List, Grades 6-8

Subchapter C. High School. Section 70. Literary Works List, Grades 9-12

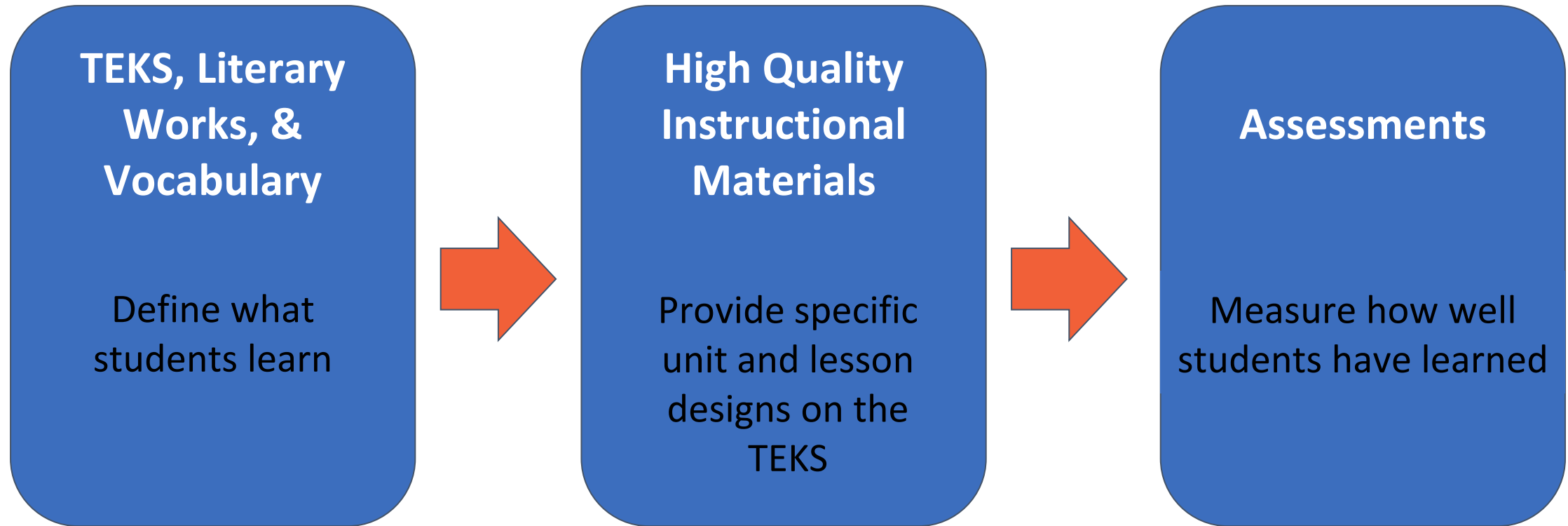
## **19 TAC 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading**

Subchapter A. Elementary. Section 10. Literary Works Lists, Kindergarten-Grade 5

Subchapter B. Middle School. Section 30. Literary Works List, Grades 6

Proposed [first reading rule language is available](#) and has been submitted to be on the agenda for the January meeting of the State Board of Education.

# Systemic Interdependencies



The adoption of rule to implement the HB 1605 required literary works list is a **first step** toward implementation for schools. It will be followed by adoption of a vocabulary list, driven in part by the selected literary works. That begins a 2½ year process of publishers preparing textbooks in support of the literary works. School systems will purchase the works and related textbooks. And state assessments (the new SST replacing STAAR) will be updated to include passages from the literary works.

Given interdependencies, final literary works rule adoption should occur by April 2026 for schools to use the literary works in the 2030-31 school year.

# Timeline for Future Interdependencies

SY26-27

SY27-28

SY28-29

SY29-30

SY30-31

RLA  
Instructional  
Materials

April 2027: SBOE consideration for approval of **IMRA rubrics** for RLA grades K - 12.

May 2029: **IMRA cycle 2029** reviews RLA K – 12 Products.

November 2029: SBOE considers RLA K – 12 products for **IMRA cycle 2029 approval**.

Spring and Summer 2030: **Districts order and receive approved RLA K – 12 materials**.

District implementation of adopted RLA K - 12 TEKS through SBOE approved HQIM.

State  
Summative  
Assessment

Publishers make product updates aligned to adopted **RLA and Social Studies TEKS grades K - 12**.

RLA and Social Studies K – 12 TEKS **aligned state assessment items** developed and field tested.

SST 2030-31 assessments include items based on adopted Social Studies and RLA K – 12 TEKS.

Social Studies  
Instructional  
Materials

April 2027: SBOE consideration for approval of **IMRA rubrics** for Social Studies TEKS K - 12

May 2029: **IMRA cycle 2029** reviews Social Studies K – 12 products.

November 2029: SBOE considers Social Studies K – 12 products for **IMRA cycle 2029 approval**.

Spring and Summer 2030: **Districts order and receive approved Social Studies K – 12 materials**.

District Implementation of adopted Social Studies K – 12 TEKS through SBOE approved HQIM.