

The State Board of Education (SBOE) adopts new §§110.10, 110.30, and 110.70, concerning Texas Essential Knowledge and Skills (TEKS) for English language arts and reading (ELAR). The new sections are adopted with changes to the proposed text as published in the May 15, 2026 issue of the *Texas Register* (51 TexReg 3206) and will be republished. The adopted new sections add lists of literary works to be taught in each grade level as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

REASONED JUSTIFICATION: The 88th Texas Legislature, Regular Session, 2023, passed HB 1605 relating to instructional material and technology. HB 1605 added Texas Education Code (TEC), §28.002(c-4), which requires the SBOE, in adopting essential knowledge and skills for English language arts, to specify a list of required vocabulary and at least one literary work to be taught in each grade level. A discussion item at the November 2025 SBOE meeting provided an opportunity for the Committee of the Full Board to discuss recommendations from the commissioner of education for literary works to be taught in each grade level as required by HB 1605. At the January 2026 meeting, the SBOE postponed first reading and filing authorization of proposed new 19 TAC §§110.10, 110.30, and 110.70 until the April 2026 meeting. The SBOE approved proposed new 19 TAC §§110.10, 110.30, and 110.70 for first reading and filing authorization at the April 2026 meeting.

The new sections adopt literary works lists required to be taught in English language arts and reading in Kindergarten-Grade 12.

The following changes were made since approved for first reading and filing authorization.

Section 110.10(a) was amended to establish implementation of the provisions of the section beginning with the 2030-2031 school year.

Section 110.10(c) was amended to clarify requirements related to the use and local selection of additional literary works for English language arts and reading instruction that support coverage of the essential knowledge and skills and maintain similar rigor as the required literary works in the figures in §110.10(f)(1)-(6) of this section.

Section 110.10(d) was amended to strongly encourage the use of print-based texts.

Figure: 19 TAC §110.10(f)(1), Required Literary Works - Kindergarten

The Kindergarten literary works list was modified to remove the literary work *Anansi the Spider: A Tale from the Ashanti*.

The Kindergarten literary works list was amended to update the specified version of *Cinderella* by replacing the Marcia Brown edition with the bilingual adaptation *Cinderella/Cenicienta* by Francesca Boada.

The Kindergarten literary works list was amended to remove the nursery rhyme *Hey Diddle Diddle* from the selected excerpts included under *Classic Nursery Rhymes*.

The Kindergarten literary works list was amended to replace Paul Galdone's *The Three Little Pigs* with the bilingual edition *The Three Little Pigs/Los tres cerditos Bilingual Storybook* by Patricia Seibert.

Figure: 19 TAC §110.10(f)(2), Required Literary Works - Grade 1

The Grade 1 literary works list was amended to remove *Danny and the Dinosaur* by Syd Hoff.

The Grade 1 literary works list was amended to replace the excerpt *Davy Crockett* from *A Book of Americans* by Stephen Vincent Benét and Rosemary Benét with *Davy Crockett* (English) by Emma E. Haldy.

The Grade 1 literary works list was amended to remove *The Hare in the Moon* by Angela McAllister.

The Grade 1 literary works list was amended to remove *The Fox and the Grapes* (excerpt from *Aesop's Fables: The Classic Edition*).

The Grade 1 literary works list was amended to remove *Noah's Ark* by Peter Spier.

The Grade 1 literary works list was amended to add Jonah (Book of Jonah, Chapter 1, Verses 1-5 and 10-17; Chapter 2, Verse 10).

The Grade 1 literary works list was amended to correct the capitalization of author Tomie dePaola's name.

The Grade 1 literary works list was amended to replace *Pocahontas* from *A Book of Americans* by Stephen Vincent Benét and Rosemary Benét with *Amazing Americans: Pocahontas* by Sharon Coan.

The Grade 1 literary works list was amended to remove *Rapunzel*.

Figure: 19 TAC §110.10(f)(3)

The Grade 2 literary works list was amended to remove *The Mouse and the Motorcycle* by Beverly Cleary.

Figure: 19 TAC §110.10(f)(4)

The Grade 3 literary works list was amended to remove *Hercules and the Wagoner*.

The Grade 3 literary works list was amended to update the source text and ISBN for *Smart* by Shel Silverstein.

The Grade 3 literary works list was amended by replacing *The Story of Benjamin Franklin: An Inspiring Biography for Young Readers* by Shannon Anderson with *Benjamin Franklin (Life Stories/Biografías Bilingual Edition)* by Gillian Gosman.

The Grade 3 literary works list was amended to update the ISBN for *The Wind in the Willows*.

Figure: 19 TAC §110.10(f)(5)

The Grade 4 literary works list was amended to remove *The Road Not Taken* by Robert Frost and move it to the literary works required in Grade 7 in Figure: 19 TAC §110.30(f)(2).

The Grade 4 literary works list was amended to remove *St. George and the Dragon*.

The Grade 4 literary works list was amended to remove *Thunderstorm in Church* by Louise A. Vernon.

Figure: 19 TAC §110.10(f)(6)

The Grade 5 literary works list was amended to replace *The Monkey and the Camel* from *Aesop's Fables* illustrated by Jerry Pinkney with *The Monkey as King* from *Aesop's Fables: The Classic Edition* illustrated by Charles Santore.

The Grade 5 literary works list was amended to specify selected excerpts for *Who Was Davy Crockett?*.

Section 110.30(a) was amended to establish implementation of the provisions of the section applicable to Grade 6 beginning with the 2031-2032 school year and provisions of the section applicable to Grades 7 and 8 beginning with the 2032-2033 school year.

Section 110.30(c) was amended to clarify requirements related to the use and local selection of additional literary works for English language arts and reading instruction that support coverage of the essential knowledge and skills and maintain similar rigor as the required literary works in the figures in §110.30(f)(1)-(3).

Section 110.30(d) was amended to strongly encourage the use of print-based texts.

Figure: 19 TAC §110.30(f)(2)

The Grade 7 literary works list was amended by adding *The Road Not Taken* by Robert Frost.

Section 110.70(a) was amended to establish implementation of the provisions of the section beginning with the 2033-2034 school year.

Section 110.70(c) was amended to clarify requirements related to the use and local selection of additional literary works for English language arts and reading instruction that support coverage of the essential knowledge and skills and maintain similar rigor as the required literary works in the figures in §110.70(f)(1)-(4).

Section 110.70(d) was amended to strongly encourage the use of print-based texts.

The SBOE approved the new sections for first reading and filing authorization at its April 10, 2026 meeting and for second reading and final adoption at its June 26, 2026 meeting.

The effective date is July 1, 2027.

SUMMARY OF COMMENTS AND RESPONSES: The public comment period on the proposal began May 15, 2026, and ended at 5:00 p.m. on June 15, 2026. The SBOE also provided an opportunity for registered oral and written comments at its June 2026 meeting in accordance with the SBOE board operating policies and procedures. Following is a summary of public comments received and corresponding responses.

Comment. Five teachers, two parents, and seven community members stated that the proposal should not be adopted as presented. The commenters raised general objections about the proposal's impact on students, educators, or public education. The commenters requested rejection or reconsideration of the proposal.

Response. The SBOE disagrees with commenters' proposal to reject the literary works lists. HB 1605 required the adoption of a literary works list for each grade level. The SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026.

Comment. Five teachers, two administrators, two parents, and one university/college staff member stated that specific titles, omissions, grade-level placements, or text pairings should be reconsidered. The commenters explained that alternative selections could improve grade-level fit, engagement, accessibility, rigor, literary quality, diversity, or alignment with TEKS and related coursework. The commenters requested that decision-makers revise the lists by adding, removing, replacing, or relocating particular texts.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026. The literary works lists were intentionally developed with grade-level differentiation to support engagement in the progression of complex texts from Kindergarten through Grade 12 considering Lexile levels, grade-level fit, accessibility, and rigor. The literary works lists were selected to include a variety of text types and genres to support the development of student proficiency for the specific TEKS in each grade.

Comment. Seven teachers, two administrators, two parents, and five community members stated that the literary works lists should be better aligned with social studies content, grade-level chronology, and appropriate course placement. The commenters explained that some selections appear more suitable for history or civics instruction, while other texts could strengthen interdisciplinary learning if aligned with corresponding social studies TEKS and historical eras. The commenters requested clearer cross-curricular coordination or reconsideration of texts that appear misaligned with ELAR instruction.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 to include cross-curricular coordination when possible based on content advisor recommendations, educator feedback, and social studies standards.

Comment. Ninety-seven teachers, eighteen administrators, forty-seven parents, thirty-four community members, and two out-of-state commenters stated that implementation of required literary works may create funding, access, logistics, procurement, timeline, training, and curriculum-redesign challenges for districts and campuses. The

commenters stated that the financial burden included requiring specific Bible versions and printed religious texts. The commenters explained that schools may need class sets, specific editions, instructional guidance, professional learning, pacing support, accessible formats, and equitable resources and that unfunded requirements could strain district budgets. The commenters requested clear implementation guidance, equitable access to materials, adequate funding, and realistic timelines if the lists move forward.

Response. In response to public comments, the SBOE approved a staggered implementation of the new ELAR TEKS for Kindergarten-Grade 12 to ensure procurement of and access to materials in a timely manner. The amended implementation timeline adopted by the SBOE provides greater time for teacher training, curriculum redesign, and resource funding management and adequate funding. The timeline is as follows: Kindergarten-Grade 5, 2030-2031; Grade 6, 2031-2032; Grades 7 and 8, 2032-2033; and high school, 2033-2034.

Comment. Seventy-seven teachers, two counselors, ten administrators, thirty-three parents, eighteen community members, one university/college staff member, and three out-of-state commenters stated that some proposed texts may not be developmentally appropriate, accessible, or well matched to the intended grade levels, reading levels, maturity levels, or instructional needs of students. The commenters explained that rigid placement of complex, lengthy, or thematically challenging texts may create barriers for struggling readers, emergent bilingual students, English learners, students receiving special education services, or students needing scaffolds and differentiation. The commenters requested age-appropriate, accessible, TEKS-aligned selections that maintain rigor while supporting meaningful comprehension and participation.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 to be consistent with the SBOE suitability rubric and comply with related statutes, including TEC, §28.0022. The literary works lists were intentionally developed to support age-appropriate content and engagement with a progression of complex texts from Kindergarten through Grade 12. The adopted lists include consideration for text types, genres, Lexile levels, and Spanish language texts to support the development of student proficiency for the specific TEKS in each grade.

Comment. Thirty-one teachers, seven administrators, twenty-one parents, forty-four community members, one university/college staff member and six out-of-state commenters stated that the proposed literary works lists would strengthen students' exposure to foundational, classical, historically significant, or culturally influential texts. The commenters explained that these works can build shared background knowledge, cultural literacy, reading stamina, historical understanding, and familiarity with enduring ideas, civic principles, and literary traditions. The commenters requested adoption of the proposal or continued support for a knowledge-rich, classics-based approach.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 to ensure students read a common literary canon providing a knowledge-rich, classically-based approach and preserve local autonomy to meet student needs.

Comment. Fourteen teachers, one administrator, three parents, and three community members stated that the required reading lists are too extensive to teach effectively within available instructional time while also addressing ELAR TEKS, writing, grammar, intervention, assessment preparation, and student needs. The commenters explained that excessive required texts and imbalance across genres may lead to rushed coverage, reduced depth of analysis, limited student choice, and less time for skill development. The commenters requested a shorter or more flexible list, often suggesting one or two core works per grade or a recommended menu rather than a broad mandate.

Response. The SBOE disagrees with the commenters' proposal to provide a short, flexible list or menu of works per grade level as HB 1605 required the SBOE to adopt a required literary list per grade level. The adopted list represents a minimum number of works required to be taught per grade level, allowing local school systems to identify additional texts and allow students the ability to self-select texts each school year. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Eighty teachers, eight administrators, forty-two parents, thirty-seven community members, and five university/college staff members stated that the proposed reading lists do not adequately reflect the cultural, racial, linguistic, gender, religious, or lived-experience diversity of Texas students and communities. The commenters

explained that students benefit from texts that function as both mirrors and windows by representing their own experiences while also exposing them to broader perspectives, authors, cultures, and histories. The commenters requested revisions to include more diverse, representative, and in many cases contemporary works so the lists better reflect Texas classrooms.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 to balance a canon of common literature with the need for local autonomy to meet student needs. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Thirteen teachers, two counselors, two administrators, twenty-five parents, twenty-one community members, one university/college staff member, and two out-of-state commenters stated that the process for developing or revising the literary works lists lacked sufficient transparency, rationale, or meaningful input from educators, parents, scholars, librarians, and community stakeholders. The commenters explained that text selection should be informed by classroom expertise, clear criteria, public review, and evidence of grade-level and standards alignment. The commenters requested additional review, educator-led work groups, stakeholder committees, or a more transparent revision process before adoption.

Response. The SBOE disagrees with the commenters' proposal for additional review, educator input, and a more transparent revision process. Input was collected through the Educators Survey for Statewide Required Literary Works List in Texas conducted in February 2025 and data and research presented during SBOE meetings from September 2025 to June 2026. A public posting of the research and the recommendations on the HB 1605 and Instructional Materials Review and Approval website allowed for greater transparency prior to consideration of first reading proposals.

Comment. Twenty teachers, four parents, and two community members stated that several texts may not be developmentally appropriate or engaging for elementary students. The commenters explained that some selections do not align with students' reading levels, interests, or instructional needs and may reduce motivation and comprehension. The commenters requested reconsideration of specific titles and greater attention to age appropriateness and engagement.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended with consideration for age appropriateness, Lexile levels, and engagement. The adopted lists take into consideration extensive research that resulted in the assembly of a comprehensive list of over 10,000 titles cross-referenced with a survey of responses from over 5,700 Texas teachers. This source material resulted in the SBOE's adopted literary works lists that represent a variety of text types and genres to support the development of student proficiency for the specific TEKS in each grade level.

Comment. One teacher offered a proposed list of alternative Grade 8 reading and language arts selections and reading selections. The commenter identified multiple literary, informational, poetic, dramatic, and contemporary works that could support instruction, including selections by Ray Bradbury, Edgar Allan Poe, Langston Hughes, Gary Soto, Frederick Douglass, Bryan Stevenson, and other authors. The commenter requested approval or consideration of those alternative texts for the Grade 8 curriculum.

Response. The SBOE disagrees with the commenter's proposal related to consideration of alternative texts for the Grade 8 curriculum. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction in all TEKS.

Comment. One administrator stated concern that changing Grade 8 TEKS to focus on Texas may disadvantage students when they reach high school. The commenter explained that spreading U.S. history across grade levels may prevent students from understanding the subject coherently and raised concerns about ideological framing. The commenter requested reconsideration of the history sequence and its effect on students' broader historical understanding.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One parent stated concern that the required literary works list relies too heavily on excerpts and short texts while also including religious content. The commenter explained that complete novels may provide stronger academic rigor than fragmented selections and raised concern about the religious content of the list. The commenter requested inclusion of full-length novels that meet or exceed grade-level expectations while addressing concerns about religious material.

Response. The SBOE disagrees with the commenters' proposal to remove or reconsider required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025. In response to public comment, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended with consideration for the inclusion of at least two full-length novels that meet or exceed grade-level expectations in Grades 3-12.

Comment. One teacher stated strong support for the mandatory Grade 7 reading list. The commenter explained that the selections are appropriate, realistic, relevant, diverse, and likely to promote meaningful student growth and classroom discussion. The commenter requested that the SBOE move forward with the proposal.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended with consideration for age-appropriateness, cross-curricular connections, text complexity, and statutory compliance.

Comment. One teacher stated support for including *Night* on the middle school literary works list. The commenter explained that the memoir supports literary analysis, historical awareness, evidence-based discussion, analytical writing, and reflection on resilience, prejudice, moral responsibility, and indifference. The commenter requested that *Night* remain included on the middle school list.

Response. The SBOE agrees and took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended with the inclusion of *Night* in the middle school list.

Comment. One teacher stated that *The Giver* is typically assigned in Grade 7 rather than Grade 8. The commenter explained that the current proposed placement may not align with common instructional practice. The commenter requested reconsideration of *The Giver's* grade-level placement.

Response. The SBOE disagrees with the commenter's proposal to move *The Giver* to Grade 7. Educator feedback indicated that many districts teach the same title in a variety of grade levels. The genre, Lexile level, TEKS alignment, and content are appropriate for Grade 8 students. However, the adopted rule text allows local districts to identify SBOE adopted literary works titles to be read at or before the SBOE designated grade.

Comment. One counselor stated that *To Kill a Mockingbird* is more appropriate for high school than intermediate or middle school. The commenter explained that the text should not be treated as a middle school selection. The commenter requested reconsideration of the text's grade-level placement.

Response. The SBOE provides the following clarification. *To Kill a Mockingbird* was considered for discussion but was not approved for first reading and filing authorization. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Two teachers stated that *Across Five Aprils* is outdated, linguistically difficult, and unlikely to engage many Grade 6 students. The commenters explained that dialect, historical phrasing, high text complexity, and limited perspective may create barriers for standard readers, English learners, neurodivergent students, and struggling readers. The commenters requested more current and accessible texts that still support rigor, historical understanding, world cultures, and critical thinking.

Response. The SBOE disagrees with the commenters' proposal and took action to adopt the new ELAR TEKS for Grade 6 with the inclusion of *Across Five Aprils*. The selection of this text provides age-appropriate, rigorous text aligned with cross curricular connections to Social Studies to support student learning and engagement. Local districts maintain authority to select additional texts which may include more contemporary titles.

Comment. Two teachers stated that *All Creatures Great and Small* is too advanced for required Grade 6 instruction. The commenters explained that the book's length, advanced vocabulary, British slang, technical veterinary terminology, mature content, and instructional time demands may exceed Grade 6 readiness. The commenters requested a shorter and more accessible alternative for middle school students.

Response. The SBOE disagrees with the commenters' proposal and took action to adopt the new ELAR TEKS for Grades 6-8 with the inclusion of *All Creatures Great and Small*. The selection of this text considers Lexile level, vocabulary, age-appropriate content, and instructional time demands supportive of Grade 6 TEKS.

Comment. One teacher and one administrator stated that Holocaust-centered texts are repeated or misplaced across middle school grades. The commenters explained that repeated Holocaust-focused reading may narrow students' exposure to other literature and should be aligned more intentionally with history content by grade level. The commenters requested revisions to reduce repetition and improve placement within the broader sequence of texts.

Response. The SBOE disagrees with the commenters' recommendation to reduce the repetition of Holocaust-focused texts. Stakeholder feedback, including input from the Texas Holocaust, Genocide, and Antisemitism Advisory Commission, supports the inclusion of this content and its grade-level placement in the adopted lists. Furthermore, TEC, §29.9072, requires instruction that includes information about the history of and lessons learned from the Holocaust.

Comment. Twenty-eight teachers, three administrators, one parent, and three university/college staff members stated that several assigned texts are not age appropriate or well placed for middle school students due to high Lexile levels, mature content, and archaic sentence structures. The commenters explained that selections such as *The Giver*, *To Kill a Mockingbird*, *The Diary of a Young Girl*, *Great Expectations*, *Dante's Inferno*, *All Creatures Great and Small*, and related works may require more maturity, vocabulary support, or background knowledge than many middle school students possess. The commenters requested reconsideration of text grade-level placement so rigor is preserved without hindering comprehension or connection.

Response. The SBOE disagrees with the commenter's proposal to reconsider text placement based on age appropriateness, Lexile level, and archaic language. The literary works lists were intentionally developed to support engagement in the progression of complex texts from Kindergarten-Grade 12. The literary works lists include a variety of text types and genres to preserve rigor, age-appropriate content, and Lexile readability.

Comment. Two teachers and one community member stated that the Grade 7 list lacks coherence, balance, and sufficient fit with student needs. The commenters explained that reading levels vary widely, thematic or historical connections are weak, and the narrow selection may not include enough award-winning or engaging options for different learners. The commenters requested revisions so the Grade 7 list better reflects grade-level expectations, student interests, and a coherent set of text choices.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Grade 7 as amended in June 2026 with consideration for age appropriateness, accessibility, TEKS alignment, and rigor.

Comment. Three teachers and one counselor stated that the list should preserve teacher and district choice. The commenters explained that classrooms differ and that educators and librarians need flexibility to select texts aligned with student reading levels, interests, cultural backgrounds, instructional needs, units of study, and TEKS. The commenters requested that the list function as a recommended framework or otherwise allow professional discretion instead of a rigid statewide requirement.

Response. The SBOE disagrees with commenters' proposal that the list function as a recommended framework or otherwise allow professional discretion. In alignment with HB 1605, the adopted SBOE literary works lists represent the minimum requirements for texts to be read by and for students at each grade level. Local decision-making

authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Two teachers, one counselor, and one university/college staff member stated that the proposed book choices do not align clearly with cross-curricular history goals or coordinated instructional planning. The commenters explained that several selections appear disconnected from the grade-level social studies sequence, which may reduce coherence and make integrated instruction more difficult. The commenters requested clearer alignment, greater transparency about title selection, and more flexibility for teachers to choose texts that support connected instruction.

Response. The SBOE disagrees with the commenters' proposal for clearer alignment, greater transparency, and flexibility. The SBOE's adopted literary works lists represent a variety of text types and genres to support the development of student proficiency for the specific TEKS in each grade level and cross-curricular connections where possible. The SBOE disagrees with the commenters' proposal for more flexibility for teachers to choose texts since HB 1605 requires the adoption of a literary works list by grade level. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction. The adopted lists take into consideration extensive research that resulted in the assembly of a comprehensive list of over 10,000 titles cross-referenced with a survey of responses from over 5,700 Texas teachers.

Comment. Two teachers, one counselor, one administrator, and one parent stated that the required list is too long to allow full TEKS coverage and deep instruction. The commenters explained that multiple long works would crowd out writing, grammar, argumentative and other genres, individualized learning, discussion, and analysis. The commenters requested a shorter list, such as one common text per grade or one book per quarter, so teachers can maintain rigor while preserving depth and flexibility.

Response. The SBOE disagrees with the commenters' proposal for a shorter list to allow for full TEKS coverage and deep instruction since TEC, §31.101, requires that each district provides each student with instructional materials that cover all TEKS. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. One teacher stated support for retaining *The Raven* as an English II selection. The commenter explained that the poem is engaging for Grade 10 students and provides strong opportunities to analyze author's craft, tone, poetic structure, and literary technique. The commenter requested continued inclusion of *The Raven* in the English II list.

Response. The SBOE agrees and took action to adopt the new ELAR TEKS for English II with the inclusion of *The Raven*.

Comment. One community member stated support for the proposed list's renewed emphasis on classical literature. The commenter requested continued support for classical literature as part of the required literary works list.

Response. The SBOE agrees and took action to adopt the new ELAR TEKS for Grades 9-12 in June 2026 with consideration for classical literature.

Comment. One community member stated that Hawthorne texts should be removed from the English III required list. The commenter explained that *The Scarlet Letter* and *The Minister's Black Veil* use difficult nineteenth-century language and present dark or gendered themes that the commenter viewed as inappropriate or unhelpful for high school students. The commenter requested that those Hawthorne selections not be required for English III.

Response. The SBOE disagrees with the commenter's proposal to remove *The Scarlet Letter* and *The Minister's Black Veil*. Stakeholder feedback indicated that many of the proposed titles were used in a variety of grade levels and that the concepts, themes, and language are suitable for high school developmental and academic abilities.

Comment. One teacher stated that *The Great Gatsby* should be removed from the list because the commenter viewed it as having limited literary, historical, or philosophical value for average high school students. The commenter explained that districts may require novels without adequately purchasing them for students and questioned whether the novel's treatment of wealth and capitalism remains useful. The commenter requested replacing *The Great Gatsby* with works viewed as more valuable and accessible.

Response. The SBOE provides the following clarification. *The Great Gatsby* was not included in the literary lists as proposed.

Comment. Five teachers, two administrators, and one parent stated that *Dante's Inferno* is too complex for on-level sophomores. The commenters explained that the text requires extensive vocabulary, historical and theological context, figurative interpretation, and sustained engagement with difficult material that many Grade 10 students may not be prepared to access. The commenters requested limiting the selection to excerpts or anchor cantos, using structured summaries, moving the work to a later grade level, or reserving it for more advanced study.

Response. The SBOE disagrees with the commenters' proposal that *The Inferno* be moved to a later grade level or reserved for more advanced study. The concepts, themes, and language are considered suitable for high school developmental and academic abilities. The literary works list includes a variety of text types and genres to preserve rigor, age-appropriate content, and Lexile readability.

Comment. Four teachers stated that English IV selections should better support college readiness, contemporary relevance, and senior engagement. The commenters explained that some proposed works may not connect strongly to current issues, postsecondary expectations, or student motivation, while other authors and texts may better support advanced analysis. The commenters requested reconsideration of selections such as *Pride and Prejudice* or *Walden* and consideration of works such as *1984* or other rigorous, relevant alternatives.

Response. The SBOE disagrees with the commenters' proposal to reconsider selections such as *Pride and Prejudice* or *Walden*. The concepts, themes, and language are considered suitable for high school developmental and academic abilities. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction in all TEKS.

Comment. Four teachers stated that *Fahrenheit 451* is better suited to an earlier grade level than English III. The commenters explained that the text has often been taught successfully with younger students and may not provide the level of rigor or American literature alignment expected for juniors. The commenters requested moving the text to an earlier course or replacing it in English III with works such as *The Great Gatsby* or *The Crucible*.

Response. The SBOE disagrees with the commenters' proposal to move *Fahrenheit 451* to an earlier course or replace it in English III with works such as *The Great Gatsby* or *The Crucible*. The concepts, themes, and language are considered suitable for developmental and academic abilities for English III. In addition, the adopted rule text allows local districts to identify SBOE adopted literary works titles to be read at or before the SBOE designated grade.

Comment. One administrator and one parent stated that ideological economic or political texts should not be required in English III. The commenters explained that works by Ayn Rand or Thomas Sowell present specific economic or political theories that may be better suited to other courses with fuller context. The commenters requested removal or replacement with texts more appropriate for literary study.

Response. The SBOE disagrees with the commenters' proposal to remove or replace works by Ayn Rand or Thomas Sowell. The concepts, theories, themes, and language are considered suitable for developmental and academic abilities for English III.

Comment. Twelve teachers stated that local educators and districts should retain flexibility in selecting high school texts. The commenters explained that a single statewide list may not account for student readiness, course level, district curriculum, AP and dual-credit requirements, community context, parent opt-out logistics, or student

engagement. The commenters requested an approved menu, reduced requirement, or other structure that preserves professional judgment and local instructional decision-making.

Response. The SBOE disagrees with the commenters' proposal for an approved menu and reduced requirement. HB 1605 requires the adoption of a literary works list for each grade level. Flexibility is granted through local decision-making authority to select additional instructional materials that align with TEKS and is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Five teachers stated that the English III list should broaden the range of American literature rather than centering difficult or narrow selections such as *The Scarlet Letter* or *Fahrenheit 451*. The commenters explained that English III traditionally supports broader study of U.S. literary movements, American themes, and works that engage diverse students. The commenters requested inclusion of alternatives such as *The Great Gatsby*, *A Raisin in the Sun*, *Their Eyes Were Watching God*, or shorter American works that better support engagement and course focus.

Response. The SBOE disagrees with the commenters' proposal to include alternatives such as *The Great Gatsby*, *A Raisin in the Sun*, *Their Eyes Were Watching God*, or shorter American works as the literary works lists were intentionally developed with grade-level differentiation to support engagement in the progression of complex texts from Kindergarten-Grade 12. Flexibility is preserved in local decision-making authority to select additional instructional materials that align with TEKS and is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Six teachers, one parent, and one community member stated that the high school lists need clearer literary, historical, and grade-level sequencing. The commenters explained that misplaced texts, uneven progression, limited nonfiction integration, and weak connections to world, U.S., or Texas history may make it harder for students to build background knowledge and understand literary eras coherently. The commenters requested revisions that restore a more logical sequence and improve cross-curricular alignment.

Response. The SBOE disagrees with the commenters' proposal for revisions as the literary works lists were intentionally developed with grade-level differentiation to support engagement in the progression of complex texts from Kindergarten-Grade 12 and to include a variety of text types and genres so that rigor is preserved without hindering comprehension or connection.

Comment. Two teachers stated that the lists should prioritize more engaging and contemporary texts for current students. The commenters explained that overly difficult, unrelatable, or low-interest selections may increase reliance on summaries or AI tools rather than authentic reading and may weaken reading motivation. The commenters requested newer, more relevant, and more motivating works that still preserve literary value and analytical rigor.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 with consideration for text relevancy, literary value, and rigor. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Six teachers, two administrators, one parent, and one community member stated that the proposed high school reading workload exceeds realistic instructional time. The commenters explained that multiple lengthy works and supplemental texts could reduce time for TEKS coverage, end-of-course preparation, AP requirements, writing instruction, informational and argumentative reading, and deeper analysis. The commenters requested a shorter list, fewer full-length requirements, clearer pacing guidance, or greater flexibility so instruction can maintain depth and quality.

Response. The SBOE disagrees with the commenters' proposal for a shorter list as the literary works list were intentionally selected to include a variety of text types and genres so that rigor is preserved without hindering comprehension or connection. The SBOE also disagrees with the commenters' proposal for clearer pacing guidance.

TEC, §28.002(i), does not allow the SBOE to adopt rules that designate the methodology used by a teacher or the time spent by a teacher or a student on a particular task or subject. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026. The SBOE also approved a staggered implementation of the new TEKS as follows: Kindergarten-Grade 5, 2030-2031; Grade 6, 2031-2032; Grades 7 and 8, 2032-2033; and high school, 2033-2034. The staggered implementation addresses time, pacing, resources, and workload. Flexibility is maintained through local decision-making authority to select additional instructional materials that align with TEKS and is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Three teachers and one community member stated that the proposed lists should differentiate expectations for learner populations and course tracks. The commenters explained that emergent bilingual students, on-level students, honors students, advanced students, and students in specialized programs need different levels of scaffolding, text length, and access points while maintaining rigorous standards. The commenters requested smaller lists, excerpts, separate expectations, or other flexible approaches aligned to language proficiency, course pathway, and learner need.

Response. The SBOE disagrees with the commenters' proposal for smaller lists, excerpts, separate expectations, or other flexible approaches. The literary works lists were intentionally developed to support age-appropriate content and engagement with a progression of complex texts from Kindergarten-Grade 12. The adopted lists include consideration for text types, genres, Lexile levels, and Spanish language texts to support the development of student proficiency for the specific TEKS in each grade. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Four teachers and one parent stated that the Shakespeare sequence should be more traditional, accessible, and teachable across high school. The commenters explained that *Romeo and Juliet*, *Julius Caesar*, *Macbeth*, *Hamlet*, or comparable alternatives should be placed in grades where students can best engage with language, character, conflict, and theme. The commenters requested a clearer Shakespeare progression, including consideration of *Romeo and Juliet* for freshmen and *Macbeth* as an alternative to less accessible placements.

Response. The SBOE disagrees with the commenters' proposal for a clearer Shakespeare progression, including consideration of *Romeo and Juliet* for freshmen and *Macbeth* as an alternative to less accessible placements. The literary works lists were 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. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Seventy-one teachers, three counselors, twenty-four administrators, one hundred parents, fifty community members, five university/college staff members, and two out-of-state commenters stated broad opposition to including Bible passages, biblical stories, or other religious texts as required readings in public schools because of constitutional concerns related to the First Amendment, the Establishment Clause, religious freedom, and the separation of church and state. Commenters explained that public education should remain secular, inclusive, and focused on academic instruction rather than required engagement with religious content. The commenters explained that required religious texts may create legal, pedagogical, or inclusion concerns if they privilege one tradition or lack clear secular instructional purpose and safeguards. The commenters stated that the inclusion of biblical or other religious texts in required reading raises concerns about constitutional neutrality, opt-out procedures, and instructional guidance in public schools. The commenters requested removal, reconsideration, or clearer guardrails to ensure legally sound, neutral, and inclusive implementation.

Response. The SBOE disagrees with the commenters' proposal to remove or reconsider required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Thirteen teachers, three administrators, twenty parents, sixteen community members, and one out-of-state commenter stated that biblical references and related religious texts can support literary, historical, cultural, and

interdisciplinary understanding when presented as academic content rather than devotional instruction. Commenters noted that these selections may provide background knowledge for Western literature, founding documents, symbolism, civic traditions, and broader cultural literacy. The commenters requested that the SBOE approve or retain biblical references and related works as literary or historical selections within the required literary works list.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 with consideration for literary, historical, cultural, and interdisciplinary relevance.

Comment. Thirty-six teachers, one counselor, six administrators, twenty-two parents, fourteen community members, two university/college staff members, and two out-of-state commenters stated that public school teachers are trained to teach reading, writing, and literature rather than theology or religious doctrine. Commenters explained that required biblical or religious texts could place educators in difficult positions involving interpretation, parent concerns, student questions, denominational differences, or accusations of promoting or rejecting religious beliefs. The commenters stated that religious texts are not necessary to meet ELAR instructional goals and may not align clearly with TEKS, literacy priorities, student engagement, or academic merit. Commenters explained that comparable secular literature can teach themes such as morality, perseverance, humility, figurative language, characterization, and cultural allusion without requiring religious instruction. The commenters stated that materials they view as promoting non-Christian, un-American, or harmful ideologies may be represented. The commenters requested that the SBOE remove required religious texts or provide clear neutral guidance, alternatives, and protections so educators are not required to interpret sacred texts in public school classrooms.

Response. The SBOE disagrees with the commenters' proposal to remove required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Forty-one teachers, thirty-two administrators, thirty-four parents, and twenty-two community members stated that religious texts may have value when studied academically for literary, historical, sociological, or cultural purposes, but only with clear safeguards that prevent devotional instruction or state endorsement. Commenters emphasized the need for neutral framing, legal review, appropriate age placement, optional use, local discretion, and clear instructional guidance. The commenters requested that the SBOE revise the lists to ensure any religious content is optional, balanced, legally reviewed, and taught only through neutral academic analysis.

Response. The SBOE disagrees with the commenters' proposal to make religious texts optional because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Ninety-five teachers, three counselors, twelve administrators, one hundred seventy-nine parents, one hundred thirty-five community members, and three out-of-state commenters stated that religious instruction should remain the responsibility of families, parents, churches, synagogues, mosques, temples, and other faith communities rather than public schools. The commenters stated that religious texts should not be incorporated in a way that privileges one faith tradition and explained that inclusion would be more appropriate only if multiple religions and belief systems are represented equitably. The commenters stated that required religious readings may exclude, alienate, pressure, or confuse students from different faith traditions or from nonreligious backgrounds. The commenters identified concerns that Protestant Christian or biblical selections appear disproportionate when compared with limited or absent representation of Islam, Hinduism, Buddhism, Judaism, Indigenous traditions, secular perspectives, or other worldviews. The commenters requested that the SBOE either remove religious selections to preserve family authority over religious education or revise the list to provide balanced, comparative representation of multiple religious and cultural traditions.

Response. The SBOE disagrees with the commenters' proposal to remove required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-

KP) as issued on November 17, 2025. The statute specifically identifies inclusion of the Hebrew scriptures, including the Old and New Testaments.

Comment. Twenty-four teachers, one counselor, two administrators, thirty-six parents, and eighteen community members stated that some required religious texts, translations, or related works are developmentally inappropriate, too complex, too long, or poorly matched to the assigned grade levels. The commenters explained that younger students may not have the maturity or reading background needed to distinguish academic study from religious instruction or to understand complex theological themes and archaic language. The commenters requested that the SBOE remove, replace, or adjust religious selections to ensure age-appropriate, readable, and instructionally suitable materials.

Response. The SBOE disagrees with the commenters' proposal to remove required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 with consideration for age-appropriateness, readability, and instructional suitability through translation choices and specific titles written for children.

Comment. Sixty-one teachers, two administrators, twenty-seven parents, eighteen community members, one university/college staff member, and one out-of-state commenter stated that statewide mandated reading lists limit local district authority, teacher professional judgment, and classroom flexibility. The commenters explained that educators and communities are better positioned to select materials that meet student needs and that opt-out provisions or required alternatives may create additional logistical burdens. The commenters requested that the SBOE reject mandatory statewide lists, convert selections to optional or recommended resources, restore local control, and preserve teacher discretion.

Response. The SBOE disagrees with the commenters' proposal to reject mandatory statewide lists and convert selections to optional or recommended resources. HB 1605 required the SBOE to adopt a required literary list per grade level. Local decision-making authority to select additional instructional materials that align with TEKS is preserved by 19 TAC §67.63 and newly adopted rule text in Chapters 110 and 128 that requires districts to adopt additional texts to support instruction.

Comment. Four teachers, ten parents, six community members, and two university/college staff members stated that the lists should preserve texts connected to Judeo-Christian values, classical Western traditions, and moral principles they believe shaped American society. The commenters described these selections as important for understanding the nation's founding, civic identity, and personal responsibility. The commenters requested that the SBOE retain or strengthen required literary works that emphasize Judeo-Christian, classical, and foundational American texts.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 with consideration for Judeo-Christian, classical, and foundational American texts.

Comment. Thirteen teachers, seventeen parents, and twelve community members stated that the proposed reading lists overemphasize white, Western, Christian, Protestant, or ideologically narrow perspectives while underrepresenting contemporary, multicultural, female, global, regional, and diverse literary voices. The commenters explained that this imbalance may limit students' exposure to broad cultural, historical, and literary traditions and may not prepare students for participation in a pluralistic society. The commenters requested that the SBOE revise the lists to include a wider range of authors, traditions, genres, critical thinking, and perspectives.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026 with consideration for a wide range of authors, traditions, genres, and perspectives.

Comment. One teacher stated that additional instruction should be included in the standards and explained that understanding constitutional processes supports student knowledge of government and civic systems. The

commenter described the importance of teaching how amendments are proposed and ratified. The commenter requested adding this content to the standards.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher stated that the curriculum omits important perspectives and explained that exclusion of certain groups may reduce historical accuracy and student understanding. The commenter described the importance of including diverse histories and perspectives. The commenter requested inclusion of additional content to improve representation.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher and one community member stated opposition to the proposed curriculum and explained that the materials may not be engaging, current, or appropriately designed for students. The commenters described concerns about presentation, instructional quality, and potential legal implications. The commenters requested that the curriculum not be adopted and that alternative materials be considered.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One parent and one community member stated support for the proposed standards and explained that the curriculum should emphasize civic knowledge, liberty, and Texas and American perspectives. The commenters described appreciation for the development process. The commenters requested adoption of the proposal as written.

Response. In response to public comments, the SBOE took action to adopt the new ELAR TEKS for Kindergarten-Grade 12 as amended in June 2026.

STATUTORY AUTHORITY. The new section is adopted under Texas Education Code (TEC), §28.002(c-4), as added by House Bill 1605, 88th Texas Legislature, Regular Session, 2023, which requires the State Board of Education, in adopting essential knowledge and skills for English language arts under TEC, §28.002(a)(1)(A), to specify a list of required vocabulary and at least one literary work to be taught in each grade level.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §28.002(c-4), as added by House Bill 1605, 88th Texas Legislature, Regular Session, 2023.

<rule>

§110.10. Literary Works Lists, Kindergarten-Grade 5, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). These Texas Essential Knowledge and Skills will be implemented in the 2030-2031 school year, in conjunction with §§110.2-110.7 of this chapter (relating to English Language Arts and Reading, Kindergarten, Adopted 2017; English Language Arts and Reading, Grade 1, Adopted 2017; English Language Arts and Reading, Grade 2, Adopted 2017; English Language Arts and Reading, Grade 3, Adopted 2017; English Language Arts and Reading, Grade 4, Adopted 2017; and English Language Arts and Reading, Grade 5, Adopted 2017).
- (b) The literary works included in the figures in subsection (f)(1)-(6) of this section shall be included in instruction at or before the designated grade level. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(6) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§110.2-110.7 of this chapter (relating to English Language Arts and Reading, Kindergarten, Adopted 2017; English Language Arts and Reading, Grade 1, Adopted 2017; English Language Arts and Reading, Grade 2, Adopted 2017; English Language Arts and Reading, Grade 3, Adopted 2017; English Language Arts and Reading, Grade 4, Adopted 2017; and English Language Arts and Reading, Grade 5, Adopted 2017) using, at a minimum,

the required literary works listed in the figures in subsection (f)(1)-(6) of this section. The literary works required by this section represent a portion of the literary works to be read by or for students in that grade and do not include texts that would cover all of the essential knowledge and skills for that grade. Additional literary works to be used in instruction must be selected at the local level, which may be accomplished by using literary works provided in a local adoption of instructional materials. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should include texts that cover the remainder of the essential knowledge and skills and prioritize content that reinforces required student expectations of knowledge from other subjects, including social studies. Additional locally selected literary works must be of similar rigor as required by the list in the figure for the given grade level.

- (d) Research consistently shows that print-based reading supports stronger comprehension and retention than screen-based reading. It is strongly recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Students in Kindergarten-Grade 4 are still developing proficiency in beginning reading and writing skills. Specific reading material used to develop those reading and writing skills, including decodable readers and grammar and handwriting guidance documents, are necessary to support that instruction but are not referenced in this section. Student expectations related to listening and speaking in those grades can be supported by exposing students to a range of literary works with more complex vocabulary. Consequently, certain literary works required by this section in Kindergarten-Grade 4 are noted as being recommended for implementation as being read aloud to the student as noted in the figures in subsection (f)(1)-(6) of this section. 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. If a literary work is not listed with a recommendation that it be read aloud, it must be read by students, with adult assistance where necessary.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) Kindergarten list, entitled "Required Literary Works - Kindergarten."
Figure: 19 TAC §110.10(f)(1)
 - (2) Grade 1 list, entitled "Required Literary Works - Grade 1."
Figure: 19 TAC §110.10(f)(2)
 - (3) Grade 2 list, entitled "Required Literary Works - Grade 2."
Figure 19 TAC §110.10(f)(3)
 - (4) Grade 3 list, entitled "Required Literary Works - Grade 3."
Figure: 19 TAC §110.10(f)(4)
 - (5) Grade 4 list, entitled "Required Literary Works - Grade 4."
Figure: 19 TAC §110.10(f)(5)
 - (6) Grade 5 list, entitled "Required Literary Works - Grade 5."
Figure: 19 TAC §110.10(f)(6)
- (g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(6) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(6) of this section or the information maintained on the TEA website.
- (h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the

child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.

- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(6) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

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STATUTORY AUTHORITY. The new section is adopted under Texas Education Code (TEC), §28.002(c-4), as added by House Bill 1605, 88th Texas Legislature, Regular Session, 2023, which requires the State Board of Education, in adopting essential knowledge and skills for English language arts under TEC, §28.002(a)(1)(A), to specify a list of required vocabulary and at least one literary work to be taught in each grade level.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §28.002(c-4), as added by House Bill 1605, 88th Texas Legislature, Regular Session, 2023.

<rule>

§110.30. Literary Works Lists, Grades 6-8, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). The provisions of this section applicable to Grade 6 shall be implemented beginning with the 2031-2032 school year, in conjunction with §110.22 of this chapter (relating to English Language Arts and Reading, Grade 6, Adopted 2017). The provisions of this section applicable to Grades 7 and 8 shall be implemented beginning with the 2032-2033 school year, in conjunction with §110.23 of this chapter (relating to English Language Arts and Reading, Grade 7, Adopted 2017) and §110.24 of this chapter (relating to English Language Arts and Reading, Grade 8, Adopted 2017).
- (b) The literary works included in the figures in subsection (f)(1)-(3) of this section shall be included in instruction at or before the designated grade level. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(3) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§110.22-110.24 of this chapter (relating to English Language Arts and Reading, Grade 6, Adopted 2017; English Language Arts and Reading, Grade 7, Adopted 2017; and English Language Arts and Reading, Grade 8, Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(3) of this section. The literary works required by this section represent a portion of the literary works to be read by students in that grade and do not include texts that would cover all of the essential knowledge and skills for that grade. Additional literary works to be used in instruction must be selected at the local level, which may be accomplished by using literary works provided in a local adoption of instructional materials. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should include texts that cover the remainder of the essential knowledge and skills and prioritize content that reinforces required student expectations of knowledge from other subjects, including social studies. Additional locally selected literary works must be of similar rigor as required by the list in the figure for the given grade level.
- (d) Research consistently shows that print-based reading supports stronger comprehension and retention than screen-based reading. It is strongly recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Literary works listed in the figures for Grades 6-12 are organized by grouping required titles into a set. Each set of literary works identifies an anchor work along with additional shorter works that may be read to support the anchor, with the shorter works denoted in the figures with a set a of dashes that points back to each anchor. This approach to grouping is recommended as an option to consider for instruction but is not required.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) Grade 6 list, entitled "Required Literary Works - Grade 6."
Figure: 19 TAC §110.30(f)(1)
 - (2) Grade 7 list, entitled "Required Literary Works - Grade 7."
Figure: 19 TAC §110.30(f)(2)

(3) Grade 8 list, entitled "Required Literary Works - Grade 8."

Figure: 19 TAC §110.30(f)(3)

- (g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(3) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(3) of this section or the information maintained on the TEA website.
- (h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.
- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(3) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

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STATUTORY AUTHORITY. The new section is adopted under Texas Education Code (TEC), §28.002(c-4), as added by House Bill 1605, 88th Texas Legislature, Regular Session, 2023, which requires the State Board of Education, in adopting essential knowledge and skills for English language arts under TEC, §28.002(a)(1)(A), to specify a list of required vocabulary and at least one literary work to be taught in each grade level.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §28.002(c-4), as added by House Bill 1605, 88th Texas Legislature, Regular Session, 2023.

<rule>

§110.70. Literary Works Lists, High School, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). The provisions of this section shall be implemented beginning with the 2033-2034 school year, in conjunction with §§110.36-110.39 of this chapter (relating to English Language Arts and Reading, English I (One Credit), Adopted 2017; English Language Arts and Reading, English II (One Credit), Adopted 2017; English Language Arts and Reading, English III (One Credit), Adopted 2017; and English Language Arts and Reading, English IV (One Credit), Adopted 2017).
- (b) The literary works included in the figures in subsection (f)(1)-(4) of this section shall be included in instruction at or before the designated grade level. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(4) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§110.36-110.39 of this chapter (relating to English Language Arts and Reading, English I (One Credit), Adopted 2017; English Language Arts and Reading, English II (One Credit), Adopted 2017; English Language Arts and Reading, English III (One Credit), Adopted 2017; and English Language Arts and Reading, English IV (One Credit), Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(4) of this section. The literary works required by this section represent a portion of the literary works to be read by students in that grade and do not include texts that would cover all of the essential knowledge and skills for that grade. Additional literary works to be used in instruction must be selected at the local level, which may be accomplished by using literary works provided in a local adoption of instructional materials. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should include texts that cover the remainder of the essential knowledge and skills and prioritize content that reinforces required student expectations of knowledge from other subjects, including social studies. Additional locally selected literary works must be of similar rigor as required by the list in the figure for the given grade level.
- (d) Research consistently shows that print-based reading supports stronger comprehension and retention than screen-based reading. It is strongly recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Literary works listed in the figures for Grades 6-12 are organized by grouping required titles into a set. Each set of literary works identifies an anchor work along with additional shorter works that may be read to support the anchor, with the shorter works denoted in the figures with a set of dashes that points back to each anchor. This approach to grouping is recommended as an option to consider for instruction but is not required.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) English I list, entitled "Required Literary Works - English I."
Figure: 19 TAC §110.70(f)(1)
 - (2) English II list, entitled "Required Literary Works - English II."
Figure: 19 TAC §110.70(f)(2)

- (3) English III list, entitled "Required Literary Works - English III."

Figure: 19 TAC §110.70(f)(3)

- (4) English IV list, entitled "Required Literary Works - English IV."

Figure: 19 TAC §110.70(f)(4)

- (g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(4) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(4) of this section or the information maintained on the TEA website.
- (h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.
- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(4) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.