

Text of Adopted New 19 TAC

Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language

Subchapter A. Elementary

§128.10. 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 §§128.2-128.7 of this chapter (relating to Spanish Language Arts and Reading, Kindergarten, Adopted 2017; Spanish Language Arts and Reading, Grade 1, Adopted 2017; Spanish Language Arts and Reading, Grade 2, Adopted 2017; Spanish Language Arts and Reading, Grade 3, Adopted 2017; Spanish Language Arts and Reading, Grade 4, Adopted 2017; and Spanish Language Arts and Reading, Grade 5, Adopted 2017).
- (b) The literary works in an English or Spanish version included in the figures in subsection (f)(1)-(6) of this section shall be included in instruction at or before the designated grade level for students receiving instruction in Spanish language arts and reading. 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 §§128.2-128.7 of this chapter (relating to Spanish Language Arts and Reading, Kindergarten, Adopted 2017; Spanish Language Arts and Reading, Grade 1, Adopted 2017; Spanish Language Arts and Reading, Grade 2, Adopted 2017; Spanish Language Arts and Reading, Grade 3, Adopted 2017; Spanish Language Arts and Reading, Grade 4, Adopted 2017; and Spanish 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 [minimum] 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 [may] 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 Spanish language arts and reading, school districts and charter schools should include texts that cover the remainder of the essential knowledge and skills and prioritize [texts with] 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 Spanish Literary Works - Kindergarten."

Figure: 19 TAC §128.10(f)(1) ~~[Figure: 19 TAC §128.10(f)(1)]~~

- (2) Grade 1 list, entitled "Required Spanish Literary Works - Grade 1."

Figure: 19 TAC §128.10(f)(2) ~~[Figure: 19 TAC §128.10(f)(2)]~~

- (3) Grade 2 list, entitled "Required Spanish Literary Works - Grade 2."

Figure: 19 TAC §128.10(f)(3) ~~[Figure: 19 TAC §128.10(f)(3)]~~

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

Figure: 19 TAC §128.10(f)(4) ~~[Figure: 19 TAC §128.10(f)(4)]~~

- (5) Grade 4 list, entitled "Required Spanish Literary Works - Grade 4."

Figure: 19 TAC §128.10(f)(5) ~~[Figure: 19 TAC §128.10(f)(5)]~~

- (6) Grade 5 list, entitled "Required Spanish Literary Works - Grade 5."

Figure: 19 TAC §128.10(f)(6) ~~[Figure: 19 TAC §128.10(f)(6)]~~

- (g) All titles must be taught, either in English or in Spanish. If a Spanish version is not available, the English version must be taught. The determination as to whether a title is taught in English or Spanish is based on the language of instruction determined by the Language Proficiency Assessment Committee (LPAC), as applicable, and the bilingual program model as described in Chapter 89, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students) and further adjusted based on individual student need.
- (h) 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.
- (i) 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.