

The State Board of Education (SBOE) adopts new §§128.10, 128.30, and 128.70, concerning Texas Essential Knowledge and Skills (TEKS) for Spanish language arts and reading and English as a second language. 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 3289) 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 §§128.10, 128.30, and 128.70 until the April 2026 meeting. The SBOE approved proposed new 19 TAC §§128.10, 128.30, and 128.70 for first reading and filing authorization at the April 2026 meeting.

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

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

Section 128.10(a) was amended to establish implementation of the provisions of the section beginning with the 2030-2031 school year.

Section 128.10(c) was amended to clarify requirements related to the use and local selection of additional literary works for Spanish 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 §128.10(f)(1)-(6).

Section 128.10(d) was amended to strongly encourage the use of print-based texts.

*Figure: 19 TAC §128.10(f)(1)*

The Kindergarten literary works list was amended to remove the English title *Anansi the Spider: A Tale from the Ashanti* by Gerald McDermott and the Spanish title *Anansi: En Busca de las Estrellas* by Juan Diego González.

The Kindergarten literary works list was amended to correct the Spanish title for *Chicka Chicka Boom Boom*.

The Kindergarten literary works list was amended to replace the English title *Cinderella* by Marcia Brown with the bilingual edition *Cinderella/Cenicienta* adapted by Francesca Boada.

The Kindergarten literary works list was amended to remove *Hey Diddle Diddle* from the selected excerpts for the English title *Classic Nursery Rhymes*.

The Kindergarten literary works list was amended to make a technical capitalization correction in the Spanish entry for *La Madre Goose: Nursery Rhymes for los niños*.

The Kindergarten literary works list was amended to correct the Spanish title *¡Todos al Rodeo! A Vaquero Alphabet Book* by adding the opening inverted exclamation mark.

The Kindergarten literary works list was amended to move editor to the author field for *The Lion and the Mouse*.

The Kindergarten literary works list was amended to specify selected excerpts for *Thomas Edison: La revolución de la luz*.

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

*Figure: 19 TAC §128.10(f)(2)*

The Grade 1 literary works list was amended to correct the title of the selected excerpt *Then Your Heart is Full of Love in A Beautiful Day in the Neighborhood*.

The Grade 1 literary works list was amended to update the Spanish title for *The Boy Who Cried Wolf*.

The Grade 1 literary works list was amended to remove *Danny and the Dinosaur* by Syd Hoff and the corresponding Spanish title *Danielito y el Dinosaurio* by Syd Hoff from the list of required literary works.

The Grade 1 literary works list was amended to remove *The Hare in the Moon* by Angela McAllister and the corresponding Spanish title *La liebre en la luna* by Angela McAllister.

The Grade 1 literary works list was amended to remove *The Fox and the Grapes* and the corresponding Spanish title *El zorro y las uvas* from the list of required literary works.

The Grade 1 literary works list was amended to replace the English title *Davy Crockett* (excerpt from *A Book of Americans*) and its corresponding Spanish title with updated English and Spanish versions of *Davy Crockett*.

The Grade 1 literary works list was amended to make a technical capitalization correction in the Spanish title for *Jack and the Beanstalk*.

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) to the list of required literary works.

The Grade 1 literary works list was amended to remove *Noah's Ark* by Peter Spier and the corresponding Spanish title *El Arca de Noé* by Peter Spier and Manu Manzano.

The Grade 1 literary works list was amended to remove *Rapunzel* (excerpt from *Usborne Illustrated Grimm's Fairy Tales*) and the corresponding Spanish title *Rapunzel Verdezuela* (excerpt from *Cuentos ilustrados de los hermanos Grimm*).

The Grade 1 literary works list was amended to correct the author name Sharon Coan for the Spanish entry for *Pocahontas*.

*Figure: 19 TAC §128.10(f)(3)*

The Grade 2 literary works list was amended to correct the Spanish title for *David and Goliath*.

The Grade 2 literary works list was amended to revise the selected excerpts for the Spanish entry *¿Quién Fue Harriet Tubman?*.

The Grade 2 literary works list was amended to remove *The Mouse and the Motorcycle* by Beverly Cleary and the corresponding Spanish title *El ratoncito de la moto* by Beverly Cleary.

The Grade 2 literary works list was amended to specify selected excerpts for *La Revolución Estadounidense: La lucha por la libertad*.

*Figure: 19 TAC §128.10(f)(4)*

The Grade 3 literary works list was amended to remove *Hercules and the Wagoner* and the corresponding Spanish title *Hércules y el carretero*.

The Grade 3 literary works list was amended to replace the corresponding Spanish title *Teseo y Ariadna* with *Ariadna y el Minotauro* for *Icarus and Daedalus*.

The Grade 3 literary works list was amended to update the source text and ISBN for Smart by Shel Silverstein and add the corresponding Spanish title *El más listo* (excerpt from *Cayendo hacia arriba*).

The Grade 3 literary works list was amended to replace *The Story of Benjamin Franklin: An Inspiring Biography for Young Readers* with *Benjamin Franklin (Life Stories/Biografías Bilingual Edition)* and update the corresponding Spanish title *Benjamin Franklin (Life Stories/Biografías Bilingual Edition)*.

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

*Figure: 19 TAC §128.10(f)(5)*

The Grade 4 literary works list was amended to replace the Spanish paired text for *The Ant and the Dove* with *El saltamontes y la hormiga*.

The Grade 4 literary works list was amended to update the specified excerpt for the Spanish edition of *The Boy Who Harnessed the Wind*, *El niño que domó el viento*.

The Grade 4 literary works list was amended to remove *The Road Not Taken* and the corresponding Spanish title *El Camino no elegido* from the list of required literary works. The poem was moved to the required literary works for Grade 7 in Figure: 19 TAC §128.30(f)(2).

The Grade 4 literary works list was amended to remove *St. George and the Dragon* and the corresponding Spanish title *San Jorge y el dragón*.

The Grade 4 literary works list was amended to remove *Thunderstorm in the Church* and the corresponding Spanish title *Marcelino pan y vino*.

The Grade 4 literary works list was amended to indicate that a Spanish edition is not available for *The Story of King Arthur and His Knights*.

*Figure: 19 TAC §128.10(f)(6)*

The Grade 5 literary works list was amended to replace *The Monkey and the Camel* from Jerry Pinkney's adaptation of *Aesop's Fables* and the corresponding Spanish title *El mono y el camello* from *Fábulas de Esopo* with *The Monkey as King* from Charles Santore's adaptation of *Aesop's Fables* and the corresponding Spanish title *El mono como rey* from *Fábulas de Esopo*.

The Grade 5 literary works list was amended to add *Paul Revere's Ride* by Henry Wadsworth Longfellow and identify that a corresponding Spanish title is not available.

The Grade 5 literary works list was amended to specify selected excerpts for the corresponding Spanish title *¿Quién fue Tomás Jefferson?*.

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

Section 128.10(g) was amended to provide guidance on the use of English texts when the Spanish version is not available.

Section 128.30(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 128.30(c) was amended to clarify requirements related to the use and local selection of additional literary works for Spanish 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 §128.30(f)(1)-(3).

Section 128.30(d) was amended to strongly encourage the use of print-based texts.

*Figure: 19 TAC §128.30(f)(1)*

The Grade 6 literary works list was amended to specify Volumes 1-3 of the Spanish title *Todas las criaturas grandes y pequeñas: Aventuras y desventuras de un veterinario en la campiña inglesa* for *All Creatures Great and Small*.

*Figure: 19 TAC §128.30(f)(2)*

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

Section 128.30(g) was amended to provide guidance on the use of English texts when the Spanish version is not available.

Section 128.70(a) was amended to establish implementation of the provisions of the section beginning with the 2033-2034 school year.

Section 128.70(c) was amended to clarify requirements related to the use and local selection of additional literary works for Spanish language arts and reading and English as a second language instruction that support coverage of the essential knowledge and skills and maintain similar rigor as the required literary works in the figures in §128.70(f)(1) and (2).

Section 128.70(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.** Two community members stated that the proposed standards do not meet the obligation to teach truthful and complete history. The commenters explained that the curriculum leans heavily into Texas history while cutting world history and cultures, presents Native peoples such as the Lipan Apache, Comanche, and Caddo in the past tense, and removes references to diverse American Indian groups and Muslim contributions to science. The commenters indicated that these omissions limit students' ability to become informed citizens by presenting an incomplete narrative of history. The commenters requested that the SBOE slow the process and revise the standards to ensure a full and accurate history of Texas and the world that includes Native peoples in the present.

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

**Comment.** One teacher, five parents, and one community member expressed opposition to the proposed action, proposed change, or proposed reading list. The commenters stated dissatisfaction or opposition without providing an additional specific rationale.

**Response.** In response to public comments, the SBOE took action to adopt the new Spanish language arts and reading (SLAR) TEKS for Kindergarten-Grade 12 as amended in June 2026 based on statutory requirements included in HB 1605. The literary works lists were intentionally developed with grade-level differentiation to support engagement in a progression of complex texts from Kindergarten-Grade 12.

**Comment.** Two teachers stated that learning Spanish in a basic way is essential.

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

Comment. Two parents stated concern about perceived attacks on public schools and undisclosed conflicts of interest. The commenters stated a desire for schools to teach history as it actually happened without omitting content or restricting teachers' ability to discuss complex topics. The commenters noted that inclusive teaching and diverse perspectives have positively influenced student understanding of current affairs. The commenters indicated an intent to share these concerns with others.

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

Comment. Two teachers, one community member, and one university/college staff member expressed concern about banning books, censorship, or censoring books from minority authors. The commenters stated that censorship promotes ignorance, may hinder critical thinking, and does not reflect the broader population. The commenters asked that there be no bans and that actions prioritize what is best for all students, parents, and educators.

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

Comment. Six teachers, one administrator, three parents, and five community members expressed concern that the proposed reading lists include limited representation of women authors, authors of color, and diverse cultural communities and that the proposal limits student choice by requiring specific authors and perspectives while excluding labor, civil rights, and critical theory viewpoints. The commenters noted specifics, including relatively few works by diverse authors, only two authors of color on the Grades 7-12 lists, about 64% of selections written by white male authors, and about 8% by authors of color. The commenters explained that the lists should better reflect Texas students, including Hispanic, African American, Asian American, Indigenous, Hispanic, and Black students, and should include contemporary voices addressing culture, identity, and community. The commenters expressed opposition to the adoption of a state-mandated reading list, stating that it is influenced by political and ideological pressure rather than educational expertise. The commenters also requested removal of sectarian texts and that the lists be broadened, revised, or delayed to include more diverse, contemporary, and representative works while maintaining rigor. The commenters asked that decision-makers trust educators, librarians, and literacy experts.

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 SLAR TEKS for Kindergarten-Grade 12 as amended in June 2026. The literary works lists were intentionally selected to include a variety of authors, text types, perspectives and genres that maintain rigor, and 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. Eighteen teachers, one administrator, one parent, two community members, one university/college staff, three community members, two university/college staff members, and two out-of-state commenters expressed opposition or concern that a mandatory statewide literary works list would limit teacher autonomy and instructional flexibility. The commenters expressed support for retaining local school board autonomy over literature selections. The commenters stated that teachers select texts based on students' reading levels, interests, backgrounds, needs, school communities, and classroom contexts, and that Texas students are not served by a one-size-fits-all approach. The commenters explained that required lists may invalidate educators' professional judgment, require curriculum changes, reduce responsiveness to diverse learners, and make it harder to meet individual student needs especially amid concerns about teacher shortages. The commenters requested that TEA or the SBOE reconsider the mandate, require TEKS only, or allow educators and local decision-makers to select texts.

Response: The SBOE disagrees with the commenters' proposal to reconsider the mandate and use the list as a flexible resource. HB 1605 required that the SBOE adopt a literary works list for each grade level. Additionally, 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, one parent, one community member, and one university/college staff member expressed concern that mandated or overly restrictive reading lists may reduce student engagement, student choice, and the development of a love of reading. The commenters stated that teachers' enthusiasm for selected novels, current titles students can see themselves in, and literature matched to student interests can encourage creativity, collaboration, meaningful connections, and reading motivation. The commenters explained that selections viewed as old, boring, too narrow, too numerous, or insufficiently flexible may turn students off reading or limit time for play, exploration, and self-expression. The commenters requested that teachers and school leaders be trusted to choose materials, that students or experienced educators have input, that the list be reduced to one required text per grade, or that approval be delayed or substantially revised.

Response. The SBOE disagrees with the commenters' proposal to delay or substantially revise the list. HB 1605 required that the SBOE adopt a literary works list for each grade level. The literary works lists were intentionally selected to include a variety of text types and genres to support student engagement and 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 requiring districts to adopt additional texts to support instruction.

Comment. Two teachers and one community member expressed concern that the proposed list includes compulsory religious or sectarian content and may raise inclusivity, First Amendment, or separation of church and state concerns. The commenters stated that prioritizing Christian texts or adding compulsory religious passages may displace diverse, academically relevant, and culturally representative literature. The commenters requested removal of sectarian texts, adoption of academically neutral and culturally responsive materials, and restoration of local control in selecting instructional resources.

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. 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. Three teachers and two parents stated concern about the process used to develop the literary works lists and whether educators, scholars, parents, responsible students, or Texas English teachers from diverse districts were consulted. The commenters asked who selected the lists, when decision-makers were last in classrooms, how compliance would be monitored, and whether teachers could be penalized for interpretation of choices, pacing, or omission. The commenters explained that lack of transparency and unclear enforcement may raise concerns about appropriateness, effectiveness, excessive state overreach, fear, inconsistency, or politicization of education. The commenters requested experienced teacher input and decisions that prioritize what best serves Texas students.

Response. In response to public comments, the SBOE took action to adopt the new English language arts and reading (ELAR) and SLAR TEKS for Kindergarten-Grade 12 as amended in June 2026 based on statutory requirements in HB 1605. 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. All SBOE titles must be included in classroom instruction to be in compliance with TEKS implementation. 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. Nine teachers, two parents, and one community member noted concerns about the size of the required lists and the lack of clarity regarding funding for class sets of texts, supplemental materials, professional development, new assessments, and instructional resources. The commenters asked who would be responsible for purchasing the texts for teachers and expressed concern about whether teachers are expected to only read the works aloud or provide additional instruction. The commenters stated that requiring schools or districts to purchase books

without additional or dedicated funding would create financial strain, particularly amid budget constraints, staffing shortages, competing demands, and other needed supplies. The commenters explained that local school boards and educators are best positioned to select literary works aligned to TEKS while maintaining instructional flexibility and fiscal responsibility. The commenters requested that literary text selection remain a local decision unless sufficient funding and implementation support are provided.

Response. In response to public comments, the SBOE approved a staggered implementation of the adopted SLAR 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. Districts will use currently available funding through the Instructional Materials Allotment and Entitlement Funds to support instructional materials purchases over the biennium. Publishers will integrate the required literary works lists into updated instructional materials approved through the IMRA process and districts will use currently available funds within the state-appropriated Instruction Materials Allotment as well as entitlement funds to purchase a new adoption inclusive of the required titles or purchase the titles to integrate into locally developed curriculum.

Comment. Two teachers, three community members, and one university/college staff member stated that the proposed literary works lists in Chapter 128 should be revised to better support English proficiency, academic rigor, and civic literacy while respecting parental rights and avoiding ideological content. The commenters explained that English-language core texts should be prioritized and that Spanish/English learners language arts selections should clearly support English acquisition and align with TEKS literacy goals. The commenters noted that objective selection criteria should be required, including literary quality, grade-level appropriateness, standards alignment, and vetted neutral translations or editions. The commenters requested that violent and sexual content not be included and that age appropriateness be ensured through content warnings, alternative assignments, and clear opt-out procedures.

Response. The SBOE disagrees with commenters' proposal to reject the literary works list. Statutory requirements in HB 1605 and 19 TAC §120.20 and §120.21 allow students to be provided with language support through the English Language Proficiency Standards. No changes were made to TEC, §26.010, which provides a parent authority to remove a student temporarily from a class or activity that conflicts with the parent's religious or moral beliefs, subject to certain limitations. As a result of public comment, the SBOE took action to adopt the new SLAR TEKS for Kindergarten-Grade 12 as amended with consideration for educator flexibility to support student needs.

Comment. Five teachers, two parents, one administrator, and three community members expressed concern or opposition regarding proposed required literary works lists for English for speakers of other languages (ESOL), English as a second language, SLAR, or Spanish. The commenters stated that required texts may not meet the needs of newcomer emergent bilingual students, multilingual learners, or bilingual students with varied language proficiency levels, prior schooling, home languages, reading levels, and cultural backgrounds; may contribute to students feeling excluded or not represented; and may hinder a sense of belonging. The commenters explained that texts such as *Great Expectations* and *Pride and Prejudice* may not be appropriate for Grade 9 students who are English learners or who struggle with reading due to dyslexia or attention-deficit/hyperactivity disorder. The commenters explained that ESOL instruction may require short, modified, annotated, or incremental texts and that strict alignment may disrupt effective instruction, language acquisition. The commenters noted that objective selection criteria should be required, including literary quality, grade-level appropriateness, standards alignment, and vetted neutral translations or editions. The commenters requested that the SBOE reject, substantially revise, or make the lists advisory while preserving educator flexibility and supports such as accommodations or alternative versions. The commenters also requested that violent and sexual content not be included and that age appropriateness be ensured through content warnings, alternative assignments, and clear opt-out procedures.

Response. The SBOE disagrees with commenters' proposal to reject or make the literary works list advisory. HB 1605 required that the SBOE adopt a literary works list for each grade level. In response to public comments, the SBOE adopted the new ELAR and SLAR TEKS for Kindergarten-Grade 12 as amended in June 2026. The literary works lists include texts intentionally chosen to be consistent with the SBOE suitability rubric and comply with related statutes including TEC, §28.0022. The literary works lists were intentionally developed with grade level differentiation to support engagement of emergent bilingual students in the progression of complex texts from Kindergarten-Grade 12. 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 parent and one community member requested that the proposed lists be maintained without changes.

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

Comment. Four community members and one university/college staff member expressed concern that proposed literary works policies or related public input processes may limit parental rights or reflect ideological influence. The commenters stated that the proposal may override parental rights with an ideological agenda or that external organizations may shape opinions of legislators and media. The commenters noted concern about inappropriate materials in schools and asked that decisions prioritize constituents. The commenters requested that the SBOE shorten the lists, preserve flexibility, ensure inclusive representation, respect parental rights, and prioritize student engagement and meaningful learning experiences.

Response. In response to public comments, the SBOE adopted the new SLAR TEKS for Kindergarten-Grade 12 as amended in June 2026 based on statutory requirements included in HB 1605. No changes were made to TEC, §26.010, which provides a parent authority to remove a student temporarily from a class or activity that conflicts with the parent's religious or moral beliefs, subject to certain limitations.

Comment. One university/college staff member stated that children are the future and that it is important for individuals to be well informed. The commenter noted that tax dollars should be used to provide access to all available information.

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

Comment. One teacher stated that support for these changes is inappropriate.

Response. In response to public comments, the SBOE adopted the new SLAR TEKS for Kindergarten-Grade 12 as amended in June 2026 based on statutory requirements in HB 1605.

Comment. One university/college staff member stated that there is no need for teaching English as a second language and that English serves as the national language and the primary language of international travel and business.

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

Comment. Two teachers expressed concerns about the developmental appropriateness of introducing complex historical concepts in Kindergarten-Grade 2, stating that the proposed changes do not align with research on young learners' ability to process such material. The commenters described the potential long-term impact as creating gaps in students' civic understanding and limiting intellectual growth. The commenters requested that the committee reconsider the proposed changes and maintain a balanced approach that includes both Texas and U.S. History to support informed citizenship and a comprehensive education.

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

Comment. Two teachers expressed opposition to the proposed curriculum changes, stating that eliminating the Grade 8 U.S. History course creates an imbalance between Texas and national history education. The commenters explained that while incorporating Texas history is valuable, removing comprehensive U.S. History limits students' understanding of the nation's past and weakens opportunities to develop critical-thinking and problem-solving skills necessary for informed decision-making. The commenters noted concerns that the proposal prioritizes state identity over cultivating well-rounded American citizens and diminishes students' understanding of federalism and the cooperative relationship between state and federal government systems.

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

Comment. Three teachers and one administrator expressed concerns that several proposed middle school required texts may not be developmentally appropriate or well matched to students' grade levels and reading needs. The commenters stated that *Great Expectations* presents barriers because of complex language and reading level, that *All Creatures Great and Small* is too long for Grade 6 students and not relatable to a diverse population, that *The Diary of a Young Girl* is not appropriate for Grade 7 due to certain situations, and that *Night* by Elie Wiesel contains graphic and mature content more suitable for high school, specifically Grade 10. The commenters explained that assigning texts above students' independent reading ability or emotional and mental readiness may discourage engagement, limit comprehension, or fail to foster literacy growth. The commenters noted the reduction of the number of required readings to two selections as more realistic and asked that the placement of *Night* and the proposed list decisions be considered in final decisions.

Response. In response to public comments, the SBOE took action to adopt the new SLAR TEKS for Kindergarten-Grade 12 as amended in June 2026. 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, with consideration for age appropriateness and student engagement.

Comment. One teacher expressed that teachers should have the autonomy to choose literature that best suits the needs of their students without adhering to a mandated list that makes little sense. The commenter explained that English IV is supposed to be British literature, but the list includes works that are not British in nature. The commenter stated that this reinforces the perception that those who create these lists know little or nothing about teaching, English classes, or the TEKS. The commenter noted that teachers are the experts and know how to do their jobs better than anyone.

Response. In response to public comments, 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. Four teachers, two parents, and one community member stated that the reading lists should reflect balance by including classical literature in the proposed reading lists due to its influence on Western civilization. The commenters stated concerns about content related to Islam and its compatibility with American values. Commenters supported preserving classical and foundational American texts, including Christianity's influence on the nation's principles and American exceptionalism. The commenters requested support to ensure this emphasis is maintained.

Response. In response to public comments, the SBOE took action to adopt the new SLAR TEKS for Kindergarten-Grade 12 as amended in June 2026 with consideration for a classical approach to text selection.

Comment. Twenty-four teachers, one administrator, twenty-one parents, two counselors, and eleven community members stated that public education in Texas should not require specifically Christian biblical texts, even when those texts have historical or literary value, because a dominant religion should not be imposed on others. The commenters stated that the Bible contains multiple genres and that unclear classification as fiction, nonfiction, mythology, literature, or religious doctrine creates confusion for educators and students. The commenters explained that mandating Christian scripture risks violating constitutional boundaries, privileging one religious framework, and marginalizing students from varied religious and non-religious backgrounds. The commenters noted that families should retain authority over religious instruction. The commenters stated that a stronger humanities curriculum would prioritize comparative world literature, intellectual diversity, neutrality, and equal representation. The commenters indicated that this position would affect future voting decisions regarding public officials who support the action.

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. Sixteen teachers, fifteen parents, seventeen community members, and two university/college staff members stated that if religious works are included in public school reading lists, they should represent multiple faith traditions rather than only the Bible or Christian texts. The commenters stated that the lists do not adequately reflect Texas's religious diversity, world perspectives, or a broad range of cultural, philosophical, and political viewpoints. The commenters explained that equal or broader representation could include non-Judeo-Christian texts and perspectives from major religions. The commenters noted that focusing on one tradition may be perceived as promoting one religion or failing to represent all students. The commenters requested balanced religious perspectives or removal of religious content altogether.

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. Two teachers, one parent, and one community member stated that the proposed lists include religious texts or translations that are not appropriate for the specified grade levels. The commenters noted concerns about Lexile level, vocabulary, theological complexity, and developmental expectations for elementary, middle, or other grades. The commenters explained that curriculum should support comprehension, critical thinking, and age-appropriate instruction rather than requiring materials students may not be prepared to understand. The commenters requested reconsideration of the religious selections and their grade-level placement.

Response. The SBOE disagrees with the commenters' proposal to 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. The adopted literary works lists represent a variety of text types to support the development of student proficiency for the specific TEKS in each grade level.

Comment. One teacher stated concerns about the emphasis on the Holocaust without similar attention to other instances of genocide, and the commenter stated that prioritizing Christian texts raises concerns about inclusivity and separation of church and state.

Response. The SBOE disagrees with the commenters 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 SBOE disagrees with the commenters' recommendation to reduce the emphasis on 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, §29.0072, requires instruction that includes information about the history of and lessons learned from the Holocaust.

Comment. One community member expressed concern that anti-Muslim rhetoric in school curriculum may increase Islamophobia and lead to bullying of Muslim students. The commenter explained that this could negatively impact communities and create division and stated that education should be inclusive and promote unity rather than contribute to harm or exclusion.

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

Comment. Three parents expressed that the proposed social studies curriculum should provide accurate, truthful, and academically neutral instruction on history, religion, and underrepresented regions and peoples. The commenters stated that religious content should reflect true teachings and perspectives from within each faith tradition, including concerns that Islam is portrayed inaccurately or primarily through conflict. The commenters noted that instruction should include the rise of Islam, the influence of Arab and Muslim civilization, and the contributions of Muslim scientists to global progress. The commenters identified concerns that Palestine, parts of Africa and Asia, Indigenous history, and American slavery are minimized or omitted and that misrepresentation may contribute to

bullying, alienation, and reduced student readiness for college and the workforce. The commenters requested revisions to ensure accuracy, truthfulness, academic neutrality, and fuller historical and cultural representation.

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

Comment. Two parents expressed support for keeping Texas and American history, constitutional principles, and civic knowledge central to the proposed social studies standards. The commenters stated that students need to learn about the people, places, events, ideas, historical milestones, foundational principles, and figures that shaped the state and nation. The commenters noted that Texas and American history should serve as the foundation of social studies instruction and that curriculum should remain rooted in established historical facts. The commenters explained concern about outside advocacy group influence and requested that the SBOE maintain the proposed standards and reject amendments perceived as introducing ideological or divisive perspectives.

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

Comment. One counselor recommended removing 19 TAC §113.127, noting that the bill's authors requested delaying course designation until standards are finalized and arguing the proposal conflicts with that intent. The commenter emphasized that personal finance education is essential for preparing students for adulthood and long-term success, highlighting strong outcomes as former students apply these skills to budgeting, loans, and major financial decisions. The commenter stressed the value of instructional resources like Next Gen Personal Finance and the importance of personal finance education for underserved and Title I students who may lack financial guidance at home. The commenter advocated for maintaining and strengthening personal finance instruction, arguing that reducing it would negatively impact financial literacy and student success.

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

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>

#### **§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).

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 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 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 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)
  - (2) Grade 1 list, entitled "Required Spanish Literary Works - Grade 1."  
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)
  - (4) Grade 3 list, entitled "Required Spanish Literary Works - Grade 3."  
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)
  - (6) Grade 5 list, entitled "Required Spanish Literary Works - Grade 5."  
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.

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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>

**§128.30. Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 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 §128.21 of this chapter (relating to Spanish 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 §128.22 of this chapter (relating to English Learners Language Arts (ELLA), Grade 7, Adopted 2017) and §128.23 of this chapter (relating to English Learners Language Arts (ELLA), Grade 8, Adopted 2017).
- (b) The literary works in an English or Spanish version included in the figures in subsection (f)(1)-(3) 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)-(3) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§128.21-128.23 of this chapter (relating to Spanish Language Arts and Reading, Grade 6, Adopted 2017; English Learners Language Arts (ELLA), Grade 7, Adopted 2017; and English Learners Language Arts (ELLA), 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 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 Spanish language arts and reading and English as a second language, 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 copies 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) Grade 6 list, entitled "Required Spanish Literary Works - Grade 6."

Figure: 19 TAC §128.30(f)(1)

- (2) ELLA Grade 7 list, entitled "Required Literary Works - Grade 7."

Figure: 19 TAC §128.30(f)(2)

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

Figure: 19 TAC §128.30(f)(3)

- (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)-(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.
- (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.
- (j) 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.

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>

**§128.70. 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 §128.34 of this chapter (relating to English I for Speakers of Other Languages (One Credit), Adopted 2017) and §128.35 of this chapter (relating to English II for Speakers of Other Languages (One Credit), Adopted 2017).
- (b) The literary works included in the figures in subsection (f)(1) and (2) 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) and (2) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §128.34 and §128.35 of this chapter (relating to English I for Speakers of Other Languages (One Credit), Adopted 2017; and English II for Speakers of Other Languages (One Credit), Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1) and (2) 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 Spanish language arts and reading and English as a second language, 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 for Speakers of Other Languages (ESOL) list, entitled "Required Literary Works - ESOL I."  
Figure: 19 TAC §128.70(f)(1)
  - (2) English II for Speakers of Other Languages (ESOL) list, entitled "Required Literary Works - ESOL II."

Figure: 19 TAC §128.70(f)(2)

- (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) and (2) 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) and (2) 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) and (2) 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.