



June 15, 2026

Texas State Board of Education
1701 N Congress Avenue
Austin, Texas 78701

**RE: Public Comment on Proposed New 19 TAC §§110.10, 110.30, 110.70, 128.10, 128.30, and 128.70 —
Literary Works Lists Implementing House Bill 1605**

On behalf of the Texas Association of School Boards and its member districts, we submit these comments on the State Board of Education’s proposed new sections adding required literary works lists to the English language arts and reading (ELAR) and Spanish language arts and reading (SLAR) and English as a second language Texas Essential Knowledge and Skills (TEKS). For convenience, references in these comments to "ELAR" should be read to include the comparable SLAR provisions of Chapter 128.

We respectfully request that the Board adopt an explicit implementation provision specifying that the new literary works requirements apply no sooner than the 2030–31 school year — and impose no instructional or materials obligations on school districts or students before that year — aligned to the ELAR and SLAR instructional materials review and approval (IMRA) cycle through which districts will obtain conforming materials. This addition would give districts a realistic procurement and professional-development runway and ensure the requirement takes effect alongside the conforming materials they will use to meet it.

The Literary Works Mandate Is, by Statute, Part of the English Language Arts Framework

The literary works requirement is not a free-standing mandate; it is a component of the English language arts curriculum. TEC §28.002(c-4) provides that “In adopting essential knowledge and skills for English language arts under Subsection (a)(1)(A), the State Board of Education shall specify a list of required vocabulary and at least one literary work to be taught in each grade level.”

Subsection (a)(1)(A), in turn, places English language arts within the foundation curriculum that each district must offer. The mandate is therefore expressly tied to, and operates through, the ELAR strand of the TEKS — and the parallel SLAR/ESL strand. Because the requirement lives inside the ELAR framework, its implementation should follow the same timeline as the instructional materials that deliver the ELAR TEKS to classrooms, rather than taking effect on a separate or earlier schedule.

Alignment with the ELAR IMRA Cycle Is the Practical Way to Make the Requirement Workable

Under HB 1605, districts obtain reviewed, TEKS-aligned instructional materials through the IMRA process. Materials presented by TEA staff to the SBOE indicate that, under the applicable ELAR review cycle (IMRA Cycle 2029), districts would order and receive approved K–12 instructional materials in the spring and summer of 2030, for classroom use beginning in the 2030–31 school year. Setting the literary works implementation date at the 2030–31 school year would align the new content requirement with the arrival of the very materials districts will use to teach it.

This alignment is consistent with TEA’s own public guidance on HB 1605 and IMRA, which states that the proposed rule “would take effect in schools during the 2030-31 school year to ensure sufficient time for the transition for publishers and curriculum writers, school systems, and teachers.” The recommended implementation provision would simply make that intended timeline explicit on the face of the rule, so districts can rely on it.

The Proposed Rules Are Currently Silent on an Implementation Date

As proposed, neither the Chapter 110 nor the Chapter 128 sections contain an express implementation or effective-date provision tied to a specific school year. The only forward-looking dates in the preambles are the five-year fiscal-impact window (2026–2030). Absent an explicit implementation provision, districts face uncertainty about when the literary works obligations attach — including whether they could be read to apply before conforming ELAR materials are available through IMRA. Adding a clear 2030–31 implementation provision resolves that ambiguity.

The Board’s Own Fiscal Analysis Supports a Coordinated Implementation Date

The proposals’ fiscal notes acknowledge that there “will be fiscal implications for school districts and charter schools to implement the proposed literary works lists, which would include the purchase of the literary works and may also include the need for professional development and revisions to district-developed curriculum and scope and sequence documents.” Tying implementation to the ELAR IMRA cycle directly mitigates these costs: districts can incorporate the required works through the same procurement and adoption process they will already be undertaking for ELAR materials, and can schedule professional development to coincide with that adoption rather than duplicating effort on a compressed, stand-alone timeline. Likewise, the Legislature will have time to appropriate additional funds dedicated to the purchase of these new required materials, should it choose to do so.

Recommendation

We respectfully request that the Board add an explicit implementation provision to each affected section in Chapters 110 and 128, establishing that the new literary works requirements apply no sooner than the 2030–31 school year. The provision should make clear that, before that year, neither districts and charter schools nor their students bear any obligation under these new sections.

Thank you for your consideration of these comments and recommendations. We are happy to discuss the recommendation further and answer any questions. Feel free to contact me at kelly.rasti@tasb.org.

Respectfully,



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