



IMRA 
Instructional Materials
Review and Approval

Request for Instructional Materials (RFIM)

Instructional Materials Review and Approval Cycle 2027

Issued June 30, 2026



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Change Log

A change log is included below to track revisions.

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Section 1. Purpose, Background, and Scope of Work

1.1 Purpose

The Texas Education Agency (TEA) is seeking qualified publishers to submit instructional materials for review as part of the annual Instructional Materials Review and Approval (IMRA) process. Publishers whose instructional materials are reviewed and ultimately placed on the **List of Approved Instructional Materials** by the Texas State Board of Education (SBOE) as part of IMRA Cycle 2027 may execute a zero-dollar contract with the SBOE to offer their instructional materials for purchase to Texas school systems beginning in the 2028–29 school year in EMAT, the state’s instructional materials ordering system.

For IMRA Cycle 2027, TEA is soliciting instructional materials submissions for the following instructional material types, subject areas, and grade levels/courses:

Full-subject, Tier-one instructional materials (foundation subjects)

- K–12 English mathematics
- K–6 Spanish mathematics
- 6–8 English advanced mathematics
- Grade 6 Spanish advanced mathematics
- K–5 English and Spanish Language Arts and Reading (ELAR and SLAR)

Full-subject, Tier-one instructional materials (enrichment subjects)

- 6–12 career and technical education (CTE) | [Batch 1 and 2 courses](#)
- K–12 fine arts
- K–12 languages other than English (LOTE)

Partial-subject, Tier-one instructional materials

- K–3 English and Spanish phonics

Supplemental instructional materials

- K–12 English mathematics
- K–6 Spanish mathematics
- K–5 ELAR and SLAR

For the associated Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and enrollment counts for each course included in this RFIM, see [Appendix B](#).

1.2 Background Information

Legislative and Solicitation Authority

The Texas Legislature passed House Bill (HB) 1605 in the 2023 Regular Session, which amended the Texas Education Code (TEC), Chapter 31, and required TEA, in consultation with and with the approval of the SBOE, to establish the IMRA process. HB 1605 set the foundation for a statewide, transparent system for reviewing instructional materials against state-adopted criteria, ensuring quality, suitability, alignment to the TEKS, accessibility, and access for parents and school systems alike.

Local school systems may use instructional materials funding allotments and entitlements to purchase materials that have completed the IMRA process and are placed on the **List of Approved Instructional Materials** by the SBOE.

In the 2025 Regular Session, the Texas Legislature passed [HB 100](#), which further amended TEC, Chapter 31, stating that any materials placed or maintained on the **List of Rejected Instructional Materials** may not be purchased, adopted, or used by school systems in the state and added the opportunity for publishers with materials on the **Proposed List of Rejected Instructional Materials** to participate in a cure period to remedy identified deficiencies prior to being placed on the List of Rejected Instructional Materials.

Instructional Materials Categories

Instructional materials submitted through the IMRA process are categorized to ensure clarity in scope, coverage, and intended use. These categories define whether a program is intended to fully address an entire subject and grade level, focus on a specific portion of the TEKS within a course, or provide targeted support within a subject area and across grade level spans. The following definitions establish the distinctions among full-subject, partial-subject, and supplemental materials as recognized by the SBOE and Texas Education Code. As part of the RFIM submission, publishers are required to categorize their program submissions accordingly.

- **Full-subject, Tier-one materials for foundation subjects** are instructional materials designed to provide a student with mastery of the essential knowledge and skills adopted by the SBOE for a certain subject and grade level or course in the required curriculum under TEC, §28.002 or for prekindergarten without the need for supplementation if implemented as designed. These materials must cover 100% of the TEKS and applicable ELPS.
- **Full-subject, Tier-one materials for enrichment subjects** are instructional materials designed to provide a student with mastery of the essential knowledge and skills adopted by the SBOE for a certain subject and grade level or course in the required curriculum under TEC, §28.002 or for prekindergarten without the need for supplementation if implemented as designed. These materials must cover 100% of the TEKS.
- **Partial-subject, Tier-one materials** are instructional materials designed to provide a student with mastery in a defined portion of the essential knowledge and skills adopted by the SBOE for a certain subject and grade level in the required curriculum under TEC, §28.002 or for prekindergarten without the need for supplementation in the essential knowledge and skills covered if implemented as designed. These materials must cover 100% of this defined set of TEKS.
- **Supplemental materials** are instructional materials designed to assist in the instruction of one or more of the essential knowledge and skills adopted by the SBOE for a subject in the required curriculum under TEC, §28.002, or for prekindergarten. These materials may span across grade levels or courses within a singular subject area. These materials must cover 100% of the student expectations for which they are designed, as determined by the publisher.

Program Terminology

Instructional materials are submitted and reviewed in the IMRA process as individual programs (or products). As part of their submission to the RFIM, publishers are required to categorize their program submissions accordingly.

- **Program offering:** A collection of individual grade-level programs from a single publisher that, together, span multiple grade levels within a specific subject area. A program offering may contain multiple programs. For example, *Texas Math K–5*.
- **Program:** Instructional materials tailored to meet the TEKS and/or ELPS for a specific grade level and subject area or course. For example, *Texas Math Grade 1*.
- **Components:** An individual part or element of a program. A program will include multiple components. For example, a teacher’s guide or a student workbook. Each component in a program must have a unique identifier, such as an ISBN.
- **Artifact:** A smaller unit within a component. An artifact is a distinct item, file, or resource that demonstrates the instructional purpose of the component. Artifacts serve as evidence of how the materials align with educational standards. Examples include an individual lesson, assessment, or differentiation guidance within a teacher’s guide. Each artifact should be uniquely identifiable within its component.

IMRA Process

The IMRA process is designed to ensure that all Texas students have access to instructional materials that are accurate, aligned to state standards, and of the highest quality. IMRA establishes an annual cadence for the agency to review a minimum of 200 instructional materials. The IMRA process emphasizes transparency and includes opportunities for public comment, publisher input, and SBOE oversight. The process for publishers is divided into five (5) distinct phases:

1. **Application:** Publishers apply to participate in the IMRA process, providing basic program information, required assurances, and initial documentation to confirm eligibility.
2. **Selection of Instructional Materials:** TEA and the SBOE determine which instructional materials will move forward for review, based on statutory requirements, agency priorities, publisher submissions, and review capacity. Selected publishers grant full access to their instructional materials.
3. **Instructional Materials Review:** Reviewers evaluate selected program materials against SBOE-approved rubrics for quality, suitability, and alignment to the TEKS and the ELPS. Reviewers also assess programs for factual accuracy. Publishers must respond to public comments and potential concerns about their programs from reviewers. TEA compiles results and develops recommendations.
4. **Appeals and Approvals:** Before the SBOE votes, publishers have an opportunity to submit clarifications, technical corrections, or appeals related to their review results. TEA considers this input when finalizing recommendations. Following appeals, the commissioner of education submits recommendations to the SBOE and the SBOE reviews those recommendations and the final reports and takes final action to approve or reject the materials.
5. **Post-Approval Submissions:** After the SBOE acts, publishers with approved programs may complete the contracting process to make their materials available for purchase in the state’s EMAT system. Publishers with approved programs may also submit updates, corrections, or new editions as allowed under IMRA rules.

Withdrawal Option

Publishers will be notified of their selection for IMRA Cycle 2027 and onboarded to the process. After a deadline established in the RFIM, publishers will not be permitted to withdraw from the review cycle.

If the withdrawal deadline passes and a publisher chooses not to engage in the review cycle, the instructional materials will still be reviewed. The SBOE may vote to include materials on the **List of Rejected Instructional Materials** or the **List of Approved Instructional Materials**, and the outcome will be made publicly available. The SBOE may also choose to take no action on materials under consideration.

Selection of Instructional Materials

If TEA receives more than 200 individual program submissions in response to this RFIM, the following protocol to prioritize certain programs for review in this cycle will be utilized:

1. Any materials required to be reviewed by the majority vote of the SBOE.
2. Materials related to the most recently revised TEKS for which a proclamation was issued.
3. Open Education Resource (OER) instructional materials.
4. Highest market share based on the most recent [Certification of Provision of Instructional Materials](#) and allotment spend data.
5. Voluntary publisher submissions, including:
 - First year for an IMRA quality rubric in a subject or grade level.
 - Materials related to recently revised TEKS.
6. Local school system submissions.

Criteria for Review and Approval of Instructional Material

The SBOE shall review materials and TEA's recommendations and must determine that the following criteria are met before approving any instructional materials:

- The material is free from factual errors.
- The material is suitable for the subject and grade level for which the material is intended.
- If the materials are intended to cover the foundational reading skills in kindergarten through third grade, then they do not include three-cueing as defined by [TEC, §28.0062\(a-1\)](#); and
- All other requirements outlined in [19 TAC §67.25. Consideration and Approval of Instructional Materials by the State Board of Education](#).

SBOE Action

When **Phase 3: Instructional Materials Review** is complete, TEA submits review results and recommendations for approval to the SBOE. The SBOE then votes by majority to take one of the following actions:

- Place the program on the [List of Approved Instructional Materials](#);
- Take no action on the program; or
- Place the program on the [List of Rejected Instructional Materials](#).

If placed on the **List of Approved Instructional Materials**, then the publisher may execute a zero-dollar contract with the SBOE to offer their instructional materials for purchase by Texas school systems beginning in the 2028–29 school year in EMAT, the state's instructional materials ordering system. Only programs placed on this list and purchased through the EMAT system are eligible expenses for instructional materials entitlement funding.

Prior to being placed on the **List of Rejected Instructional Materials**, publishers will be placed on the **List of Proposed Rejected Instructional Materials** and have 45 days to submit revisions to cure deficiencies

identified in the review. TEA will facilitate review of cure period submissions and produce an amended report to the SBOE at a subsequent meeting. If a program is placed on the **List of Rejected Instructional Materials**, school systems in Texas may not purchase, adopt, or use the materials in classrooms.

Additional rules have been adopted since the inaugural review to clarify requirements for publishers, reviewers, and the handling of instructional materials. Together, these rules and the process document establish the framework for how IMRA operates.

For a list of relevant statutes, administrative rules, and process documents, see [Appendix A](#).

1.3 Scope of Work

Publisher Requirements

Publishers submitting programs for review in response to this **Request for Instructional Materials (RFIM)** will be required to respond and participate in ongoing feedback cycles throughout the review process.

Publishers should carefully review the IMRA rubrics, requirements, and timelines in this RFIM before submitting materials for consideration. We encourage publishers whose programs are fully developed and aligned to IMRA rubrics and requirements to apply, as the outcome of the review has direct implications for the availability and local adoption of their programs in Texas.

All expenses incurred from participation in the IMRA review are the responsibility of the publisher.

Each program selected for review for IMRA Cycle 2027 will be subject to the following reviews:

Accuracy Review

All materials submitted for consideration must be free from factual errors. Errors are defined as a word, phrase, reference, or sentence with information that can be indisputably disproven, including grammatical errors.

Publishers must conduct a complete and thorough editorial review of instructional materials submissions to identify and correct factual errors prior to submitting their materials in response to this solicitation.

IMRA reviewers will review the materials for accuracy and report any additional identified factual errors. Publishers must submit proposed corrections for each reported error or may contest the error by providing evidence and justification.

TEA will provide error reports to the SBOE before they vote to approve or reject materials. Publishers must agree to correct all errors as a condition of approval by the SBOE. If approved, publishers must supply evidence that the corrections were made, and TEA will conduct a review to confirm.

Public Review

Residents of the State of Texas are encouraged to review materials under consideration for approval and may submit feedback during the official public comment period, May 3–July 30, 2027. Publishers must respond to all public comments by 5:00 p.m. CDT on August 13, 2027.

TEA will provide all comments received during the public comment period to publishers, and publishers will have the opportunity to respond. Publishers may propose changes in response to public comments. TEA will provide the SBOE with a report of all public comments and publisher responses according to the anticipated schedule of events.

Quality Review

All selected instructional material programs will be assessed and scored using the appropriate IMRA quality rubric for the program category and type. Below are links to the finalized, approved rubrics that will be used to assess materials by IMRA reviewers for IMRA Cycle 2027.

- [IMRA CTE 6–12 Quality Rubric](#) (PDF)
- [IMRA ELAR K–3 Quality Rubric](#) (PDF)
- [IMRA ELAR 4–8 Quality Rubric](#) (PDF)
- [IMRA Fine Arts K–12 Quality Rubric](#) (PDF)
- [IMRA LOTE K–12 Quality Rubric | Draft*](#) (PDF)
- [IMRA Mathematics K–12 Quality Rubric](#) (PDF)
- [IMRA SLAR K–3 Quality Rubric](#) (PDF)
- [IMRA SLAR 4–6 Quality Rubric](#) (PDF)
- [IMRA Supplemental Mathematics K–12 Quality Rubric](#) (PDF)
- [IMRA Supplemental RLA K–5 Quality Rubric](#) (PDF)

*Note: The SBOE is scheduled to consider final approval of the LOTE rubric at their September 2026 meeting.

The rubrics are divided into two categories: **implementation quality** and **learning quality**.

- The **implementation quality** category is designed to measure the extent to which the materials support effective implementation, including intentional instructional design, progress monitoring, and support for all learners.
- The **learning quality** category is unique for each rubric and measures the extent to which materials include high-quality elements that are aligned with research on the best ways to teach the subject and support students in reaching grade-level proficiency on the standards.

To facilitate the quality review, publishers will have the opportunity to demonstrate alignment, if applicable, using a correlations template supplied by TEA. Reviewers will evaluate the extent to which the instructional materials align with the applicable rubric and will collect evidence to support each rating.

Reviewer Feedback

IMRA reviewers may provide publishers with feedback during their review. TEA will provide publishers with all IMRA reviewer feedback, and publishers must either respond with a proposed change or provide a justification for not proposing one.

TEA will provide feedback reports, along with the publishers' responses, to the SBOE before they vote to approve or reject materials. Publishers must agree to make all required changes as a condition of approval.

Standards Alignment

The minimum requirement for standards alignment varies depending on the classification of the materials, as outlined:

- Full-subject, tier-one materials for K–12 English mathematics and K–5 English language arts and reading (ELAR) must cover 100% of the TEKS and ELPS for the intended subject and grade level or course in the student **and** teacher materials.

- Full-subject, tier-one materials for K–6 Spanish mathematics, K–5 Spanish language arts and reading (SLAR), 6–12 career and technical education (CTE), K–12 fine arts, and K–12 languages other than English (LOTE) must cover 100% of the TEKS for the intended subject and grade level or course in the student **and** teacher materials.
- Partial-subject, tier-one materials for K–3 English and Spanish phonics materials must cover 100% of the applicable TEKS.
- Supplemental program submissions for K–12 mathematics and K–5 ELAR and SLAR must cover 100% of the TEKS the publisher self-identifies as addressed in their response to the RFIM.

Publishers must provide evidence of standards alignment in a format designated by the commissioner. Reviewers will evaluate the publisher-supplied correlations and accept or reject the publishers' citations.

Suitability Review

The SBOE adopted a [suitability rubric](#) to evaluate whether each program submission is suitable for the subject and grade level for which the material is intended. IMRA reviewers and the public will record instances of non-compliance with suitability indicators.

The rubric requirements are outlined in two sections:

- **Section 1** of the rubric outlines the suitability prohibitions. A flag in this section by reviewers or the public indicates that the program potentially contains prohibited content. If a flag is made, publishers must respond to the flag and may provide new content to address the issue. All programs in the IMRA review must comply with Section 1 of the suitability rubric.
- **Section 2** of the suitability rubric outlines suitability excellence indicators. All programs, other than supplemental mathematics, are required to include positive evidence of compliance with this section. Reviewers will record instances of compliance with suitability excellence indicators 2.1.1, promoting American patriotism, Texas History, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including the founding documents of the United States; and, if applicable, 6.2, human sexuality instruction.

To facilitate the suitability review, publishers will have the opportunity to demonstrate alignment, if applicable, with indicators 2.1.1 and 6.2 using a correlations template supplied by TEA.

Section 2. Response Preparation Instructions

These instructions are designed to help the publisher submit all relevant information in their response. Responses must be prepared in accordance with these instructions, with all required information provided in the formats specified.

There may be grounds for disqualification of the response unless stated otherwise within this solicitation if a publisher's response fails to show compliance with these instructions and/or fails to submit all documentation.

Use the checklist provided as a guide for the RFIM submission process. Carefully review each section and confirm that all required items are included, accurate, and compliant before submitting to TEA.

Response submissions will be due in phases according to the review [Anticipated Schedule of Events](#).

2.1 Response Form A: Publisher Business Information

Publishers must provide the following information in the [IMRA Cycle 2027 RFIM Response Form A: Publisher Business Information](#). Publishers begin the Form A process through registration. Once the individual who intends to complete the form enters contact information, the individual will receive a link to the form. The deadline for Response Form A is **Wednesday, September 2, 2026**, at 11:59 p.m. CDT.

Each publisher will submit only one **Response Form A**.

- Publisher Information
 - Company Name
 - Texas Comptroller Taxpayer ID Number
 - Federal Employer Identification Number
 - Texas Secretary of State Filing Number
 - Organization Type
 - Mailing Address
 - Estimated count of program submissions
- Publisher Points of Contact
 - Primary Point of Contact
 - Bids and Contracts Contact
 - Sales Contact
 - Customer Service Contact
 - Accessible Materials Contact
- Publisher Website
 - Parent Company Website
 - Subsidiary Website
- Conflicts of Interest, Gifts, Donations, Favors, Services, or Benefits
- Submission Review and Confirmation

2.2 Response Form B: Publisher Program Submission

Following the completion of Response Form A, a link to **Form B: Publisher Program Submission** will be sent to the publisher's point of contact.

Each grade-level program requires a separate Form B submission.

- Program Attributes
 - Program Title and ISBN
 - Subject Area and Grade Level or Course
 - Instructional Materials Type (full-subject, partial-subject, or supplemental)
 - Program Language
 - Applicable TEKS (supplemental materials only)
 - Applicable Quality Rubric Learning Quality Sections (Supplemental ELAR/SLAR materials only)
 - Stated purpose of the supplemental program (Supplemental ELAR/SLAR materials only)
 - Program Design (See definitions below.)
 - Adaptive or Static
 - System- or Teacher-Assigned Content
 - Media Format (print, digital, or mixed)
 - Submission to Previous IMRA Cycles
 - Market Share Data
 - Copyright year
 - Program edition
- Program Access Information
 - URL for electronic access
 - Username
 - Password
- Acknowledgements, Assurances, and Affirmations
- Preliminary Correlations
 - TEKS Correlations
 - ELPS Correlations (full-subject, tier-one materials for foundation subjects only)
 - Quality Rubric Correlations (indicators differ by rubric)
 - Suitability Rubric, Section 2 Correlations (excluding supplemental mathematics submissions)

Adaptive instructional materials dynamically adjust or respond to individual student inputs, performance, or progress to modify learning pathways, content, pacing, or supports. Content, sequencing, or supports may vary for different students based on identified needs. They may include automated or system-driven adjustments, such as individualized practice, targeted remediation, or differentiated tasks and often include embedded progress monitoring or diagnostic features that inform ongoing instructional adaptation. If submitting an adaptive program for review, publishers must provide evidence of how the system adapts, what triggers adaptations, and how adaptations support mastery of the TEKS and ELPS.

Static instructional materials are materials in which the content, sequence, and learning pathway are predetermined and do not automatically change in response to individual student performance or input. All students typically engage with the same core content, structure, and sequence as designed. While

differentiation may be present, it is fixed and educator directed, rather than system-driven. The materials may include supports such as scaffolds, extensions, or intervention activities, but they are predefined rather than dynamically generated.

Publishers must identify whether their materials are adaptive, static, or a combination of both. If materials include both types, publishers are responsible for clearly identifying which components or features are adaptive and which are static.

System-assigned content is instructional content that is automatically selected and assigned to a student by the instructional materials or platform based on predefined rules, algorithms, or student data. Content selection may be based on student responses or performance, diagnostic or progress monitoring results, or preconfigured learning pathways or thresholds. Publishers must provide clear documentation of assignment logic, triggers, and resulting instructional pathways

Teacher-assigned content is instructional content that is selected and assigned to students by an educator or user, rather than automatically by the system. Educators may assign specific lessons, tasks, or assessments; groups of content based on instructional goals, or differentiated content to specific students or groups. The materials may include guidance or recommendations, but final selection rests with the educator.

Instructional materials may include both system-assigned and teacher-assigned content within the same program. In that instance, publishers must clearly identify which components or features are systems-assigned and which are teacher-assigned.

Print instructional materials are instructional materials delivered primarily in a physical, non-digital format. The content is fixed and accessed through physical materials, such as books or printed components and do not require a digital platform, device, or internet access for core functionality. Print materials may include associated digital files for accessibility or reproduction purposes (e.g., PDFs), but the primary mode of use is physical.

Digital instructional materials are instructional materials delivered through an electronics or online medium and accessed using digital devices. Content is accessed via web-based platforms or applications, software or online services, or electronic files or digital courseware. Digital materials require a device and may include interactive features and may require internet connectivity.

Mixed instructional materials are instructional materials that intentionally combine print and digital formats as part of an integrated program design. The components may be interdependent, requiring the use of both formats for full implementation.

Section 3. IMRA Cycle 2027 Requirements

Publishers must meet the requirements listed in this section. Requirements are listed alphabetically. To view requirements chronologically, view the [Anticipated Schedule of Events](#) section of this document.

Accessible Formats

Accessible Print Materials

Publishers must submit electronic National Instructional Materials Accessibility Standard (NIMAS) files for all print student components and any content in teacher materials that are intended for students. The NIMAS files must adhere to all guidelines approved by the National Instructional Materials Access Center (NIMAC) at the time of submission. Additionally, publishers must agree to allow TEA or its agents to reproduce approved materials in a format suitable for students and teachers with visual impairments and students with other learning disabilities. The [NIMAS Technical Specifications v1.1](#) can be found on the [National Center on Accessible Educational Materials website](#).

Mathematical Markup Language (MathML) Version 3.0, 2nd Edition, is the recommended way to represent mathematical notation in NIMAS. For more information, visit [MathML in NIMAS](#).

Publishers must provide a high-quality, color, accessible PDF (i.e., high-resolution, optimized PDF) that is an exact replica of their print student materials, along with their print program submission copies and NIMAS files to each of the designated producers.

A program will be removed from the **List of Approved Instructional Materials** and EMAT, the state's instructional materials ordering system, if the requirements for NIMAS files are not met.

Please note that as the state pilots the use of eBraille, additional requirements may be added.

Accessible Digital Materials

Any student or teacher components offered to local school systems in a digital format must comply with the [Web Content Accessibility Guidelines](#) (WCAG), version 2.1, level AA standards and the technical standards required by the [Federal Rehabilitation Act](#), Section 508.

Publishers must, at their own expense, contract with a reputable third party to evaluate accessibility, produce an accessibility compliance report, and complete the required coversheet. Any findings of non-compliance must be remedied as a condition of approval by the SBOE. Any findings of non-compliance that are not remedied prior to the state ordering system opening will result in the publisher's program being removed from EMAT, the state's instructional materials ordering system, and the program may be removed from the **List of Approved Instructional Materials**.

Affidavit for Authorship or Contribution

Publishers must confirm that none of the authors or contributors involved in the development of the instructional materials are current employees of TEA (19 TAC, §67.23(c)).

Appeals

The IMRA appeals process gives publishers multiple opportunities to respond to reviewer findings and strengthen their submissions before results are finalized. Appeals differ slightly across quality review, standards alignment, and suitability review, but all follow a consistent approach: publishers may correct errors, provide overlooked evidence, or submit new/revised content within designated windows.

Quality Review Appeals

Reviewers will evaluate the extent to which the instructional materials align to the applicable rubric and will collect evidence to support each rating. Publishers will be provided with the opportunity to appeal elements of the quality review. Quality review appeals occur in two phases. During Phase 1, publishers respond to IMRA reviewer findings and submit technical corrections and/or omissions (areas where existing content that meets rubric requirements may have been overlooked) for reviewer consideration. Phase 1 appeals are due on a rolling basis as portions of the initial quality review are completed.

At the conclusion of the review, publishers will be offered an additional opportunity, Phase 2, to appeal reviewer scores by providing new or revised content for a percentage of quality indicators.

Standards Alignment Appeals

At the start of the review, publishers provide evidence of standards alignment (i.e., correlations) for reviewers to evaluate and accept or reject the publishers' citations.

After the initial review, the teams pause the standards-alignment review to allow publishers time to respond to reviewer feedback. During this time, publishers scoring between 75–99.9% in TEKS and/or ELPS (if applicable) may submit new citations and/or revised content to address rejections and improve their initial standards-alignment scores. This step is designed to give publishers a meaningful opportunity to strengthen their submissions before the review results are finalized.

If publishers are still not satisfied with their standards-alignment percentage after this phase, those who are eligible may appeal the reviewers' findings through a show-cause hearing. Only those publishers who score 65–74.99% or 90–99.99% are eligible for a show-cause hearing. This hearing provides publishers with the opportunity to present evidence that illustrates the reviewers' determinations are inaccurate.

Suitability Appeals

While reviewers document Section 1 suitability flags, publishers may respond to noncompliance flags on a rolling basis during the review window. For programs where Section 2 suitability excellence flags are required but not achieved, publishers may submit new content during August appeals for suitability review teams to consider.

Certificate of Interested Parties (Form 1295)

A [1295 Certification of Interested Parties form](#) is required from each publisher each time the publisher enters into a contract with the SBOE (Government Code, [§2252.908](#)). An additional form may be required by each school system with whom a publisher does business. Before contract award, the publisher must submit to the agency a completed and signed form with the certificate number and date.

Components List

As part of their grade-level or course program submission, publishers must provide a complete list of components that ensures reviewers can easily access, identify, and navigate all instructional materials associated with the program. Every component that is part of the submission must be identified in the list and included on each official bid to ensure consistency between what is reviewed and what is procured.

Comprehensive Editorial Review

Publishers must conduct a complete and thorough editorial review of instructional materials to identify and correct factual errors **prior to submitting** their materials for review. Factual errors are defined as a word, phrase, reference, or sentence with information that can be indisputably disproved, including grammatical errors.

Confirmation of Changes

The confirmation of changes serves as a formal check by TEA that verifies all revisions and changes required by the SBOE as a condition of approval in the IMRA process have been fully implemented in the publisher's instructional materials. Publishers must submit documentation demonstrating that the approved changes have been made and reflected in the final version of the materials.

Contracts

Publishers with approved materials may enter a contract with the SBOE. The contract provides for the purchase or licensing of instructional materials at a specific price, which may not exceed the lowest price paid by any other state or any school or school system. The price must be fixed for the initial term of the contract not to exceed eight years. For other vendor requirements prior to contract awards see [Vendor Compliance Verification](#).

Correlations

Correlations provide a detailed mapping of how instructional materials align with each requirement of the review. This information supports reviewers in evaluating the materials effectively and efficiently. Publishers are required to complete and submit preliminary (or sample) correlations as part of the initial RFIM submission and submit all final correlations prior to the start of the review. A summary of the types of correlations that must be submitted as part of the IMRA process follows this paragraph.

TEKS and ELPS

Publishers must identify where in their materials each student expectation (SE) is covered. Each SE is separated into its component parts, or breakouts. Publishers of partial- and full-subject, tier-one programs must demonstrate alignment to each breakout to demonstrate coverage of the overall SE. Publishers of supplemental materials must demonstrate coverage of any SE the publisher claims the materials cover. **Publishers must provide hyperlinks to the exact location of the cited content** in their correlations using the approved template. All full-subject and partial-subject, tier-one materials must cover 100% of the SEs for the grade level or course. Publishers of supplemental materials must self-identify which of the SEs are covered in their materials and must be found to cover 100% of those.

Quality Rubric

Publishers must submit detailed correlations that demonstrate how their materials align with each indicator and indicator guidance in the quality rubric. These correlations should include specific references to content that supports the criteria outlined in the rubric, such as instructional design, rigor, accessibility, and supports for all learners. The correlations must be specific to the indicator guidance. Publishers are required to provide at least two examples per indicator guidance.

The SBOE has not established a minimum quality score required for approval; however, any materials submitted for K–3 English or Spanish language arts or phonics must score 100% of the available points in Section 4 of the quality rubric to demonstrate compliance with applicable phonics laws and rules.

Publishers must carefully review the quality rubric prior to submitting materials for review. For all subjects except supplemental reading language arts, materials will be evaluated against the entire rubric. For supplemental reading language arts, materials will be evaluated against the entire implementation quality section of the rubric and publishers will choose which of the learning quality sections they believe are applicable to their materials.

Suitability Rubric

The SBOE adopted a [suitability rubric](#) to evaluate whether each program submission is suitable for the subject and grade level for which the material is intended. IMRA reviewers and the public will record instances of non-compliance with suitability indicators.

All programs, except for supplemental mathematics, are required to demonstrate alignment to Section 2, Suitability Excellence Requirements, Category 2—Alignment with Public Education’s Constitutional Goal of the suitability rubric. If the materials include instruction in human sexuality, publishers are required to demonstrate alignment to Section 2, Suitability Excellence Requirements, Category 6—Promoting Sexual Risk Avoidance.

Cure Period

The cure period is a defined post-review phase that provides publishers with an opportunity to address identified deficiencies in instructional materials prior to final approval decisions. The cure period applies only to instructional materials that are placed on the Proposed Rejected List following the State Board of Education (SBOE) review and vote and begins immediately following the SBOE meeting at which materials are identified for potential rejection.

The purpose of the cure period is to allow publishers to:

- Correct issues related to standards alignment, quality, suitability, or factual accuracy
- Bring materials into full alignment with the IMRA rubric and requirements

Publishers who opt in to the cure period have until **5:00 p.m. CST on January 3, 2028**, 45 calendar days from the date of the SBOE meeting at which materials are identified for potential rejection, to propose revisions that address issues related to standards alignment, quality, suitability, and/or factual accuracy. This ensures that instructional materials have a final opportunity to meet state expectations before final SBOE determination.

TEA will assign quality and suitability review teams to evaluate the publisher submissions and revise reports, if applicable, and will report the review findings to the SBOE at a subsequent meeting. The SBOE will consider the findings and make a final decision to place the materials on the List of Approved Instructional Materials or the List of Rejected Instructional Materials or take no action.

Disclosure of Campaign Contributions and Gifts

Publishers must list any political contributions made by any individual or entity in the preceding four years to a candidate or member of the SBOE ([SBOE Operating Rule 4.3](#)).

International Standard Book Number (ISBNs)

ISBNs are 13-digit numbers that are calculated using a specific mathematical formula and include a check digit to validate the number. ISBNs identify the registrant, specific title, edition, and format. Every different format (e.g., digital, print) must have a different ISBN. Visit the [International ISBN Agency website](#) to learn more about ISBNs (e.g., [Scope and Assignment of ISBNs](#), [Guidelines for Assignment to e-books](#), [ISBN Eligibility Chart](#), and [ISBN User Manual and FAQs](#)).

Publishers must obtain unique ISBNs for each grade-level program and associated component. If a component is not eligible for an ISBN, publishers must provide an alternative unique identifier; however, almost all components offered as part of an instructional materials submission are eligible for an ISBN.

Machine-Readable TEKS

Publishers must use the machine-readable TEKS provided by TEA when tagging instructional materials aligned to the TEKS. Machine-readable TEKS are structured, standardized digital representations of the TEKS with unique identifiers in a Competencies and Academic Standards Exchange (CASE) format for each student expectation and breakout.

Publishers must embed TEKS tags in the metadata of digital instructional materials. This tagging is not visible within the instructional content but must be present in the underlying metadata.

Use of machine-readable TEKS enables interoperability across learning management systems (LMS) and content management systems (CMS), allowing TEKS-aligned content to be consistently identified, exchanged, and integrated across platforms.

Publishers may not modify, subset, or create alternative versions of TEKS identifiers. Only TEA-provided machine-readable TEKS may be used.

Navigation Guide

As part of their grade-level or course program submission, publishers must submit a reviewer navigation guide. The navigation guide provides reviewers with clear instructions for locating and using key program artifacts (e.g., scope and sequence, pacing guide, assessment guide). It must include a link to a brief video tutorial showing reviewers how to log in, access teacher and student materials, view assessments, and navigate other essential instructional elements. For print-only programs, the video should display images of the materials and explain how reviewers can best orient themselves to the program. This guide helps reviewers efficiently and accurately find materials, ensuring consistency in the evaluation of the program. The navigation guide also provides publishers with the opportunity to clarify any terminology used within their program's materials and components, ensuring that IMRA reports accurately reference artifacts located in the materials. For example, a review team may refer to content being present in the "Guide"

when it should refer to the “Program and Implementation Guide.” If the program is adaptive, the navigation guide must also include instructions for accessing the full item bank. Access must allow reviewers to view all items, passages, and associated content without requiring completion of a pre-assessment, assignment of a student profile, or progression through a sequence to unlock content.

Official Bids

Publishers must submit at least one bid for each program eligible for approval, listing each component that was included in the IMRA review, regardless of whether it was used as alignment evidence. Each component or subcomponent offered as part of the program must also be available for purchase individually. Bids may not include multi-package purchase discounts and may not include packages with different component configurations, excluding teacher and student materials separated into two different packages and bids.

The package and component pricing on the bids may not exceed the lowest price at which the publisher offers that instructional material for sale to any state, public school, or local school system in the United States. If the materials are sold at a lower price elsewhere at any time during the contract, the publisher must also reduce the contracted price. The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the [TEC, §31.151\(a\)\(1\)–\(2\)](#) by offering instructional materials in this state at a higher price than offered to any other state, public school, or local school system in the United States ([19 TAC, §67.81](#)).

If instructional materials are approved by the SBOE, bids become part of the instructional materials contract.

Order Processing Information Form

Publishers must provide information to TEA about how they intend to process orders for instructional materials. Publishers must submit an **Order Processing Information Form** providing information on how the publisher plans to process orders within EMAT, the state’s instructional materials ordering system, prior to entering official bids. Publishers may process orders using Electronic Data Interchange (EDI), a process through which a file is sent containing the order information, and a file containing shipping details is returned to TEA. Alternatively, publishers may process orders manually using EMAT.

Parent Portal

If approved by the SBOE, publishers must make their materials available on a parent portal hosted by the publisher. The parent portal must:

- Allow parents access to instructional materials, excluding tests and exams, that are used by the local school system;
- Organize the materials by unit and in the order in which they are designed to be used;
- Be capable of being searched by word; and,
- For materials not available digitally, contain sufficient information to allow the parent to locate a physical copy of the materials.

Publishers are permitted to require parents to use a password, comply with other user verification procedures, and accept user terms and conditions, which may not limit or exclude access to the materials based on the uses of the material that would otherwise be permitted under the fair provisions of copyright law.

Publishers must comply with requests regarding parental access to the portal made by a local school system in compliance with TEC, [§31.154](#) and [§26.006](#).

TEA will verify each publisher's compliance with parent portal transparency according to the rules adopted by the SBOE in 19 TAC, [§67.83](#).

Physical Print Standards

Any program components offered to school systems in a print format must comply with the appropriate physical standards in the [Manufacturing Standards and Specifications for Textbooks \(Updated 7/17/2024\)](#). Publishers will be required to submit documentation on each print component within a program after approval by the SBOE, but prior to the execution of a contract.

Pre-Approval Instructional Materials Access

By the deadline established in this RFIM, publishers must supply a complete version of the instructional materials to be reviewed. All components included in the program must be available for review.

Publishers must ensure that they hold all necessary rights and permissions to provide full electronic access to all components and artifacts included in the submission. Failure to secure and provide such access, including due to licensing restrictions, will result in the component being excluded from the review. Publishers may not include links to any third-party websites (e.g., YouTube) without holding the necessary rights and permissions and must be able to guarantee that, if approved by the SBOE, the content will remain available and unchanged for the entire contract period, which is a minimum of eight years.

Any component that is not fully developed by the deadline for submission of the pre-approval instructional materials access, including completion of the required pre-submission editorial review, may not be included in the submission. Publishers may not add or alter content included in this submission in any way until the publishers submit the post-approval instructional materials access.

All submitted materials must represent the final Texas-specific version of the program under review. Publishers may not provide access to national, pilot, or draft versions of materials that include content not intended to be included in the Texas submission or that may change during the review process.

If the submission is adaptive, the publisher must supply access to the full item bank. Access must allow reviewers to view all items, passages, and associated content without requiring completion of a pre-assessment, assignment of a student profile, or progression through a sequence to unlock content.

Publishers must supply TEA and each education service center (ESC) with electronic access to all components and artifacts that are included in an instructional materials program, including:

- material used by the teacher, including lesson plans, answer keys, grading rubrics, teacher guidance, and unit plans, and;
- material used by students, including books, supplementary materials, workbooks, diagnostic and progress monitoring tools, and;
- material used by a principal or campus instructional leader to support instruction, and;
- material used by parents to support their students' mastery of the content.

The following criteria must also be met for pre-approval versions of instructional materials programs:

- All content and components intended to be included in the final program must be included in the submission.

- Individuals may not be required to provide any identifying information (e.g., name, phone number, email address, etc.) when accessing the instructional materials.
- Access must allow multiple, simultaneous users.
- Submissions must be free of sales and marketing materials.
- Content must not be hosted in an environment that allows editing or modification during the review process.
- Content must remain unchanged throughout the entire approval process.

TEA will share access credentials on the SBOE website to allow the public to review the materials under consideration for approval by the SBOE. At the request of the publisher, TEA will not share access to assessments or answer keys if the publisher can provide access credentials to be shared with the public that do not include that content. However, access for reviewers will be required.

Publishers may not submit print copies of materials to TEA or the Education Service Centers (ESCs). If certain program components are not available digitally (e.g., trade books) reviewers must be provided with print copies for up to eight reviewers; however, digital access is preferred. These materials will not be returned.

Upon request of a local school system, publishers shall provide an electronic sample of the submitted instructional material.

Upon request of an SBOE member, publishers shall provide the member with a print copy of all product components, if a print format is available.

Professional Learning

Publishers must provide information about professional development and coaching/consulting options available for purchase to assist local school systems during their instructional materials adoption and implementation process.

Program Cover Image(s) and Logos

Publishers must provide program cover images and publisher logos for the final published IMRA Cycle 2027 reports. These images will accompany reports that will be hosted on <https://im.tea.texas.gov>.

Post-Approval Instructional Materials Access

Publishers whose instructional materials are approved by the SBOE must provide ongoing electronic access to all components to TEA and the 20 ESCs for the full duration of the contract period. The version to which access is provided must include all changes that were required as a condition of approval by the SBOE.

Access for TEA and ESCs

Publishers must supply TEA and all ESCs with full electronic access to every component and artifact of the approved instructional materials program. This includes providing all the information required to ensure public access to the SBOE-approved program for the duration of the contract period, including locator information and passwords. Publishers are required to notify TEA if user access information changes. TEA will periodically conduct access checks. Publishers that do not maintain proper access for TEA and the ESCs may have materials removed from the List of Approved Instructional Materials and EMAT, the state's instructional materials ordering system.

Public Access

The public must be able to access post-approval materials by making an appointment at the nearest ESC or through the District Operations, Technology, and Sustainability Supports Division (DOTSS) at TEA, located in Austin, Texas.

School System Requests

If a Texas school system requests a review of an SBOE-approved program, publishers must provide a complete electronic program for their review. Additionally, publishers may provide print copies at the request of a Texas school system; however, all materials must be provided at no cost. If the SBOE-approved program copies must be returned, the publisher must notify the local school system in advance and provide a shipping label and a date by which the instructional materials should be shipped back.

Publisher Setup Form

Publishers that have not participated in a previous IMRA or proclamation cycle must submit a publisher setup form for the state's instructional materials ordering system. Publishers that have participated in a previous IMRA or proclamation cycle will only submit a new form if banking information needs to be updated.

Register of Contact

Publishers must document each interaction between any employee or registered representative of their organization and the SBOE, including all visits, meetings, or contacts, between November 2026 and November 2027, and must submit that documentation to TEA.

Technical Requirements

Publishers must provide information regarding the technical requirements, including interoperability information, that must be met to access digital components.

Vendor Compliance Verification

Before executing a contract, TEA must verify compliance with the following:

Debarment Check

TEA must check the [debarred vendor list](#) posted on the [Comptroller of Public Accounts \(CPA\) website](#) to establish that the publisher has not been debarred by the Texas State Procurement Department. The SBOE and TEA may not award a contract to a debarred vendor.

Federal Database Checks

TEA must check the SAM (System for Award Management) database to verify that the publisher is not excluded from contract participation at the federal level. In addition, a contract cannot be awarded to a publisher named on the U.S. Treasury Department, Office of Foreign Assets Control (OFAC) Specially Designated Nationals & Blocked Persons (SDN) list (with limited exceptions set forth in the Order). The SAM database is not the same as the OFAC SDN List. However, data from the OFAC list can be found within the SAM database. The U.S. General Services Administration operates the [SAM database](#), and the U.S. Department of Treasury administers the [OFAC SDN list](#).

Iran, Sudan, and Foreign Terrorist Organization Check

A governmental entity may not contract with a company doing business with Iran, Sudan, or a foreign terrorist organization prior to contract award. TEA must check the divestment lists to determine if the potential publisher is in violation of this requirement. The [divestment lists](#) are maintained by the Texas Safekeeping Trust Company and posted to the [CPA website](#). If the publisher is in violation, the contract may not be awarded to that publisher.

Boycott Israel Check

If the contract is (1) between a governmental entity and a company with 10 or more full-time employees and (2) has a value of \$100,000 or more that is to be paid wholly or partly from public funds of the governmental entity, then the governmental entity may not contract with a company for goods or services unless the contract contains a written verification from the company that it does not boycott Israel and will not boycott Israel during the term of the contract. Prior to award, TEA must check the [divestment lists](#) to determine if the potential awardee is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the [CPA website](#).

Energy Company Boycott Check

If the contract is (1) between a governmental entity and a company with 10 or more full-time employees and (2) has a value of \$100,000 or more that is to be paid wholly or partly from public funds of the governmental entity, then the governmental entity may not contract with a company for goods or services unless the contract contains a written verification from the company that it does not boycott energy companies and will not boycott energy companies during the term of the contract. Prior to award, TEA must check the [divestment lists](#) to determine if the potential awardee is in violation of this requirement. The divestment lists are maintained by the Texas Safekeeping Trust Company and posted to the [CPA website](#).

Franchise Tax Check

TEA must verify the publisher's franchise tax account status using the online [Franchise Tax Account Status Search](#) located on the CPA website. Not all vendors are required to pay franchise tax. The Texas franchise tax is a privilege tax imposed on each taxable entity formed or organized in Texas or doing business in Texas. CPA is required by law to forfeit a company's right to transact business in Texas if the company has not filed a franchise tax report or paid a franchise tax required under [Chapter 171 of the Tax Code](#). If the corporate privileges are forfeited, the entity will be denied the right to sue or defend itself in a Texas court, and each director or officer will be liable for the debt of the entity.

Executive Order Check

TEA must verify that the publisher is in compliance with any other relevant Executive Orders from the Governor.

Website and Social Media Links (optional)

Publishers may submit links to their main website and social media accounts to be included on the <https://im.tea.texas.gov> publisher profile.

Section 4. Anticipated Schedule of Events

Disclaimer: TEA reserves the right to adjust timelines and request additional information from publishers as needed. Any changes in the schedule of events or timelines will be communicated to the publisher's primary point of contact.

Note that times are stated in Central Standard Time (CST) or Central Daylight Time (CDT) accordingly. Unless otherwise stated, the deadline for all milestones is 5:00 p.m.

Each milestone has a Responsible Party and Recipient/Audience listed, intended to identify the participants that will be involved in accomplishing and/or receiving/reviewing the task(s). Possible milestone participants include **TEA, Publishers, SBOE, Local School Systems, Public, ESCs, IMRA Reviewers, TEA Contractor, Braille/Audio/Large-Print Producers, and NIMAC.**

2026 Timelines and Milestones

June 30, 2026

IMRA Cycle 2027 Request for Instructional Materials (RFIM) is posted.

Responsible Party: **TEA**

Recipient/Audience: **Publishers**

IMRA Cycle 2027 Form A is posted.

Responsible Party: **TEA**

Recipient/Audience: **Publishers**

July 23, 2026, at 2:00 p.m. CDT

IMRA Cycle 2027 Publisher Office Hours | [Zoom Registration](#)

Responsible Party: **TEA**

Recipient/Audience: **Publishers**

July 31, 2026

Final Draft of LOTE Quality Rubric is posted.

Responsible Party: **TEA**

Recipient/Audience: **ESCs, Local School Systems, Publishers, Public, SBOE**

August 6, 2026, at 2:00 p.m. CDT

IMRA Cycle 2027 Publisher Office Hours | [Zoom Registration](#)

Responsible Party: **TEA**

Recipient/Audience: **Publishers**

August 7, 2026, at 3:00 p.m. CDT

IMRA Cycle 2027 Form B opens and is made available to any publisher who submits the Form A.

Responsible Party: **TEA**

Recipient/Audience: **Publishers**

August 20, 2026, at 2:00 p.m. CDT

IMRA Cycle 2027 Publisher Office Hours | [Zoom Registration](#)

Responsible Party: **TEA**
Recipient/Audience: **Publishers**

September 2, 2026, at 11:59 p.m. CDT

Responses to [RFIM Cycle 2027 Form A](#) due to TEA.
Responsible Party: **Publishers**
Recipient/Audience: **TEA**

September 7, 2026

Agency Closed

September 17, 2026, at 2:00 p.m. CDT

IMRA Cycle 2027 Publisher Office Hours | [Zoom Registration](#)
Responsible Party: **TEA**
Recipient/Audience: **Publishers**

October 1, 2026, at 2:00 p.m. CDT

IMRA Cycle 2027 Publisher Office Hours | [Zoom Registration](#)
Responsible Party: **TEA**
Recipient/Audience: **Publishers**

October 9, 2026, at 11:59 p.m. CDT

Responses to [RFIM Cycle 2027 Form B and attachments](#) due to TEA. (Note: There may be multiple submissions required if submitting more than one program for review.)
Responsible Party: **TEA**
Recipient/Audience: **Publishers**

October 23, 2026, at 11:59 p.m. CST

Last day for publishers to voluntarily withdraw from IMRA Cycle 2027.
Responsible Party: **Publishers**
Recipient/Audience: **TEA**

November 11, 2026

Agency Closed

November 16–20, 2026

SBOE meets and may vote to require additional programs to the list of those being reviewed.
Responsible Party: **SBOE**
Recipient/Audience: **Publishers**

November 25–27, 2026

Agency Closed

December 7, 2026

TEA notifies publishers of selection. Publishers with programs not selected are released from IMRA Cycle 2027.
Responsible Party: **TEA**
Recipient/Audience: **Publishers**

December 21–25, 2026

| Agency Closed

2027 Timelines and Milestones

January 1, 2027

| Agency Closed

January 18, 2027

| Agency Closed

February 15, 2027

| Agency Closed

March 5, 2027, 5:00 p.m. CDT

| The [components list](#) and navigation guide are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

| [Pre-approval Instructional Materials Access](#) is due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, Local School Systems, Public, SBOE**

| [Pre-approval Instructional Materials Access](#) is due to each of the 20 Education Service Centers (ESCs).

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

April 2, 2027, 5:00 p.m. CDT

| Final [standards alignment correlations](#) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

| ESCs must notify TEA of any irregularities in sample materials submitted by publishers.

Responsible Party: **ESCs**

Recipient/Audience: **TEA, Publishers**

April 16, 2027, 5:00 p.m. CDT

| [Implementation quality section](#) of the quality rubric correlations are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

April 30, 2027

| [Print copies of instructional](#) materials submissions not available digitally for use by IMRA quality reviewers are delivered to TEA at the meeting location for the IMRA Kick-off. Delivery address to be determined. (Note: Program components that are not available digitally must be provided for up to eight reviewers and at the expense of the publisher.)

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

May 2027

TEA hosts the IMRA kick-off meeting with the IMRA reviewers.

Responsible Party: **TEA**

Recipient/Audience: **Publishers, IMRA Reviewers, Public, SBOE**

May 7, 2027, 5:00 p.m. CDT

[Suitability rubric correlations](#) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

May–August 2, 2027

IMRA Reviewers continue conducting reviews asynchronously.

Responsible Party: **TEA, TEA Contractor, and IMRA Reviewers**

Recipient/Audience: **Publishers, Public, SBOE**

Publishers participate in Phase 1 quality review appeals.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, TEA Contractor, and IMRA Reviewers**

May 14, 2027, 5:00 p.m. CDT

[Learning quality section of the quality rubric correlations](#) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

June 2027

TEA hosts the IMRA kick-off meeting with the suitability reviewers.

Responsible Party: **TEA**

Recipient/Audience: **Publishers, IMRA Reviewers, Public, SBOE**

June 21, 2027, 5:00 p.m. CDT

- The [Publisher Setup Form](#) is due to TEA from publishers not already registered in EMAT, the instructional materials ordering system.
- The [technical requirements](#), publisher logo, [program \(cover\) images](#), and [professional learning](#) details are due to TEA.
- [Website and Social Media Links](#) (optional) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

July 5, 2027

Agency Closed

July 19–August 27, 2027

Publishers participate in standards alignment, suitability, and Phase 2 quality review appeals.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, TEA Contractor, and IMRA Reviewers**

Show-cause hearing requests from eligible publishers not eligible for standards alignment appeals due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA, TEA Contractor**

July 31, 2027

Close of the public comment period for programs in IMRA Cycle 2027.

Responsible Party: **Public**

Recipient/Audience: **Publishers, TEA, SBOE**

August 13, 2027, 5:00 p.m. CDT

- Electronic samples of new content provided to and approved by the IMRA reviewers are due to TEA.
- Publishers submit all proposed changes and corrections made in response to public comment, editorial review, the IMRA review including errors and feedback, standards-alignment appeals, and Phase 1 quality review appeals received by August 13, 2027.
- Show-cause hearing requests from eligible publishers who participated in standards alignment appeals are due to TEA.
that elect to protest the standards-alignment report.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

August 26, 2027, 5:00 p.m. CDT

The [Order Processing Information](#) and [initial official bids](#) are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

August 30–September 3, 2027

SBOE hosts a public hearing on materials being reviewed.

Responsible Party: **Public**

Recipient/Audience: **SBOE**

TEA presents preliminary reports on all programs, including public comments and reviewer feedback.

Responsible Party: **TEA**

Recipient/Audience: **SBOE**

September 6, 2027

Agency Closed

October 11, 2027, 5:00 p.m. CDT

Publishers submit all proposed changes and corrections made in response to the September SBOE meeting, suitability appeals, and Phase 2 quality review appeals received after August 13, 2027.

Responsible Party: **Publishers**
Recipient/Audience: **TEA, SBOE, and IMRA Reviewers**

[Additional official bids](#) are due to TEA.

Responsible Party: **Publishers**
Recipient/Audience: **TEA, Local School Systems**

October 12–November 2, 2027

IMRA reviewers review proposed changes from publishers and recalibrate scores.

Responsible Party: **TEA, TEA Contractor, and IMRA Reviewers**
Recipient/Audience: **Publishers, Public, SBOE**

November 3, 2027, 5:00 p.m. CDT

Publishers disclose any campaign contributions made to SBOE members.

Responsible Party: **Publishers**
Recipient/Audience: **TEA, SBOE**

The [Register of Contact](#) is due to TEA.

Responsible Party: **Publishers**
Recipient/Audience: **TEA**

November 5, 2027

TEA Contractor finalizes reports and sends them to TEA.

Responsible Party: **TEA Contractor**
Recipient/Audience: **TEA and SBOE**

November 11, 2027

Agency Closed

November 15–19, 2027

TEA presents final review reports, recommendations, and public feedback to the SBOE.

Responsible Party: **TEA**
Recipient/Audience: **SBOE**

SBOE takes final vote on materials.

Responsible Party: **SBOE**
Recipient/Audience: **Publishers**

November 22, 2027

Publishers with SBOE-approved materials begin making required changes to prepare final, approved version.

Responsible Party: **Publishers**
Recipient/Audience: **SBOE, TEA**

November 24–26, 2027

Agency Closed

December 1, 2027, 5:00 p.m. CDT

Publishers must add any additional contacts from November 2027 to the [Register of Contact](#).

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

2028 Timelines and Milestones

February 1, 2028, 5:00 p.m. CDT

[Form 1295 Certificate of Interested Parties](#) is due to the Texas Ethics Commission, and a PDF copy is due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

One high-quality accessible PDF (exact replica of the print material), one copy of [NIMAS files](#) for student materials, blackline masters, and any other materials included in the teacher component that are intended for student use, and a screenshot from the NIMAC Validation Wizard showing that each file has passed validation, are due to the designated braille producer.

Responsible Party: **Publishers**

Recipient/Audience: **Braille Producer**

March 20, 2028, 5:00 p.m. CDT

- One complete, [post-approval program submission](#) that incorporates all required corrections, editorial changes, and new content is due to TEA.
- [Affirmation that all required corrections, editorial changes, and new content have been incorporated](#) in the post-approval program submission.
- Information regarding where in the SBOE-approved materials all required changes can be located is due to TEA.
- Affirmation that all print materials [comply with required manufacturing standards](#).
- The [Accessibility Compliance Report](#), along with the cover sheet, is due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

One complete, post-approval program submission that incorporates all required corrections, editorial changes, and new content is due to each of the 20 ESCs.

Responsible Party: **Publishers**

Recipient/Audience: **ESCs**

One copy of the final approved print student materials, blackline masters, and any other materials included in the teacher component(s) intended for student use. If changes were made to instructional materials between Monday, February 2, 2027, and Monday, March 23, 2027, one high-quality accessible PDF (exact replica of the print materials), one copy of NIMAS files, a side-by-side list of changes, and a screenshot from the NIMAC Validation Wizard showing that each file has passed validation due to the designated braille producer. If no changes were made, notice must be provided to the designated braille producer.

Responsible Party: **Publishers**

Recipient/Audience: **Braille Producer**

One copy of the final approved print student materials, blackline masters, and any other materials included in the teacher component(s) intended for student use; one high-quality accessible PDF (exact replica of the print materials); one copy of NIMAS files; and a screenshot from [NIMAC Validation Wizard](#) showing that the file passed validation are due to the designated audio producer.

Responsible Party: **Publishers**

Recipient/Audience: **Audio Producer**

One copy of the final approved print student materials, blackline masters, and any other materials included in the teacher component(s) intended for student use; one high-quality accessible PDF (exact replica of the print materials); one copy of NIMAS files; and a screenshot from [NIMAC Validation Wizard](#) showing that the file passed validation are due to the designated large-print producer.

Responsible Party: **Publishers**

Recipient/Audience: **Large-Print Producer**

Final NIMAS files and a side-by-side list of changes made between Monday, February 2, and Monday, March 23, or notice that no changes were made, are due to TEA.

Responsible Party: **Publishers**

Recipient/Audience: **TEA**

Final [NIMAS files are due to NIMAC](#).

Responsible Party: **Publishers**

Recipient/Audience: **NIMAC**

April 2028

TEA sends executed contracts to publishers.

Responsible Party: **TEA**

Recipient/Audience: **Publishers**

April–May 2028

TEA conducts a [confirmation of changes](#) review of approved materials to ensure publishers have made all revisions and changes required by the SBOE as a condition of approval.

Responsible Party: **TEA**

Recipient/Audience: **Publishers, SBOE**

May 2028

Texas public schools that have funding available may begin submitting orders for new materials through EMAT.

Responsible Party: **Local School Systems**

Recipient/Audience: **Publishers, TEA**

June 2028

TEA presents final review reports for IMRA Cycle 2027 Confirmation of Changes. Date TBD.

Responsible Party: **TEA**

Recipient/Audience: **SBOE**

June–August 2028

Publishers distribute approved materials to Texas public schools.

Responsible Party: **Publishers**

Recipient/Audience: **Local School Systems**

Appendix A – Relevant Statutes and Administrative Rules

Texas Education Code, Chapter 31, Instructional Materials and Technology

- [TEC, §31.002, Definitions](#)
- [TEC, §31.0211, Instructional Materials and Technology Allotment](#)
- [TEC, §31.0215, Instructional Materials and Technology Allotment Purchases](#)
- [TEC, §31.022, Instructional Materials Review and Approval](#)
- [TEC, §31.023, Instructional Materials Review](#)
- [TEC, §31.024, Limitation on the Adoption and Use of Instructional Materials](#)
- [TEC, §31.026, Contract; Price](#)
- [TEC, §31.027, Information to School Districts; Electronic Sample](#)
- [TEC, §31.028, Special Instructional Materials](#)
- [TEC, §31.151, Duties of Publishers and Manufacturers](#)
- [TEC, §31.154, Instructional Materials Parent Portal](#)

Title 19, Part II, Texas Administrative Code, Chapter 67, State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

- [§67.21 Proclamations, Public Notice, and Requests for Instructional Materials for Review](#)
- [§67.23 Requirements for Publisher Participation in Instructional Materials Review and Approval \(IMRA\)](#)
- [§67.25 Consideration and Approval of Instructional Materials by the State Board of Education](#)
- [§67.27 IMRA Reviewers: Eligibility and Appointment](#)
- [§67.29 IMRA Reviewers: Training, Duties, and Conduct](#)
- [§67.31 Procedures for Public Access to and Handling of IMRA Samples](#)
- [§67.33 Public Comment on Instructional Materials](#)
- [§67.39 Updates to Approved Instructional Materials](#)
- [§67.41 New Editions of Approved Instructional Materials](#)
- [§67.43 Lists of Approved and Rejected Instructional Materials](#)

Subchapter C. Local Operations

- [§67.61 Sample Copies of Instructional Materials for School Districts](#)
- [§67.63 Selection and Local Adoption of Instructional Materials by School Districts](#)
- [§67.69 Local Review of Classroom Instructional Materials](#)

Subchapter D. Duties of Publishers and Manufacturers

- [§67.81 Instructional Materials Contracts](#)
- [§67.83 Publisher Parent Portal](#)

Title 19, Part II, Texas Administrative Code, Chapter 74,

Subchapter CC. COMMISSIONER'S RULES CONCERNING READING PRACTICES

- [§74.2001, Phonics Curriculum](#)

Appendix B – TEKS and Course Enrollment

Texas Essential Knowledge and Skills (TEKS) describe what students should know and be able to do for each grade level and course in the required curriculum. The following tables provide links to the TEKS for the courses included in IMRA Cycle 2027 RFIM.

Course enrollment data is available in the [Teacher FTE Counts and Course Enrollment Report](#) on the [TEA Public Education Information Management Systems \(PEIMS\) website](#), select school year 2025–2026 in the school year dropdown, and select Statewide Totals in the report dropdown. You may choose to view the data on a web page or a comma-delimited file.

Chapter 110. English Language Arts and Reading (inclusive of Phonics)

Course
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
English Language Arts and Reading, Grade 5, Adopted 2017

Chapter 111. Mathematics

Subchapter A. Elementary

Course
Mathematics, Grade K
Mathematics, Grade 1
Mathematics, Grade 2
Mathematics, Grade 3
Mathematics, Grade 4
Mathematics, Grade 5

Subchapter B. Middle School

Course
Mathematics, Grade 6
Mathematics, Grade 7
Mathematics, Grade 8
Mathematics, Grade 6 Advanced
Mathematics, Grade 7 Advanced
Mathematics, Grade 8 Advanced, Algebra I

Subchapter C. High School

Course
Advanced Quantitative Reasoning, Adopted 2012 (One-Half to One Credit)
Algebra I, Adopted 2012 (One Credit)

Course
Algebra II, Adopted 2012 (One-Half to One Credit)
Algebraic Reasoning, Adopted 2015 (One Credit)
Discrete Mathematics for Problem Solving, Adopted 2013 (One-Half to One Credit)
Geometry, Adopted 2012 (One Credit)
Mathematical Models with Applications, Adopted 2012 (One Credit)
Precalculus, Adopted 2012 (One-Half to One Credit)
Statistics, Adopted 2015 (One Credit)

Chapter 114. Languages Other than English (LOTE)

The LOTE TEKS are not organized by grade band (i.e., elementary, middle, and high school). Instead, they are organized by level (e.g., I, II, III, etc.). Examples of classical languages include, but are not limited to, Greek and Latin. Examples of LOTE include, but are not limited to, Arabic, Chinese, French, Spanish, and Russian.

Course
American Sign Language, Level I (One Credit), Adopted 2014
American Sign Language, Level II (One Credit), Adopted 2014
American Sign Language, Level III (One Credit), Adopted 2014
American Sign Language, Level IV (One Credit), Adopted 2014
Classical Languages, Level I, Novice Low to Intermediate Low Proficiency (One Credit), Adopted 2014
Classical Languages, Level II, Novice Mid to Intermediate Mid Proficiency (One Credit), Adopted 2014
Classical Languages, Level III, Novice Mid to Advanced Low Proficiency (One Credit), Adopted 2014
Classical Languages, Level IV, Novice Mid to Advanced Mid Proficiency (One Credit), Adopted 2014
Classical Languages, Levels V-VII, Novice High to Superior Low Proficiency (One Credit), Adopted 2014
Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014
Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014
Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014
Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014
Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted 2014
Level VI, Advanced Mid to Advanced High Proficiency (One Credit), Adopted 2014
Level VII, Advanced High to Superior Proficiency (One Credit), Adopted 2014

Chapter 117. Fine Arts

Subchapter A. Elementary

Course
Art, Kindergarten, Adopted 2013
Music, Kindergarten, Adopted 2013
Theatre, Kindergarten, Adopted 2013
Art, Grade 1, Adopted 2013
Music, Grade 1, Adopted 2013
Theatre, Grade 1, Adopted 2013
Art, Grade 2, Adopted 2013
Music, Grade 2, Adopted 2013

Course
Theatre, Grade 2, Adopted 2013
Art, Grade 3, Adopted 2013
Music, Grade 3, Adopted 2013
Theatre, Grade 3, Adopted 2013
Art, Grade 4, Adopted 2013
Music, Grade 4, Adopted 2013
Theatre, Grade 4, Adopted 2013
Art, Grade 5, Adopted 2013
Music, Grade 5, Adopted 2013
Theatre, Grade 5, Adopted 2013

Subchapter B. Middle School

Course
Art, Middle School 1, Adopted 2013
Art, Middle School 2, Adopted 2013
Art, Middle School 3, Adopted 2013
Dance, Middle School 1, Adopted 2013
Dance, Middle School 2, Adopted 2013
Dance, Middle School 3, Adopted 2013
Music, Middle School 1, Adopted 2013, Band
Music, Middle School 2, Adopted 2013, Band
Music, Middle School 3, Adopted 2013, Band
Music, Middle School 1, Adopted 2013, Choir
Music, Middle School 2, Adopted 2013, Choir
Music, Middle School 3, Adopted 2013, Choir
Music, Middle School 1, Adopted 2013, Instrumental Ensemble
Music, Middle School 2, Adopted 2013, Instrumental Ensemble
Music, Middle School 3, Adopted 2013, Instrumental Ensemble
Music, Middle School 2, Adopted 2013, Jazz Ensemble
Music, Middle School 3, Adopted 2013, Jazz Ensemble
Music, Middle School 1, Adopted 2013, Orchestra
Music, Middle School 2, Adopted 2013, Orchestra
Music, Middle School 3, Adopted 2013, Orchestra
Music, Middle School 1, Adopted 2013, Vocal Ensemble
Music, Middle School 2, Adopted 2013, Vocal Ensemble
Music, Middle School 3, Adopted 2013, Vocal Ensemble
Theatre, Middle School 1, Adopted 2013
Theatre, Middle School 2, Adopted 2013
Theatre, Middle School 3, Adopted 2013

Subchapter C. High School

Course
Art I, Adopted 2013 (One Credit)
Art I, Art and Media Communications I, Adopted 2013 (One Credit)
Art I, Art Appreciation, Adopted 2013 (One Credit)
Art II, Adopted 2013 (One Credit)
Art II, Art and Media Communications II, Adopted 2013 (One Credit)
Art II, Ceramics I, Adopted 2013 (One Credit)
Art II, Design I, Adopted 2013 (One Credit)
Art II, Digital Art and Media I, Adopted 2013 (One Credit)
Art II, Drawing I, Adopted 2013 (One Credit)
Art II, Fibers I, Adopted 2013 (One Credit)
Art II, Jewelry I, Adopted 2013 (One Credit)
Art II, Painting I, Adopted 2013 (One Credit)
Art II, Photography I, Adopted 2013 (One Credit)
Art II, Printmaking I, Adopted 2013 (One Credit)
Art II, Sculpture I, Adopted 2013 (One Credit)
Art III, Adopted 2013 (One Credit)
Art III, Ceramics II, Adopted 2013 (One Credit)
Art III, Design II, Adopted 2013 (One Credit)
Art III, Digital Art and Media II, Adopted 2013 (One Credit)
Art III, Drawing II, Adopted 2013 (One Credit)
Art III, Fibers II, Adopted 2013 (One Credit)
Art III, Jewelry II, Adopted 2013 (One Credit)
Art III, Painting II, Adopted 2013 (One Credit)
Art III, Photography II, Adopted 2013 (One Credit)
Art III, Printmaking II, Adopted 2013 (One Credit)
Art III, Sculpture II, Adopted 2013 (One Credit)
Art IV, Adopted 2013 (One Credit)
Art IV, Ceramics III, Adopted 2013 (One Credit)
Art IV, Design III, Adopted 2013 (One Credit)
Art IV, Digital Art and Media III, Adopted 2013 (One Credit)
Art IV, Drawing III, Adopted 2013 (One Credit)
Art IV, Fibers III, Adopted 2013 (One Credit)
Art IV, Jewelry III, Adopted 2013 (One Credit)
Art IV, Painting III, Adopted 2013 (One Credit)
Art IV, Photography III, Adopted 2013 (One Credit)
Art IV, Printmaking III, Adopted 2013 (One Credit)
Art IV, Sculpture III, Adopted 2013 (One Credit)
Dance I, Ballet I, Adopted 2013 (One Credit)

Course
Dance I, Dance and Media Communications I, Adopted 2013 (One Credit)
Dance I, Dance Composition/Improvisation I, Adopted 2013 (One Credit)
Dance I, Dance Production I, Adopted 2013 (One Credit)
Dance I, Dance Theory I, Adopted 2013 (One Credit)
Dance I, Dance Wellness I, Adopted 2013 (One Credit)
Dance I, Jazz I, Adopted 2013 (One Credit)
Dance I, Modern Contemporary I, Adopted 2013 (One Credit)
Dance I, Performance Ensemble I, Adopted 2013 (One Credit)
Dance I, Principles of Dance I, Adopted 2013 (One Credit)
Dance I, Tap I, Adopted 2013 (One Credit)
Dance I, World Dance Forms I, Adopted 2013 (One Credit)
Dance II, Ballet II, Adopted 2013 (One Credit)
Dance II, Dance and Media Communications II, Adopted 2013 (One Credit)
Dance II, Dance Composition/Improvisation II, Adopted 2013 (One Credit)
Dance II, Dance Production II, Adopted 2013 (One Credit)
Dance II, Dance Theory II, Adopted 2013 (One Credit)
Dance II, Dance Wellness II, Adopted 2013 (One Credit)
Dance II, Jazz II, Adopted 2013 (One Credit)
Dance II, Modern Contemporary II, Adopted 2013 (One Credit)
Dance II, Performance Ensemble II, Adopted 2013 (One Credit)
Dance II, Principles of Dance II, Adopted 2013 (One Credit)
Dance II, Tap II, Adopted 2013 (One Credit)
Dance II, World Dance Forms II, Adopted 2013 (One Credit)
Dance III, Ballet III, Adopted 2013 (One Credit)
Dance III, Dance Composition/Improvisation III, Adopted 2013 (One Credit)
Dance III, Dance History I, Adopted 2013 (One Credit)
Dance III, Dance Production III, Adopted 2013 (One Credit)
Dance III, Dance Theory III, Adopted 2013 (One Credit)
Dance III, Dance Wellness III, Adopted 2013 (One Credit)
Dance III, Jazz III, Adopted 2013 (One Credit)
Dance III, Modern Contemporary III, Adopted 2013 (One Credit)
Dance III, Performance Ensemble III, Adopted 2013 (One Credit)
Dance III, Principles of Dance III, Adopted 2013 (One Credit)
Dance III, Tap III, Adopted 2013 (One Credit)
Dance III, World Dance Forms III, Adopted 2013 (One Credit)
Dance IV, Ballet IV, Adopted 2013 (One Credit)
Dance IV, Dance Composition/Improvisation IV, Adopted 2013 (One Credit)
Dance IV, Dance History II, Adopted 2013 (One Credit)
Dance IV, Dance Production IV, Adopted 2013 (One Credit)
Dance IV, Dance Theory IV, Adopted 2013 (One Credit)

Course
Dance IV, Dance Wellness IV, Adopted 2013 (One Credit)
Dance IV, Jazz IV, Adopted 2013 (One Credit)
Dance IV, Modern Contemporary IV, Adopted 2013 (One Credit)
Dance IV, Performance Ensemble IV, Adopted 2013 (One Credit)
Dance IV, Principles of Dance IV, Adopted 2013 (One Credit)
Dance IV, Tap IV, Adopted 2013 (One Credit)
Dance IV, World Dance Forms IV, Adopted 2013 (One Credit)
Music I, Applied Music I, Adopted 2013 (One Credit)
Music I, Band I, Adopted 2013 (One Credit)
Music I, Choir I, Adopted 2013 (One Credit)
Music I, Guitar I, Adopted 2013 (One Credit)
Music I, Harp I, Adopted 2013 (One Credit)
Music I, Instrumental Ensemble I, Adopted 2013 (One Credit)
Music I, Jazz Ensemble I, Adopted 2013 (One Credit)
Music I, Jazz Improvisation I, Adopted 2013 (One Credit)
Music I, Mariachi I, Adopted 2013 (One Credit)
Music I, Orchestra I, Adopted 2013 (One Credit)
Music I, Piano I, Adopted 2013 (One Credit)
Music I, Vocal Ensemble I, Adopted 2013 (One Credit)
Music I, World Music Ensemble I, Adopted 2013 (One Credit)
Music II, Applied Music II, Adopted 2013 (One Credit)
Music II, Band II, Adopted 2013 (One Credit)
Music II, Choir II, Adopted 2013 (One Credit)
Music II, Guitar II, Adopted 2013 (One Credit)
Music II, Harp II, Adopted 2013 (One Credit)
Music II, Instrumental Ensemble II, Adopted 2013 (One Credit)
Music II, Jazz Ensemble II, Adopted 2013 (One Credit)
Music II, Jazz Improvisation II, Adopted 2013 (One Credit)
Music II, Mariachi II, Adopted 2013 (One Credit)
Music II, Orchestra II, Adopted 2013 (One Credit)
Music II, Piano II, Adopted 2013 (One Credit)
Music II, Vocal Ensemble II, Adopted 2013 (One Credit)
Music II, World Music Ensemble II, Adopted 2013 (One Credit)
Music III, Applied Music III, Adopted 2013 (One Credit)
Music III, Band III, Adopted 2013 (One Credit)
Music III, Choir III, Adopted 2013 (One Credit)
Music III, Guitar III, Adopted 2013 (One Credit)
Music III, Harp III, Adopted 2013 (One Credit)
Music III, Instrumental Ensemble III, Adopted 2013 (One Credit)
Music III, Jazz Ensemble III, Adopted 2013 (One Credit)

Course
Music III, Jazz Improvisation III, Adopted 2013 (One Credit)
Music III, Mariachi III, Adopted 2013 (One Credit)
Music III, Orchestra III, Adopted 2013 (One Credit)
Music III, Piano III, Adopted 2013 (One Credit)
Music III, Vocal Ensemble III, Adopted 2013 (One Credit)
Music III, World Music Ensemble III, Adopted 2013 (One Credit)
Music IV, Applied Music IV, Adopted 2013 (One Credit)
Music IV, Band IV, Adopted 2013 (One Credit)
Music IV, Choir IV, Adopted 2013 (One Credit)
Music IV, Guitar IV, Adopted 2013 (One Credit)
Music IV, Harp IV, Adopted 2013 (One Credit)
Music IV, Instrumental Ensemble IV, Adopted 2013 (One Credit)
Music IV, Jazz Ensemble IV, Adopted 2013 (One Credit)
Music IV, Jazz Improvisation IV, Adopted 2013 (One Credit)
Music IV, Mariachi IV, Adopted 2013 (One Credit)
Music IV, Orchestra IV, Adopted 2013 (One Credit)
Music IV, Piano IV, Adopted 2013 (One Credit)
Music IV, Vocal Ensemble IV, Adopted 2013 (One Credit)
Music IV, World Music Ensemble IV, Adopted 2013 (One Credit)
Music Studies, Music and Media Communications I, Adopted 2013 (One Credit)
Music Studies, Music and Media Communications II, Adopted 2013 (One Credit)
Music Studies, Music Appreciation I, Adopted 2013 (One Credit)
Music Studies, Music Appreciation II, Adopted 2013 (One Credit)
Music Studies, Music Business I, Adopted 2013 (One Credit)
Music Studies, Music Business II, Adopted 2013 (One Credit)
Music Studies, Music Composition I, Adopted 2013 (One Credit)
Music Studies, Music Composition II, Adopted 2013 (One Credit)
Music Studies, Music Production I, Adopted 2013 (One Credit)
Music Studies, Music Production II, Adopted 2013 (One Credit)
Music Studies, Music Theory I, Adopted 2013 (One Credit)
Music Studies, Music Theory II, Adopted 2013 (One Credit)
Musical Theatre I, Adopted 2013 (One Credit)
Musical Theatre II, Adopted 2013 (One Credit)
Musical Theatre III, Adopted 2013 (One Credit)
Musical Theatre IV, Adopted 2013 (One Credit)
Technical Theatre I, Adopted 2013 (One Credit)
Technical Theatre II, Adopted 2013 (One Credit)
Technical Theatre II, Costume Construction, Adopted 2013 (One-Half to One Credit)
Technical Theatre II, Design for the Theatre, Adopted 2013 (One-Half to One Credit)
Technical Theatre II, Lighting and Sound, Adopted 2013 (One-Half to One Credit)

Course
Technical Theatre II, Make-up for the Theatre, Adopted 2013 (One-Half to One Credit)
Technical Theatre II, Stagecraft, Adopted 2013 (One-Half to One Credit)
Technical Theatre II, Theatre Management, Adopted 2013 (One-Half to One Credit)
Technical Theatre III, Adopted 2013 (One Credit)
Technical Theatre III, Advanced Costume Construction, Adopted 2013 (One-Half to One Credit)
Technical Theatre III, Advanced Design for the Theatre, Adopted 2013 (One-Half to One Credit)
Technical Theatre III, Advanced Lighting and Sound, Adopted 2013 (One-Half to One Credit)
Technical Theatre III, Advanced Stagecraft, Adopted 2013 (One-Half to One Credit)
Technical Theatre III, Advanced Theatre Management, Adopted 2013 (One-Half to One Credit)
Technical Theatre III, Make-up for the Theatre, Adopted 2013 (One-Half to One Credit)
Technical Theatre IV Advanced Theatre Management, Adopted 2013 (One-Half to One Credit)
Technical Theatre IV, Adopted 2013 (One Credit)
Technical Theatre IV, Advanced Costume Construction, Adopted 2013 (One-Half to One Credit)
Technical Theatre IV, Advanced Design for the Theatre, Adopted 2013 (One-Half to One Credit)
Technical Theatre IV, Advanced Lighting and Sound, Adopted 2013 (One-Half to One Credit)
Technical Theatre IV, Advanced Stagecraft, Adopted 2013 (One-Half to One Credit)
Technical Theatre IV, Make-up for the Theatre, Adopted 2013 (One-Half to One Credit)
Theatre I, Theatre and Media Communications I, Adopted 2013 (One Credit)
Theatre I, Theatre Arts I, Adopted 2013 (One Credit)
Theatre I, Theatre Production I, Adopted 2013 (One-Half to One Credit)
Theatre II, Theatre and Media Communications II, Adopted 2013 (One Credit)
Theatre II, Theatre Arts II, Adopted 2013 (One Credit)
Theatre II, Theatre Production II, Adopted 2013 (One-Half to One Credit)
Theatre III, Directing I, Adopted 2013 (One Credit)
Theatre III, Playwriting I, Adopted 2013 (One Credit)
Theatre III, Theatre Arts III, Adopted 2013 (One Credit)
Theatre III, Theatre Production III, Adopted 2013 (One-Half to One Credit)
Theatre IV, Directing II, Adopted 2013 (One Credit)
Theatre IV, Playwriting II, Adopted 2013 (One Credit)
Theatre IV, Theatre Arts IV, Adopted 2013 (One Credit)
Theatre IV, Theatre Production IV, Adopted 2013 (One-Half to One Credit)

Chapter 120. Other Texas Essential Knowledge and Skills, Subchapter B. English Language Proficiency Standards

- [English Language Proficiency Standards, Kindergarten–Grade 3, Adopted 2024](#)
- [English Language Proficiency Standards, Grades 4–12, Adopted 2024](#)

Chapter 127. Career Development and Career and Technical Education

Courses marked with an asterisk (*) have been added for IMRA Cycle 2027.

Subchapter B. High School Career Development

Course
Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023
Career Preparation for Programs of Study (Two Credits), Adopted 2023
Career Preparation General (Two Credits), Adopted 2023
Extended Career Preparation (One Credit), Adopted 2023
Occupational Safety and Compliance Lab (One Credit), Adopted 2025
Scientific Research and Design (One Credit), Adopted 2024

Subchapter C. Agriculture, Food, and Natural Resources

Course
Advanced Animal Science (One Credit), Adopted 2024
Advanced Floral Design (One Credit), Adopted 2024
Advanced Plant and Soil Science (One Credit), Adopted 2024
Agribusiness Management and Marketing (One Credit), Adopted 2024
Agricultural Leadership, Research, and Communications (One Credit), Adopted 2024
Beekeeping and Honey Processing (One Credit), Adopted 2025
Equine Science (One-Half Credit), Adopted 2024
Extended Practicum in Agriculture, Food, and Natural Resources (One Credit), Adopted 2024
Floral Design (One Credit), Adopted 2024
Geographic Information Systems for Agriculture (One Credit), Adopted 2025
Greenhouse Operation and Production (One Credit), Adopted 2024
Horticultural Science (One Credit), Adopted 2024
Livestock and Poultry Production (One Credit), Adopted 2024
Practicum in Agriculture, Food, and Natural Resources (Two Credits), Adopted 2024
Principles of Agriculture, Food, and Natural Resources (One Credit), Adopted 2024
Professional Standards and Communication in Agribusiness (One Credit), Adopted 2024
Small Animal Management (One-Half Credit), Adopted 2024
Veterinary Science (One Credit), Adopted 2024
Viticulture (One Credit), Adopted 2024

Subchapter F. Business, Marketing, and Finance

Course
Commercial Lending and Real Estate (One Credit), Adopted 2025*
Entrepreneurship I (One Credit), Adopted 2023
Entrepreneurship II (One Credit), Adopted 2023
Extended Practicum in Entrepreneurship (One Credit), Adopted 2023
Marketing (One Credit), Adopted 2025
Practicum in Entrepreneurship (Two Credits), Adopted 2023
Retail Management (One Credit), Adopted 2025

Subchapter I. Engineering

Course
Advanced Engineering Design and Presentation (Two Credits), Adopted 2025
Aerospace Design I (One Credit), Adopted 2025
Aerospace Design II (Two Credits), Adopted 2025
Architectural Engineering (Two Credits), Adopted 2025
Civil Engineering I (One Credit), Adopted 2025
Civil Engineering II (Two Credits), Adopted 2025
Engineering Design and Presentation (One Credit), Adopted 2025
Engineering Design and Problem Solving (One Credit), Adopted 2025
Engineering Design Process (One Credit), Adopted 2025
Engineering Project Management (One Credit), Adopted 2025
Environmental Engineering (One Credit), Adopted 2025
Extended Practicum in Engineering (One Credit), Adopted 2025
Fluid Mechanics (One Credit), Adopted 2025
Mechanical Design I (One Credit), Adopted 2025
Mechanical Design II (Two Credits), Adopted 2025
Mechanics of Materials (One Credit), Adopted 2025
Physics For Engineering (One Credit), Adopted 2024
Practicum in Engineering (Two Credits), Adopted 2025
Programming for Engineers (One Credit), Adopted 2025
Statics (One Credit), Adopted 2025
Surveying and Geomatics (Two Credits), Adopted 2025

Subchapter J. Health Science

Course
Introduction to Pharmacy Science (One Credit), Adopted 2025*
Science of Nursing (One Credit), Adopted 2025*
Speech and Language Development (One Credit), Adopted 2025
Speech Communication Disorders (One Credit), Adopted 2025

Subchapter K. Hospitality and Tourism

Course
Event and Meeting Planning (One Credit), Adopted 2025
Foundations of Restaurant Management (One Credit), Adopted 2025
Practicum in Event and Meeting Planning (Two Credits), Adopted 2025

Subchapter M. Information and Technology

Course
Advanced Cloud Computing (One Credit), Adopted 2025
Advanced User Experience Design (One Credit), Adopted 2025

Engineering Applications of Computer Science Principles (One Credit), Adopted 2025
Foundations of User Experience (One Credit), Adopted 2025
Geographic Information Systems (One Credit), Adopted 2025
Information Technology Troubleshooting (One Credit), Adopted 2025
Raster-Based Geographic Information Systems (One Credit), Adopted 2025
Spatial Technology and Remote Sensing (One Credit), Adopted 2025

Subchapter N. Law and Public Service

Course
Crisis Care (One Credit), Adopted 2026*
Disaster Response (One Credit), Adopted 2026*
Emergency Medical Technician-Basic (Two Credits), Adopted 2026*
Foundations of Fire Protection (One Credit), Adopted 2026*
Legal Research and Writing (One Credit), Adopted 2025

Subchapter O. Manufacturing

Course
Blueprint Reading for Manufacturing Applications (One Credit), Adopted 2025*
Industrial Maintenance (One Credit), Adopted 2025*
Mechanical Maintenance (One Credit), Adopted 2025*
Basic Fluid Power (One Credit), Adopted 2025*

Subchapter P. Transportation, Distribution, and Logistics

Course
Aircraft Airframe Technology (Two Credits), Adopted 2024
Aircraft Maintenance Technology (One Credit), Adopted 2024
Aircraft Powerplant Technology (Two Credits), Adopted 2024
Introduction to Aircraft Technology (One Credit), Adopted 2024

Chapter 128. Spanish Language Arts (inclusive of Phonics)

Course
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
Spanish Language Arts and Reading, Grade 5, Adopted 2017

Appendix C – Breakouts

Standards Alignment Breakout Documents

Student expectations (SEs) in the TEKS and English Language Proficiency Standards (ELPS) are separated into their component parts to create breakouts. Breakout documents are intended for use by publishers to align instructional materials to state standards in a way that ensures every aspect of an SE is addressed.

Chapter 110. English Language Arts and Reading (ELAR)

English Phonics Only

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)

ELAR Full-Subject

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)

Chapter 111. Mathematics

Middle School Advanced Mathematics (English)

- [Middle School Advanced Mathematics | Grade 6](#)
- [Middle School Advanced Mathematics | Grade 7](#)
- [Middle School Advanced Mathematics | Algebra I/Grade 8](#)

Mathematics (English)

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)
- [Algebra I](#)
- [Algebra II](#)
- [Geometry](#)
- [Algebraic Reasoning](#)
- [Precalculus](#)
- [Statistics](#)
- [Advanced Quantitative Reasoning](#)
- [Discrete Mathematics for Problem Solving](#)
- [Mathematical Models with Applications](#)

Mathematics (Spanish)

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)

Chapter 117. Fine Arts

Fine Arts—Art

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Middle School 1](#)
- [Middle School 2](#)
- [Middle School 3](#)
- [Level I](#)
- [Level II](#)
- [Level III](#)
- [Level IV](#)

Fine Arts—Dance

- [Middle School 1](#)
- [Middle School 2](#)
- [Middle School 3](#)
- [Level I](#)
- [Level II](#)
- [Level III](#)
- [Level IV](#)

Fine Arts—Music

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Middle School 1](#)
- [Middle School 2](#)
- [Middle School 3](#)
- [Level I](#)
- [Level II](#)
- [Level III](#)
- [Level IV](#)
- [Music Studies](#)
- [Level I](#)
- [Level II](#)
- [Level III](#)
- [Level IV](#)
- [Music Studies](#)

Fine Arts—Music Theater

- [Musical Theater I](#)
- [Musical Theater II](#)
- [Musical Theater III](#)
- [Musical Theater IV](#)

Fine Arts—Technical Theater

- [Technical Theater I](#)
- [Technical Theater II](#)
- [Technical Theater III](#)
- [Technical Theater IV](#)

Fine Arts—Theater

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)

- [Grade 4](#)
- [Grade 5](#)

- [Middle School 1](#)
- [Middle School 2](#)
- [Middle School 3](#)
- [Theater I](#)
- [Theater II](#)
- [Theater III](#)
- [Theater IV](#)

Chapter 120. English Language Proficiency Standards (ELPS)

- [Grade K–3](#)
- [Grade 4–12](#)

Chapter 127. Career and Technical Education

- Breakout documents for CTE will be released on a rolling basis and will be posted to the [Standards Alignment Breakout Documents](#) webpage.

Chapter 128. Spanish Language Arts and Reading (SLAR)

Spanish Phonics

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)

SLAR Full-Subject

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)



IMRA 
Instructional Materials
Review and Approval