

**State Board of Education
Committee of the Full Board
April 7, 2026**

The State Board of Education Committee of the Full Board met at 8:00 a.m. on Tuesday, April 7, 2026, in Room 2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little; Tiffany Clark; Evelyn Brooks

Participating online: Rebecca Bell-Metereau

Items were taken up in the following order: 1, 3, 4. Item 2 was not considered, and was postponed for a later time.

ACTION ITEMS

1. **Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30 Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and proposed new 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grades 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026.**

(First Reading and Filing Authorization)

(Board agenda page I-1)

Public testimony was heard.

Chairman Kinsey reminded the Committee of the Full Board that at the January 28, 2026, meeting, the COFB heard the following motion: That the COFB recommend that the SBOE:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30 Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and proposed new 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grades 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted

2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026.

Chairman Kinsey reminded the members that while the motion was pending in January, Member Hickman moved to amend the English language literary works lists, by keeping a total of 127, striking out a total of 168 works and adding 52 more, and asked that staff have an amendment prepared by Friday's SBOE meeting that is analogous to this amendment for the Spanish language literary works list.

Member Francis then moved to recommend to the SBOE that this item (which would carry the amendment) be postponed to the next meeting. On January 30, 2026, the SBOE voted to postpone the item, with the pending amendment, to the April meeting.

During debate, the pending amendment was restated by Member Hickman, and while that amendment was pending, Member Ellis moved to substitute for the pending motion the following documents.

- T1-Revised Chapter 110.10 Kinder_Fifth Lit Lists
- T1-Revised Chapter 110.30 Middle School Lit Lists
- T1-Revised Chapter 110.70 English I_IV Lit List
- T1-Revised Chapter 128.10 SLAR Kinder_Fifth Lit Lists
- T1-Revised Chapter 128.30 SLAR and ELLA Middle School Lit List
- T1-Revised Chapter 128.70 ESOL I_II Lit List

Without objection, the COFB postponed further consideration of the item, including the Hickman restated amendment and the Ellis substitution until later in the meeting.

SEE COFB ATTACHMENT 1 (Hickman restated amendment)

SEE COFB ATTACHMENT 2 (Ellis substitute)

DISCUSSION ITEMS

2. **Discussion of Instructional Materials Review and Approval Quality Rubric for Full-Subject, Tier-One Languages Other Than English Grades K–12**
(Board agenda page I-59)

This item was not considered, and the Chair announced that it would be taken up later in the meeting.

3. **Public Hearing on Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses**
(Board agenda page I-73)

Members of the public provided testimony.

ACTION ITEMS

4. **Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses (First Reading and Filing Authorization)**

(Board agenda page I-76)

Shannon Trejo, Deputy Commissioner, Office of School Programs, presented the proposed new TEKS, which would update the social studies standards and implement recent legislation. The Content Advisors were present and answered questions.

MOTION: It was moved by Member Maynard that the Committee of the Full Board recommend that the State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses.

While the motion was pending, Member Young move to incorporate the Content Advisor Consensus Document Recommendations (March 2026) with the proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses for all courses, with the exception of:

1. High School World Geography Studies; and
2. Kindergarten Student Expectation 3(B) to recite the Pledge of Allegiance.

Member Hickman moved to suspend the rules and allow individual amendments that touch the language in the Consensus Document. The motion to suspend the rules was adopted.

Member Hickman moved to suspend the rules to allow individual amendments that touch the language in the consensus document. The motion to suspend the rules was adopted without objection.

The motion to Incorporate the Content Advisor Consensus Document Recommendations was adopted 7-4 on a roll call vote:

FOR:	Francis, Hickman, Pickren, Young, Ellis, Maynard, Hall
AGAINST:	Reveles, Perez-Diaz, Childs, Clark
ABSTAIN:	Brooks
ABSENT:	Bell-Metereau, Little

SEE COFB ATTACHMENT 3 (Content Advisor Consensus Document)

The meeting adjourned at 1:25 a.m. on April 8, 2026, with the motion on the floor.

Grade Level	Book Title	Author
Kinder	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott
REMOVE	April Rain Song	Langston Hughes
REMOVE	Are You My Mother?	P. D. Eastman
REMOVE	The Bald Eagle	Norman Pearl
REMOVE	Blueberries for Sal	Robert McCloskey
Kinder	The Cat in the Hat	Dr. Seuss
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault
Kinder	Cinderella	Marcia Brown
Kinder	Classic Nursery Rhymes (Selected Excerpts: Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickery Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	Nicola Baxter
REMOVE	George Washington and the Cherry Tree (Excerpt from The Children's Book of Virtues)	William J. Bennett
REMOVE	The Golden Rule	State of Texas
REMOVE	The Grasshopper and the Ant	Jerry Pinkney (retold from Aesop)
Kinder	Goldilocks and the Three Bears	Jim Aylesworth
Kinder	The Keeping Quilt	Patricia Polacco
Kinder	L is for Lone Star: A Texas Alphabet	Carol Crane
Kinder	The Little Red Hen (Excerpt from The Children's Book of Virtues)	William J. Bennett
Kinder	The Lion and the Mouse (Excerpt from The Children's Book of Virtues)	William J. Bennett
Kinder	Luna Loves Art	Joseph Coelho
REMOVE	A Picture Book of George Washington	David A. Adler
Kinder	A Picture Book of Thomas Alva Edison	David A. Adler
Kinder	The Runaway Bunny	Margaret Wise Brown
REMOVE	Snow White and the Seven Dwarfs (Fairytale Classics)	Anne Bowles
Kinder	The Snowy Day	Ezra Jack Keats
REMOVE	Three Billy Goats Gruff	Paul Galdone
Kinder	The Three Little Pigs	Paul Galdone
Kinder	The Tortoise and the Hare (Excerpt from Children's Book of Virtues)	William J. Bennett
Kinder	The Very Hungry Caterpillar	Eric Carle
Kinder	You Are Special	Max Lucado
Kinder	Brown Bear, Brown Bear (WH)	Bill Martin, Jr. and Eric Carle
Kinder	Goodnight Moon (WH)	Margaret Wise Brown
Kinder	Where the Wild Things Are (WH)	Maurice Sendak
Kinder	How Grandmother Spider Brought Fire (A Choctaw Story) (Excerpt from A Year Full of Stories: 52 Folktales and Legends from Around the World)	Angela McAllister
Kinder	Jonah and the Whale (Excerpt from A Year Full of Stories: 52 Folktales and Legends from Around the World)	Angela McAllister
Total		

Grade 1	Abe Lincoln: The Boy Who Loved Books	Kay Winters
Grade 1	Ada Twist, Scientist	Andrea Beaty
Grade 1	Amelia Bedelia First Day of School	Herman Parrish
REMOVE	Exploring America's Symbols	State of Texas
Grade 1	A Beautiful Day in the Neighborhood (Selected Excerpts: Won't You Be My Neighbor, I Like You As You Are, Children Can, Smile in Your Pocket, Take My Time, What Can You Hear?, I'd Like to Be Like Mom and Dad, Summer Rain, Are You Brave?, The King and the Ocean, Then Your Heart is Full of Love, The Truth Will Make You Free, You're Special, Perfect Day, I'm Proud of You)	Fred Rogers
Grade 1	The Boy Who Cried Wolf (Excerpt from the Children's Book of Virtues)	William J. Bennett
Grade 1	Classic Nursery Rhymes (Selected Excerpts: Jack Be Nimble, Peter Peter Pumpkin Eater, Simple Simon, Sing a Song of Sixpence, There Was an Old Woman, Twinkle Twinkle Little Star, Yankee Doodle)	Nicola Baxter
REMOVE	Curious About the White House	Kate Waters
REMOVE	Daniel Boone (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét
Grade 1	Danny and the Dinosaur	Syd Hoff
Grade 1	Davy Crockett (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét
REMOVE	The Hare in the Moon: A Buddhist Story (Excerpt from A Year Full of Stories: 52 folktales and legends from all around the world)	Angela McAllister
REMOVE	The Fox and the Grapes (Excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop
REMOVE	The Frog Prince (Excerpt from A Year Full of Stories: 52 folktales and legends from around the world)	Angela McAllister
Grade 1	Invitation (Excerpt from Where the Sidewalk Ends)	Shel Silverstein
Grade 1	Jack and the Beanstalk	Thomas Nelson
REMOVE	The Legend of the Bluebonnet	Tomie DePaola
REMOVE	The Life of Paul Revere	Maria Nelson
Grade 1	The Little Engine That Could	Watty Piper
REMOVE	Lowly Worm meets the Early Bird	Richard Scarry
Grade 1	Madeline	Ludwig Bemelmans
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada
REMOVE	Millions of Cats	Wanda Gag
Grade 1	Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta
REMOVE	The Parable of the Prodigal Son	State of Texas
REMOVE	A Picture Book of Frederick Douglass	David A. Adler
REMOVE	Pocahontas (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét
Grade 1	Rapunzel (Excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty
Grade 1	Red Riding Hood	James Marshall
REMOVE	Rumpelstiltskin (Excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty
Grade 1	Swimmy	Leo Lionni
Grade 1	Alma and How She Got Her Name	Juana Martinez Leal
Grade 1	The Tale of Peter Rabbit	Beatrix Potter

Grade 1	The Ugly Duckling	Jerry Pinkney
Grade 1	Wolf in Sheep's Clothing (Excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop
Grade 1	David and Goliath (I Samuel 17: 1-25, 32-50 ICB)	
Total		
Grade 2	America Is...	Louise Borden
Grade 2	Beauty and the Beast	Marianna Mayer
Grade 2	Bluebonnet at the Alamo	Mary Brooke Casad
Grade 2	Cam Jansen and The Mystery of the Stolen Diamonds	David A. Adler
REMOVE	Clara Barton: Angel of the Battle Field	Tamara Hollingsworth
REMOVE	The Courage of Sarah Noble	Alice Dalgliesh
Grade 2	The Donkey in the Lion's Skin (Excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop
REMOVE	The Drinking Gourd	Jeanette Winter
Grade 2	Falling Up (Excerpt from Falling Up)	Shel Silverstein
Grade 2	Flat Stanley	Jeff Brown
REMOVE	James Madison	Josh Gregory
Grade 2	John Henry	Julius Lester
Grade 2	Johnny Appleseed	Steven Kellogg
REMOVE	The Legend of the Dipper (Excerpt from the Children's Book of Virtues)	William J. Bennett
Grade 2	Paul Bunyan	Steven Kellogg
REMOVE	Pecos Bill	Steven Kellogg
Grade 2	The Magic Tree House #22: Revolutionary War on Wednesday	Mary Pope Osborne
REMOVE	Moses: When Harriet Tubman Led Her People to Freedom	Carole Boston Weatherford
Grade 2	The Mouse and the Motorcycle <u>Henry Huggins</u>	Beverly Cleary
Grade 2	The Patchwork Quilt	Valerie Flournoy
REMOVE	Riding the Pony Express (Chapters 1 St. Joe, Chapter 2 The Pony Express, Chapter 3 The Stagecoach, Chapter 4 Owl Creek Station, Chapter 5 The Kelly Family, Chapter 6 The Stable, Chapter 7 Work at the Stable)	Clyde Robert Bulla
REMOVE	Sam: The Minuteman	Nathaniel Benchley
Grade 2	Stellaluna	Janell Cannon
REMOVE	Susan B. Anthony	Laura Murray
Grade 2	The Swing	Robert Louis Stevenson
Grade 2	Teammates	Peter Golenbock
Grade 2	The Thanksgiving Story	Alice Dalgliesh
Grade 2	Try, Try Again (Excerpt from The Children's Book of Virtues)	William Edward Hickson
REMOVE	We the Kids: The Preamble of the Constitution of the United States	David Catrow
Grade 2	Winnie-the-Pooh (Chapter 1 "In Which We Are Introduced to Winnie-the-Pooh and Some Bees, and the Stories Begin" and Chapter 2 "In Which Pooh Goes Visiting and Gets Into a Tight Place")	A. A. Milne
Grade 2	Magic Tree House 1: Dinosaurs Before Dark (Novel, 550L, 68 pages, 4737 words) (WH)	Mary Pope Osborne
Grade 2	Where are you from	Yaime Saied Mendez
Grade 2	The Boxcar Children (Novel, 590L, 176 pages, 17087 words)	Getrude Chandler Warner

Grade 2	Jonah & the Whale (Jonah 1:1-5, 10-17, 2:10 ICB)	Bible
REMOVE	The Giants Secret (A bedtime story from Mexico) (Excerpt from A Bedtime full of Stories: 50 folktales and legends from around the world)	Angela McAllister
Total		
REMOVE	Abraham Lincoln (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét
REMOVE	Archimedes and the Door of Science (Chapter 1 "Who was Archimedes?", Chapter 4 "Archimedes and his Lever", Chapter 9 "Archimedes and Numbers")	Jeanne Bendick
Grade 3	Charlotte's Web	E. B. White
Grade 3	Encyclopedia Brown, Boy Detective	Donald J. Sobol
Grade 3	Enemy Pie	Derek Munson
Grade 3	The Fisherman and His Wife	Rachel Isadora
REMOVE	George Washington (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét
REMOVE	Hercules and the Wagoner (Excerpt from Children's Book of Virtues)	William J. Bennett
Grade 3	Icarus and Daedalus (Excerpt from Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology)	William F. Russell
REMOVE	Inside Ancient Rome	L.L. Owens
Grade 3	King Midas and the Golden Touch	Charlotte Craft
REMOVE	The Librarian Who Measured the Earth	Kathryn Lasky
Grade 3	Miss Rumphius	Barbara Cooney
Grade 3	Mistakes that Worked: 40 Familiar Inventions & How They Came To Be (Section 2 Doctor, Doctor and Section 4 All Kinds of Accidental Things)	Charlotte Foltz Jones
REMOVE	The Road to Damascus	State of Texas
REMOVE	Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs	James Rumford
Grade 3	Smart (Excerpt from A Light in the Attic)	Shel Silverstein
Grade 3	The Shepherd Boy and the Wolf (Excerpt from Aesop's Fables)	Jerry Pinkney (retold from Aesop)
Grade 3	Stone Soup	Marcia Brown
REMOVE	The Story of Benjamin Franklin: An Inspiring Biography for Young Readers	Shannon Anderson
Grade 3	Thomas Jefferson (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét
Grade 3	The Town Mouse and the Country Mouse (Excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop
Grade 3	What Do You Do With a Problem?	Kobi Yamada
Grade 3	The Wind in the Willows (Chapters "The River Bank", "The Open Road", "The Wild Wood", and "Mr. Badger")	Kenneth Grahame And Mairi McKinnon
Grade 3	I survived the destruction of Pompei AD 79 (Novel, 700L, 144 pages, 12621 word count) -	Lauren Tarshis
Grade 3	Good Samaritan (Luke 10:29-37 ICB)	Bible
Grade 3	Tomas and the Library Lady	Pat Mora
Grade 3	Because of Winn Dixie	Kate DiCamilla
Total		
Grade 4	Stuart Little	E.B. White

Grade 4	The Ant and the Dove (Excerpts from Aesop's Fables)	Jerry Pinkney (retold from Aesop)
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer
Grade 4	Brave Irene	William Steig
REMOVE	The Door in the Wall (Chapter 1)	Marguerite de Angeli
Grade 4	Dreams	Langston Hughes
REMOVE	Marquette in Iowa (Excerpt from Stories of Great Americans)	Edward Eggleston
Grade 4	Number the Stars	Lois Lowry
REMOVE	Old Stormalong, The Seafaring Sailor	Carol Beach York
Grade 4	The Road Not Taken	Robert Frost
REMOVE	Robinhood and the Golden Arrow (Excerpt from The Children's Book of Virtues)	William J. Bennett
REMOVE	Saint Francis of Assisi	Tim Ladwig
Grade 4	Sea Fever	John Masefield
REMOVE	The Spirit of the Renaissance	State of Texas
Grade 4	St. George and the Dragon (Excerpt from The Children's Book of Virtues)	William J. Bennett
Grade 4	Stone Fox	John Reynolds Gardiner
Grade 4	The Story of King Arthur and His Knights (Part 1 "The Winnie")	Howard Pyle
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski
REMOVE	Thunderstorm in the Church	Louise A. Vernon
Grade 4	Treasure Island (Classic Adventures)	Robert Louis Stevenson (adapted by Jacqueline Dembar Greene)
Grade 4	Who Was Leonardo Da Vinci? (Chapter 1 "Who Was Leonardo DaVinci?", Chapter 2 "The Unwanted Boy", Chapter 3 "The Art Studio" and Chapter 4 "The Wider World")	Roberta Edwards
REMOVE	The Wreck of the Zephyr	Chris Van Allsburg
Grade 4	Chatos Kitchen	Gary Soto
Grade 4	Noah's Ark (Genesis 6: 9-21; 7:6-10, 17-20; 8: 1-4, 8-10, 15-19 ICB)	Bible
Grade 4	Wonder	R.J. Palacio
Grade 4	Wild Robot	Peter Brown

Total

REMOVE	Adventures of Don Quijote (Dover Children's Thrift Classics)	Argentina Palacios
REMOVE	"Are You My Papa?" (Excerpts from Journey to America)	Sonia Levitin
Grade 5	Casey at the Bat	Ernest Lawrence Thayer
Grade 5	A Christmas Carol (Children's Version)	Charles Dickens (Adaptation by Gil Tavner)
REMOVE	The Colonization of Texas: Missions and Settlers	Stephanie Kuligowski
Grade 5	Declaration of Independence in Translation: What It Really Means?	Amy Jane Leavitt
Grade 5	The Lion, the Witch, and the Wardrobe	C. S. Lewis
Grade 5	"Mark Twain" (Excerpts from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét
Grade 5	The Mayflower Compact	William Brwester, William Bradford, Edward Winslow
REMOVE	The Monkey and the Camel (Excerpts from Fables)	Arnold Lobel

Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro
REMOVE	The Phantom Tollbooth	Norton Juster
Grade 5	Sam Houston: A Fearless Statesman	Joanne Mattern
Grade 5	Thomas Jefferson	Mike Venezia
REMOVE	The Village Blacksmith	Henry Wadsworth Longfellow
Grade 5	The Wright Brothers (Chapter 2 "Get It Right On Paper", Chapter 11 "In the Bicycle Business", and Chapter 15 "Kitty Hawk")	Quentin Reynolds
Grade 5	I survived the American Revolution, 1776 (Novel, 660L, 144 pages, 14918 words)	LAuren Tarshis
Grade 5	Bridge to Terabithia	Katherine Paterson
Grade 5	Moses & Exodus (Exodus 3:7-11; 14:5-18, 21-29 ICB)	Bible
Grade 5	James & the Giant Peach	Roald Dahl
Grade 5	Wonder	R.J. Palacio

Total

Grade Level	Book Title	Author
Grade 6	Johnny Tremain	Esther Forbes
Grade 6	Do Not Go Gentle Into That Good Night	Dylan Thomas
Grade 6	Give Me Liberty or Give Me Death	Patrick Henry
Grade 6	Paul Revere's Ride	Henry Wadsworth Longfellow
Grade 6	Who was Davy Crockett? (Chapter 1 "Who was Davy Crockett?")	Gail Herman
Remove	The Prince and the Pauper: A Full Length Play	Anne Coulter Martens
Grade 6	Seventh Grade (Excerpt from Baseball in April)	Gary Soto
Grade 6	The Selfish Giant	Oscar Wilde
Grade 6	Phineas Gage: A Gruesome but True Story about Brain Science	John Fleischman
Grade 6	The Hippocratic Oath (Modern)	Dr. Louis Lasagna
Grade 6	The Human Abstract	William Blake
Grade 6	Across Five Aprils	Irene Hunt
Grade 6	Abraham Lincoln, A Man of Faith and Courage: Stories of Our Most Admired President (Excerpt Chapter 7 "The Road Back to God")	Joe Wheeler
Grade 6	The Blue and The Gray	Francis Miles Finch
Grade 6	The Gettysburg Address	Abraham Lincoln
Remove	All Creatures Great and Small	James Herriot
Grade 6	The Power of the Dog	Rudyard Kipling
Grade 6	A White Heron	Sarah Orne Jewett
Grade 6	Do Not Be Anxious	Matthew 6:25-34 (New Testament)
Grade 6	The Peace of the Wild Things	Wendell Berry
Grade 6	Esperanza Rising	Pam Munoz Ryan
Grade 6	Giver	Lois Lowry
Grade 6	Holes	Louis Sachar
Grade 6	Prodigal Son (Luke 15: 11-32 ICB)	Bible
Grade 6	Refugee	Alan Gratz
Grade 6	Mother to Son by Langston Hughes	Langston Huges
Grade 6	Depression and Struggle for Survival - Library of Congress	Library of Congress
total		
Grade 7	A Wrinkle in Time	Madeleine L'Engle
Grade 7	A Sound of Thunder (Excerpt from The Golden Apples of the Sun)	Ray Bradbury

Grade 7	Jonah and the Whale	Jonah
Grade 7	Kindness	Naomi Shihab Nye
Grade 7	The Miracle Worker	William Gibson
Grade 7	The Definition of Love	1 Corinthians 13:1-8 (New Testament)
Grade 7	Helen Keller's Speech in 1925 at the International Convention	Helen Keller
Grade 7	Reflecting on Braille Literacy Month: A Look at the History of Braille in the United States	Aaron Preece
Grade 7	Anne Frank: The Diary of a Young Girl, Original Edition	Anne Frank, translated from the Dutch by B.M. Mooyaart
Grade 7	Blessed is the Match	Hannah Szenes
Grade 7	"Saving the Future," "In the Ghettos," and "The Realization" (Excerpts from Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust)	Doreen Rappaport
Grade 7	Letter to the Hebrew Congregation at Newport	George Washington
Grade 7	The Outsiders	S. E. Hinton
Grade 7	Nothing Gold Can Stay	Robert Frost
Grade 7	Thank You, Ma'am	Langston Hughes
Grade 7	Where the Red Fern Grows	Wilson Rawls
Grade 7	Watership Down	Richard Adams
Grade 7	Duty, Honor, Country (General MacArthur's Farewell Speech Given to the Cadets at West Point, 1962)	Douglas MacArthur
Grade 7	Ulysses S. Grant's General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant
Grade 7	The Shepherd's Psalm	Psalms 23 (Hebrew Bible / Old Testament)
Grade 8	Isaac's Storm: A Man, a Time, and the Deadliest Hurricane in History	Erik Larson
Grade 8	The Hurricane	José María Heredia
Grade 8	The Rime of the Ancient Mariner	Samuel Taylor Coleridge
Grade 8	"The Red-Headed League", "The Blue Carbuncle", and "A Scandal in Bohemia" (Excerpts from the Adventures of Sherlock Holmes)	Sir Arthur Conan Doyle
Grade 8	The Celebrated Jumping Frog of Calaveras County	Mark Twain
Grade 8	The Tell-Tale Heart	Edgar Allan Poe
Grade 8	Harrison Bergeron (Excerpt from Welcome to the Monkey House)	Kurt Vonnegut

Grade 8	— The Man in the Arena Passage (Excerpt from- Citizenship in a Republic speech by Teddy Roosevelt in-	Teddy Roosevelt-
Grade 8	— O Me! O Life!	Walt Whitman
Grade 8	The Tempest	William Shakespeare and Barbara Mowat
Grade 8	— Speech to the Troops at Tilbury	Queen Elizabeth I
Grade 8	— Lech Walesa: The Road to Democracy (Chapter 1)	Rebecca Stefoff
Grade 8	— The Lady or the Tiger?	Frank R. Stockton
Grade 8	To Kill a Mockingbird	Harper Lee
Grade 8	— Harlem: A Dream Deferred	Langston Hughes
Grade 8	— I Have a Dream	Martin Luther King Jr.
Grade 8	— Inaugural Address	John F. Kennedy, Jr
Grade 8	— The Eight Beatitudes	Matthew 5:1–12 (New Testament)
Grade 8	— What to the Slave Is the Fourth of July?	Frederick Douglass
Grade 8	Night	Elie Wiesel
Grade 8	Hatchet	Gary Paulsen
Grade 8	Ender's Game	Orson Card
Grade 8	Hunger Games	Suzanne Collins
Grade 8	Lord of the Flies	William Golding
Grade 8	— The Book of Lamentations (Chapter 3)	Lamentations 3 (Hebrew Bible / Old Testament)
Grade 8	"Sitting below the salt" (Luke 14: 7-11)	Bible
Grade 8	— The Perils of Indifference (Excerpt from White House Official Transcript of Remarks at Millennium Evening)	Elie Wiesel
Grade 8	— The Survivor	Primo Levi

Grade	Book Title	Author
Grade 9	Animal Farm	George Orwell
Grade 9	1 Federalist Papers No. 10	James Madison
Grade 9	1 Federalist Papers No. 51	James Madison
Grade 9	1 I, Pencil	Leonard E. Read
Grade 9	1 Ozymandias	Percy Bysshe Shelley
Grade 9	1 The Clever Teens' Guide to the Russian Revolution	Felix Rhodes
Grade 9	Antigone	Sophocles (2005 Publishing Edition)
Grade 9	1 Thanatopsis	William Cullen Bryant
Grade 9	1 The Monkey's Paw (Excerpt from The Monkey's Paw and Other Stories	W. W. Jacobs
Grade 9	Great Expectations	Charles Dickens
Grade 9	1 Love Is Not All (Excerpt from Fatal Interview)	Edna St. Vincent Millay
Grade 9	1 A Brief History of Life in Victorian Britain (Chapter 1 "Symbol of an Age", Chapter 2 "The Masses", and Chapter 6 "Religion")	Michael Paterson
Grade 9	The Odyssey (excerpts 1-2, 9-12, 22-23)	Homer (trans. Robert Fagles)
Grade 9	1 David and Goliath	1 Samuel 17: 1-58 (Hebrew Bible / Old Testament)
Grade 9	1 Odysseus	W. S. Merwin
Grade 9	To Kill a Mockingbird	Harper Lee
Grade 9	1 Harlem: A Dream Deferred	Langston Hughes
Grade 9	1 I Have a Dream	Martin Luther King Jr.
Grade 9	Hidden Figures	Margot Lee Shetterly
Grade 9	1 Inaugural Address	John F. Kennedy, Jr.
Grade 9	Adam & Eve (Genesis 2: 8-9, 15-18, 22; 3:1-15 CEV)	Bible
Grade 9	1 The Eight Beatitudes	Matthew 5:1-12 (New Testament)
Grade 9	1 What to the Slave Is the Fourth of July?	Frederick Douglass
Total		
Grade 10	Beowulf	(Unknown Poet, trans. Burton Raffel)
Grade 10	1 The Charge of the Light Brigade	Alfred Lord Tennyson
Grade 10	1 Twelve Angry Men	Reginald Rose
Grade 10	Fahrenheit 451	Ray Bradbury
Grade 10	1 Section 1 Dear Mr. McCarthy, I Am Very Real (Excerpt from Palm Sunday: An Autobiographical Collage)	Kurt Vonnegut

Grade 10	Section 1: What is Capitalism? (Excerpt from Capitalism, The Unknown Ideal)	Ayn Rand
Grade 10	Chapter 1: Flattering Uncion (Excerpt from The Vision of the Anointed)	Thomas Sowell
Grade 10	The Veldt (Excerpt from The Illustrated Man)	Ray Bradbury
Grade 10	Frankenstein	Mary Shelley
Grade 10	Prometheus	Johann Wolfgang von Goethe
Grade 10	The Tower of Babel	Genesis 11:1-9 (CEV)
Grade 10	Why Frankenstein Matters	Audrey Shafer
Grade 10	A Separate Peace	John Knowles
Grade 10	The Necklace	Guy de Maupassant (Translated by Johnathan Sturges)
Grade 10	The Scarlet Ibis	James Hurst
Grade 10	The Soldier	Rupert Brooke
Grade 10	The Tragedy of Julius Caesar	William Shakespeare
Grade 10	Romeo and Juliet	William Shakespeare
Grade 10	The Martian	Andy Weir
Grade 10	Lord of the Flies	William Golding
Grade 10	Eulogy for President Reagan	Margaret Thatcher
Grade 10	Pericles' Funeral Oration (Excerpt Book 2 Chapters	Thucydides (edited by M.I. Finley and Translated by Rex Warner)
Grade 10	The Raven	Edgar Allen Poe
total		
Grade 11	The Alchemist	Paulo Coelho
Grade 11	To Build a Fire (Excerpt from To Build a Fire and Other	Jack London
Grade 11	We Choose to Go to the Moon	John F. Kennedy, Jr.
Grade 11	Ithaka	C.P. Cavafy
Grade 11	Of Mice and Men	John Steinbeck
Grade 11	To Everything There is a Season	Ecclesiastes 3: 1-8, 15-22
Grade 11	First Inaugural Address	Franklin Delano Roosevelt
Grade 11	I'd Rather Not Be on Relief	Lester Hunter
Grade 11	The Chrysanthemums (excerpt from the Chrysanth	John Steinbeck
Grade 11	To a Mouse	Robert Burns
Grade 11	The Crucible	Arthur Miller
Grade 11	Federalist Paper No. 78 (add back)	Alexander Hamilton
Grade 11	Lyceum Address	Abraham Lincoln
Grade 11	Chapter XVII: Principal Causes Maintaining The Democratic Republic — Part IV — First & Second Section (Excerpt from Democracy in America)	Alexis de Tocqueville

Grade 11	└— Young Goodman Brown	Nathaniel Hawthorne
Grade 11	The Great Gatsby	F. Scott Fitzgerald
Grade 11	└— Annual Message (Four Freedoms) to Congress	Franklin Delano Roosevelt
Grade 11	└— Labor Unions in A Free Market	Ernest van den Haag
Grade 11	└— Chapter 1: May, 1919, Chapter VII: Coolidge Prospects	Frederick Lewis Allen
Grade 11	└— We Wear the Mask	Paul Lawrence Dunbar
Grade 11	The Scarlet Letter	Nathaniel Hawthorne
Grade 11	Unbroken	Hillenbrand
Grade 11	Huckleberry Finn	Mark Twain
Grade 11	└— If	Rudyard Kipling
Grade 11	└— The Minister's Black Veil	Nathaniel Hawthorne
Total		
Grade 12	Hamlet	William Shakespeare
Grade 12	└— Hamlet and His Problems (excerpt from The Sacred Wood: Essays on Poetry and Criticism)	T. S. Eliot
Grade 12	└— The Death of Ivan Ilych	Leo Tolstoy
Grade 12	└— The Love Song of J. Alfred Prufrock	T. S. Eliot
Grade 12	Pride and Prejudice	Jane Austen
Grade 12	└— "Hope" is the thing with feathers	Emily Dickinson
Grade 12	└— The Parson's Daughter of Oxney Colne	Anthony Trollope
Grade 12	└— When I Was One and Twenty	A. E. Housman
Grade 12	The Divine Comedy	Dante Alighieri
Grade 12	└— The Book of Job (excerpts, Chapters 1-7, 11, 14, 19)	Job Chapters 1-7, 11, 14, 19, 28, 38-42 (Hebrew Bible / Old Testament)
Grade 12	└— I've Been to the Mountaintop	Martin Luther King, Jr.
Grade 12	└— The Middle Ages: A Very Short Introduction- (Chapter 1: The 'Middle' Ages?, Chapter 2: People and Their Lifestyles, Chapter 3: The Big Idea: Christian Salvation, and Chapter 4 Kingship, Lordship, and	Miri Rubin
Grade 12	Up From Slavery	Booker T. Washington
Grade 12	└— Everyday Use (Excerpt from Everyday Use)	Alice Walker
Grade 12	└— Frederick Douglass	Robert Hayden
Grade 12	└— Narrative of the Life of Frederick Douglass (Ch. 1)	Frederick Douglass
Grade 12	└— A Psalm of Life	Henry Wadsworth Longfellow
Grade 12	Walden	Henry David Thoreau
Grade 12	└— Autobiography, Part One	Benjamin Franklin
Grade 12	└— The Open Boat	Stephen Crane
Grade 12 Hidden Figures		Margot Lee Sherterly
Grade 12 Empire of the Summer Moon		Gwynne
Grade 12 1984		Orwell

Grade 12 60 years ago: Joh Glenn, The First American to Orbit the	National Aeronautics and Space Administration (NASA)
Grade 12 Aint I a Woman	Sojourner Truth
Grade 12 Scapegoat (Leviticus 16:20-22)	Bible
Grade 12 When I heard the Learn'd Astronomer	Walt Whitman

Figure: 19 TAC §110.10(f)(1) Required Literary Works List – Kindergarten

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Kinder	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott	978-0805003116	Read Aloud
Kinder	April Rain Song	Langston Hughes		Read Aloud
Kinder	The Bald Eagle	Norman Pearl	978-1404826458	Read Aloud
Kinder	The Berenstain Bears and the Golden Rule	Stan Berenstain	978-0310712473	Read Aloud
Kinder	Blueberries for Sal	Robert McCloskey	978-0670175918	Read Aloud
Kinder	The Cat in the Hat	Dr. Seuss	978-0394800011	Read Aloud
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	978-0689835681	Read Aloud
Kinder	Cinderella	Marcia Brown	978-0689814747	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickory Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	Nicola Baxter (compiler)	978-1843228370	Read Aloud
Kinder	George Washington and the Cherry Tree (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	Goldilocks and the Three Bears	Jim Aylesworth	978-0439674065	Read Aloud
Kinder	The Grasshopper and the Ant	Jerry Pinkney (retold from Aesop)	978-0316400817	Read Aloud
Kinder	How Grandmother Spider Brought Fire (A Choctaw Story) (Excerpt from A Year Full of Stories: 52 Folktales and Legends from Around the World)	Angela McAllister	978-1847808684	Read Aloud
Kinder	The Keeping Quilt	Patricia Polacco	978-0689844478	Read Aloud
Kinder	L is for Lone Star: A Texas Alphabet	Carol Crane	978-1585360192	Read Aloud
Kinder	The Little Red Hen (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	The Lion and the Mouse (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud

Grade	Title	Author	ISBN	Designated Read Aloud
Kinder	Luna Loves Art	Joseph Coelho	978-1684640461	Read Aloud
Kinder	A Picture Book of George Washington	David A. Adler	978-0823440597	Read Aloud
Kinder	A Picture Book of Thomas Alva Edison	David A. Adler	978-0823414147	Read Aloud
Kinder	The Runaway Bunny	Margaret Wise Brown	978-0064430180	Read Aloud
Kinder	The Snowy Day	Ezra Jack Keats	978-0670654000	Read Aloud
Kinder	The Three Little Pigs	Paul Galdone	978-0899192758	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	The Very Hungry Caterpillar	Eric Carle	978-0399208539	Read Aloud
Kinder	You Are Special	Max Lucado	978-1433522673	Read Aloud

Figure: 19 TAC §110.10(f)(2) Required Literary Works List – First Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 1	Abe Lincoln: The Boy Who Loved Books	Kay Winters	978-1416912682	Read Aloud
Grade 1	Abuela	Arthur Dorros	978-0140562255	Read Aloud
Grade 1	Ada Twist, Scientist	Andrea Beaty	978-1419721373	Read Aloud
Grade 1	Amelia Bedelia First Day of School	Herman Parish	978-0061544576	Read Aloud
Grade 1	A Beautiful Day in the Neighborhood (selected excerpts: Won't You Be My Neighbor, I Like You As You Are, Children Can, Smile in Your Pocket, Take My Time, What Can You Hear?, I'd Like to Be Like Mom and Dad, Summer Rain, Are You Brave?, The King and the Ocean, Then You Heart is Full of Love, The Truth Will Make You Free, You're Special, Perfect Day, I'm Proud of You)	Fred Rogers	978-1683693178	Read Aloud
Grade 1	The Boy Who Cried Wolf (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 1	Classic Nursery Rhymes (selected excerpts: Jack Be Nimble, Peter Peter Pumpkin Eater, Simple Simon, Sing a Song of Sixpence, There Was an Old Woman, Twinkle Twinkle Little Star, Yankee Doodle)	Nicola Baxter	978-1843228370	Read Aloud
Grade 1	Curious About the White House	Kate Waters	978-0399541452	Read Aloud

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 1	Daniel Boone (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	Danny and the Dinosaur	Syd Hoff	978-0064440028	Read Aloud
Grade 1	Davy Crockett (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	The Hare in the Moon (excerpt from A Year Full of Stories: 52 Folktales and Legends from All Around the World Volume 1)	Angela McAllister	978-1847808684	Read Aloud
Grade 1	The Fox and the Grapes (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	Read Aloud
Grade 1	Invitation (excerpt from Where the Sidewalk Ends)	Shel Silverstein	978-0060256678	Read Aloud
Grade 1	Jack and the Beanstalk	Thomas Nelson	978-1646431847	Read Aloud
Grade 1	The Legend of the Bluebonnet	Tomie DePaola	978-0698113596	Read Aloud
Grade 1	The Life of Paul Revere	Maria Nelson	978-1433966576	Read Aloud
Grade 1	The Little Engine That Could	Watty Piper	978-0448405209	Read Aloud
Grade 1	Madeline	Ludwig Bemelmans	978-0140564396	Read Aloud
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Read Aloud
Grade 1	Noah's Ark	Peter Spier	978-0385094733	Read Aloud
Grade 1	Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta	978-0312535698	Read Aloud
Grade 1	A Picture Book of Frederick Douglass	David A. Adler	0823412059	Read Aloud
Grade 1	Pocahontas (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	Rapunzel (excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	Read Aloud
Grade 1	Red Riding Hood	James Marshall	978-0140546934	Read Aloud
Grade 1	The Tale of Peter Rabbit	Beatrix Potter	978-0723247708	Read Aloud
Grade 1	The Ugly Duckling	Hans Christian Anderson (adapted and illustrated by Jerry Pinkney)	978-0688159320	Read Aloud
Grade 1	Wolf in Sheep's Clothing (Excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	Read Aloud

Figure: 19 TAC §110.10(f)(3) Required Literary Works List – Second Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 2	America Is...	Louise Borden	978-1416902867	Read Aloud
Grade 2	Beauty and the Beast	Marianna Mayer	978-0689711510	Read Aloud
Grade 2	Bluebonnet at the Alamo	Mary Brooke Casad	978-1681793634	Read Aloud
Grade 2	The Courage of Sarah Noble	Alice Dalgliesh	978-0689715402	Read Aloud
Grade 2	David and Goliath (excerpt from A Children's Book of Heroes)	William J. Bennett (editor)	978-0684834450	Read Aloud
Grade 2	The Donkey in the Lion's Skin (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	Read Aloud
Grade 2	Falling Up (excerpt from Falling Up)	Shel Silverstein	978-0060248024	Read Aloud
Grade 2	James Madison: The 4 th President	Josh Gregory	978-1642808216	Read Aloud
Grade 2	John Henry	Julius Lester	978-0140566222	Read Aloud
Grade 2	Johnny Appleseed	Steven Kellogg (retold and illustrated by)	978-0688140250	Read Aloud
Grade 2	The Legend of the Dipper (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 2	Paul Bunyan	Steven Kellogg (retold and illustrated by)	978-0688058005	Read Aloud
Grade 2	Moses: When Harriet Tubman Led Her People to Freedom	Carole Boston Weatherford	978-0786851751	Read Aloud
Grade 2	The Mouse and the Motorcycle	Beverly Cleary	978-0380709243	Read Aloud
Grade 2	The Patchwork Quilt	Valerie Flourney	978-0803700970	Read Aloud
Grade 2	Sam The Minuteman	Nathaniel Benchley	978-0060204808	Read Aloud
Grade 2	Stellaluna	Janell Cannon	978-0544874350	Read Aloud
Grade 2	Susan B. Anthony	Laura K. Murray	978-1977126603	Read Aloud
Grade 2	The Swing	Robert Louis Stevenson		Read Aloud
Grade 2	Teammates	Peter Golenbock	978-0152842864	Read Aloud
Grade 2	The Thanksgiving Story	Alice Dalgliesh	978-0689710537	Read Aloud
Grade 2	Try, Try Again (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 2	We the Kids: The Preamble of the Constitution of the United States	David Catrow	978-0142402764	Read Aloud
Grade 2	Winnie-the-Pooh (Chapter 1 "In Which We Are Introduced to Winnie-the-Pooh and Some Bees, and the Stories Begin" and Chapter 2 "In Which Pooh Goes Visiting and Gets into a Tight Place")	A. A. Milne	978-0525555315	Read Aloud

Figure: 19 TAC §110.10(f)(4) Required Literary Works List – Third Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 3	Abraham Lincoln (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Archimedes and the Door of Science (Chapter 1 "Who was Archimedes?", Chapter 4 "Archimedes and his Lever", Chapter 9 "Archimedes and Numbers")	Jeanne Bendick	978-1684222599	Read Aloud
Grade 3	Charlotte's Web	E. B. White	978-0064400558	
Grade 3	Enemy Pie	Derek Munson	978-0811827782	
Grade 3	The Fisherman and His Wife	Rachel Isadora	978-0399247712	
Grade 3	George Washington (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Hercules and the Wagoner (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 3	Icarus and Daedalus (excerpt from Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology)	William F. Russell	978-0517570128	Read Aloud
Grade 3	King Midas and the Golden Touch	Charlotte Craft	978-0060540630	Read Aloud
Grade 3	ROAR! – Daniel and the Lion's Den – Children's Adapted Version	CBN	978-1629997407	Read Aloud
Grade 3	Miss Rumphius	Barbara Cooney	978-0140505399	
Grade 3	Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs	James Rumford	978-0618333455	Read Aloud
Grade 3	Smart (excerpt from A Light in the Attic)	Shel Silverstein	978-0061905858	

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 3	The Shepherd Boy and the Wolf (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	
Grade 3	Stone Soup	Marcia Brown	978-0689711039	
Grade 3	The Story of Benjamin Franklin: An Inspiring Biography for Young Readers	Shannon Anderson	978-1647398217	
Grade 3	Stuart Little	E.B. White	978-0064400565	Read Aloud
Grade 3	Thomas Jefferson (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Tomas and the Library Lady	Pat Mora	978-0375803499	
Grade 3	Too Many Tamales	Gary Soto	978-0698114128	
Grade 3	The Town Mouse and the Country Mouse (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	
Grade 3	What Do You Do with a Problem?	Kobi Yamada	978-1943200009	
Grade 3	The Wind in the Willows (Chapters "The River Bank", "The Open Road", "The Wild Wood", and "Mr. Badger")	Kenneth Grahame	978-0451530141	

Figure: 19 TAC §110.10(f)(5) Required Literary Works List – Fourth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 4	The Ant and the Dove (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer	979-8217111121	
Grade 4	Brave Irene	William Steig	978-0312564223	
Grade 4	Dreams	Langston Hughes		
Grade 4	Number the Stars	Lois Lowry	978-0547577098	
Grade 4	The Road Not Taken	Robert Frost		
Grade 4	Robinhood and the Golden Arrow (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	
Grade 4	Sea Fever	John Masefield		

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 4	St. George and the Dragon (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	
Grade 4	Stone Fox	John Reynolds Gardiner	978-0064401326	
Grade 4	The Story of King Arthur and His Knights (Part 1 "The Winning of Kinghood" Chapters 1 and 2)	Howard Pyle (adapted by Tania Zamorsky)	978-1454945314	Read Aloud
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski	978-0395764817	
Grade 4	Thunderstorm in Church	Louise A. Vernon	978-0836117394	
Grade 4	Treasure Island (Classic Adventures)	Robert Louis Stevenson (adapted by Jacqueline Dembar Greene)	978-1946260260	
Grade 4	Who Was Leonardo Da Vinci? (Chapter 1 "Who Was Leonardo DaVinci?", Chapter 2 "The Unwanted Boy", Chapter 3 "The Art Studio" and Chapter 4 "The Wider World")	Roberta Edwards	978-0448443010	
Grade 4	The Necessity of Humility (Book of Luke, Chapter 14, Verses 7-11)	New International Reader's Version (NIRV) Bible	978-0310445906	

Figure: 19 TAC §110.10(f)(6) Required Literary Works List – Fifth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN
Grade 5	Adventures of Don Quijote (Dover Children's Thrift Classics)	Argentina Palacios	978-0486407913
Grade 5	Casey at the Bat	Ernest Lawrence Thayer	
Grade 5	The Colonization of Texas: Missions and Settlers	Stephanie Kuligowski	978-1433350443
Grade 5	Declaration of Independence in Translation: What It Really Means	Amy Jane Leavitt	978-1515762508
Grade 5	"Give Me Liberty or Give Me Death" (speech to the Second Virginia Convention)	Patrick Henry	
Grade 5	The Lion, the Witch, and the Wardrobe	C. S. Lewis	978-0064471046
Grade 5	The Mayflower Compact	William Brewster, William Bradford, Edward Winslow	
Grade 5	The Monkey and the Camel (excerpts from Fables)	Arnold Lobel	978-0064430463
Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro	978-0688101923

Grade	Title	Author	ISBN
Grade 5	Moses (Book of Exodus, Chapter 3: The Burning Bush and Book of Exodus, and Chapter 14: The Parting of the Red Sea)	New International Reader's Version (NIRV) Bible	978-0310445906
Grade 5	Paul Revere's Ride	Henry Wadsworth	
Grade 5	The Phantom Tollbooth	Norton Juster	978-0394820378
Grade 5	Sam Houston: A Fearless Statesman	Joanne Mattern	978-1433350498
Grade 5	Thomas Jefferson	Mike Venezia	978-0516226088
Grade 5	Who was Davy Crockett? (Chapter 1 "Who was Davy Crockett?")	Gail Herman	978-0448467047
Grade 5	Independence Bell – July 4, 1776	Anonymous	

Figure: 19 TAC §128.10(f)(1) Required Literary Works List – Kindergarten

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Kinder	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott	978-0805003116	Anansi: En Busca de las Estrellas	Juan Diego González	979-8334061996	Read Aloud
Kinder	April Rain Song	Langston Hughes		Canción de la lluvia de abril	Langston Hughes		Read Aloud
Kinder	The Bald Eagle	Norman Pearl	978-1404826458	El águila de Estados Unidos	Dona Herweck Rice	978-1493829651	Read Aloud
Kinder	The Berenstain Bears and the Golden Rule	Stan Berenstain	978-0310712473	Los Osos Berenstain y La Regla de Oro	Stan Berenstain	978-0829758849	Read Aloud
Kinder	Blueberries for Sal	Robert McCloskey	978-0670175918	Arándanos para Sal	Robert McCloskey	978-8484703662	Read Aloud
Kinder	The Cat in the Hat	Dr. Seuss	978-0394800011	The Cat in the Hat/El Gato Ensombrado (Bilingual English-Spanish Edition)	Dr. Suess	978-0553524437	Read Aloud
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	978-0689835681	Chicka Chicka Bum Bum	Bill Martin Jr. and John Archambault	978-0439434515	Read Aloud
Kinder	Cinderella	Marcia Brown	978-0689814747	Cinderella/Cenicienta	Francesca Boada (adapted by)	978-0811830904	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickory Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	Nicola Baxter (compiler)	978-1843228370	La Madre Goose: Nursery Rhymes for los niños (Selected excerpts: Maria Had A Little Oveja, Baa Baa Black Oveja, This Little Cerdo Went to Market, Three Little Gatitos, Peter, Peter, Calabaza, Maria, Maria Without Alegria, Little Miss Amarilla, Young Juan Ramon, Monday's Niño, One Potato, Dos Potatoes)	Susan Middleton Elya	978-0399251573	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Kinder	George Washington and the Cherry Tree (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	George Washington y el cerezo (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	Goldilocks and the Three Bears	Jim Aylesworth	978-0439395458	Ricitos de oro y los tres osos	Candice Ransom	978-0769638157	Read Aloud
Kinder	The Grasshopper and the Ants	Jerry Pinkney (retold from Aesop)	978-0316400817	La cigarra y la hormiga y otras fábulas	Estudio PE S.A.C.	978-6070786365	Read Aloud
Kinder	How Grandmother Spider Brought Fire (A Choctaw Story) (Excerpt from A Year Full of Stories: 52 Folktales and Legends from Around the World)	Angela McAllister	978-1847808684	Cómo la abuela araña trajo fuego (excerpt from Historias para todo el año)	Angela McAllister	978-8467590814	
Kinder	The Keeping Quilt	Patricia Polacco	978-0689844478	La colcha de los recuerdos	Patricia Polacco	978-1880507544	Read Aloud
Kinder	L is for Lone Star: A Texas Alphabet	Carol Crane	978-1585360192	Todos al Rodeo! A Vaquero Alphabet Book	María Alma González Pérez	978-0982242278	Read Aloud
Kinder	The Little Red Hen (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La gallinita roja (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	The Lion and the Mouse (excerpt from The Children's Book of Virtues)	William J. Bennett	978-0684813530 (editor)	El león y el ratón (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	Luna Loves Art	Joseph Coelho	978-1684640461	A Luna le encanta el museo	Joseph Coelho and Fiona Lumbers	978-6075573175	Read Aloud
Kinder	A Picture Book of George Washington	David A. Adler	978-0823440597	George Washington: A Bilingual Biography for Kids / Una biografía bilingüe para niños (Bilingual Biographies)	Claudia Alonso	978-1960304384	Read Aloud
Kinder	A Picture Book of Thomas Alva Edison	David A. Adler	978-0823414147	Thomas Edison: La revolución de la luz	Nick Cimarusti	978-1087644523	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Kinder	The Runaway Bunny	Margaret Wise Brown	978-0064430180	El conejito andarín	Margaret Wise Brown	978-0060776947	Read Aloud
Kinder	The Snowy Day	Ezra Jack Keats	978-0670654000	The Snowy Day / Un día de nieve (English and Spanish Edition)	Ezra Jack Keats	978-1595192776	Read Aloud
Kinder	The Three Little Pigs	Paul Galdone	978-0899192758	The Three Little Pigs/ Los tres cerditos Bilingual Storybook	Patricia Seibert	978-0769638188	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La liebra y la tortuga (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	The Very Hungry Caterpillar	Eric Carle	978-0399208539	The Very Hungry Caterpillar/La oruga muy hambrienta (Bilingual English-Spanish Edition)	Eric Carle	978-0399256042	Read Aloud
Kinder	You Are Special	Max Lucado	978-1433522673	Tú eres especial	Max Lucado	978-0789907523	Read Aloud

Figure: 19 TAC §128.10(f)(2) Required Literary Works List – First Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	Abe Lincoln: The Boy Who Loved Books	Kay Winters	978-1416912682	Soy Abraham Lincoln	Brad Meltzer	978-1543386028	Read Aloud
Grade 1	Abuela	Arthur Dorros	978-0140562255	Abuela	Arthur Dorros	978-0140562255	Read Aloud
Grade 1	Ada Twist, Scientist	Andrea Beaty	978-1419721373	Ada Magnífica, científica	Andrea Beaty	978-1644730348	Read Aloud
Grade 1	Amelia Bedelia First Day of School	Herman Parish	978-0061544576	Amelia Bedelia	Peggy Parish	978-1880507759	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	A Beautiful Day in the Neighborhood (selected excerpts: Won't You Be My Neighbor, I Like You As You Are, Children Can, Smile in Your Pocket, Take My Time, What Can You Hear?, I'd Like to Be Like Mom and Dad, Summer Rain, Are You Brave?, The King and the Ocean, Then You Heart is Full of Love, The Truth Will Make You Free, You're Special, Perfect Day, I'm Proud of You)	Fred Rogers	978-1683693178	El Vecindario de Quinito	Ina Cumpiano	978-0892392292	Read Aloud
Grade 1	The Boy Who Cried Wolf (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	El niño que gritó lobo (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 1	Classic Nursery Rhymes (selected excerpts: Jack Be Nimble, Peter Peter Pumpkin Eater, Simple Simon, Sing a Song of Sixpence, There Was an Old Woman, Twinkle Twinkle Little Star, Yankee Doodle)	Nicola Baxter	978-1843228370	La Madre Goose: Nursery Rhymes for los Niños (selected excerpts: Little Boy Azul, Old Madre Rosario, The Itsy Arañita, ¿What are las niñas made of?, ¿What are los niños made of?, Hey Diddle Diddle, Twinkle Twinkle Small Estrella, I see Luna)	Susan Middleton Elya	978-0399251573	Read Aloud
Grade 1	Curious About the White House	Kate Waters	978-0399541452	La Casa Blanca	R. J. Bailey	978-1620315064	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	Daniel Boone (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	La Leyenda de Daniel Boone	Eric Blair	978-1404816565	Read Aloud
Grade 1	Danny and the Dinosaur	Syd Hoff	978-0064440028	Danielito y el Dinosaurio	Syd Hoff	978-1933032382	Read Aloud
Grade 1	Davy Crockett (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Davy Crockett	Emma E. Haldy	978-1534133150	Read Aloud
Grade 1	The Hare in the Moon (excerpt from A Year Full of Stories: 52 classic stories from all around the world (Volume 1))	Angela McAllister	978-1847808684	La liebre en la luna (excerpt from Historias para todo el año)	Angela McAllister	978-8467590814	Read Aloud
Grade 1	The Fox and the Grapes (excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop	978-1604338102	El zorro y las uvas (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud
Grade 1	Invitation (excerpt from Where the Sidewalk Ends)	Shel Silverstein	978-0060256678	Invitación (excerpt from Dónde el camino se corta)	Shel Silverstein	978-8440699626	Read Aloud
Grade 1	Jack and the Beanstalk	Thomas Nelson	978-1646431847	Jack and the Beanstalk, Grades PK - 3 Juan y los frijoles mágicos	Carol Ottolenghi	978-0769638164	Read Aloud
Grade 1	The Legend of the Bluebonnet	Tomie DePaola	978-0698113596	La Leyenda de la flor "el conejo" una antigua leyenda de Texas	Tomie dePaola	978-0590480505	Read Aloud
Grade 1	The Life of Paul Revere	Maria Nelson	978-1433966576	La Vida de Paul Revere	Maria Nelson	978-1433966576	Read Aloud
Grade 1	The Little Engine That Could	Watty Piper	978-0448405209	La pequeña locomotora que sí pudo	Watty Piper	978-0448451091	Read Aloud
Grade 1	Madeline	Ludwig Bemelmans	978-0140564396	Madeline	Ludwig Bemelmans (translated by Ernesto Livon Grosman)	978-0140557619	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Medio pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Read Aloud
Grade 1	Noah's Ark	Peter Spier	978-0385094733	El Arca de Noé	Peter Spier and Manu Manzano	978-8417114343	Read Aloud
Grade 1	Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta	978-0312535698	Benjamin Franklin	Emma E. Haldy	978-1534133143	Read Aloud
Grade 1	A Picture Book of Frederick Douglass	David A. Adler	0823412059	Frederick Douglass	Emma E. Haldy	978-1668964491	Read Aloud
Grade 1	Pocahontas (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Estadounidenses asombrosos: Pocahontas (Amazing Americans: Pocahontas)	Sharon Cohen	978-1493804399	Read Aloud
Grade 1	Rapunzel (excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	Rapunzel (excerpt from Cuentos ilustrados de los hermanos Grimm)	Gillian Doherty	978-1835406496	Read Aloud
Grade 1	Red Riding Hood	James Marshall	978-0140546934	Caperucita Roja	Teresa Mlawer	978-0988325333	Read Aloud
Grade 1	The Tale of Peter Rabbit	Beatrix Potter	978-0723247708	El cuento clásico de Pedrito, el conejo travieso (Little Apple Books) (Spanish Edition)	Beatrix Potter	978-1646430345	Read Aloud
Grade 1	The Ugly Duckling	Jerry Pinkney	978-0688159320	El patito feo	Arianna Candell	978-8494653193	Read Aloud
Grade 1	Wolf in Sheep's Clothing (excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop	978-1604338102	El lobo con piel de oveja (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud

Figure: 19 TAC §128.10(f)(3) Required Literary Works List – Second Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 2	America Is...	Louise Borden	978-1416902867	Mi bandera	Ellen K Mitten	978-1634301299	Read Aloud
Grade 2	Beauty and the Beast	Marianna Mayer	978-0689711510	Beauty and the Beast / La Bella y la bestia	Joana Costa Knufinke (adapted by)	979-8225030117	Read Aloud
Grade 2	Bluebonnet at the Alamo	Mary Brooke Casad	978-1681793634	El Álamo	R. J. Bailey	978-1620315163	Read Aloud
Grade 2	The Courage of Sarah Noble	Alice Dalgliesh	978-0689715402	El coraje de Sara Noble	Alice Dalgliesh	978-8427934627	Read Aloud
Grade 2	David and Goliath (excerpt from A Children's Book of Heroes)	William J. Bennett (editor)	978-0684834450	Un aventure gigantesca: David y Goliat	CBN	978-1629997810	Read Aloud
Grade 2	The Donkey in the Lion's Skin (Excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	El burro con piel de oveja (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud
Grade 2	Falling Up (excerpt from Falling Up)	Shel Silverstein	978-0060248024	Cayendo hacia arriba (excerpt from Cayendo hacia arriba)	Shel Silverstein (translated by Alberto Jimenez Rioja)	978-1933032801	Read Aloud
Grade 2	James Madison: The 4 th President	Josh Gregory	978-1642808216	James Madison y la formación de los Estados Unidos	Torrey Maloof	979-8330902071	Read Aloud
Grade 2	John Henry	Julius Lester	978-0140566222	John Henry	Christianne C. Jones	978-1404821743	Read Aloud
Grade 2	Johnny Appleseed	Steven Kellogg (retold and illustrated by)	978-0688140250	La historia de Johnny Appleseed	Aliki	978-0962516269	Read Aloud
Grade 2	The Legend of the Dipper (excerpt from the Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La Leyenda de la Osa Mayor (excerpt from El Libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 2	Paul Bunyan	Steven Kellogg (retold and illustrated by)	978-0688058005	Paul Bunyan: un cuento fantástico	Eric Blair	978-1404816572	Read Aloud
Grade 2	Moses: When Harriet Tubman Led Her People to Freedom	Carole Boston Weatherford	978-0786851751	¿Quién Fue Harriet Tubman? (¿Quién fue a Harriet Tubman?, La Vida en Maryland, En busca de la estrella del Norte, La esposa de un hombre libre, ¡Al fin libre!, La Moises de su gente)	Yona Zeldis McDonough	978-1631138508	Read Aloud
Grade 2	The Mouse and the Motorcycle	Beverly Cleary	978-0380709243	El ratoncito de la moto	Beverly Cleary	978-0060000578	Read Aloud
Grade 2	The Patchwork Quilt	Valerie Flournoy	978-0803700970	Braids / Trencitas	Kathleen Contreras	978-1933032276	Read Aloud
Grade 2	Sam: The Minuteman	Nathaniel Benchley	978-0060204808	La Revolución Estadounidense: La lucha por la libertad	Torrey Maloof	978-0743913607	Read Aloud
Grade 2	Stellaluna	Janell Cannon	978-0544874350	Stellaluna	Janell Cannon	978-8426131577	Read Aloud
Grade 2	Susan B. Anthony	Laura K. Murray	978-1977126603	Estadounidenses asombrosos: Susan B. Anthony	Stephanie Kuligowski	978-1493804948	Read Aloud
Grade 2	The Swing	Robert Louis Stevenson		El Columpio	Robert Louis Stephenson		Read Aloud
Grade 2	Teammates	Peter Golenbock	978-0152842864	Jackie Robinson: Un héroe en el campo de béisbol	Stephanie Macceca	978-1433325786	Read Aloud
Grade 2	The Thanksgiving Story	Alice Dalgliesh	978-0689710537	El Primer día de acción de gracias	G. Jackson	978-0439317337	Read Aloud
Grade 2	Try, Try Again (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Try, Try Again Spanish Version (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 2	We the Kids: The Preamble of the Constitution of the United States	David Catrow	978-0142402764	El Preámbulo: el espíritu de Estados Unidos	Lorin Driggs	978-1087622804	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 2	Winnie-the-Pooh (Chapter 1 "In Which We Are Introduced to Winnie-the-Pooh and Some Bees, and the Stories Begin" and Chapter 2 "In Which Pooh Goes Visiting and Gets Into a Tight Place")	A. A. Milne	978-0525555315	Winny de Puh (Capítulo 1 "En el cual conocemos a Winny de Puh y a unas abejas," Capítulo 2 "En el cual Pooh va de visita y se encuentra en un aprieto"	A. A. Milne	978-0525449867	Read Aloud

Figure: 19 TAC §128.10(f)(4) Required Literary Works List – Third Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Abraham Lincoln (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Abraham Lincoln: 16th presidente de los Estados Unidos	Grace Hansen	978-1629703794	
Grade 3	Archimedes and the Door of Science (Chapter 1 "Who was Archimedes?," Chapter 4 "Archimedes and his Lever," Chapter 9 "Archimedes and Numbers")	Jeanne Bendick	978-1684222599	Arquímedes: Todo principio tiene un principio	Alvaro Marcos	978-8417137007	Read Aloud
Grade 3	Charlotte's Web	E. B. White	978-0064400558	La teleraña de Carlota	E. B. White	978-0060757403	
Grade 3	Enemy Pie	Derek Munson	978-0811827782	Pastel para enemigos	Derek Munson	978-8426133786	
Grade 3	The Fisherman and His Wife	Rachel Isadora	978-0399247712	El pescador y su mujer	Eric Blair (translated by Patricia Abello)	978-1404816305	
Grade 3	George Washington (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	George Washington	Donna Herweck	978-1433381324	

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Hercules and the Wagoner (excerpt from Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Hércules y el carretero (excerpt from El libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 3	Icarus and Daedalus (excerpt from Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology)	William F. Russell	978-0517570128	Teseo y Ariadna (excerpt from Héroes de la mitología griega)	Luisa Mattia	978-8412804669	Read Aloud
Grade 3	King Midas and the Golden Touch	Charlotte Craft	978-0060540630	El Rey Midas	Margarita Ruiz	978-8478648955	Read Aloud
Grade 3	ROAR! – Daniel and the Lion's Den – Children's Adapted Version	CBN	978-1629997407	Daniel y la fosa de leones	Vidalibros	978-1949206005	Read Aloud
Grade 3	Miss Rumphius	Barbara Cooney	978-0140505399	La Senorita Runfio	Barbara Cooney	978-0670868315	
Grade 3	Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs	James Rumford	978-0618333455	Explora tu mundo : El antiguo Egipto	Penelope Arlon	978-0545695152	Read Aloud
Grade 3	Smart (excerpt from A Light in the Attic)	Shel Silverstein	978-0061905858	Cayendo hacia arriba	Shel Silverstein (translated by Alberto Jimenez Rioja)	978-1933032801	
Grade 3	The Shepherd Boy and the Wolf (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	El pastorcito mentiroso	Kathleen Bradley	978-1433392870	
Grade 3	Stone Soup	Marcia Brown	978-0689711039	Sopa de piedras	Marcia Brown	978-0962516245	
Grade 3	The Story of Benjamin Franklin: An Inspiring Biography for Young Readers	Shannon Anderson	978-1647398217	Benjamin Franklin (Life Stories / Biografias)	Gillian Gosman	978-1448832194	
Grade 3	Stuart Little	E.B. White	978-0064400565	Stuart Little (Spanish Edition)	E.B. White	978-1644739020	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Thomas Jefferson (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Thomas Jefferson: Declarar nuestra libertad	Jane Dustman	978-1433325809	
Grade 3	Tomas and the Library Lady	Pat Mora	978-0375803499	Tomás y la señora de la biblioteca	Pat Mora	978-0679841739	
Grade 3	Too Many Tamales	Gary Soto	978-0698114128	Que montón de tamales	Gary Soto	978-0780769021	
Grade 3	The Town Mouse and the Country Mouse (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated Charles Santore)	978-1604338102	El ratón de ciudad y el ratón de campo (excerpt from Fábulas de Esopo)	Aesop (illustrated Charles Santore)	978-1400349326	
Grade 3	What Do You Do with a Problem?	Kobi Yamada	978-1943200009	¿Qué haces con un problema?	Kobi Yamada	978-8416490523	
Grade 3	The Wind in the Willows (Chapters "The River Bank," "The Open Road," "The Wild Wood," and "Mr. Badger")	Kenneth Grahame	978-0451530141	El viento en las sauces	Kenneth Grahame	978-1987627930	

Figure: 19 TAC §128.10(f)(5) Required Literary Works List – Fourth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 4	The Ant and the Dove (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	La paloma y la hormiga	European Language Institute	978-8881488018	
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer	979-8217111121	El niño que domó el viento (Chapter 1 Cuando la magia dominaba el mundo Young Reader's Edition)	William Kamkwamba	978-1644732649	
Grade 4	Brave Irene	William Steig	978-0312564223	Irene, la valiente	William Steig	978-0374436209	

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 4	Dreams	Langston Hughes		Sueños	Langston Hughes		
Grade 4	Number the Stars	Lois Lowry	978-0547577098	¿Quién cuenta las estrellas?	Lois Lowry	978-6070712579	
Grade 4	The Road Not Taken	Robert Frost		El Camino no elegido	Robert Frost		
Grade 4	Robinhood and the Golden Arrow (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Robinhood y la flecha dorada (excerpt from El libro de virtudes para niños)	William J. Bennett (editor) (adapted by Sagrario Luna)	978-8440665089	
Grade 4	Sea Fever	John Masefield		Fiebre marina	John Masefield		
Grade 4	St. George and the Dragon (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	San Jorge y el dragón (excerpt from El Libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	
Grade 4	Stone Fox	John Reynolds Gardiner	978-0064401326	Stone Fox y la carrera de trineos	John Reynolds Gardiner	978-8427932630	
Grade 4	The Story of King Arthur and His Knights (Part 1 "The Winning of Kinghood" Chapters 1 and 2)	Howard Pyle (adapted by Tania Zamorsky)	978-1454945314	King Arthur (English and Spanish Edition)	Benjamin Strickler	978-6072124400	Read Aloud
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski	978-0395764817	Sunjata del imperio mandé	Ekiuwa Aire	978-1998041206	
Grade 4	Thunderstorm in the Church	Louise A. Vernon	978-0836117394	Marcelino pan y vino	José María Sánchez-Silva	978-0195010435	
Grade 4	Treasure Island (Classic Adventures)	Robert Louis Stevenson (adapted by Jacqueline Dembar Greene)	978-1946260260	La isla del tesoro	Sol y Lápiz	979-8280904040	
Grade 4	Who Was Leonardo Da Vinci? (Chapter 1 "Who Was Leonardo DaVinci?", Chapter 2 "The Unwanted Boy", Chapter 3 "The Art Studio" and Chapter 4 "The Wider World")	Roberta Edwards	978-0448443010	¿Quién fue Leonardo da Vinci? (Chapters 1 - 4)	Roberta Edwards	978-0448458571	

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 4	The Necessity of Humility (Luke 14:7-11)	New International Reader's Version (NIRV) Bible	978-0310445906	La necesidad de la humildad	Nueva version internacional biblia	978-1535955102	Read Loud

Figure: 19 TAC §128.10(f)(6) Required Literary Works List – Fifth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 5	Adventures of Don Quijote (Dover Children's Thrift Classics)	Argentina Palacios	978-0486407913	Don Quijote de la mancha (Children's Version)	Miguel Cervantes and Sol Y Lápiz	979-8280669802
Grade 5	Casey at the Bat	Ernest Lawrence Thayer		La historia de Casey al bate	Benchmark	
Grade 5	The Colonization of Texas: Missions and Settlers	Stephanie Kuligowski	978-1433350443	La colonización de Texas: Misiones y colonos	Stephanie Kuligowski	978-1433372117
Grade 5	Declaration of Independence in Translation: What It Really Means?	Amy Jane Leavitt	978-1515762508	La Declaración de la Independencia	Jill K. Mulhall	978-1493816491
Grade 5	"Give Me Liberty or Give Me Death" (speech to the Second Virginia Convention)	Patrick Henry		¡dadme libertad o dadme la muerte! (Translation)	Patrick Henry	
Grade 5	Independence Bell – July 4, 1776	Anonymous		Los símbolos de Estados Unidos / Symbols of the United States	VHL	978-1543386325
Grade 5	The Lion, the Witch, and the Wardrobe	C. S. Lewis	978-0064471046	El leon, la bruja, y el ropero	C. S. Lewis	978-0060086619
Grade 5	The Mayflower Compact	William Brewster, William Bradford, Edward Winslow		El pacto del Mayflower	David Armentrout and Patricia Armentrout	978-1595156488
Grade 5	The Monkey and the Camel (Excerpts from Fables)	Arnold Lobel	978-0064430463	El mono y el camello (excerpt from Fábulas)	Arnold Lobel	978-8420445526
Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro	978-0688101923	Una unión más perfecta: La historia de nuestra constitución	Betsy Maestro	978-1880507292
Grade 5	Moses (Exodus 3: The Burning Bush and Exodus 14: the Parting of the Red Sea)	New International Reader's Version (NIRV) Bible	978-0310445906	Moses (Exodus 3: La zarza ardiente and Exodus 14: El cruce del Mar Rojo)	Nueva version internacional biblia	978-1535955102

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 5	The Phantom Tollbooth	Norton Juster	978-0394820378	La caseta mágica	Norton Juster	978-1984897671
Grade 5	Sam Houston: A Fearless Statesman	Joanne Mattern	978-1433350498	Por qué Sam Houston es importante en Texas	Lynn Peppas	978-1725361126
Grade 5	Thomas Jefferson	Mike Venezia	978-0516226088	¿Quién fue Tomás Jefferson? (excerpt from ¿Quién fue Tomás Jefferson?)	Dennis Brindell Fradin	978-1631138478
Grade 5	Who was Davy Crockett? (Chapter 1 "Who was Davy Crockett?" excerpt from Who was Davy Crockett?)	Gail Herman	978-0448467047	Davy Crockett: Defensor de la frontera	J.T. Moriaty	978-0823941322
Grade 5	Independence Bell – July 4, 1776	Anonymous		Los símbolos de Estados Unidos / Symbols of the United States	VHL	978-1543386325

Figure: 19 TAC §110.30(f)(1) Required Literary Works List – Sixth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 6	Across Five Aprils	Irene Hunt	978-0425182789
Grade 6	└─ Abraham Lincoln, A Man of Faith and Courage: Stories of Our Most Admired President (Chapter 7 “The Road Back to God”)	Joe Wheeler	978-1982116514
Grade 6	└─ The Blue and The Gray	Francis Miles Finch	
Grade 6	└─ The Gettysburg Address	Abraham Lincoln	
Grade 6	└─ General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant	
Grade 6	All Creatures Great and Small	James Herriot	978-1250057839
Grade 6	└─ The Power of the Dog	Rudyard Kipling	
Grade 6	└─ A White Heron	Sarah Orne Jewett	978-1479462186
Grade 6	└─ Do Not Be Anxious (Book of Matthew, Chapter 6, Verses 25-34)	New Testament (trans. ESV)	979-8874903398
Grade 6	└─ The Peace of the Wild Things	Wendell Berry	

Figure: 19 TAC §110.30(f)(2) Required Literary Works List – Seventh Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 7	Anne Frank: The Diary of a Young Girl, Original Edition	Anne Frank, translated from the Dutch by B.M. Mooyaart	978-0000526359
Grade 7	└─ Blessed is the Match	Hannah Szenes	
Grade 7	└─ Letter to the Hebrew Congregation at Newport	George Washington	
Grade 7	└─ The Shepherd's Psalm (Book of Psalms, Chapter 23)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 7	The Outsiders	S. E. Hinton	978-0142407332
Grade 7	└─ The Eight Beatitudes (Book of Matthew, Chapter 5 Verses 1-12)	New Testament (trans. KJV)	978-0718097905
Grade 7	└─ Do Not Go Gentle Into That Good Night	Dylan Thomas	

Grade	Title	Author	ISBN
Grade 7	└─ Mother to Son	Langston Hughes	
Grade 7	└─ Nothing Gold Can Stay	Robert Frost	
Grade 7	└─ Thank You, M'am	Langston Hughes	978-0886824785

Figure: 19 TAC §110.30(f)(3) Required Literary Works List – Eighth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 8	The Giver	Lois Lowry	978-0544336261
Grade 8	└─ Harrison Bergeron (excerpt from Welcome to the Monkey House)	Kurt Vonnegut	978-0385333504
Grade 8	└─ The Man in the Arena Passage (excerpt from Citizenship in a Republic speech by Teddy Roosevelt in 1910)	Teddy Roosevelt	
Grade 8	└─ O Me! O Life!	Walt Whitman	
Grade 8	└─ To Everything There is a Season (Book of Ecclesiastes, Chapter 3)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 8	Night	Elie Wisel	978-0374500016
Grade 8	└─ Book of Lamentations, Chapter 3	Tanakh, JPS 1917	
Grade 8	└─ The Perils of Indifference (excerpt from White House Official Transcript at Remarks of Millenium evening)	Elie Wiesel	
Grade 8	└─ The Survivor	Primo Levi	

Figure: 19 TAC §128.30(f)(1) Required Literary Works List – Sixth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 6	Across Five Aprils	Irene Hunt	978-0425182789	Not Available		
Grade 6	└-- Abraham Lincoln, A Man of Faith and Courage: Stories of Our Most Admired President (Chapter 7 "The Road Back to God")	Joe Wheeler	978-1982116514	Not Available		
Grade 6	└-- The Blue and The Gray	Francis Miles Finch		Not Available		
Grade 6	└--General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant		Not Available		
Grade 6	└ The Gettysburg Address	Abraham Lincoln		El discurso de Gettysburg	David Armentrout	978-1595156471
Grade 6	All Creatures Great and Small	James Herriot	978-1250057839	Todas las criaturas grandes y pequeñas: Aventuras y desventuras de un veterinario en la campiña inglesa	James Herriot	9788410025400
Grade 6	└-- The Power of the Dog	Rudyard Kipling		Not Available		
Grade 6	└-- A White Heron	Sarah Orne Jewett	978-1479462186	Una garza blanca	Sarah Orne Jewett	
Grade 6	└-- Do Not Be Anxious (Book of Matthew, Chapter 6, Verses 25-34)	New Testament (trans. ESV)	979-8874903398	No se preocupen (Book of Matthew, Chapter 6, Verses 25-34)	New Testament (trans. ESV)	979-8874903398
Grade 6	└ The Peace of the Wild Things	Wendell Berry		La paz de las cosas salvajes (Translation)	Wendell Berry	

Figure: 19 TAC §128.30(f)(2) Required Literary Works List – ELLA Seventh Grade

This list of literary works is required as described in administrative rule 19 TAC §128.30.

Grade	Title	Author	ISBN
Grade 7	Anne Frank: The Diary of a Young Girl, Original Edition	Anne Frank, translated from the Dutch by B.M. Mooyaart	978-0000526359
Grade 7	└─ Blessed is the Match	Hannah Szenes	
Grade 7	└─ Letter to the Hebrew Congregation at Newport	George Washington	
Grade 7	└─ The Shepherd's Psalm (Book of Psalms, Chapter 23)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 7	The Outsiders	S. E. Hinton	978-0142407332
Grade 7	└─ The Eight Beatitudes (Book of Matthew, Chapter 5 Verses 1-12)	New Testament (trans. KJV)	978-0718097905
Grade 7	└─ Do Not Go Gentle Into That Good Night	Dylan Thomas	
Grade 7	└─ Mother to Son	Langston Hughes	
Grade 7	└─ Nothing Gold Can Stay	Robert Frost	
Grade 7	└─ Thank You, M'am	Langston Hughes	978-0886824785

Figure: 19 TAC §128.30(f)(3) Required Literary Works List – ELLA Eighth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.30.

Grade	Title	Author	ISBN
Grade 8	The Giver	Lois Lowry	978-0544336261
Grade 8	└─ Harrison Bergeron (excerpt from Welcome to the Monkey House)	Kurt Vonnegut	978-0385333504
Grade 8	└─ The Man in the Arena Passage (excerpt from Citizenship in a Republic speech by Teddy Roosevelt in 1910)	Teddy Roosevelt	
Grade 8	└─ O Me! O Life!	Walt Whitman	
Grade 8	└─ To Everything There is a Season (Book of Ecclesiastes, Chapter 3)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 8	Night	Elie Wisel	978-0374500016
Grade 8	Book of Lamentations, Chapter 3	Tanakh, JPS 1917	
Grade 8	The Perils of Indifference (excerpt from White House Official Transcript at Remarks of Millenium evening)	Elie Wiesel	
Grade 8	The Survivor	Primo Levi	

Figure: 19 TAC §110.70(f)(1) Required Literary Works List – English I

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English I	Animal Farm	George Orwell	978-0451526342
English I	—The Clever Teens' Guide to the Russian Revolution	Felix Rhodes	978-1542689922
English I	— I, Pencil	Leonard E. Read	978-1572462090
English I	—Lyceum Address	Abraham Lincoln	
English I	— Ozymandias	Percy Bysshe Shelley	
English I	Great Expectations	Charles Dickens	978-0486415864
English I	—A Brief History of Life in Victorian Britain (excerpt Chapters 1, 2 and 6)	Michael Paterson	978-0762435180
English I	—Love is not all	Edna St. Vincent Millay	
English I	— Parable of the Prodigal's Son (Book of Luke, Chapter 15, Verses 11-32)	New Testament (trans. ESV)	979-8874903398

Figure: 19 TAC §110.70(f)(2) Required Literary Works List – English II

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English II	The Tragedy of Julius Caesar	William Shakespeare	979-8336837506
English II	—Duty, Honor, Country: speech to the Corps of Cadets at the U.S. Military Academy at West Point	Douglas MacArthur	
English II	— Eulogy for President Reagan	Margaret Thatcher	
English II	— Pericles' Funeral Oration (excerpt of Book 2 from Chapters 34 - 46 of History of the Peloponnesian War)	Thucydides (edited by M.I. Finley and translated by Rex Warner)	978-0140440393
English II	— The Raven	Edgar Allen Poe	
English II	The Inferno	Dante Alighieri	978-0451531391
English II	—The Book of Job (Book of Job, Chapters 1-7,11,14,19,28,38-42)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English II	—I've Been to the Mountaintop	Martin Luther King, Jr.	
English II	— Chapter 1 The "Middle" Ages?, Chapter 2 People and Their Lifestyles, Chapter 3 The Big Idea: Christian Salvation, Chapter 4 Kingship, Lordship, and Government (excerpts from The Middle Ages: a very short introduction)	Miri Rubin	978-0199697298

Figure: 19 TAC §110.70(f)(3) Required Literary Works List – English III

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English III	Fahrenheit 451	Ray Bradbury	978-1451673319
English III	---Dear Mr. McCarthy, I am very real (excerpt, Section 1 from Palm Sunday: An Autobiographical Collage)	Kurt Vonnegut	978-0385334266
English III	---What is Capitalism (excerpt, Section 1 from Capitalism, The Unknown Ideal)	Ayn Rand	
English III	---Flattering Uction (excerpt, Chapter 1 from The Vision of the Anointed)	Thomas Sowell	978-0465089949
English III	---The Veldt (excerpt from The Illustrated man)	Ray Bradbury	978-0006479222
English III	The Scarlet Letter	Nathaniel Hawthorne	978-0486280486
English III	---Adam and Eve (Book of Genesis, Chapters 2 and 3)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English III	---The Minister's Black Veil	Nathaniel Hawthorne	979-8394407857
English III	---We wear the mask	Paul Lawrence Dunbar	

Figure: 19 TAC §110.70(f)(4) Required Literary Works List – English IV

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN / LCCN
English IV	Hamlet	William Shakespeare	978-0743477123
English IV	--- Hamlet and His Problems (excerpt from The Sacred Wood: Essays on Poetry and Criticism)	T. S. Eliot	
English IV	--- If	Rudyard Kipling	
English IV	--- The Love Song of J. Alfred Prufrock	T. S. Eliot	
English IV	Pride and Prejudice	Jane Austen	978-0141439518
English IV	---The Definition of Love (Book of 1 Corinthians, Chapter 13)	New Testament (trans. ESV)	979-8874903398
English IV	--- "Hope" is the thing with feathers	Emily Dickinson	
English IV	--- The Parson's Daughter of Oxney Colne	Anthony Trollope	978-1482079876
English IV	--- When I Was One-and-Twenty	A. E. Housman	

Figure: 19 TAC §128.70(f)(1) Required Literary Works List – ESOL I

This list of literary works is required as described in administrative rule 19 TAC §128.70.

Course	Title	Author	ISBN
English I	Animal Farm	George Orwell	978-0451526342
English I	---The Clever Teens' Guide to the Russian Revolution	Felix Rhodes	978-1542689922
English I	--- I, Pencil	Leonard E. Read	978-1572462090
English I	---Lyceum Address	Abraham Lincoln	
English I	--- Ozymandias	Percy Bysshe Shelley	
English I	Great Expectations	Charles Dickens	978-0486415864
English I	---A Brief History of Life in Victorian Britain (excerpt Chapters 1, 2 and 6)	Michael Paterson	978-0762435180
English I	---Love is not all	Edna St. Vincent Millay	
English I	--- Parable of the Prodigal's Son (Book of Luke, Chapter 15, Verses 11-32)	New Testament (trans. ESV)	979-8874903398

Figure: 19 TAC §128.70(f)(2) Required Literary Works List – ESOL II

This list of literary works is required as described in administrative rule 19 TAC §128.70.

Course	Title	Author	ISBN
English II	The Tragedy of Julius Caesar	William Shakespeare	979-8336837506
English II	---Duty, Honor, Country: speech to the Corps of Cadets at the U.S. Military Academy at West Point	Douglas MacArthur	
English II	--- Eulogy for President Reagan	Margaret Thatcher	
English II	--- Pericles' Funeral Oration (excerpt of Book 2 from Chapters 34 - 46 of History of the Peloponnesian War)	Thucydides (edited by M.I. Finley and translated by Rex Warner)	978-0140440393
English II	--- The Raven	Edgar Allen Poe	
English II	The Inferno	Dante Alighieri	978-0451531391
English II	---The Book of Job (Book of Job, Chapters 1-7,11,14,19,28,38-42)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English II	---I've Been to the Mountaintop	Martin Luther King, Jr.	
English II	--- Chapter 1 The "Middle" Ages?, Chapter 2 People and Their Lifestyles, Chapter 3 The Big Idea: Christian Salvation, Chapter 4 Kingship, Lordship, and Government (excerpts from The Middle Ages: a very short introduction)	Miri Rubin	978-0199697298

Content Advisor Consensus Document

Feedback on DRAFT Texas Essential Knowledge and Skills (TEKS) for Social Studies Work Group B Product

March 23, 2026

General Feedback on verb choice	Consider the difference in Explain and Describe. Describe asks students to provide the characteristics (the what). Example: <i>Describe the features of Mayan pyramids.</i> Explain asks students to make something clear by providing reasoning (the why or how). Example: <i>Explain the significance of Mayan pyramids</i> The verb describe should not be paired with significance because students must make a judgement decision.
Kindergarten	Reorder for chronology. (7) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche. (8) Early Exploration of America & Texas. The student understands early exploration using globes and maps. (9) Early Exploration of America & Texas. The student understands stories about Explorers. (11) The Plymouth Colony. The student understands important locations for the Plymouth Colony. (10) The Plymouth Colony. The student knows the story of the Mayflower. (12) The Plymouth Colony. The student knows the story of the first Thanksgiving. (14) Lone Star Heritage: Stories & Symbols. (5) Lone Star Heritage: Stories & Symbols. The students know symbols of Texas pride. (13) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country. (3) American Citizenship. The student understands examples of patriotism. (see recommendation below to move Betsy Ross to this section of TEKS for historic anchor. (4) American Citizenship. The student knows symbols of patriotism. (1) We the People: Rules in the Community. The student understands the role of rules. (2) American Citizenship. The student understands honoring public service. (see recommendation below to move Oveta Culp Hobby to this section of the TEKS for historic anchor).

2	(2) American Citizenship. The student understands honoring public service.	Recommend Change K&S for consistency – The student understands the importance of community helpers. Recommend moving Oveta Culp Hobby to this section as she is a military leader, not an innovator. Additionally, she would provide historic context to this topic providing an anchor.
2	(D) “Holidays”	Recommend removing “holidays” as no holidays are listed.
3	(B) Recite the Pledge of Allegiance	Recommend change to: (B) Identify saying the Pledge of Allegiance as an example of good citizenship.
3	(D) Use voting as a method for decision making and recognize that voting is a responsibility of American citizenship.	Recommend remove “and recognize that voting is a responsibility of American citizenship.
4	(A) retell, with adult assistance, the story of Betsy Ross as a good citizen who is remembered for making the first American flag using the sequential terms beginning, middle, and end (H, S);	Recommend move Betsy Ross to: (3) American Citizenship. The student understands examples of patriotism. Rationale: To put Betsy Ross with the student expectations about the flag and pledge of allegiance to provide context and schema to the symbols she is more closely associated with and she is an example of patriotism. Recommend change from “remembered” to “recognized” for historical accuracy

6.	(6) Free Enterprise. The student understands key elements of free enterprise.	Recommend: moving Benjamin Franklin here to add historic context to this key topic and adding free enterprise focus to Franklin who is mentioned multiple times in TEKS, but not with a focus on his role as inventor and community helper. “ retell, with adult assistance using sequential terms such as before, after, next, first, or last, the story of Benjamin Franklin, including his contributions as an inventor and business owner including the Franklin stove” (H, G/Civ, E, S).
7	(G) identify artifacts of the Iroquois, Comanche, Cherokee, including arrowheads, pottery, and animal hides (H, Geo/C, S).	Recommend adding “traded” to tie to F in this section.
11	(A) Locate Europe, England, the Atlantic Ocean, North America, and Massachusetts on a map with adult assistance.	Recommend deleting some of these locations: (A) Locate England and Massachusetts on a map with adult assistance.
12	The student knows the story of the first Thanksgiving. The student is expected to: (C) Retell the story of the first Thanksgiving as a celebration between the Pilgrims and their American Indian friends giving thanks to God using pictures with adult assistance.	Recommend change to: The student knows the story of the Plymouth Thanksgiving (in the K&S) (C) Retell the story of the Plymouth Thanksgiving between the Pilgrims who gave thanks to God and their Wampanoag neighbors, using pictures with adult assistance.
13	(B) Locate North America and Virginia and identify Virginia as the birthplace.... (E) Locate North America, United States, and Washington, DC	(B) Remove North America (redundant) (C) Remove North America (redundant)
14	(A),(B), (C) Retell a story....	Recommend change from retell “a” story to retell “the” story to specify the stories

Grade 1	Reorder for chronology. (3) Thanksgiving. The student understands the story of Thanksgiving in El Paso. (4) Thanksgiving. The student understands the story of Thanksgiving. (5) Life in Early America and the Beginning of Self-Government. The student understands Pilgrim life in early America and the beginning of self-government. (7) The American Declaration of Independence and Symbols of Freedom. The student understands how important events, people, and places from the American Revolution remind us that our nation was founded on liberty and unity. (8) The American Declaration of Independence and Symbols of Freedom. The student knows symbols of American freedom. (9) The American Declaration of Independence and Symbols of Freedom. The student understands the importance of key national holidays in America. (6) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. (10) The Settlement of Texas and Texas Heroes. The student understands stories about the settlement of Texas and Texas heroes. (11) The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence. (1) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas freedom. The student is expected to: (12) Abraham Lincoln & the Civil War. The student understands the role of Abraham Lincoln in the Civil War. (13) Abraham Lincoln & the Civil War. The student understands the importance of Juneteenth. (14) Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past. (2) Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today. (15) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history. (16) The Civil Rights Movement. The student understands stories of equality and justice.
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4	(D)	Remove “first” and add in Summarize the story of the “Plymouth” Thanksgiving....
5	(E) Recognize that our system of government is based on....	Recommend to revert to the original standard. Compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together.
6.	(6) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. The student is expected to:	Recommendation: Add explanation of why Bluebonnet being under this knowledge statement
	(C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet (Geo/C, S); and (D) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).	(C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet often associated with the Comanche (Geo/C, S); and
7	(C)	Remove Sybil Luddington for lack of primary sources
11	(B) retell, with adult assistance, the story of Stephen F. Austin as the “Father of Texas,” including how he helped people settle and build communities in Texas (H, Geo/C, S);	This should be moved to A in this section to put the story in chronological order.

12	(A) recognize slavery as the unfair treatment of someone based on race resulting in enslavement (H, S);	Slavery is not always race based. Recommended: define slavery as taking away people's freedom without their permission and forcing them to work without pay (H, S); This language fits better with the definition of slavery in Grade 2 12.C
14	(C)	Reinstate word "wildcatters" in place of "oil explorers"
15	(A) define segregation as keeping people apart from each other because of the color of their skin (G/Civ, Geo/C);	Segregation is not always race based. Recommended: (A) define segregation as keeping people apart and not letting them share places or activities (G/Civ, Geo/C);
15	(B) See recommendation	Recommend removing "including his life as a preacher" to simplify language and focus on civil rights leadership

Grade 2		
	(A) explain characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture, and tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S);	Remove “and” between agriculture and tools
2	(B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence shows that the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);	Word order is wrong (B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence that shows that the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);
3	(B)	Add “American” for specificity
4	Knowledge statement and (C)	Use “American Revolution” consistently and remove “War for Independence”
5	(F) Explain that General George Washington and the American soldiers won the Battle of Yorktown, which was the final victory in the war for independence from Britain.	Recommend change to “American soldiers” to “Continental Army” Explain that the Continental Army led by General George Washington, with the assistance of the French allies and James Armistead won the Battle of Yorktown.
6	(A)	Recommend providing guidance to teachers on the exact knowledge to be taught with choosing leaders at the national, state, and local levels

6	(F)	Work Group B struck this. Recommend reinstating (F) on the Constitutional Convention
8	(M) identify American Indian tribes, including the Tonkawa and Cherokee in Texas, as allies who helped the Texian Army as scouts (H, G/Civ, Geo/C, S);	Correct spelling of Cherokee
8	(O) retell, with adult assistance, major events of the Texas Revolution using a timeline, including the Alamo, the Battle of Gonzales, the Battle of San Jacinto, and the signing of the Texas Declaration of Independence (H, G/Civ, Geo/C, S).	Recommend reordering chronologically: (O) retell, with adult assistance, major events of the Texas Revolution using a timeline, including the Battle of Gonzales, the signing of the Texas Declaration of Independence, Battle of the Alamo, Battle of Goliad, and the Battle of San Jacinto.
10	(C), (D)	Recommend change German/Czech “settlers” to “immigrants” Irish “settlers” to “immigrants”
11	(11) Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and recognize that voting is a responsibility of American citizenship (H, G/Civ).	Recommendation: The student recognizes actions illustrating good citizenship, including respecting the rule of law, voting, and celebrating patriotic holidays. Rationale: Schools cannot require students to volunteer or to vote. Voting is a right of citizenship.

12	(C) define the Confederacy as southern states who wanted to keep slavery as a right (H, G/Civ, Geo/C, E, S);	The idea of states rights which is part of this should be added: define the Confederacy as southern states that left the United States because they wanted states to make their own rules, including to keep slavery (H, G/Civ, Geo/C, E, S);
17	(A) Use voting as a method for decision making and recognize that voting is a responsibility of American citizenship.	Change recognize to identify and add in “right” after responsibility Use voting as a method for decision making and identify that voting is a right and responsibility of American citizenship.
18	(B) Describe the union states as northern states who opposed slavery... (C)	Historically inaccurate Recommend Change to: (B) Identify the Union as northern states who remained in the United States (C) Identify the Confederacy as the southern states who left the United States over the issue of slavery

Grade 3		
1	(E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous cultures which resulted in expanded trade opportunities (H, E);	It was not adopted by other cultures. It was adopted by civilizations including the Greeks. This should be the focus since later, students learn the connection between the Greek alphabet and the English alphabet. Recommendation: identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous cultures civilizations including the Greeks which resulted in expanded trade opportunities (H, E);
2	(H) explain how artifacts such as copper and seashells found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods (H, Geo/C, E);	Change such as to “including”
8	MISSING: Jewish Diaspora	Recommendation: Add identify that the Jewish diaspora occurred when the Romans forced many Jewish people to leave their homeland and settle in other parts of the world (H, Geo/C)

Grade 4		
1	locate the Alps and Pyrenes mountains, the Sahara and Arabian Deserts, Israel, the Baltic and North Seas, the Danube River, Germany, Spain, Portugal, and the United Kingdom on a map (H, Geo/C, S);	Not all of these places track with the content in this section and can be applied to the events studied. Omitting Sahara Desert, Baltic Sea, and Danube River.
1	(C) explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem	Recommendation: explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem after previous Muslim conquests.
1	(D)identify monasteries as centers of learning, knowledge preservation, and community during the Middle Ages and explain how they served as a model for Spanish missions in the Americas and Texas (H, Geo/C); and	Recommended change as this is not tightly historically accurate (D)identify monasteries as centers of learning, knowledge preservation, and community during the Middle Ages that served local communities. and explain how they served as a model for Spanish missions in the Americas and Texas (H, Geo/C); and
1	(E) explain how monks preserved ancient texts during the Middle Ages by copying them by hand (H, Geo/C).	Recommend adding direct connection to America and Texas to be consistent with framework's goals. (E) explain how monks preserved important Greek and Roman texts and the Bible during the Middle Ages by copying them by hand and how this knowledge later influenced the ideas of the American founders (H, Geo/C)
3	(G) compare the mit'a system of labor as a similar social structure to communism, which includes no private property, money, or free markets (H, G/Civ, Geo/C, E, S);	Recommend change for historic accuracy explain that the mit'a system required people in the Inca Empire to give labor service to the government for building projects and farming, showing the strong authority of the state (H, G/Civ, Geo/C, E)

Grade 5		
1	(F) explain John Locke’s idea that people are born with natural rights known as inalienable rights, including the rights to life, freedom, and owning property, and how these ideas helped shape American and Texan beliefs about fair government (H, G/Civ);	This is nearly identical to SE 6.C Recommend removal here for streamlining
2	(L) create a map to demonstrate and explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange (H, Geo/C, E, S);	This would be difficult to grade on an assessment. Recommended change to “identify on maps”
2	(M) explain that the practice of slavery occurred in the British, Spanish, Portuguese, and French empires (H, G/Civ, Geo/C, E);	Recommended removal. Redundant to N below.
4	(J) explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property	Add “ in marriage” after community property for clarity.
5	(A) locate on a map Boston, the City of New York, and Philadelphia (H, Geo/C, S);	Move this to section 7. These cities are more appropriate to learn during the time of the American Revolution.
5	identify on a map the thirteen colonies (H, Geo/C, S);	Add “American” in front of colonies for clarity.

7	(E)explain the Boston Massacre as political propaganda	This is inaccurate. The Boston Massacre was a real event, but this implies that it was created to be used as propaganda. Amend to “explain the Boston Massacre and its effects on the relationship between the colonists and the British.”
7	(J) create a timeline of and explain relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S);	This is a classroom activity, not an assessment question. Recommended replacing “create a timeline” with “sequence”
7	(M) explain how Prussian General Baron von Steuben trained the Continental Army and improved discipline and effectiveness (H, G/Civ, Geo/C);	Recommend removal for streamlining
9	(L) list the Bill of Rights (G/Civ); (M) explain how the Constitution protects individual rights and freedoms through the Bill of Rights (G/Civ);	Redundant and does not connect Bill of Rights to significance. Recommend merging SE to provide context for Bill of Rights: explain how the Constitution protects individual rights and freedoms by listing the Bill of Rights

9	(O) use voting as a method of decision making (G/Civ);	Not measurable on assessments and redundant to SE in other grades Recommend merging with N (N) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);
9	(C) explain how delegates at the Constitutional Convention made decisions and resolved disagreements (H, G/Civ, Geo/C);	Vague. Recommending merging with D to provide context. explain how delegates at the Constitutional Convention made decisions and resolved disagreements including Explain that the Connecticut Compromise that created a bi-cameral legislature, a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives (H, G/Civ, Geo/C);
9	(K) compare Federalists and Anti-Federalists perspectives during the ratification debate and explain how their debate was resolved by the addition of the Bill of Rights (H, G/Civ, Geo/C);	This is a very dense unit with many SE's. Recommend moving this to high school.

Grade 6		
1	(B) explain the significance of Congress’s prohibition of the importation of enslaved people in 1808 by explaining how the law reflected ongoing national debates over slavery while allowing the institution to continue domestically (H, Geo/C);	Awkward wording. Recommendation: Identify 1808 as the year that Congress and Thomas Jefferson outlawed the importation of enslaved people. (Geo/C)
1	(H) analyze the importance of the Monroe Doctrine in shaping United States foreign policy in the Western Hemisphere (H, G/Civ).	Using “analyze” is problematic because sixth-grade students who are encountering the Monroe Doctrine for the first time typically lack the prior historical knowledge and abstract understanding of foreign policy needed to evaluate its significance. Recommended change: explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ)
2		Add a new SE between (B) and (C). Describe anti-slavery movements within colonial America and how these efforts continued into the national period of the United States including the work of John Woolman. Rationale: there needs to be inclusion of anti-slavery movements in the narrative
4	(E) identify how the empresario system supported settlement in Texas (H); and	Recommend adding: “including land grants” for specificity

5	(B)explain how Manifest Destiny encouraged Americans to seek new land and independence, and how different points of view shaped perspectives on westward expansion	“opportunity” is more accurate than “independence” Manifest Destiny was more of a label than a cause Examining different points of view applies to any topic, not just this one, so it shouldn’t be singled out Recommendation: Revise to explain how Manifest Destiny encouraged describes when Americans to seek sought new lands and independence-opportunity; and how different points of view shaped perspectives on westward expansion
6	(B) explain the contribution of William B. Travis by describing his command at the Alamo and analyze how his leadership became a symbol of resistance (H);	Recommend streamlining: explain describe the contribution of William B. Travis by describing including how his command at the Alamo and analyze how his leadership became a symbol of resistance defending a just cause (H);
7	(E) compare major population movements in Antebellum America, including people who traveled the Mormon Trail and Oregon Trail migrating to Texas from Europe, and west during the California Gold Rush (H, Geo/C).	The Mormon Trail and Oregon Trail did not contribute directly to Texas settlement Recommended change: compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration that contributed to settlement in Texas (H, Geo/C)

8	(A) (G) analyze major events that increased sectional tensions and led to the Civil War, including the impact on Texas of the Compromise of 1850 with the Fugitive Slave Act, popular sovereignty, the Kansas–Nebraska Act, the Dred Scott decision, and Bleeding Kansas (H, G/Civ, E);	For first time exposure, analyze is not appropriate as students do not have full picture to analyze Recommended change: explain how major events increased disagreements between the North and South and helped lead to the Civil War, including the Compromise of 1850 and its impact on Texas, the idea of popular sovereignty, the Kansas–Nebraska Act, the Dred Scott decision, and violence in Bleeding Kansas (H, G/Civ, E)
8	Overall, this is a very dense unit. Recommended dividing into Civil War and Reconstruction as separate units.	Recommended refinement because the wording implies that all immigrants to Texas entered through the same locations and were affected in the same way by specific federal restrictions, which oversimplifies the varied routes, origins, and experiences of immigrant groups.
9	(A) describe how immigrants entered the United States and Texas through major ports and border crossings such as Ellis Island, Galveston, and El Paso, faced federal immigration restrictions including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C)	Recommended change: describe how immigrants entered the United States and Texas through major ports and border crossings such as Ellis Island, Galveston, and El Paso, faced federal immigration restrictions including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C)
9	While this unit is presented chronologically, it is dense. Recommended change to two units, one focusing on domestic and the other focusing on foreign.	

Grade 7		
1	(C) analyze the immediate and long-term effects of Theodore Roosevelt's major domestic issues, including the National Park Service and Meat Packing Act policy actions (H, G/Civ, E);	For first time exposure, analyze is not appropriate as students do not have full picture to analyze. Also clarity on effects is needed for streamlining and specificity. Adding Big Bend connects to Texas and signals a long term effect. (C) identify Theodore Roosevelt's major domestic policy actions, including conservation efforts that led to the creation of the National Park Service including Big Bend National Park which protected natural resources and the Meat Inspection Act which improved food safety for consumers (H, G/Civ, E)
1	(D) analyze the immediate and long-term effects of Theodore Roosevelt's major foreign policies, including the Monroe Doctrine and the Panama Canal (G/Civ, E);	For first time exposure, analyze is not appropriate as students do not have full picture to analyze. Also clarity on effects is needed for streamlining and specificity. Recommended change: identify Theodore Roosevelt's major foreign policy actions, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal, which expanded United States influence and involvement in international affairs (G/Civ, E)
1	(F) evaluate the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and	Using "evaluate" is problematic because it requires students to make subjective judgments about significance that are difficult to measure consistently, whereas "identify" allows students to demonstrate understanding by recognizing specific, observable effects such as the growth of boomtowns and increased mobility.

		Recommended change: (F) evaluate identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and
	explain that unrestricted submarine warfare and the Zimmerman Telegram contributed to United States involvement in World War I (H);	This is an opportunity to connect the desire of Mexico to regain Texas studies in grade 6 to this grade. Recommended change: (B) explain that unrestricted submarine warfare and the Zimmermann Telegram contributed to United States involvement in World War I, including the threat of German support for Mexico to attempt to regain Texas (H/ G/Civ)
4	(B) interpret economic data and models to describe the effects of the Hoover Dam and other New Deal public works programs (E, S); (B)	Recommend deletion. Using “interpret economic data and models” is inappropriate for Grade 6 because students at this level often lack the economic background knowledge and quantitative reasoning skills needed to analyze abstract data representations about large-scale federal programs, making it difficult to measure historical understanding rather than technical data skills.
	(F) evaluate methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);	Change to “identify” due to time constraints. Also “evaluate” is problematic because it requires students to make subjective judgments about significance that are difficult to measure consistently, whereas “identify” allows students to demonstrate understanding by recognizing specific, observable methods. This is the first time students are learning this in depth and do not have enough background to “evaluate”

6	(B) explain how Germany's remilitarization of the Rhineland challenged European peace (H); (C) describe how Germany expanded its territory by taking control of Austria and parts of Czechoslovakia (H); (D) define the importance of Molotov-Ribbentrop Pact as the non-aggression pact that delayed combat between Germany and Russia (H); and (E) explain how British and French guarantees to protect Poland led to war after Germany invaded Poland (H).	Recommended move to HS USH for time constraints and developmental appropriateness
7	(M) explain the outcomes of the Conferences at Yalta and Potsdam (H);	Add specificity that will lead to next unit on Cold War: explain identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H)
7	(C) identify the role of oil production and transportation during World War II, including oil production in the Permian Basin, refining in Port Arthur and Corpus Christi, the petrochemical industry along the Houston Ship Channel, and	Recommend placing "Big Inch and Little Inch" pipelines between production and refining to put in order of stages of oil production
	the Big Inch and Little Big Inch pipelines, as examples of the American Arsenal of Democracy (H, E);	
9	(H) describe President Dwight D. Eisenhower's warning about the power of the military-industrial complex and how this power was significant during the Cold War (H, G/Civ);	Recommended move to HS USH for time constraints and developmental appropriateness

9	(E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War (H, G/Civ, E);	Recommend adding “including containment and the Korean War,” as these are important in establishing the early policies and military commitments that shaped the course of the Cold War.
	(N) analyze President Harry S. Truman’s decision to use the atomic bombs, created by the Manhattan Project, on Hiroshima and Nagasaki (H, G/Civ, S);	This is a challenging topic for seventh graders to analyze. Recommended change: explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki
10	(C) analyze Dr. Martin Luther King Jr.’s “I Have a Dream” speech as an appeal to America’s founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);	Time constraints and concerns about “analyze” as explained previously. analyze–describe Dr. Martin Luther King Jr.’s “I Have a Dream” speech as an appeal to America’s founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);
10	(F) explain how the use of marches, boycotts, and legal cases were used to raise awareness and secure civil rights for Mexican Americans (H, G/Civ);	There is a lot of overlap and redundancy in these SE’s Recommend merging to provide context, clarity, and specificity.
	(G) identify the roles of Dolores Huerta and Hector P. Garcia in advancing civil rights for Mexican Americans (H, G/Civ); (H) describe the American G.I. Forum and the League of United Latin American Citizens (LULAC) and the efforts of these organizations to promote civil rights for Mexican Americans in Texas (H, G/Civ); and	explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ)

11	(E) describe the cultural revolution of the 1960s and early 1970s, including changes in music, youth culture, social values, and attitudes toward authority (H, Geo/C);	Recommend removal for time constraints and lack of specificity. Additionally, the influence of mass media on society is named above.
13	explain the effects of the communist victory in Vietnam on United States foreign policy, including the War Powers Act (H, G/Civ); and	The War Powers Act was not a result of the effect of communist victory. It was an effect of America's concern about being in extended war. War Powers Act fits more broadly with distrust in Nixon and government Recommended change: 12. (B) describe how a decrease in public trust in government and the presidency during Nixon's presidency led to the War Powers Act and the the Watergate scandal led to a decrease in public trust in government and the presidency (H, G/Civ). Recommended Change: 13(A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ)

Grade 8		
5	Add content on the comparison of Zavala to deToqueville.	(A) compare the ideas of Alexis de Tocqueville and Lorenzo de Zavala about representative government, individual rights, and citizen participation in a democracy (H, G/Civ).

High School United States History		
2	(C) Include English legal traditions of common law and jury trial	Addition.
2	(D)	Addition/Restoration: Identify that religious freedom was a motivation for the founding of several English colonies, including Massachusetts, Rhode Island, Pennsylvania, and Maryland.
3	analyze political and economic factors that contributed to the American Revolution, including the French and Indian War, Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);	Recommend reducing breakouts without changing meaning and intent.
3	(A)(D) discuss origins, meanings, and effects of the Declaration of Independence (G/Civ, S);	Recommend moving this to C for chronology and adding changing to read (D) discuss explain origins, meanings, and effects of the Declaration of Independence including the idea that all people have rights and governments exist to protect those rights (G/Civ, S) so that it is measurable on state assessment.
3	(C) analyze the Constitutional Convention, including James Madison, The Great Compromise, rights of individuals and states, Three-fifths Compromise (G/Civ, S);	Recommend adding “the role of” to James Madison

3	(E)	Remove “Washington’s resignation as Commander and Chief”
5	explain key developments in the new nation, including Washington’s Farewell Address, <i>Marbury v. Madison</i> , the Louisiana Purchase, the Barbary Wars, the Prohibition on the Importation of Slaves, the Missouri Compromise, and the Monroe Doctrine (H, G/Civ, Geo/C); and	Recommend changing verb to “describe” rather than explain to focus on events.
6	(C), (D)	Recommend to add: ADD ALAMO AND TEXAS REVOLUTION Add as a new SE between (C) and (D) Explain the role of the Texas Revolution and the Battle of the Alamo in American western expansion.
8	8(B) explain the central role of the expansion of slavery in causing sectionalism, disagreements over states’ rights, and the Civil War, including the Fugitive Slave Act which is part of the Compromise of 1850 8(D) analyze the causes of the Civil War, including slavery, states' rights debates, and sectional differences, including tariffs (G/Civ, Geo/C, E, S).	Awkward. Combine with 8(D): Explain the main causes of sectionalism and the Civil War, including the expansion of slavery, the Fugitive Slave Act in the Compromise of 1850, disagreements over states’ rights, and tariffs (H, G/Civ, Geo/C, E);
10	(B) analyze how Lincoln’s assassination altered the plans for Reconstruction (H, S);	Recommend adding “including the Ten Percent Plan” for specificity.

10	(C) compare the Reconstruction plans of Lincoln , Johnson, and Congress (G/Civ, S);	Recommend removing Lincoln from here as this is previously addressed in 10.(B). Recommend adding “including differences in how quickly Southern states should be readmitted and how the rights of formerly enslaved people should be protected” (G/Civ, S) for specificity
10	(D) describe the Southern reactions to Reconstruction, including Black Codes, the Ku Klux Klan, and sharecropping (Geo/C); and	Recommend adding “and the election of African American men to political office” to spiral to the Reconstruction politicians from Texas named in other courses and show advancement of liberties.
11	(D) describe patterns of late 19th and early 20th century immigration and responses to immigration in American society, including the Chinese Exclusion Act and nativism (H, G/Civ, Geo/C);	Recommend reframing to keep with intent of course identified in introduction. Providing two examples identifies positive and negative reactions. Recommended change: explain how economic opportunity and the promise of freedom attracted immigrants to the United States in the late 19th and early 20th centuries and describe responses including the Hull House and the Chinese Exclusion Act (H, G/Civ, Geo/C);

11	(E)explain the economic factors and working conditions that contributed to the origins of labor unions and farmers reform movements (G/Civ, Geo/C, E); (F) explain the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);	Recommend moving farmers from E to F as F is specifically about farmers. Allows opportunity to focus on urban industrial in E. Focusing on child labor is a direct connection to led to public education reform and highlights both economic factors and working conditions all workers faced. Recommended change: (E)explain the economic factors and working conditions that contributed to the origins of labor unions including child labor (G/Civ, Geo/C, E); (F) explain why farmers supported the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);
11	(G) analyze Gilded Age Reforms and Progressive policies, including Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ, E, S); and	Too vague. Recommend adding “the increasing role of federal government” after ”analyze”
11	(H) describe the status of civil rights in American society after the Civil War (G/Civ).	(H) describe the status of civil rights in American society after the Civil War, including Booker T. Washington, the NAACP, and the Great Migration (G/Civ).

12	describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, the Panama Canal, Roosevelt Corollary, and Dollar Diplomacy as additions to the Monroe Doctrine (H, G/Civ, Geo/C, E);	The way this reads, it implies all of these were additions to Monroe Doctrine. Recommended Change: describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, the Panama Canal (H, G/Civ, Geo/C, E);
13	(D) analyze causes of the Great Depression , including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl (H, E, S); and	What students should analyze is vague. Recommended change for specificity and concision. Recommended change: "Analyze how factors contributed to the onset and severity of the Great Depression" including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl
13	(E) analyze the responses to the Great Depression, including the New Deal (G/Civ, E, S).	This is too vague and does not get to the issue historians and others debate regarding the new deal. Recommended adding: "including the extent to which New Deal programs alleviated economic hardship without fully ending the Depression"

13	(F) describe events of the war in the Pacific, including Midway, island hopping, Iwo Jima, and the decision to drop the atomic bomb (H, Geo/C).	Recommend separating out decision to drop bomb and mirror language used in grade 7 Recommended change and addition: describe events of the war in the Pacific, including Midway, island hopping, and Iwo Jima and explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (H, Geo/C);
	(B) compare and contrast communism and free enterprise (G/Civ, E, S);	Too vague. Recommend addition for specificity and clarity “including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);”
14	(D)Describe the contributions that the American homefront made to World War II including industrial manufacturing, rationing, Manhattan Project, Oveta Culp Hobby, and the WACs, WASPs, WAVES, Tuskegee airmen, Navajo Code Talkers, Rosie the Riveter, the Bracero Program, and the second wave of the Great Migration. (E),(F)	Recommended Change to: Describe the American homefront in World War II including manufacturing, labor migrations, rationing, the Manhattan Project, WASPs, Rosie the Riveter, the Bracero Program, and Japanese internment. (E)add Tuskegee airmen, and (F) add Navajo Code Talkers Rationale: specificity and moving content to match appropriate content.

High School World History		
1	(B) describe impacts of the Neolithic Revolution (H, Geo/C, E);	Too vague. Recommended change for specificity and clarity. (B) describe how the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations (H, Geo/C, E);
2	describe the historical development of ancient Israel, including the roots of Judaism, the Exodus story, and the Decalogue, and the establishment of the kingdoms of Israel and Judah (H, G/Civ, Geo/C, E); and	Remove “and” in front of Decalogue Add “enslavement in Egypt and” before “the Exodus story”
3.	(A)(D) describe the role the Spartans played in the Persian War in the Battle of Thermopylae (H);	Recommend correction to spelling and add “and the spread of Greek civilization through the Hellenistic empire” *** note. Section 3 an, 5, and 5 are good spiraling from grade 3.
4	describe how the Roman Empire led to the Jewish Diaspora, including the destruction of Jerusalem, the destruction of the Second Temple, and the forced migration and scattering of Jewish communities across the Mediterranean region (H, Geo/C);	Recommended addition of new SE.
5	(B)describe the persecution of Christians in the Roman Empire beginning with Nero and explain the effects of the legalization of Christianity, including the Edict of Milan, the debates in the First Council of Nicaea, and the Nicene Creed	(B)describe the persecution of Christians in the Roman Empire beginning with Nero and explain the effects of the legalization of Christianity, including the conquests of Emperor Constantine , the Edict of Milan, the debates in the First Council of Nicaea, and the Nicene Creed

6	describe significant beliefs of Hinduism found in central religious texts, including the Vedas and Upanishads (Geo/C);	The including statement does not signal to significant beliefs. Recommended change to keep original intent ”identify central religious texts of Hinduism including the Vedas and Upanishads (Geo/C);
6	(A)(C) explain important aspects of Indian history, including monsoon agriculture, Maurya and Gupta empires, and Indian mathematics (H, G/Civ, Geo/C, E, S).	It is unclear what is being assessed based on this structure Recommended change: explain important aspects of Indian history during the Maurya empire including the importance of monsoon’s effects on trade and agriculture, and Gupta empires including Indian mathematics (H, G/Civ, Geo/C, E, S).
7	describe significant beliefs of Confucianism, including teachings found in the <i>Analects</i> (Geo/C);	This including statement does not signal to significant beliefs. Recommended change to keep original intent: Identify that Confucian beliefs are found in the teachings of the Analects.
7	(B)	Amend to: Describe important political, economic, and cultural aspects of the Qin, Han, and Tang Dynasties, including the conquest of Southern China, the spread of Buddhism along the Silk Road, and the inventions of the compass, gunpowder, and paper. (G/Civ, H, Geo/C)

8	(C) describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, and the Viking Era.	Recommend change to: (C)describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, Anglo-Saxon England, and the Viking Era. Rationale: gets the entire sequence of the developments in the English liberty
8	(D) explain the significant beliefs of Islam in central religious texts, including the Qur'an (Geo/C);	Again, this statement does not signal beliefs. Recommended change to be consistent above: Identify that Muslim beliefs are found in the Quran.
8	(E) describe the reasons for the expansion of Islam and name contributions, including algebra and astronomy (H, G/Civ, Geo/C, E); and	Add specificity describe the reasons for the expansion of Islam and conquest of Christian lands and name contributions from the Muslim world, including algebra and astronomy
8	(F) Addition	Add “explain the practice of slavery, the origin of the word “slave” from Viking enslavement of the Slavs, and the enslavement and slave trade carried out by Viking and Muslim raiders”

9	(B) Describe conflicts involving Europe, including the Reconquista and the Crusades (H)	Amend to: “describe conflicts involving Europe, including Christian efforts to reclaim lands conquered by Muslim powers through the Christians’ Crusades and The Reconquista ”
10	(A)	Amend to: Analyze developments in medieval English legal history including common law, Parliament, habeas corpus, and private property rights. (G/Civ, H, Geo/C)
10	(B)	Add “of the Papacy” after “Babylonian Captivity” for clarity.
11	describe key aspects of Indian history, including the Mughal Empire and Indo-Persian culture (H, G/Civ, Geo/C);	Recommend adding “ centralized power and absolute monarchical rule ” to Mughal empire for specificity and changing Indo Persia culture to “ the building of the Taj Mahal ” for specificity and because culture is not an event in history.
11	(A) identify key political, economic, and cultural aspects of Mesoamerican civilizations from 1300-1520, including Aztec, Incan, and Taíno (H, G/Civ, Geo/C, E, S); and	Vague. Recommended adding specificity and reducing breakouts. identify key features of major Pre-Columbian civilizations, including Aztec tribute systems and city-states, Incan road networks and centralized rule, and Taino village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S);

12	(B)	Addition/Restoration: the Renaissance’s role in fostering individualism and republican self-government (B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C); (C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders’ ideas about rights and government (H, G/Civ, Geo/C)
16	(D) Describe the causes and effects of slavery in the Americas, including the Atlantic Slave Trade.	Amend to: “Describe the causal reasons that led slavery to emerge as a global institution, from warfare, raids, and participation in regional slave-trading networks within African societies to the Mediterranean in relation to the Barbary Pirates, and to the Americas, including the Atlantic Slave Trade.”
17	(A)(C) explain the Napoleonic Wars and the effects of the Napoleonic Wars on the Americas, including the United States, Haiti, and Mexico (H, G/Civ, Geo/C, E); and	Vague. Recommended specificity on effects rather than naming the places. Recommended adding: including the weakening of Spanish and French colonial control, the encouragement of independence movements in Haiti and Mexico, and territorial expansion of the United States through the Louisiana Purchase (H, G/Civ, Geo/C, E);
18	(A) explain the development of the Industrial Revolution, including factories, new energy sources, urbanization, and the ideals of free enterprise-economies (H, G/Civ, Geo/C, E);	Repetitive. These are named below.

18	(B) explain free enterprise ideals, including division of labor, the Invisible Hand, and self-interest (H, G/Civ, Geo/C, E, S);	Add “which influenced the Industrial Revolution” after ideals. Add to end “as noted by Adam Smith in Wealth of Nations”
	(C) explain the causes and consequences of the unifications of Italy and Germany (H, G/Civ, Geo/C);	Recommended change for specificity: explain the causes and consequences how nationalism and the of the unifications of Italy and Germany led to power shift in Europe (H, G/Civ, Geo/C);
19	(B) describe and analyze 19th century France, including cycles between empire and republics (H, G/Civ, S);	Multiple verbs in one SE
19	(D) explain the causes and consequences of Russia’s partially successful 19th century reforms, including serf emancipation in 1861 and revolutionary movements (H, G/Civ, Geo/C, E); and	Only consequences listed, not causes. Cause added which demonstrates Russia’s situation for not following Westernization. Recommended change: explain the causes including the need to modernize due to military weakness and economic backwardness compared to Western Europe, and consequences including the emancipation of the serfs in 1861 and the growth of revolutionary movements of Russia’s partially successful 19th-century reforms,(H, G/Civ, Geo/C, E);

19	(E) describe and-analyze changing European culture and religion in the 19th century, including nationalism, Romanticism, secularism, and the Catholic response to Liberalism (H, G/Civ, Geo/C, S).	Recommended reducing breakouts and simplification.
20	(B)	The phrase “British Commonwealth” shouldn’t be here. “British Commonwealth” refers to the post-World War II replacement of the British Empire.
20	(E) analyze political cartoons dealing with 19th-century imperialism, emphasizing point of view in relation to cultural perspectives, including Scramble for Africa and Sphere of Influence (H, G/Civ, Geo/C, E, S).	This student expectation is inherently problematic because it is overly broad and reads more like an instructional direction rather than content-specific, which can lead to inconsistent instruction and assessment. It is not allowed in Texas for TEKS to direct teacher instruction By centering analysis of political cartoons without clearly defining historical concepts or perspectives, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself. This will direct teachers to use, if they wish, political cartoons which are widely available and used in high school related to both Scramble for Africa and spheres of influence. Recommended change: describe European competition in the late 19th century during the Scramble for Africa and the use of spheres of influence in Asia (H, G/Civ, Geo/C, E, S);

21	identify and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C, E, S);	
21	(B) identify and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C, E, S);	This SE lacks focus and conflates events and innovations and has two verbs which are redundant. If students describe, they will inherently identify. Identify key events on the western front and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements trench warfare and improvements in battlefield trauma care of during WWI,(H, G/Civ, Geo/C, E, S);
21	(D) explain the causes and consequences of the Russian Revolution, including the Bolshevik elimination of the monarchy (H, G/Civ, Geo/C, E); and (C)	Causes not named in this SE Recommended change: Explain how poverty, war, and food shortages led to the Russian Revolution including the Bolshevik elimination of the monarchy.
22	(B) compare the rise of authoritarianism and totalitarianism, including fascism and Nazism (H, G/Civ, Geo/C, E, S);	Add “in Europe” for specificity

	(B) identify and describe events and innovations of WWII, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C);	This SE lacks focus and conflates events and innovations and has two verbs which are redundant. If students describe, they will inherently identify. Identify key events including invasion of Poland, D-Day, and the dropping of the atomic bomb on Hiroshima and Nagasaki and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements RADAR and blood banks of during WWI, (H, G/Civ, Geo/C, E, S);
24	analyze WWII propaganda, including images, media, and song lyrics, to evaluate perspective, reliability, and utility (H, G/Civ, Geo/C, E, S).	Redundant to 22 D. This student expectation is inherently problematic because it is overly broad and reads more like an instructional direction rather than content-specific, which can lead to inconsistent instruction and assessment. It is not allowed in Texas for TEKS to direct teacher instruction By centering analysis of propaganda without clearly defining historical concepts or perspectives, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself.
25	(D) (C) explain the key causes of the Soviet Union's decay, including glasnost and perestroik (H, G/Civ, Geo/C, E);	Correct spelling of perestroika
26	(E) explain the rise of communism in Southeast Asia and its consequences, including Vietnam and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and	The rise of communism in Southeast Asia will have a similar story to other communist countries. Recommend removing explain the rise for time constraints and to limit redundancy.

High School Personal Financial Literacy		
2	(2) <u>Earning Income</u> . The student understands that income is earned through the exchange of work and services. <u>The student is expected to:</u>	(2) <u>Earning Income</u> . The student understands that income is earned <u>in a free enterprise system</u> through the exchange of work and services. <u>The student is expected to:</u>
2	(A) identify sources of income, including wages, salaries, rental income, bonuses, interest, dividends, and profits (E);	(A) identify sources of income <u>in a free enterprise system</u> , including wages, salaries, rental income, bonuses, interest, dividends, and profits (E);
2	(F) describe the relationship between postsecondary education and future income earnings (E);	<u>describe how education and skills influence income opportunities in a competitive free enterprise labor market</u>
2	(H) <u>determine</u> how personal interests and skills align with potential careers that support a desired standard of living based on income potential using research practices (E, S);	Incorporate measurable verb and center around free enterprise not instructional practices (H) determine <u>explain</u> how personal interests and skills align with potential careers that support a desired standard of living based on income potential using research practices <u>and freedom of choice</u> (E, S);
2	(I) compare earning potential in different labor markets by investigating geographic patterns and economic events (Geo/C, E, S);	This is vague and would be more appropriate as an instructional lesson. Recommended change: <u>identify factors that influence earning potential across geographic regions, including cost of living, types of industries, and workforce skill requirements (Geo/C, E);</u>

3	(G) describe the role of <u>inflation</u> on an economy, including price fluctuations on durable goods, nondurable goods, and groceries (E);	This does not completely explain the impact of costs on budgets. (G) describe the role of <u>inflation, scarcity, and taxes on an economy, including price fluctuations on durable goods and services nondurable goods, and groceries</u> and explain the impact on personal budgets (E);
3	(I) analyze how marketing strategies, including social media marketing and traditional forms of advertising, influence financial decisions <u>by considering the audience and purpose of</u> the advertisement (Geo/C, E, S);	(I) analyze how marketing strategies work <u>in a free enterprise system</u> , including social media marketing and traditional forms of advertising, influence financial decisions <u>by considering the audience and purpose of</u> the advertisement (Geo/C, E, S);
4	(4) <u>Savings and Investing</u> . The student understands that saving and investing are essential components of building wealth considering a variety of factors that influence financial growth, security, and long-term independence. <u>The student is expected to:</u>	(4) <u>Savings and Investing</u> . The student understands that saving and investing are essential components of building wealth <u>in a free enterprise system</u> considering a variety of factors that influence financial growth, security, and long-term independence. <u>The student is expected to:</u>
4	(G) evaluate personal risk tolerance <u>using market conditions</u> , including inflation, market volatility, and interest rates (E);	(G) evaluate identify factors of personal risk tolerance using market conditions , including inflation, market volatility, and interest rates <u>and explain the role of risk in a free market system</u> (E);
4	(H) explain how the regulation of <u>financial institutions</u> , including the Federal Deposit Insurance Corporation, contributes to financial security <u>and protects solvency</u> (H, E)	(H) explain how the limited government regulation of <u>financial institutions</u> , including the Federal Deposit Insurance Corporation, contributes to financial security <u>and protects solvency</u> (H, E)
5	(A) compare revolving credit and installment credit, considering interest rates, fees, and repayment schedules (E);	(A) compare <u>types of credit available in voluntary lending including</u> revolving credit and installment credit, considering interest rates, fees, and repayment schedules (E);

High School Economics		
1	(B) Explain the relationship between virtue, character, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament.	Amend to add specificity: “Identify the relationship between virtue, including trust, courage, and justice, with individual economic endeavors found in historical and religious texts, including the Torah and the Old Testament.”
3	(B) summarize the economic theories of Adam Smith using primary and secondary sources (H, G/Civ, E, S);	This SE does not expect students to understand the principles. Additionally, there is one primary source from which these ideas come from. Secondary sources may be problematic as without direction, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself. The main secondary source students will have available to them is their textbook. Recommend change: explain the principles of free enterprise described in An Inquiry into the Nature and Causes of the Wealth of Nations by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S);

3	(D) interpret the relationship between virtue, character, and individual economic endeavors in classical economics (H, G/Civ, E, S).	Without direction, this would be difficult for a teacher and a student. Recommended change: explain how individual character traits such as responsibility and work ethic were believed to contribute to economic success in classical economic thought
4	(A) describe and compare socialism and communism (E, S); (B) summarize the economic theories of Karl Marx using primary and secondary sources (H, G/Civ, E, S); (C) summarize the economic theories of Friedrich Engels using primary and secondary sources (H, G/Civ, E, S); and	This lacks clarity, measurability, and is redundant. Additionally, there is one primary source from which these ideas come from. Secondary sources may be problematic as without direction, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself. The main secondary source students will have available to them is their textbook. Recommend: explain how Karl Marx and Friedrich Engels described socialism as a transitional stage toward communism in the Communist Manifesto, including increased collective ownership of major industries, continued class conflict between workers and owners, and the goal of achieving a classless society. compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism (H, G/Civ, E).

5	(A) describe neoclassical economies (E); (B) summarize the economic theories of Friedrich Hayek using primary and secondary sources (H, G/Civ, E, S); (C) summarize the economic theories of Milton Friedman by using primary and secondary sources (H, G/Civ, E, S); and (D) interpret the relationship between virtue, character, and individual economic endeavors in neoclassical economies (H, G/Civ, E, S).	This lacks clarity, measurability, and is redundant. Additionally, there is one primary source from which these ideas come from. Secondary sources may be problematic as without direction, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself. The main secondary source students will have available to them is their textbook. Recommend: explain the basic ideas of neoclassical economics and how economists such as Friedrich Hayek and Milton Friedman emphasized individual choice, market competition, and limited government intervention in the economy.
6.	(6) History of Economic Thought. The student understands similarities and differences between key economic theories. The student is expected to compare the theories of leading classical, socialist, communist, and neoclassical economists using primary and secondary sources (H, E, S).	This is redundant to the previous sections
11	(B) evaluate the impact of charging interest on scarcity and opportunity costs (G/Civ, E, S).	Evaluate is difficult to measure and this is the first time student have been exposed to this concept. Recommended change: explain how charging interest affects borrowing decisions, scarcity of resources, and opportunity costs (E).

11	(C)Correction	Factual Inaccuracy: Replace “John Stuart Mill” with Jevons, Menger, and Walras”
15	(B) graph equilibrium price using a supply and demand model (E); (C) analyze economic data to determine changes in equilibrium price (E, S); and	This is the first time students have been introduced to this concept. No where do they have to learn what equilibrium price is. Graphing will be an instructional activity whereby students practice this. Recommended change: define equilibrium price and identify determinants of change to equilibrium price.
15	(D) explain the circular flow model (E).	Recommended change to: “describe”
16	(A) determine the relationship between relative scarcity and prices (E, S); (B) interpret price floors through the analysis of a supply and demand graph (E, S); (C) interpret price ceilings through the analysis of a supply and demand graph (E, S); (D) interpret surplus through the analysis of a supply and demand graph (E, S); (E) interpret shortage through the analysis of a supply and demand graph (E, S); and	This set of student expectations introduces multiple technical terms and graph-based interpretations at the same time students are first learning the foundational concepts of supply, demand, and price. As a result, students may struggle to build a clear mental model of how scarcity and prices guide economic decision-making. Recommended change: (A) explain how scarcity influences supply, demand, and market prices;
	(F) explain price elasticity (E).	(B) analyze how price controls such as price floors and price ceilings can create surpluses or shortages; and (C) explain how price elasticity reflects how consumers and producers respond to changes in price.

26	(A) explain examples of sales tax (G/Civ, E); (B) explain income tax (G/Civ, E); (C) explain property tax (G/Civ, E); (D) explain excise tax (G/Civ, E); and	Verbs should be changed to “define” to build foundational knowledge. The application comes in section E.
29	(A) describe the purpose of the Federal Reserve System in setting monetary policy (G/Civ, E); and (B) analyze how the Federal Reserve influences interest rates (G/Civ, E, S);	Recommend delete B. It is redundant to A.
32	(32) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to: (A) define money supply (E); (B) analyze the effect of increases and decreases in the money supply on the economy using a variety of resources (G/Civ, E, S); (C) describe monetary tools used by the Federal Reserve (G/Civ, E); (D) interpret discount rates (G/Civ, E); (E) interpret reserve requirements (G/Civ, E);	This fits with section 29 about the federal reserve system. These are all related to that. This set of student expectations introduces multiple technical aspects of monetary policy before students have fully developed a basic understanding of money supply and its role in the economy. The separation of closely related concepts, such as monetary policy tools and the discount rate, may fragment learning and overemphasize procedural or technical knowledge rather than foundational cause-and-effect relationships. Additionally, the expectation to analyze broad economic impacts using a variety of resources may increase cognitive load for students

	(F) explain fractional reserve banking (G/Civ, E); and	encountering macroeconomic concepts for the first time, potentially limiting the development of clear conceptual understanding. Recommended change: (A) define money supply; (B) explain how increases or decreases in the money supply can influence inflation, interest rates, and economic growth; and (C) describe how the Federal Reserve uses monetary policy tools, including open market operations, reserve requirements, and the discount rate, to influence the money supply.
	(A) define limited reserves (E, S); (B) define ample reserves (E, S); (C) compare limited and ample reserves (E, S); (D) evaluate the condition under which limited and ample reserves are used in monetary policy (E, S); (E) analyze the Chicago school of economics (monetarism) using primary and secondary sources (H, E, S); and (F) analyze Austrian economics using primary and secondary sources (H, E, S).	Again, this is too technical and should be simplified for first time learners and well beyond what they should know about economics to become proficient as first time learners.

High School Government		
11	(A) analyze arguments supporting the ratification of the Constitution within Federalist papers 10, 51, and 78 to understand point of view and historical perspectives (G/Civ, S); and	There is a tremendous emphasis on primary sources in this course. Analyzing will require an intense amount of time. Recommend adding specificity. Additionally understanding point of view and historic perspective is inherent in direction of the SE. analyze arguments supporting the ratification of the Constitution in <i>Federalist No. 10</i> on controlling factions, <i>Federalist No. 51</i> on separation of powers and checks and balances, and <i>Federalist No. 78</i> on the role of an independent judiciary (G/Civ, S).
11	(B) analyze arguments against the ratification of the Constitution within Brutus 1 to understand point of view and historical perspectives (G/Civ, S).	Edits for same reasons as above analyze identify arguments against the ratification of the Constitution in <i>Brutus I</i> , including concerns about a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S).
13	(G) explain the role of the Electoral College and its impact on election outcomes, including the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).	This SE does not clarify the reason for and significance of electoral college Recommended change to: explain how the Electoral College balances population influence by giving smaller states a more equal voice in presidential elections than a direct popular vote and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).

14	(E) describe how the balance of power between states and the federal government is impacted culturally, economically, or politically by historical conflicts societies, economies, or political systems, including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).	The organization of this is confusing. Recommended change: . describe how the balance of power between states and the federal government is impacted culturally, economically, or politically by historical conflicts societies, economies, or political systems, conflicts and crises in the United States history changed the balance of power in the federal system in between the state and national governments including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).
15	(A) identify representatives and describe roles in the Texas executive branch using inquiry and research methods to locate relevant sources (G/Civ, S);	Including inquiry and research methods complicates basic civic learning by prioritizing research processes over students' understanding of the roles and responsibilities within the Texas executive branch. It
	(B) identify representatives and describe roles in the Texas legislative branch using inquiry and research methods to locate relevant sources (G/Civ, S); (C) identify representatives and describe roles in the Texas judicial branch using inquiry and research methods to locate relevant sources (G/Civ, S); (D) identify representatives and describe roles in the local government using inquiry and research methods to locate relevant sources (G/Civ, S);	is also a pedagogical approach beyond the scope of TEKS.
16	(A) evaluate the Bill of Rights for evidence of protected civil liberties and civil rights (G/Civ, S); and	Reframe to make knowledge center Recommended change to: identify civil liberties and civil rights protected in the Bill of Rights (G/Civ).

16	<u>(B)</u>	Amend to: Explain the role of the U.S. Supreme Court with interpreting rights guaranteed by the U.S. Constitution through its decisions, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson’s Women’s Health Organization, Students for Fair Admission v. Harvard, Pierce v. Society of Sisters, and Texas v. Johnson. (G/Civ, H, Geo/C)
17	(B) use economic data and models of the federal government spending to explain economic concepts, issues, or policies (G/Civ, E, S);	This expectation is overly broad and skill-heavy, emphasizing data analysis and modeling before students have developed a clear understanding of basic fiscal policy concepts, which may complicate instruction and assessment.
17	(E) use economic data and models of Texas state government spending to explain economic concepts, issues, or policies (G/Civ, E, S)	This expectation is overly broad and skill-heavy, emphasizing data analysis and modeling before students have developed a clear understanding of basic fiscal policy concepts, which may complicate instruction and assessment.

High School Sociology		
1	(E) explain deviant behavior and how this behavior is viewed and treated in society (Geo/C)	Introduces deviant behavior and how it is viewed in society. Deviance is a major topic within the field of Sociology. Simply put, deviant behaviors are violations of established cultural or social norms or established laws. Because it has theoretical depth and breadth, it is recommended to highlight its most salient features, like social control, social order, positive sanctions, negative sanctions, informal sanctions, and formal sanctions. Drawing distinctions between criminal and non-criminal deviant behavior will facilitate further understanding of the concept. Recommend change to: explain how key aspects of deviant behavior regulate conduct in society including formal violations of official, codified laws and norms and informal minor violations of unwritten social rules or customs. (G/Civ, H, Geo/C)
3	(A)explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions (G/Civ, Geo/C, E);	Explores the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions. Robert K. Merton developed these core concepts with the aim of refining functionalism. Recommended change to 1(B) to include Robert Merton is added as a central sociological scholar in Citation 1(B).

3	(C)explain rational choice theory, including utilitarianism, and how both affect human behavior (G/Civ, Geo/C, E);	States to explain rational choice theory (RCT), including utilitarianism, and how both affect human behavior. This knowledge and skill statement has been streamlined, but it is recommended that it is more specific and includes how RCT is applied, like in economics (consumer buying habits), criminology (the cost and benefit of committing a crime), and politics (voting behavior). Recommended change to: Explain rational choice theory and how it affects human behavior including consumer buying habits, the rational choice of committing a crime, and voting behavior. (G/Civ, H, Geo/C)
7	(A)explain how power affects social groups, modern political institutions, individuals and society (G/Civ, Geo/C, S);	(strikethrough A) Deleted Lord Acton’s famous quote “Power tends to corrupt; absolute power corrupts absolutely.” Recommend retaining this quote and linking George Washington’s decision to not seek a third term as an example of patriotism to the new nation by avoiding the appearance of ambition and setting precedent for the peaceful transfer of power. This also connects to Washington’s Farewell Address 1796 that is found in United States Government, Citation 3(D). Recommended change to: Analyze the meaning of Lord Acton’s quote that “Power tends to corrupt; absolute power corrupts absolutely” with George Washington’s voluntary relinquishment of power by declining a third term. (G/Civ, H,)

8	(C)identify systems of social stratification (Geo/C, E);	Recommended change to DELETE 8(C) – this does not fit under the topic of social capital Recommended to restore 8 (A) that was deleted in work group B: Evaluate Robert Putnam’s view on the importance of civic engagement and social capital in democratic life including voter turnout, social trust, political engagement, and community well-being. (G/Civ, H, Geo/C) Rationale: Deleted Robert Putnam’s view on the civic value of social capital utilizing from primary sources. Recommend retaining Robert Putnam’s work. Its application in today’s modern world is relevant insofar as traditional social institutions have eroded with a commensurate loss of a sense of belonging. The loss of belonging (or the social glue that makes community) has led to loners who become detached from social, associational, and civic life. Loneliness is a modern-day epidemic. Value if found in our communities and the social structure. Also adds social stratification as content for social capital. Recommend the full deletion of social stratification because it is a different and distinct topic and will confuse the teacher and students.
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High School World Geography		
1	(A) explain the historical development of geographic tools, including reference maps, thematic maps, and map projections (H. Geo/C)·	Recommended Change: (A) explain the historical development of geographic tools, including medieval charts, Mercator projections, atlases, sextants, and land surveying tools reference maps, thematic maps, and map projections (H. Geo/C)·
1	(B) explain how reference and thematic maps reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C):	Recommended Change: (B) explain how compare the different purposes and uses of reference maps, and thematic maps, and map projections reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C):
1	(C) use geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C. S);	Recommended Change: (C)Use modern geography tools to analyze geographic relationships, including cartography ; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C. S);
1	(D) develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales (Geo/C. S); and	Recommended Change: (D) develop and use mental maps to understand locational, historical, political, and physical geography through relative location, spatial patterns, processes, and relationships at various scales (Geo/C. S); and

1	(E) explain the purposes of regionalization (Geo/C).	Recommended Change: (E) explain the distinctive characteristics of the ten major world regions purposes of regionalization (Geo/C).
2	(A) interpret demographic data, including birth and death rates, fertility, life expectancy and population density patterns, to understand population characteristics (Geo/C. S).	Recommended Change: (A) (F) interpret demographic data, including birth and death rates, population pyramids, fertility, life expectancy and population density patterns, to understand population characteristics and predict future population trends in different countries (Geo/C. S).
2	(B) use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies (Geo/C, S);	Recommended Change: DELETE ALL: Substance now included in (2)(F).
2	(C) compare how people depend on, adapt to, and modify their environment using geography tools (Geo/C, S);	Recommended Change: DELETE ALL: Substance now included in (2)(D).
2	(D) compare levels of development and standard of living in a variety of places using Gross Domestic Product (GDP) and literacy rates (Geo/C, S);	Recommended Change: (D) (G) compare levels of development and standard of living in a variety of places countries using Gross Domestic Product (GDP) and literacy rates (Geo/C, S); and
2	(E) define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C):	Recommended Change: DELETE ALL: Substance now included in (2)(E).
2	(F) describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C):	Recommended Change: DELETE ALL: Substance now included in (2)(E).
2	(G) compare government systems along the political	Recommended Change:

	spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy. republic, theocracy, authoritarian, and totalitarian (G/Civ):	DELETE ALL: Substance now included in United States Government (1)(A)
2	(H) describe how Earth-Sun relationships and elevation impact the spatial distribution of climates or biomes (Geo/C): and	Recommended Change: (H) describe how Earth-Sun relationships and elevation impact affect the spatial distribution of climates or biomes (Geo/C). and
2	(I) describe patterns of culture. including language, religion, land use, education, and customs (Geo/C).	Recommended Change: DELETE ALL: Substance now included in (2)(E).
3-8	New Section: United States and Canada, including Texas	Recommended Addition: (#) United States and Canada, including Texas. The student understands the historical political geography of the United States and Canada, including Texas. The student is expected to: (A) describe and trace on a map the voyages of European exploration and the subsequent colonization, including Columbus, Coronado, Cartier, and Cabot; (B) describe and trace on a map the Spanish, French, Dutch, and English colonies in North America; and (C) describe and trace on a map the westward expansion of the United States.
3-8	New Section: United States and Canada, including Texas	Recommended Addition: (#) United States and Canada, including Texas. The student understands the historical military geography of the United States and Canada, including Texas. The student is expected to: (A) trace the major campaigns and battles of the American Revolutionary War; (B) trace the major campaigns and battles of the Mexican-American War; and (C) trace the major campaigns and battles of the American Civil War.
5	A	Omit. Beyond the scope of geography.
6	A	Omit. Beyond the scope of geography.
6	B	Omit. Beyond the scope of geography.

		(B) identify major medieval empires, including Zimbabwe and the sub-Saharan empires of Ghana, Mali, and Songhay; and (C) identify major early modern empires, including Kongo and the kingdoms of Oyo, Asante, and Dahomey.
13-16	New Section: Sub-Saharan Africa	Recommended Addition: (#) Sub-Saharan Africa. The student understands the historical economic geography of Sub-Saharan Africa. The student is expected to: (A) explain the significance of notable geographical regions, including navigable waterways; (B) explain the significance of notable trade arteries, including medieval, trans-Saharan, Indian Ocean, and Triangular Trade; and (C) explain the significance of tse-tse fly distribution, including the consequences of its effects on humans, horses, and cattle.
13-16	New Section: Sub-Saharan Africa	Recommended Addition: (#) Sub-Saharan Africa. The student understands the historical civilizational geography of Sub-Saharan Africa. The student is expected to: (A) identify the spread of civilizations, including Egyptian; (B) explain how geography affected the spread of religions, including Coptic Christianity, Islam, and Western Christianity; and (C) identify Portuguese maritime explorations, including Henry the Navigator, Bartolomeu Dias, and Vasco da Gama.
16	New Subsection: Sub-Saharan Africa	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Lalibela, Great Zimbabwe, Timbuktu, and the Yamoussoukro Basilica.

17-20	New Section: Southwest Asia and North Africa	Recommended Addition: (#) Southwest Asia and North Africa. The student understands the historical political geography of Southwest Asia and North Africa. The student is expected to: (A) identify major empires, including Babylon, Egypt, Persian, Hellenistic, the Roman Empire, the Islamic Caliphates, the Crusader Kingdoms, and the Ottoman Empire; and (B) explain the rise and decline of 19th and 20th century European control and influence.
17-20	New Section: Southwest Asia and North Africa	Recommended Addition: (#) Southwest Asia and North Africa. The student understands the historical civilizational geography of Southwest Asia and North Africa. The student is expected to: (A) identify the spread of civilizations, including Mesopotamian, Egyptian, Levantine, Persian, and Greek; and (B) explain how geography affected the spread of religions, including Zoroastrianism, Judaism, Christianity, and Islam.
17-20	New Section: Southwest Asia and North Africa	Recommended Addition: (#) Southwest Asia and North Africa. The student understands the historical economic geography of Southwest Asia and North Africa. The student is expected to: (A) explain the geographical significance of notable trade arteries, including the Mediterranean, Indian Ocean, Silk Road, and Suez Canal.

17-20	New Section: Southwest Asia and North Africa	Recommended Addition: (#) Southwest Asia and North Africa. The student understands the historical military geography of Southwest Asia and North Africa. The student is expected to: (A) explain the effects of physical geography on major military conflicts, including the early Muslim conquests, the first Crusades, and the African campaigns of World War II.
19	New Subsection: Southwest Asia and North Africa	Recommended Addition: (D) identify major ethnic groups in Southwestern Asia and North Africa including Arabs, Persians, Berbers, Jews, Kurds, and Turks. (E) Describe the characteristics of major religious groups in Southwestern Asia and North Africa including Christianity, Judaism, Sh'ia Islam, and Sunni Islam.
19	B	Omit. Beyond the scope of geography.
20	New Subsection: Southwest Asia and North Africa	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Göbekli Tepe, Ur, the Pyramids, Troy, Jerusalem, Krak des Chevaliers, and Istanbul.
21-24	New Section: Central and Southern Asia	Recommended Addition: (#) Central and Southern Asia. The student understands the historical political geography of Central and Southern Asia. The student is expected to: (A) identify major empires, including the Mauryan Empire, the Gupta Empire, the Delhi Sultanate, the Mughal Empire, and the British Raj; and (B) explain the rise and decline of 19th and 20th century European control and influence;

21-24	New Section: Central and Southern Asia	Recommended Addition: (#) Central and Southern Asia. The student understands the historical civilizational geography of Central and Southern Asia. The student is expected to: (A) identify the spread of civilizations, including Indo-Aryan migrations, Persian, and Indic; and (B) explain the effects of geography on the spread of religions, including Sikhism, Hinduism, Buddhism, and Islam.
21-24	New Section: Central and Southern Asia	Recommended Addition: (#) Central and Southern Asia. The student understands the historical economic geography of Central and Southern Asia. The student is expected to: (A) explain the significance of notable trade arteries, including the Indian Ocean, Indus River, Ganges River, and the Central Asian-Indian horse trade.
24	New Subsection: Central and Southern Asia	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Mohenjo-daro, Udayagiri Caves, Samarkand, the Taj Mahal, and Calcutta.
25-28	New Section: Southeast Asia and Oceania	Recommended Addition: (#) Southeast Asia and Oceania. The student understands the historical political geography of Southeast Asia and Oceania. The student is expected to: (A) identify major empires, including the Khmer Empire and French Indochina.

7	New Subsection: United States and Canada, including Texas	Recommended Addition: (C) explain the historical significance of major civilizational sites, including Cahokia, Mesa Verde, L’Anse aux Meadows, Williamsburg, Washington DC, and the Alamo.
8	B	Omit. Beyond the scope of geography.
11	A	Omit. Beyond the scope of geography.
9-12	New Section: Latin America	Recommended Addition: (#) Latin America. The student understands the historical military geography of Latin America. The student is expected to: (A) explain how geography affected key military events in Latin America including Cortes’ conquest of the Aztec Empire, Bolivar’s liberation of New Granada, Scott’s conquest of Mexico City, and the Santiago de Cuba campaign.
12	New Subsection: Latin America	Recommended Addition: (D) explain the historical significance of major civilizational sites, including the Machu Picchu, Chichen Itza, Mexico City, the Basilica of our Lady of Guadalupe, and Christ the Redeemer statue.
15	B	Omit. Beyond the scope of geography.
13-16	New Section: Sub-Saharan Africa	Recommended Addition: (#) Sub-Saharan Africa. The student understands the historical political geography of Sub-Saharan Africa. The student is expected to: (A) identify major ancient empires, including Kush and Aksum;

25-28	New Section: Southeast Asia and Oceania	Recommended Addition: (#) Southeast Asia and Oceania. The student understands the historical civilizational geography of Southeast Asia and Oceania. The student is expected to: (A) identify the effects of geography on the spread of civilizations, including Austronesian expansion and the Polynesian triangle.
25-28	New Section: Southeast Asia and Oceania	Recommended Addition: (#) Southeast Asia and Oceania. The student understands the historical military geography of Southeast Asia and Oceania. The student is expected to: (A) explain the effects of physical geography on major military conflicts, including Dutch conquests, the Pacific campaigns of World War II, and the Vietnam War.
28	New Subsection: Southeast Asia and Oceania	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Borobudur and Angkor Wat.
29-32	New Section: East Asia	Recommended Addition: (#) East Asia. The student understands the historical political geography of East Asia. The student is expected to: (A) identify major empires, including the Chin Dynasty, the Mongol Empire, and the Empire of Japan; and (B) explain the rise and decline of 19th and 20th century European and Japanese control and influence.

29-32	New Section: East Asia	Recommended Addition: (#) East Asia. The student understands the historical civilizational geography of East Asia. The student is expected to: (A) identify the effects of geography on the spread of civilizations, including the Sinic; and (B) explain the effects of geography on the spread of religions and philosophies, including Confucianism, Daoism, Buddhism, and Christianity.
32	New Subsection: East Asia	Recommended Addition: (D) explain the historical significance of major civilizational sites, including the Potala Palace, Himeji Castle, Changdeokgung Palace, and Dunhuang Caves.
33-36	General Comment: Russia and the Republics	Recommended General Change: “Russia and the Republics” now duplicates “Central Asia” in “Central and Southern Asia.” Central Asia ought to be united with South Asia, with which it has much longer historical connections than with Russia. We already have suggested adding above “ the Central Asian republics’ relationship to the former Soviet Union ”. “Russia and the Republics” ought to be changed throughout to “Russia and the Transcaucasian Republics”.

37-40	New Section: Europe	Recommended Addition: (#) Europe. The student understands the historical civilizational geography of Europe. The student is expected to: (A) identify the effects of geography on the spread of civilizations, including Celtic, Greek, Roman, and medieval Christian; and (B) explain the effects of geography on the spread of religions, including Judaism, Orthodoxy, Catholicism, Protestantism, and Islam.
37-40	New Section: Europe	Recommended Addition: (#) Europe. The student understands the historical military geography of Europe. The student is expected to: (A) explain the effects of physical geography on major military conflicts, including Napoleonic Wars, World War I, and World War II.
39	New Subsection: Europe	Recommended Addition: (C) Evaluate how political power is distributed at various scales, including the structure of the United Kingdom, and the German Federal Republic.
39	B	Omit. Beyond the scope of geography.
40	New Subsection: Europe	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Stonehenge, the Acropolis, Pompeii, Chartres, St. Peter's Basilica, and Versailles.