

The background is a solid blue color. On the left side, there is a large, stylized white star. In the bottom left corner, there is a faint, blue-tinted image of an open book. The text is centered in the upper half of the image.

Superintendent Updates: NEW Literary Works and Social Studies TEKS K–12

August 2026

Social Studies TEKS K–12

- Key Improvements and Features
 - Framework focused on Chronology and Culminating Capstone
 - Improved High School Content
- Staggered Implementation

Literary Works List TEKS K–12

- Rule Text and Literary Works Lists Passed
- Staggered Implementation

Vocabulary List TEKS K–12

- Coming soon

Changes Take Effect Starting with the 2030–31 School Year

We have time to plan for successful implementation.



The SBOE has adopted a staggered implementation plan for both Social Studies and Literary Works.

Overview

Grades K–5: implemented in 2030–31 school year

Grade 6: implemented in 2031–32 school year

Grades 7 and 8: implemented in 2032–33 school year

Grade 9–12: implemented in 2033–34 school year

Legend

Current Social Studies TEKS / No Literary Works List

New SS TEKS + Literary Works List

First year of implementation in bold

Grade	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
GK	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G1	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G2	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G3	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G4	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G5	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G6	Current SS/No lit List	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G7	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G8	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G9	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G10	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G11	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List
G12	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	Current SS/No lit List	New SS TEKS + Lit List	New SS TEKS + Lit List	New SS TEKS + Lit List

Social Studies Content Will Be Completely Changing

The following is an example of how the TEKS are changing in Grade 1.

Status Quo TEKS | Grade 1

- (1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
- (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and
 - (B) compare the observance of holidays and celebrations.

New TEKS | Grade 1

- (4) 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. The student is expected to:
- (A) locate on a map North America, Boston, Massachusetts, and Philadelphia, Pennsylvania (Geo/C, S);
 - (B) retell the story of the Boston Tea Party, including that colonists threw tea into the harbor to protest unfair taxes, using the sequential terms beginning, middle, and end (H, G/Civ, S);
 - (C) describe the role that Paul Revere, William Dawes, and Samuel Prescott played in alerting the colonists that the British army was coming (H, G/Civ, S);
 - (D) identify Thomas Jefferson as the writer of the Declaration of Independence, a document which sought freedom from being ruled by a king (H, G/Civ, S);
 - (E) describe the term liberty as used in the Declaration of Independence as freedom from being ruled by a king (H, G/Civ, S); and
 - (F) recite the phrase "Life, Liberty, and the Pursuit of Happiness" as an important phrase in American history (H, G/Civ, S).

New Social Studies Key Topics | Grades K–2

K–2 Key Topics focus on building a foundation of stories of America and Texas.

Grade K

American Indians in Early America

Early Exploration of America and Texas

The Plymouth Colony

George Washington: Father of Our Country

Free Enterprise

American Citizenship

We the People: Rules in Our Community

Lone Star Heritage

Innovations that Changed America and Texas

Grade 1

Thanksgiving

Life in Early America and the Beginnings of Self-Government

The American Declaration of Independence and Symbols of Freedom

Free Enterprise Shapes Texas

Abraham Lincoln and the Civil War

The Civil Rights Movement

The Settlement of Texas and Texas Heroes

Lone Star Heritage: Stories and Symbols

Grade 2

Ancient Civilizations: People and Places that Influenced America and Texas

American Heroes in the American Revolutionary War

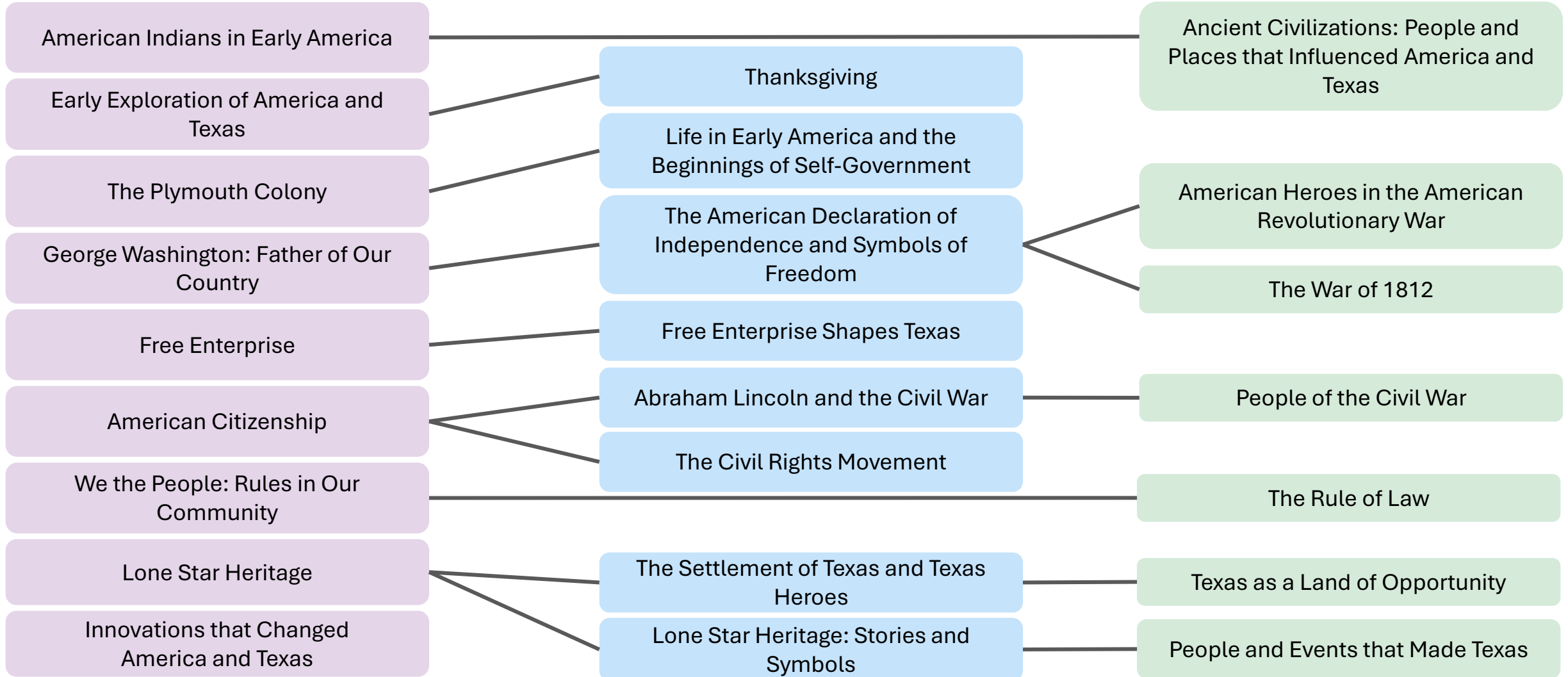
The War of 1812

People of the Civil War

The Rule of Law

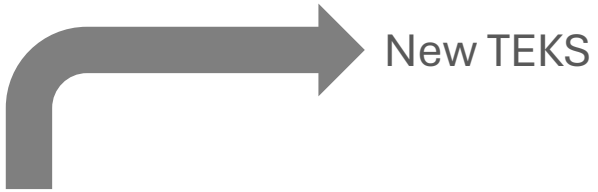
Texas as a Land of Opportunity

People and Events that Made Texas



SBOE Adopted Social Studies Framework for Grades 3–8

Social Studies content will be changing completely.



New TEKS

Current TEKS

Grade 3

Individuals & communities past and present

Grade 4

Texas history survey

Grade 5

U.S. history survey

Grade 6

World cultures

Grade 7

Texas history survey

Grade 8

U.S. history to 1877

World
US
TX

Grade 3 Prehistory to 500	Grade 4 500–1500	Grade 5 1500–1800	Grade 6 1800–1900	Grade 7 1900–2000	Grade 8 Texas & US Capstone
WORLD: Birth of Western Civilization including impact on America and Texas ~50%	WORLD: Foundations of Westernization and Growth of Empires in relation to the noblest experiment of America and Texas ~30%	WORLD: How the World Influenced the Development of the United States ~15%	WORLD: Revolutions and the Age of Imperialism Up to 5%	WORLD: The Perils of Communism and the Establishment of New Nations ~20%	US: The American Legacy including the roots of TX Independence ~20%
	US: Growth of Empires in the Americas and their Lasting Influence in relation to the noblest experiment of America and Texas ~50%	US: American Colonies American Revolution The Constitution ~60%	US: The Growth of the US and Expanding Freedoms Up to 15%		
			TX: The Birth and Growth of Texas in the American Experiment At least 80%	US: The American Century ~40%	
TX: Birth of Civilization in Texas in relation to the noblest experiment of American and Texas ~25%	TX: Growth of Empires in Texas and their Lasting Influence in relation to the noblest experiment of America and Texas ~20%	TX: Spanish Texas ~25%		TX: The Texas Miracle ~40%	TX: The Fulfillment of Enlightenment Ideals, the Founding of the United States and the Annexation of Texas, the Impact of the Nations Whose Flags Have Flown Over Texas, and the Impact of Texas on the World ~80%

New Social Studies Key Topics | Grades 3–7

Grade 3

Prehistory to 500

- The Neolithic Revolution and the Fertile Crescent
- Mesoamerican and other American Civilizations
- Ancient Israel
- Ancient Greece
- Ancient Rome

Grade 4

500 to 1500

- The Middle Ages in Europe
- The Middle Ages in Africa and Asia
- People in the Americas and Texas
- The Renaissance
- Columbus and the Beginning of Exploration

with Connections to America and Texas

Grade 5

1500 to 1800

- Reformation, Scientific Revolution, and the Enlightenment
- Exploration and Early Settlements in America
- Exploration and Settlements in Texas
- Trade and the Spread of Ideas
- The British Colonies in America
- The American Revolution and the Pursuit of Freedom
- The United States Constitution and the Age of Washington

Grade 6

1800 to 1900

- Revolutions in Europe and the Americas during the 1800s
- The Early Republic and the Emergence of an American Culture
- Texas Settlement: Geography
- Texas Settlement: Motivations
- Westward Expansion and the Industrial Revolution
- Westward Expansion and Texas Statehood
- Texas, the Civil War, and Reconstruction
- The Gilded Age in America and Texas
- The Texas Frontier

Grade 7

1900 to 2000

- The Progressive Era
- World War I: United States and Texas
- Communism and Other Totalitarian Regimes
- The 1920s and 1930s: United States and Texas
- World War II: United States and Texas
- Post War America and Early Cold War: Western Liberty and Communist Tyranny
- The Civil Rights Movement
- Contemporary America and Texas

Grade 4 Example

3) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from Medieval Europe. The student is expected to:

- a) identify Charlemagne as the Holy Roman Emperor in medieval Europe who helped unite much of Western Europe
- b) identify the Norse people and explain their influence on Europe through Viking exploration and raids
- c) describe how Norse culture influenced the English language, including names of the days of the week still used in America and Texas
- d) identify Leif Erikson as a Norse explorer who explored North America before Christopher Columbus;
- e) explain feudalism, including the roles of castles and knights, as a system of land ownership and protection in medieval Europe
- f) describe chivalry as a code of honor for knights that emphasized courage, loyalty, and respectful treatment of others
- g) identify English common law as a system in which judges reference precedents to help make fair and consistent rulings in medieval England
- h) explain how English common law influenced American and Texas law by establishing the consistency of law; the rule of law; the idea that laws apply to everyone; and protections for individual rights
- i) use voting as a method for group decision making and explain that voting is an individual right, responsibility, and privilege in America and Texas today
- j) explain that the Magna Carta, created in 1215 in England with the help of the Archbishop of Canterbury, was the first document that limited the power of the king and reflected Christian ideas about individual rights and English legal traditions
- k) explain how ideas from the Magna Carta influenced limits on government power and protection of rights as a central component of the United States Constitution
- l) identify the watermill, windmill, iron plough, and crop rotation as important medieval innovations and explain how these innovations were later used in America and Texas

Grade 8 Example

(1) The Influence of American Founding Documents and Principles.

The student identifies key ideas developed over time in western civilization to better understand the choices made first by the founders of the United States and then by the founders of Texas.

The student is expected to:

- a) identify how ideas from the classical world established foundational concepts of self government, including the structures of Athenian democracy and the Roman Republic and ideas that citizens have duties, not just rights
- b) identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law including the equality of man as created in the image of God
- c) identify how ideas from the Middle Ages established foundational concepts on limiting government power, including ideas that checks on authority are necessary and the importance of the rule of law
- d) identify how ideas from the Reformation established foundational concepts on the need for freedom of conscience
- e) identify how ideas from the Enlightenment established foundational concepts of natural rights, including the impact of free markets based on property rights, and social contract theory
- f) explain major aspects of the founding documents of the United States, including key elements of the Declaration of Independence and the Constitution, and identify how key ideas of western civilization are reflected in those documents

HB 1605, passed in 2023, included requirements for the creation of a Literary Works List and Vocabulary List as part of the Reading Language Arts (RLA) TEKS.



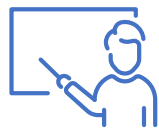
Instructional Materials
Review and Approval (IMRA)



Parent
Transparency



State-Owned
Textbooks



Teacher
Protections

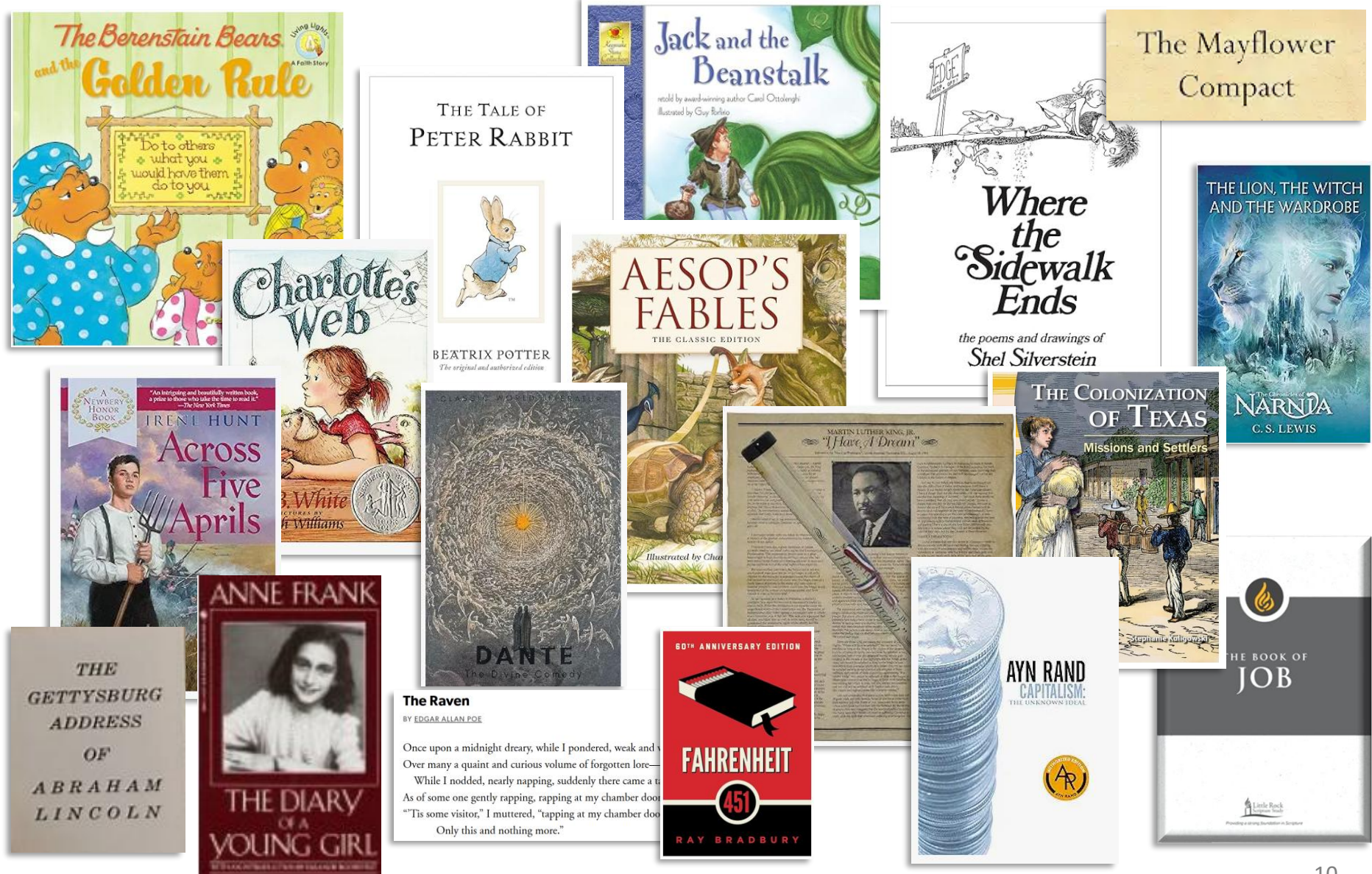


TEKS Review
and Revision

Requires a new vocabulary and literary works list addendum to the Reading Language Arts (RLA) standards.

SBOE Literary Works Lists | Adopted June 2026

Grade	Works Adopted
K	25
1	25
2	23
3	22
4	13
5	16
6	10
7	11
8	9
9	9
10	9
11	9
12	9



Required Literary Works

- All literary works included in the SBOE-adopted lists must be taught **at or before the designated grade level**.
- Each required literary work must be read **in its entirety**, unless the figure specifically indicates otherwise.
- Students must demonstrate proficiency in existing ELAR TEKS using, at minimum, the required literary works from the adopted lists.

Local District Responsibilities

The required lists represent only a **portion** of the texts needed to teach all grade-level TEKS. Local school systems must select **additional literary works locally** to address remaining TEKS. Additional works should:

- Cover remaining Language Arts and Reading standards,
- Reinforce knowledge from other subjects, particularly social studies, and
- Be of **similar rigor** to the required titles on the SBOE list.

Text Format

The rule strongly recommends use of **printed texts rather than digital texts**, citing research showing stronger comprehension and retention from print-based reading.

Elementary-Specific Provisions | Grades K–4

- Some required works are designated as appropriate for **read-aloud implementation** because students are still developing reading and writing proficiency.
- Titles marked as a read-aloud may still be read independently by students when appropriate.
- Titles not designated as read-aloud must be read by students, with assistance as needed.

Middle and High School Organization of Required Texts | Grades 6–12

- Required titles are grouped into **sets** consisting of an anchor text and supporting, shorter texts.
- While all titles are still required, this grouping structure is **recommended**.

Text Versions and ISBN Requirements

- The rule identifies an ISBN for works that have one.
- TEA will provide identification information for works without ISBNs.
- Districts must use versions whose text is identical to the edition identified by the listed ISBN or TEA guidance.

Parent Rights

- Parents retain the right under [TEC §26.010](#) to remove their child from instruction if a required literary work conflicts with the parent's religious or moral beliefs.
- Districts are encouraged, but not required, to provide an alternative assignment or assessment when removal occurs.

New Literary Works | Examples

GRADE	BOOK TITLE	AUTHOR
Grade K	A Picture Book of George Washington	David Adler
Grade K	April Rain Song	Langston Hughes
Grade 1	Davy Crockett	Emma Haldy
Grade 1	The Tale of Peter Rabbit	Beatrix Potter
Grade 2	David and Goliath (from The Children's Book of Heroes)	William J Bennet
Grade 2	Johnny Appleseed	Steven Kellogg
Grade 3	Charlotte's Web	E. B. White
Grade 3	Wind in the Willows	Kenneth Grahame
Grade 4	Number the Stars	Lois Lowry
Grade 4	Treasure Island	Robert Louis Stevenson
Grade 5	Adventures of Don Quijote (Dover Children's Thrift Classics)	Argentina Palacios
Grade 5	The Lion, the Witch, and the Wardrobe	C. S. Lewis
Grade 6	Across Five Aprils	Irene Hunt
Grade 6	All Creatures Great and Small	James Herriot
Grade 7	Anne Frank: The Diary of a Young Girl	Anne Frank
Grade 7	The Outsiders	S. E. Hinton
Grade 8	The Giver	Lois Lowry
Grade 8	Night	Elie Wiesel
Grade 9	Animal Farm	George Orwell
Grade 9	Great Expectations	Charles Dickens
Grade 10	The Inferno	Dante Alighieri
Grade 10	The Tragedy of Julius Caesar	William Shakespeare
Grade 11	Fahrenheit 451	Ray Bradbury
Grade 11	The Scarlet Letter	Nathaniel Hawthorne
Grade 12	Hamlet	William Shakespeare
Grade 12	Pride and Prejudice	Jane Austen

Novels are paired with supportive texts. The following are examples of paired texts:

BOOK TITLE	AUTHOR
The Outsiders	S.E. Hinton
— The Eight Beatitudes	KJV New Testament
— Do Not Go Gentle Into That Good Night	Dylan Thomas
— Mother to Son	Langston Hughes
— Nothing Gold Can Stay	Robert Frost
— Thank You, Ma'am	Langston Hughes

BOOK TITLE	AUTHOR
Animal Farm	George Orwell
— I, Pencil	Leonard E. Read
— Ozymandias	Percy Bysshe Shelley
— Lyceum Address	Abraham Lincoln
— The Clever Teens' Guide to the Russian Revolution	Felix Rhodes

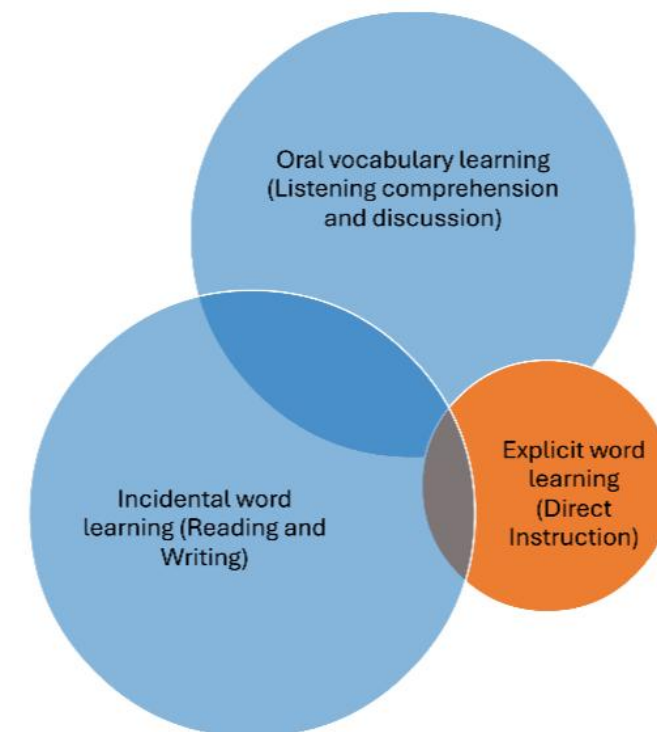
BOOK TITLE	AUTHOR
The Inferno	Dante Alighieri
— The Book of Job	NIRV Hebrew Bible
— I've Been to the Mountaintop	Martin Luther King Jr
— The Middle Ages: A Very Short Introduction	Miri Rubin

Once these literary works take effect in the TEKS, the new state reading test (SST) will be changed to use passages from these works.

Vocabulary Lists will be considered by the SBOE at a future meeting

The word ranges reflect the **approximate number of vocabulary words** that research indicates can be **effectively taught through explicit instruction each week/year**, with the expectation that the majority of vocabulary growth occurs through reading, discussion, and exposure to language in context.

Grade band	Explicit words per week (approx. range)	Explicit words per year (approx. range)
K-1	6-10	200-400
2-3	8-12	300-500
4-5	8-12	350-600
6-8	8-12	350-600
9-12	15-25	500-1000



Research suggests that **explicit vocabulary instruction contributes approximately 20-30% of students' annual vocabulary growth**, while the majority of vocabulary acquisition occurs through wide reading, oral language experiences, and repeated exposure to words in meaningful contexts.

Coming Soon | Website Resources to Access New TEKS

Texas Register | Secretary of State

Updated TEKS, including the required Literary Works List, will be published within the next 30 days to the **Texas Register** for public access.

After adoption, these rulemaking actions are codified into the **Texas Administrative Code**.



<https://www.sos.state.tx.us/texreg/index.shtml>

To the Administrator Addressed (TAA) | TEA

Once codified into the **Texas Administrative Code**, TEA will publish a **TAA Correspondence** for school system leaders with links to the finalized text and supporting resources.



<https://tea.texas.gov/taa-letters>

Planning for Successful Implementation: What should school systems leaders do between now and 2030?

2026–27



Review New TEKS Standards for Social Studies, Literary Works Lists and Vocabulary in grades K–12.



Audit current resources to determine aligned classroom materials, literary works, and assessments tools.

2027–29



Begin planning for **budget and procurement** for full scale Social Studies and English/Spanish Language Arts adoptions in designated years with consideration for printed copies of literary works.



Plan to **build educator capacity**, including teacher and administrator training, cross-content planning, and instructional coaching aligned to classroom observation and evaluation tools. Consider teacher grade assignments based on content expertise.

2029–30



Create a plan to **engage stakeholders** on the coming changes, including board updates, parent communication, and community awareness.



Create a system to **monitor the execution of key actions** in preparation for the staggered implementation focusing on resource utilization that supports classroom implementation and student outcomes.

More information will be provided by TEA between now and the beginning of implementation.

Major Implementation Actions Given SBOE's Adoption Timeline



SPRING

Select and purchase **SBOE-approved HQIM** for social studies, Literary Works Lists, and vocabulary.

SUMMER

Provide leadership and educator training on newly adopted district **HQIM** for social studies, Literary Works Lists, and vocabulary.

2030

Grades K–5 for SY 2030–31

2031

Grade 6 for SY 2031–32

2032

Grades 7–8 for SY 2032–33

2033

Grades 9–12 for SY 2033–34

More information will be provided by TEA between now and the beginning of implementation.