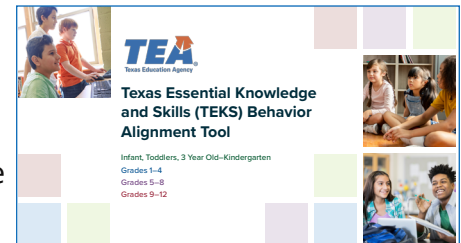


Educator Guide

How to use the [TEKS Behavior Alignment Tool for Instruction](#)

The [TEKS Behavior Alignment Tool](#) provides an in-depth exploration of the behavior-related TEKS across the Pre-K, elementary, and secondary grade-level bands that teachers can use to:

- » Identify grade-level expectations for behavior and social skills.
- » Reference prior-grade TEKS to scaffold instruction for students who are not yet meeting expectations.
- » Explore future-grade TEKS to extend learning for students who are ready for enrichment.
- » Select TEKS targets based on classroom trends or individual student needs.
- » Understand how specific behavioral competencies progress across grade levels.
- » Obtain guidance for identifying aligned materials for direct instruction, small group work, or intervention.



The following scenario provides an illustration of how educators can use the [TEKS Behavior Alignment Tool](#) in practice:

Example Scenario: Mr. Bennett's Third Grade Class

- » **Context:** Mr. Bennett teaches third grade and has noticed that many of his students struggle with problem-solving and assessing possible solutions during the English Language Arts and Social Studies blocks.
- » **Using the [TEKS Behavior Alignment Tool](#):** Mr. Bennett consults the [TEKS Behavior Alignment Tool](#) to identify grade 3 Social Studies (SS) standard 16B which emphasizes decision making processes as well as listening and speaking skills, *“use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.”*
 - ◆ He reviews the vertical alignment of this standard, tracing it back to 1st- and 2nd-grade expectations in SS.
 - ◆ Mr. Bennett identifies that his students may lack foundational skills such as identifying a problem (Grade 1) and listing and considering options, including advantages and disadvantages (Grade 2).
 - ◆ The tool provides targeted guidance to identify and address skill gaps for students who are not yet meeting grade-level expectations.
- » **Outcome:** Mr. Bennett can adjust his classroom instruction by incorporating strategies such as real-world dilemmas, small-group role-playing, peer modeling through student pairings, and structured problem-solving opportunities. For example, he might introduce a non-fiction passage about a local issue. Students could then collaborate in small groups or pairs to brainstorm solutions, role-play how they would address the problem, and explain their process for determining a solution. This approach fosters social communication while ensuring instruction aligns with TEKS expectations.

Benefits for Educators

- » Supports setting clear, developmentally appropriate behavioral expectations by aligning classroom practices with TEKS, ensuring consistency and fairness across instructional environments.
- » Provides a clear, standards-aligned framework for teaching and assessing behavior-related skills.
- » Encourages proactive intervention and targeted support for students.
- » Supports collaboration among grade-level teams and specialists.
- » Enhances students' readiness for academic and social success.

Behavior-Related TEKS Planning Template	based on scenario
Target TEKS:	e.g., SS 16B – problem-solving and decision-making
Observed Student Need/Gap:	e.g., struggles identifying a problem, weighing options
Vertical Alignment Skills to Reinforce:	e.g., Grade 1 identifying a problem, Grade 2 listing pros/cons