

Grade	1
Unit/Domain	Sharing Stories
Copyright (original or public domain)	Original
Lexile/Average Grade Level	Unavailable at this time.
Word Count	419
Flesch-Kincaid	4.2
Title	Coyote and the Grouse
Author	Anonymous, adapted for OER K-5 RLA

Coyote and the Grouse

(1) Coyote, the cleverest of all the animals, was walking through the desert one day when her stomach began to rumble. She chased a few roadrunners and lizards through the sand, but they all proved to be too fast for her. As she became hungrier, running became more difficult for Coyote.



<https://www.istockphoto.com/photo/coyote-at-the-joshua-tree-national-park-southern-california-gm1319709864-406495925>

(2) “Oh dear,” Coyote said to herself, “I think I might have to eat a cactus or a tumbleweed for my dinner.” Then, all of a sudden, she spotted a grouse nesting at the top of a Joshua tree, and her stomach began to growl. The delicious-looking bird ruffled her feathers

and settled in on the top branch. There was no way Coyote could climb that tree, and the grouse would never come down on her own.

(3) "Hi there, Mrs. Grouse," said Coyote in her most pleasant voice.

(4) The grouse looked down. "Oh, it's you, Coyote."



<https://www.istockphoto.com/photo/ruffed-grouse-in-camouflage-in-early-spring-in-the-wild- gm1483077729-509787165>

(5) "That's right, it's me! You are all alone out here in the desert, and it appears that there's no one to be seen for miles. I'll bet you haven't heard the news yet."

(6) "I'm sure I haven't. What news?"

(7) "Well, all of the animals had a meeting this morning and decided that there will be no more fighting, no more hurting each other, no more eating each other. We'll all be friends from now on, so come on down and let me hug you."

(8) Coyote expected the grouse to flutter down from her branch, right into her arms, and then into her belly. Instead, she looked very uncertain. "I think I might have heard about that, actually," she replied.

(9) "Did you?" Now, Coyote had become curious. Did the animals have a meeting she didn't know about?

(10) "Yes, Puma told me about it this morning. He came to my tree and told me that there would be no more fighting or hurting or eating each other. He asked me if I had seen you around here because *he* wanted to give *you* a hug."



<https://www.istockphoto.com/photo/mountain-lion-in-tree-gm160240971-22844575>

- (11) “He did?” There weren’t many animals in the desert that scared Coyote, but Puma was definitely one of those few.
- (12) “Yes, he asked for you by name. He said he was going to look for you until he found you. I think I see him now!”
- (13) Coyote didn’t need to be told twice. She ran away as fast as her hungry legs would carry her, and she never bothered the grouse again.

Item #	1
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	TEKS 1.8.D Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) describe the setting.
Objective	Students will identify characteristics of a folktale or fable, including character, plot, and setting.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Coyote and the Grouse

QUESTION

Element	Value
stimulus	Refer to the passage “Coyote and the Grouse.”
question_stem	Select the picture that shows the setting of this story.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	 https://pixabay.com/photos/california-sunset-dusk-sky-clouds-1751455/
answer_b	 https://www.istockphoto.com/photo/sunset-in-joshua-tree-np-gm1319267583-406180919
answer_c	 https://www.istockphoto.com/photo/alberta-wilderness-near-banff-gm577348440-99233907
correct_answer	b
correct_answer_rationale	The story says that Coyote was "walking through the desert."
incorrect_answer_1	a
incorrect_answer_1_rationale	The setting of the story is not the beach or the ocean.
incorrect_answer_2	c
incorrect_answer_2_rationale	The setting of the story is not a forest.
scoring	Exact match; 1 point

Item #	2
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.7.C</p> <p>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response.</p>
Objective	Students will use text evidence to support a response about a character.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Coyote and the Grouse

QUESTION

Element	Value
stimulus	Refer to the passage “Coyote and the Grouse.”
question_stem	Select the animal that Coyote is so afraid of that just the thought of it makes her run away.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	
	https://www.istockphoto.com/photo/mountain-lion-in-tree-gm160240971-22844575
answer_b	
	https://www.istockphoto.com/photo/ruffed-grouse-in-camouflage-in-early-spring-in-the-wild-gm1483077729-509787165
correct_answer	a
correct_answer_rationale	Coyote is scared of Puma and runs at the thought of him.
incorrect_answer	b
incorrect_answer_rationale	Coyote thought she could trick Mrs. Grouse into coming out of the tree. This shows that Coyote was not frightened of Mrs. Grouse.
scoring	Exact match; 1 point

Item #	3
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.8.A</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: discuss topics and determine theme using text evidence with adult assistance.</p>
Objective	Students will identify the moral or theme in a folktale or fable.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Coyote and the Grouse

QUESTION

Element	Value
stimulus	Refer to the passage, "Coyote and the Grouse."
question_stem	Listen to the sentence and select the best answer. This story shows that anyone can be ____.
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	hungry
answer_b	clever
answer_c	friendly
correct_answer	b
correct_answer_rationale	The correct answer is "clever." Grouse uses Coyote's pretend story to protect herself from Coyote.
incorrect_answer_1	a
incorrect_answer_1_rationale	The story does not show that anyone can be hungry, as only Coyote is hungry.
incorrect_answer_2	c
incorrect_answer_2_rationale	The story does not show that anyone can be friendly, as Coyote really wanted to eat Mrs. Grouse and not hug her.
scoring	Exact match; 1 point

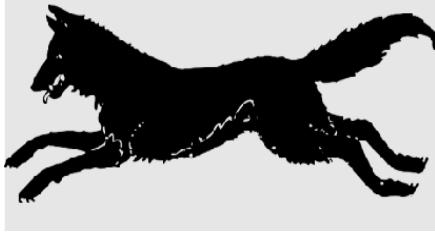
Item #	4
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.8.C</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p>
Objective	Students will identify the beginning, middle, and end of a folktale or fable.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Coyote and the Grouse

QUESTION

Element	Value
stimulus	Refer to the passage “Coyote and the Grouse.”
question_stem	Select the picture that shows what Coyote does at the end of the story.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	
	https://pixabay.com/vectors/wolf-wild-running-leaping-animal-33025/
answer_b	
	https://pixabay.com/photos/wolf-dog-animals-pet-dog-eat-3005363/
correct_answer	a
correct_answer_rationale	At the end of the story, Coyote "ran away as fast as her hungry legs would carry her."
incorrect_answer	b
incorrect_answer_rationale	At the end of the story, Coyote is not shown as eating.
scoring	Exact match; 1 point

Item #	5
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.8.B</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) describe the main character(s) and the reason(s) for their actions.</p>
Objective	Students will describe main characters and their actions in a folktale or fable.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	Coyote and the Grouse

QUESTION

Element	Value
stimulus	Refer to the passage “Coyote and the Grouse.”
question_stem	<p>Listen to this sentence from the passage.</p> <p>“Coyote, the cleverest of all the animals, was walking through the desert one day when her stomach <u>began to rumble</u>.”</p> <p>Select the correct sentence that explains why Coyote’s stomach <u>began to rumble</u>.</p>
prompt	Select the best answer.
randomize_answer_choices	yes
answer_a	Coyote is angry.
answer_b	Coyote is hungry.
answer_c	Coyote wants to play a trick.

correct_answer	b
correct_answer_rationale	The correct answer is “Coyote is hungry.” Coyote’s stomach began to rumble because she is hungry. The story also says, “As she became hungrier, running became more difficult for Coyote.”
incorrect_answer_1	a
incorrect_answer_1_rationale	Using the text evidence, “began to rumble” does not show that Coyote is angry, but that she is hungry.
incorrect_answer_2	c
incorrect_answer_2_rationale	Using the text evidence, “began to rumble” does not show that Coyote wants to play a trick, but that she is hungry.
scoring	Exact match; 1 point

Grade	1
Unit/Domain	Fables and Stories
Copyright (original or public domain)	Original
Lexile/Average Grade Level	Unavailable at this time.
Word Count	458
Flesch-Kincaid	3.6
Title	The Tortoise and the Geese
Author	Anonymous, adapted for OER K-5 RLA

The Tortoise and the Geese

(1) "How will I ever get to the watering hole?" Horace asked himself over and over again. Horace was a very old tortoise, and his short, stumpy legs took forever to carry him only a few feet. His thick shell felt heavier and heavier the closer the sun rose to the top of the sky.



<https://pixabay.com/photos/giant-tortoises-animals-water-tank-3315158>

(2) Horace was thirsty. He had not had a drink of water in days. He had seen many deer in the meadow, but none had helped him.

- (3) As Horace continued on, two geese flew above him in the sky and spotted him below. "Look at that poor tortoise," one of the geese said. "He must be trying to reach the watering hole."
- (4) "At that rate, he'll never get there," the other replied. "I think we need to help him."
- (5) The two geese flew down to the ground, where Horace struggled to make his way through a patch of high grass. "We're on our way to the watering hole," they said to him. "Would you like a lift?"
- (6) "Yes, I would!" Horace said with excitement. When the geese tried to lift Horace, they had a lot of trouble because there was nowhere on his slick shell to grab with their toes. When they tried to lift him by his legs, their toenails stabbed his skin, and he shouted in protest.
- (7) "I have an idea," one of the geese said. "We will find a stick, and each of us will hold an end of it with our toes while Horace will hold the center with his mouth."
- (8) The trio found a strong branch, and before they knew it, Horace found himself flying in the sky at a much faster speed than he could ever walk. He looked down and saw the sparkles of the watering hole in the distance. It was moving closer and closer. A flock of geese had already gathered at the hole.
- (9) "Hey, look!" a goose on the ground cried. "There's a turtle that has grown wings! Now I have seen everything."
- (10) "No, he's just hungry," said another. "That's why he's chewing on a stick!"
- (11) Horace was becoming angry at the teasing from the geese, and right as they reached the watering hole, he decided he could take no more of it. "Leave me alone!" he shouted. "I'm tired, I'm thirsty, and I'm airsick. This is not fun for me!"
- (12) When Horace opened his mouth, he let go of the stick and fell with a giant splash into the water. How embarrassing! The two helpful geese glided down and landed gracefully on the water.
- (13) Horace learned his lesson. Sometimes, it's best to stay quiet!



<https://pixabay.com/photos/geese-greylag-goose-lake-creature-2153776/>

Item #	6
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.8.B</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) describe the main character(s) and the reason(s) for their actions.</p>
Objective	Students will describe the main character in a folktale or fable.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tortoise and the Geese

QUESTION

Element	Value
stimulus	Refer to the passage "The Tortoise and the Geese."
question_stem	Select the image that shows who tried to help Horace.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	 https://pixabay.com/photos/roe-deer-hirsch-nature-wild-4015353/	
answer_b	 https://pixabay.com/photos/giant-tortoises-animals-water-3315158/	
answer_c	 https://pixabay.com/photos/geese-greylag-goose-lake-creature-2153776/	
correct_answer	c	
correct_answer_rationale	The geese try to help Horace get to the watering hole.	
incorrect_answer_1	a	
incorrect_answer_1_rationale	There were no deer in the story.	
incorrect_answer_2	b	
incorrect_answer_2_rationale	Horace was the only tortoise in the story. No other tortoises are mentioned.	
scoring	Exact match; 1 point	

Item #	7
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.8.D</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) describe the setting.</p>
Objective	Students will identify the setting of a folktale or fable.
DOK Level	1
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tortoise and the Geese

QUESTION

Element	Value
stimulus	Refer to the passage “The Tortoise and the Geese.”
question_stem	Select the image that shows where Horace wants to get a drink of water.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	 https://pixabay.com/photos/spring-tree-flowers-meadow-276014/	
answer_b	 https://pixabay.com/photos/sky-clouds-tree-waters-lake-hole-192983/	
correct_answer	b	
correct_answer_rationale	Horace is trying to go to a watering hole to get a drink.	
incorrect_answer	a	
incorrect_answer_rationale	Horace is not trying to get to the meadow.	
Scoring	Exact Match; 1 point	

Item #	8
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.8.C</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p>
Objective	Students will describe plot elements, including the resolution.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tortoise and the Geese

QUESTION

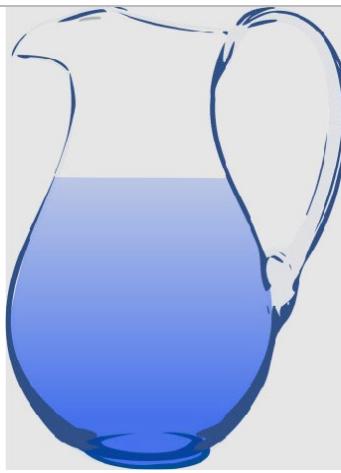
Element	Value
stimulus	Refer to the passage “The Tortoise and The Geese.”
question_stem	Select the image that shows what the animals tried to use to help Horace.
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a



<https://pixabay.com/vectors/branch-stick-tree-wood-1295738/>

answer_b



<https://pixabay.com/vectors/water-bottle-jar-1838304/>

correct_answer

a

correct_answer_rationale

The geese use a stick to help Horace.

incorrect_answer

b

incorrect_answer_rationale

The geese did not use water to help Horace.

scoring

Exact match; 1 point

Item #	9
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	TEKS 1.11.D.iv Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (iv) adjectives, including articles.
Objective	Students will use the appropriate article (<i>a, the</i>) when describing images.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tortoise and the Geese

QUESTION

Element	Value
stimulus	Refer to the passage, "The Tortoise and the Geese."
question_stem	What does this image show? Select the correct answer.  https://pixabay.com/photos/canada-geese-geese-animals-water-348290/
prompt	<i>Select the correct answer.</i>

randomize_answer_choices	yes
answer_a	a geese
answer_b	an geese
answer_c	the geese
correct_answer	c
correct_answer_rationale	The correct answer is "the geese."
incorrect_answer_1	a
incorrect_answer_1_rationale	Use "a" with singular nouns; <i>geese</i> is the plural form of <i>goose</i> .
incorrect_answer_2	b
incorrect_answer_2_rationale	"An" is incorrect because <i>goose/geese</i> begins with a consonant "an" is also used for singular nouns that begin with a vowel.
scoring	Exact match; 1 point

Item #	10
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.11.D.iv</p> <p>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (iv) adjectives, including articles.</p>
Objective	Students will use the appropriate article (<i>a</i> , <i>the</i>) when describing images.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tortoise and the Geese

QUESTION

Element	Value
stimulus	Refer to the passage, "The Tortoise and the Geese."
question_stem	What does this image show?
	 https://pixabay.com/photos/giant-tortoises-animals-water-3315158/
prompt	Select the correct answer.
randomize_answer_choices	yes

answer_a	a tortoise
answer_b	an tortoise
correct_answer	a
correct_answer_rationale	<i>Tortoise</i> does not begin with a vowel, so <i>a</i> is the correct article to use.
incorrect_answer	b
incorrect_answer_rationale	<i>Tortoise</i> does not begin with a vowel; “an” is used before words that start with a vowel sound.
scoring	Exact match; 1 point

Item #	11
Discipline	ELA
Grade Level	1
Assessment Type	End of Unit
Unit/Domain Title	1
TEKS	<p>TEKS 1.9.A</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.</p>
Objective	Students will demonstrate understanding of genre.
DOK Level	2
Question Type	Multiple Choice

PASSAGE

Element	Value
passage_link	
passage_title	The Tortoise and the Geese

QUESTION

Element	Value
stimulus	Refer to the passage "The Tortoise and the Geese."
question_stem	<p>The end of the story says, "Horace learned his lesson. Sometimes it's best to stay quiet!"</p> <p>When a story ends with a moral, it is a ____.</p>
prompt	<i>Select the best answer.</i>
randomize_answer_choices	yes

answer_a	fable
answer_b	folktale
answer_c	fairy tale
correct_answer	a
correct_answer_rationale	A fable is a story that teaches a moral.
incorrect_answer_1	b
incorrect_answer_1_rationale	A story that ends with a moral is a fable, not a folktale.
incorrect_answer_2	c
incorrect_answer_2_rationale	Fairy tales usually end with a happy ending instead of a lesson or moral.
scoring	Exact match; 1 point

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by

Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial- ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA