

# Lesson Plans and Teaching Resources for The Biggest Valentine Ever

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Retelling & Summarizing Lesson Plan

#### Retelling and Summarizing

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**

**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**The Biggest Valentine Ever**  
By: Steven Kroll  
Grade Level: 1 / Guided Reading Level: J

**Summary**  
**The Biggest Valentine Ever** tells the story of two mouse friends, Clayton and Desmond, who want to make the best Valentine's Day card for their teacher, Mrs. Mousely. At first, they are excited and full of ideas. But soon, they begin to argue about how the valentine should look. Their fight grows bigger, and the friends decide to work alone instead of together. Both mice feel sad and frustrated as they try to finish their valentines by themselves. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

**Link to What You Know**

- Think about a time when you needed advice. Who did you go to for help?
- Have you ever worked with another classmate on a project at school? Tell about it.

**Important Words to Know and Understand**

**Heads Together** – Working together to come up with a plan

**Lace Dolly** – A small, pretty paper used to decorate

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Key Vocabulary

Explanation of Strategy

### Guided Reading Level

### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Retelling & Summarizing Lesson Plan

#### Retelling and Summarizing

**3**

**Retell and Summarize While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

**The Biggest Valentine Ever**  
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Grade Level: 1 / Guided Reading Level: J

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 3 and 4** – These pages tell about Clayton and Desmond and the setting of the story. Who are Clayton and Desmond? Where does this story take place? How does answering these questions help you as a reader?

**Pages 11 to 13** – Clayton is sad on these pages. What is he sad about? How does his dad try to help him with his problem? How does answering this question help you better understand the story?

**Pages 18 to 20** – While Clayton tries to make a valentine on his own, so does Desmond. What problem does Desmond have when he tries to make a valentine? What do you think the reason for his problem might be?

**Pages 23 and 24** – Clayton and Desmond end their fight. How do they solve their problem? What details in the text help you with your answer?

**Page 31** – Clayton and Desmond give Mrs. Mousely the best valentine ever. Is this a good ending to the story? Why or why not? What lesson can you learn from the story?

**Time to Reflect**  
**Think** – What type of information did you use when you retold and summarized **The Biggest Valentine Ever**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Biggest Valentine Ever**. (Remember to include examples from the book!)

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#### Understanding Text Structure

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

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**Link to What You Know**

- Think about a time when you had a problem that was different from other people around you. What was it?
- Tell about a time when you had a big problem to solve. What did you do?

**Important Words to Know and Understand**

**Awful** – Having one feel not at all good

**Delight** – A feeling of great happiness or joy

**Why Readers Notice Text Structure While Reading**  
Readers pay attention to text structure because understanding how text is organized will help you become a better reader.

**Author uses the following text structures:**

**Describe** – when a person, place, thing, or event is described by telling what it looks like, how it works, or what it does.

**Sequence** – when information is given in chronological order (first, next, then, last) meaning: after, before, right?

**Problem and Solution** – when a problem is explained and a solution is discovered.

**Compare and Contrast** – when an author writes about the ways two or more people, places, or things are alike and different (what words or phrases are similar? what words or phrases are different? what happened first? what happened last?)

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#### Understanding Text Structure

**3**

**Understand Text Structure While Reading**

- Notice the words in the author's choice of words or phrases
- Look at the pictures
- Read the text structure

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

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Grade Level: 1 / Guided Reading Level: J

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 3 and 4** – On these pages, the author uses a compare and contrast text structure. What caused Clayton to become sad? What did Desmond do to become sad?

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### Understanding Text Structure

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**Link to What You Know**

- Think of a time when you were angry, sad, or upset. What caused you to feel that way?
- Tell about a time when you were angry, sad, or upset. What caused you to feel that way?

**Important Words to Know and Understand**

**Awful** – Having one feel not at all good

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**Why Readers Identify the Author's Purpose While Reading**  
Readers identify the author's purpose to understand why the author wrote the text. When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

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Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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#### Identifying the Author's Purpose

**3**

**Identify the Author's Purpose While Reading**

- Notice the words in the author's choice of words or phrases
- Look at the pictures
- Read the text structure

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

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### Identifying the Author's Purpose

#### Answer Key for Understanding Text Structure with The Biggest Valentine Ever

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#### Answer Key for Identifying the Author's Purpose with The Biggest Valentine Ever

Pages 3 and 4: On these pages, Clayton and Desmond get into an argument over the valentine. Why do you think the author chose to write this part of the story?

Pages 7 and 8: How does Clayton feel about his problem? How does Desmond feel about his problem? How does answering this question help you as a reader?

Pages 13 to 14: How does Clayton feel about his problem? How does Desmond feel about his problem? How does answering this question help you as a reader?

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#### Answer Key for Retelling and Summarizing with The Biggest Valentine Ever

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Page 31: Clayton and Desmond give Mrs. Mousely the best valentine ever. Is this a good ending to the story? Why or why not? What lesson can you learn from the story?

#### Your Turn to Practice Understanding Text Structure with The Biggest Valentine Ever

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### Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

**The Biggest Valentine Ever: Understanding Text Structure**

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

☐ I can talk about the characters and setting and can tell about what happens in the stories I read. CCSS: RL.1.3

**The Biggest Valentine Ever: Understanding Text Structure**

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free  
Option

**The Biggest Valentine Ever: Understanding Text Structure**

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know the author wanted to \_\_\_\_\_ because \_\_\_\_\_.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Draw a picture or write a sentence for each box below:

First	Next
Then	Last

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling &  
Summarizing

**Understanding Text Structure**

Title: \_\_\_\_\_

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structures You Might See While Reading

Description	Sequence	Compare and Contrast	Cause and Effect


Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding  
Text Structure

## VOCABULARY CONNECTIONS RESOURCES

## Important Words to Know and Understand in The Biggest Valentine Ever Word List


<p><b>Vocabulary Connections</b></p>	<p><b>The Biggest Valentine Ever</b> By: Steven Kroll Grade Level: 1 / Guided Reading Level: J</p>
<p><b>Important Words to Know and Understand in The Biggest Valentine Ever</b></p>	
<p><b>Awful</b> Feeling very bad or not nice at all</p>	
<p><b>Delight</b> A feeling of great happiness or joy</p>	
<p><b>Glared</b> Looked at someone in an angry way</p>	
<p><b>Heads together</b> Working together to come up with a plan</p>	
<p><b>Hung</b> Looked down because he felt sad</p>	
<p><b>Lace Dolly</b> A small, pretty paper used to decorate</p>	
<p><b>Lopsided</b> Learning to one side or not even</p>	
<p><b>Mischvious</b> A little naughty in a playful way</p>	
<p><b>Pasted</b> Stuck on with glue</p>	
<p><b>Upset</b> Feeling sad or mad</p>	

## The Biggest Valentine Ever


By: Steven Kroll  
Grade Level: 1 / Guided Reading Level: J

### Vocabulary Connections


**Awful**




**Delight**




**Glared**




**Heads together**



**Hung**



**Lace Doily**



1. Read the story.

2. Read on the solid line.

3. Draw, write or illustrate the story (each card).

4. Color.

## Word and Picture Sorting Cards

## Vocabulary Connections

**The Biggest Valentine Ever**  
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**Step 3: Step Directions:**

1. Cut on the dotted line
2. Fold on the solid line
3. Glue, tape or staple the top of each card to create

<p style="font-size: 24px; font-weight: bold; text-align: center;">Lopsided</p>	<p style="font-size: 24px; font-weight: bold; text-align: center;">Mischievous</p>	<p style="font-size: 24px; font-weight: bold; text-align: center;">Pasted</p>
<p>Learning to one side or not even</p>	<p>A little naughty in a playful way</p>	<p>Stuck on with glue</p>

<p style="font-size: 24px; font-weight: bold; text-align: center;">Upset</p>		
<p>Feeling sad or mad</p>		

## Word and Definition Sorting Cards


[illegible]

## Interactive Vocabulary Notebook Cards

## Vocabulary Connections

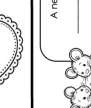
### The Biggest Valentine Ever

By Steven Kroll



A new word that I learned in the book is:

It means.....



**Name:** \_\_\_\_\_

**Step by Step Directions**

- Read the book.
- Choose a new vocabulary word.
- Write the word in the box.
- Write the meaning of the word in the box.
- Draw a picture of the word.

## Personalized Vocabulary Bookmark

## Word Games


### with Words from **The Biggest Valentine Ever**

**Directions:** Help Clayton and Desmond fix their sentences! Use the Word Bank to fill in the blanks.


**owful    pated    lopsided    delight    mischevous**

- Clayton \_\_\_\_\_ the paper to the card.
- The card was leaning to one side. It looked \_\_\_\_\_.
- Desmond felt \_\_\_\_\_ when the valentine ripped.
- The mice were being \_\_\_\_\_ when they hid the glitter.
- It gave the mice great \_\_\_\_\_ to see their big heart.


**Directions:** Look at the pictures of the mice. If the mouse is being **mischevous** (playfully naughty), color it red. If the mouse is being helpful, color it blue.



A mouse hiding a piece of candy behind his back with a grin.



A mouse holding a glue stick for a friend.



A mouse cutting up paper into tiny bits just for fun.

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## Answer Key


### Biggest Valentine Ever

**Directions:** Help Clayton and Desmond fix their sentences! Use the Word Bank to fill in the blanks.


**delight    mischevous**

- the paper to the card.
- It looked **lopsided**.
- \_\_\_\_\_ when the valentine ripped.
- \_\_\_\_\_ when they hid the glitter.
- \_\_\_\_\_ to see their big heart.

**Directions:** Look at the pictures of the mice. If the mouse is being **mischevous** (playfully naughty), color it red. If the mouse is being helpful, color it blue.



**blue**



**red**

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## Word Games and Answer Key

[illegible]

## Vocabulary Word Extension Activities

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**

**Instructional Focus:**  
Initial L-Blends

**Background:**  
In the English language, there are letters **except** a, e, i, o, and u. Sometimes, two consonants work together to form a new sound called **blends**. In a blend, you can't hear the individual sounds of the letters. An **L-blend** happens when the letters **l** and **c**, **g**, or **p** blend together at the start of a word. Common initial L-blends are **cl**, **gl**, and **pl**. In this lesson, we will focus on **cl**, **gl**, and **pl**. Listen to these words: **clap**, **glum**, and **plan**. In each word, you can hear the first letter blend together.

**Examples:**

clap	glum
glad	glow
clean	close

**Materials and Preparation:**

- A copy of *The Biggest Valentine Ever*
- Whiteboard or chart paper
- Markers
- Scissors
- L-Blend cards (1 set per pair)
- A gl- heart, a cl- heart, a pl- heart (in advance)
- Initial L-Blends Practice Page
- Optional: Word Detective
- Optional: "Which L-Blend Fits?"

**The Biggest Valentine Ever**

**Word Work**

**Step 2: Connect Word Work to Reading (continued)**

**Initial L-Blends in the Text**

- Tell students that you will now read *The Biggest Valentine Ever* from beginning to end.
- Remind students to **listen and look** for other words that begin with **cl**, **gl**, or **pl** as you read, and to stay quiet so everyone can enjoy the story.
- Read *The Biggest Valentine Ever* aloud.

**Examples of Initial L-Blends found in the text:**

- class
- glared
- Clayton
- Clayton's
- glued
- plan
- glitter
- classroom
- clapped

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a gl- heart, a cl- heart, a pl- heart, a set of L-Blend cards, and a glue stick.
- Tell students that they will take turns picking up L-Blend cards.
- They must read their card aloud and decide if their word has a gl-, cl-, or pl- blend.
- Once they have read their word and identified the blend, they must then glue their word card onto the correct heart.
- Students will alternate turns until all of the L-Blend cards have been glued onto their proper hearts.
- When students are finished, they may decorate their hearts with additional art supplies to make the best L-Blend valentines ever!
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the answers at the end of the activity with the whole group.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Initial L-Blends practice page**.
- Read the directions with the class.
- Tell students to complete the practice page on their own.
- Walk around the room to monitor students' work and provide support as needed.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

**Initial L-Blends**

Name: \_\_\_\_\_

**Directions:** Look at the image of the classroom below. The image is filled with objects that begin with either **gl**, **pl** or **cl**-blends. Circle 2 items that begin with **gl**, 2 items that begin with **pl**, and 2 items that begin with **cl**.

Now, choose one of the objects you circled and use it in a sentence below. Remember to start your sentence with a capital letter and end with a period.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Independent Word Work Practice | ©BookPagez.com

**Initial L-Blends**

Name: \_\_\_\_\_

**Directions:** Look at the image of the classroom below. The image is filled with objects that begin with either **gl**, **pl** or **cl**-blends. Circle 2 items that begin with **gl**, 2 items that begin with **pl**, and 2 items that begin with **cl**.

Now, choose one of the objects you circled and use it in a sentence below. Remember to start your sentence with a capital letter and end with a period.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and  
Answer Key

**L-Blend Cards Interactive Activity**

X 2

clam	glum	plan
clap	glam	plate
clay	glass	play
clap	glue	plug
clash	glare	plank
club	glee	plus

gl-

Guided Word Work Practice | ©BookPagez.com

Interactive Activity

**Which L-Blend Fits?**  
Extend Engagement Activity

**Directions:**

- Have students sit at their desks.
- Write the blends **gl**, **cl**, and **pl** on the white board in large letters.
- Tell students that you will write the middle and ending letters of a word on the board.
- Tell students that they must look at the letters they are given, and choose one of the L-blends for the beginning of the word to help make it a real word.
- Tell students that once they think they know which blend to choose, they can raise their hand.
- If a student has answered correctly, write the blend in front of the letters on the whiteboard for the class to see. Then, erase the word and move onto the next one.
- If a student has not answered correctly, they can call on a friend to have a chance to answer.

**Word list: gl- cl- pl-**

1. ap (clap)	11. um (glum or plum)
2. us (plum)	12. ose (close)
3. ap (clap or plap)	13. ate (plate)
4. ad (glad)	14. one (stone)
5. aw (glow or plaw)	15. ue (glue or clue)
6. ay (clay or play)	16. ace (place)
7. ant (plant)	17. ear (clear)
8. ug (plug)	18. ub (club)
9. ide (glide)	
10. ip (clap)	

Teacher Directions | ©BookPagez.com

Optional Activity to  
Extend Engagement

**Word Detective: Initial L-Blends**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **initial L-blends** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

Extension Activity



# WORKSHEETS

Name: \_\_\_\_\_

### Friendship Fix-It

Sweet Solutions for the Biggest Valentine's Day Problems

**Directions:**  
In *The Biggest Valentine Ever*, Clayton and Desmond have a great idea—but they don't always agree. Now it's your turn to fix some Valentine's Day problems the way good friends do.

Read each Valentine's Day problem below. Use what you learned about friendship from Clayton and Desmond to tell what you would do to solve the problem. Draw a picture or write a sentence to show your solution.

Two friends want to sit next to each other at the Valentine's Day party. There is only one spot left at the table. What would you do to help?

My Solution:

Your friend feels sad because their Valentine does not look as fancy as some of the others. What would you do to help?

My Solution:

Two friends want to use the same sticker on their Valentine's Day craft. They start to argue, and one of them cries. What would you do to help?

My Solution:

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## Journey of Feelings

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

- These are cause and effect cards for *The Biggest Valentine Ever*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Desmond got mad at Clayton because

Clayton got mad at Desmond because

Desmond and Clayton fell down because

Mrs. Mousely clapped with delight because

Desmond made a hole in the middle.

Clayton used too much glitter

Clayton and Desmond made the best Valentine ever.

Desmond tripped on the stairs.

**REMEMBER!**  
is **why** something happened.  
is **what** happened.

© BookPagez.com | Cause and Effect Sorting Cards for The Biggest Valentine Ever

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**EFFECT CARDS**

1

2

3

4

Clayton used too much glitter

Desmond made a hole in the middle.

Desmond tripped on the stairs.

Clayton and Desmond made the best Valentine ever.

**REMEMBER!**  
is **why** something happened.  
is **what** happened.

© BookPagez.com | Cause and Effect Sorting Mat for The Biggest Valentine Ever

## Compare and Contrast Matching Game and Answer Key

## Compare and Contrast Questions Stems and Answer Key

Name: \_\_\_\_\_

**Directions:**  
The first part of the sentences below tell what happened (the effect) in the book, *The Biggest Valentine Ever*. Complete each sentence by telling the cause.

**The Biggest Valentine Ever**  
Cause and Effect

Desmond got mad at Clayton because \_\_\_\_\_

Clayton got mad at Desmond because \_\_\_\_\_

Desmond and Clayton fell down because \_\_\_\_\_

Mrs. Mousely clapped with delight because \_\_\_\_\_

Clayton used too much glitter.

Desmond made a hole in the middle.

Desmond tripped on the stairs.

Clayton and Desmond made the \_\_\_\_\_

ing happened. The **effect** is **what** happened.

© BookPagez.com | Cause and Effect Practice Answer Key



### Reading Tip!

Remember: The **cause** is **why** something happened. The **effect** is **what** happened.

# COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

The Biggest Valentine Ever CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <b>The Biggest Valentine Ever</b> to answer each of the following questions.		
<b>1. What are Clayton and Desmond trying to make at the beginning of the story?</b>		
<input type="radio"/> A A card for their parents <input type="radio"/> B A valentine for their teacher <input type="radio"/> C A sign for a contest <input type="radio"/> D A gift for the class		
<b>2. What lesson do Clayton and Desmond learn by the end of the story?</b>		
<input type="radio"/> A Bigger is always better <input type="radio"/> B It's better to work alone <input type="radio"/> C Working together makes things better <input type="radio"/> D Winning is the most important thing		
<b>3. What big problem happens when Clayton and Desmond work on the valentine?</b>		
<input type="radio"/> A They run out of paper <input type="radio"/> B They argue and stop working together <input type="radio"/> C The valentine gets lost <input type="radio"/> D The teacher takes it away		
<b>4. Which words best show how Clayton and Desmond feel about each other?</b>		
<input type="radio"/> A They glared and turned away. <input type="radio"/> B They laughed and played. <input type="radio"/> C They smiled at each other. <input type="radio"/> D They spilled their supplies.		
CCSS Assessment 1st Grade Reading Standards for Literature		

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)



Answer Key



<b>5. What kind of book is <i>The Biggest Valentine Ever</i>? (RL.1.5)</b>
<input type="radio"/> A A book that gives facts about Valentine's Day <input type="radio"/> B A poem about hearts <input type="radio"/> C A how-to book about making cards <input checked="" type="radio"/> D A story about two friends learning to work together
<b>6. Who is telling the story? (RL.1.6)</b>
<input type="radio"/> A Clayton <input type="radio"/> B Desmond <input type="radio"/> C The teacher <input checked="" type="radio"/> D A narrator
<b>7. How do the pictures help you understand the end story? (RI.1.7)</b>
<input checked="" type="radio"/> A They show how the best valentine ever is made <input type="radio"/> B They show facts about Valentine's Day <input type="radio"/> C They show instructions for cutting paper <input type="radio"/> D They show where mice live
<b>8. How are Clayton and Desmond the same? (RI.1.9)</b>
<input type="radio"/> A They both want to win a contest <input checked="" type="radio"/> B They both want to work together <input type="radio"/> C They both do not like Valentine's Day <input type="radio"/> D They both want to compete against each other to make the best valentine
<b>9. What does this story help first graders practice? (RI.1.10)</b>
<input type="radio"/> A Learning facts about holidays <input checked="" type="radio"/> B Reading a story with characters and events <input type="radio"/> C Following steps to make a craft <input type="radio"/> D Learning facts about animals
CCSS Assessment 1st Grade Reading Standards for Literature   BookPagez.com