



For the hybrid or  
virtual classroom.

**3<sup>RD</sup>**  
**GRADE**  

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**VOLUME 3.4**

**Historical Fiction**  
*Glory Be*

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with Peter Dewitz



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## Introduction

For years, teachers have used reading activities to induce readers to interact with a text in order to build comprehension. Probably the most commonly used reading activity is one in which students read a portion of the text and then answer short-answer and multiple-choice questions. This read-and-answer-questions lesson format is meant to influence and strengthen students' comprehension, yet teachers still report students, "just don't understand what they read." Reading guides offer another solution.

Studies report that reading guides:

- improve reading comprehension
- benefit all readers
- increase the transfer of skill to new material, and
- are a pleasant change from the typical read-and-answer-questions lesson format

## What is a Reading Guide?

A *reading guide* is a formative assessment tool as well as a tool for building comprehension. Students complete reading guides after having read a portion of assigned text. Rather than a list of questions, reading guides provide a list of statements about the key ideas, details, and inferential thinking prompted by the text. Some of the statements are true based on details in the text. Other statements do not match up to the ideas in the text. After reading, students read through these statements and select those that are true.

The reading guides we have created for the *Read Side by Side Reading Program* are meant to be used as an *exit ticket* after students have participated in the read-aloud lesson. These guides have been specifically created for the virtual classroom—especially when students are participating in pre-recorded read-aloud lessons. Reading guides will serve as an accountability tool, and will also draw students' attention to the important ideas and themes in the text. They will increase students' engagement in virtual lessons.

The reading guides we provide are fillable PDF files. You may share these files with students electronically. They will input their answers into the text boxes provided, save, and send the assignment back to you to be graded. You may also print the reading guides for students, and use them in a traditional pencil-to-paper method.

You will notice that the reading guides we have prepared are hierarchical. The guides move from literal thinking, to inferential thinking, to interpretive thinking. Use the record keeping form provided, and also the record keeping form available in the *Assessment and Intervention Guide for the Read Side by Side Reading Program* (Dewitz & Collinge, 2020) to keep data on students' ability to note *key ideas and details* in the text, infer the author's purpose for using *craft and structure*, and interpret the text through the *integration of knowledge*.

## How to Use Reading Guides

1. After students have listened to or read a portion of the book, provide students with the corresponding reading guide to complete on their own or with a partner.
2. Allow students the opportunity to discuss their answers.  
(In the study listed, reading guides seemed to be more valuable when students have the opportunity to discuss their answers.)
3. Use reading guides as a formative assessment tool, allowing you to pinpoint students' strengths and weaknesses or misconceptions and plan further instruction or intervention.
4. As with any classroom tool, use reading guides judiciously so that students participate in a variety of comprehension building activities. While we provide a reading guide to go with each of the reading assignments, it is not necessary to use all of them.

### Reference:

Armstrong, D. P., Patberg, J., and Dewitz, P. "Reading Guides-Helping Students Understand." *Journal of Reading*, vol. 31, no. 6 (1988), pp. 532-541.

# Reading Guide 1

*Glory Be*

Chapters 1 – 2, Pages 1 - 10

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Frankie is Glory’s best friend.
- \_\_\_\_\_ 2. Frankie knows a lot of interesting facts.
- \_\_\_\_\_ 3. Jesslyn is Glory’s older sister.
- \_\_\_\_\_ 4. Glory’s dad is a mechanic.
- \_\_\_\_\_ 5. Jesslyn is not very nice to Glory.
- \_\_\_\_\_ 6. J. T. is Glory’s older brother and a varsity football player.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 7. A rumor is a story or report that is spreading and is likely to be true.
- \_\_\_\_\_ 8. Horseplay means playing rough or play-fighting.
- \_\_\_\_\_ 9. Umpteenth is a word to emphasize that something has happened many times or too many times to count.
- \_\_\_\_\_ 10. J. T. wants the rules about segregation to change so that all people are treated equal.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 11. Glory will give up asking questions about why the pool is closing.
- \_\_\_\_\_ 12. Freedom Workers believe in equal rights for all people.

## Reading Guide 2

*Glory Be*

Chapter 3, Pages 11 - 18

### **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

### **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Jesslyn is certain that the community pool will close.
- \_\_\_\_\_ 2. Glory is determined to find out the truth about why the pool is closing.
- \_\_\_\_\_ 3. Mrs. Simpson is the town librarian.
- \_\_\_\_\_ 4. Laura Lambert’s mother is a Freedom Worker opening a new clinic in town.

### **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 5. Glory feels like no one cares about her and her birthday.
- \_\_\_\_\_ 6. Laura Lambert doesn’t look or act like she belongs in the South.
- \_\_\_\_\_ 7. A Yankee is a term for someone from the southern states.
- \_\_\_\_\_ 8. Laura thinks segregation is unfair.
- \_\_\_\_\_ 9. Glory is used to following the rules.

### **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. The culture and rules of the southern and northern states are very similar.
- \_\_\_\_\_ 11. Black people could get in trouble for drinking from a white’s only water fountain.

# Reading Guide 3

*Glory Be*

Chapters 4 – 6, Pages 19 – 32

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Glory and Jesslyn each have their own rooms.
- \_\_\_\_\_ 2. Emma is Glory’s housekeeper.
- \_\_\_\_\_ 3. Glory’s mama died when she was little.
- \_\_\_\_\_ 4. Emma tells Glory to not worry about what can’t be fixed.
- \_\_\_\_\_ 5. Jesslyn is honest with her dad.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 6. Glory feels frustrated that no one will talk to her about what’s really going on with the pool.
- \_\_\_\_\_ 7. Glory is a snoop.
- \_\_\_\_\_ 8. Jesslyn still loves to play Junk Poker.
- \_\_\_\_\_ 9. Glory doesn’t care that she and her sister never do stuff together anymore.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. Jesslyn and Glory’s relationship is changing.
- \_\_\_\_\_ 11. Times change and we change with them.

# Reading Guide 4

*Glory Be*

Chapters 7 – 8, Pages 33 - 53

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Hanging Moss has two parts of town, one for whites and one for blacks.
- \_\_\_\_\_ 2. In Hanging Moss, black people are not allowed to swim at the community pool or go into the library.
- \_\_\_\_\_ 3. Glory’s father prays for Laura and the Freedom Workers.
- \_\_\_\_\_ 4. Emma thinks the Freedom Workers are causing trouble and should go back home.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 5. Emma feels angry about the differences between the two parts of the town.
- \_\_\_\_\_ 6. Frankie believes anything his dad tells him.
- \_\_\_\_\_ 7. Glory and Laura Lambert have a lot in common.
- \_\_\_\_\_ 8. Jesslyn thinks it is good that the Freedom Workers are helping the town.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 9. What’s broken is that some folks in Hanging Moss don’t like anything changing.
- \_\_\_\_\_ 10. It was good of Laura to give up her summer so that her mother could help those in need.
- \_\_\_\_\_ 11. Glory is too young to understand what is going.



# Reading Guide 5

*Glory Be*

Chapters 9 – 10, Pages 54 - 66

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Laura lives in an apartment in a big city.
- \_\_\_\_\_ 2. Frankie’s dad is glad Frankie is making friends with someone from up North.
- \_\_\_\_\_ 3. Robbie is a new kid in town who lives with his aunt.
- \_\_\_\_\_ 4. The community pool is officially closed for repairs.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 5. Clodhopper is not a very nice word to describe a large, heavy shoe.
- \_\_\_\_\_ 6. Frankie isn’t afraid of upsetting his Dad or brother.
- \_\_\_\_\_ 7. Glory wishes things weren’t changing.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 8. Emma is right to warn Glory to stay away from J. T.
- \_\_\_\_\_ 9. It’s not right for a committee of townspeople to decide who swims in the community pool and who doesn’t.

# Reading Guide 6

*Glory Be*

Chapters 11 – 12, Pages 67 - 79

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Some people are unhappy that the pool is closed.
- \_\_\_\_\_ 2. Jesslyn helps Glory write a letter to the editor of the paper.
- \_\_\_\_\_ 3. Glory decides to tell her father about the letter.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 4. Mrs. Bloom believes the library should be open to everyone.
- \_\_\_\_\_ 5. Emma is worried that Glory’s letter will get the family in trouble.
- \_\_\_\_\_ 6. Emma is proud of Glory for writing about what really matters to her.
- \_\_\_\_\_ 7. Glory shows courage when she submits the letter to the newspaper.
- \_\_\_\_\_ 8. Mrs. Simpson is impressed that Glory wrote the letter herself.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 9. Everyone’s voice counts.
- \_\_\_\_\_ 10. It is not right to keep people out of public places just because they aren’t white.
- \_\_\_\_\_ 11. The person protesting the loudest is the one who will receive the most attention.

# Reading Guide 7

*Glory Be*

Chapters 13 – 15, Pages 80 - 98

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Memphis, Tennessee is one-hour away from Hanging Moss, Mississippi.
- \_\_\_\_\_ 2. Jesslyn lies to her father when she says she is going to Memphis with Mary Louise.
- \_\_\_\_\_ 3. Emma is suspicious of Jesslyn’s behavior.
- \_\_\_\_\_ 4. Glory sneaks into the back of J. T.’s station wagon.
- \_\_\_\_\_ 5. Robbie came to Hanging Moss to avoid going to jail for protesting against segregation.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 6. Glory is good at keeping secrets.
- \_\_\_\_\_ 7. Robbie got in trouble for doing the right thing.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 8. It is wrong to stand-up for a friend who is being treated unfairly.
- \_\_\_\_\_ 9. Sometimes it is better to lose and do the right thing than to win and do the wrong thing.

# Reading Guide 8

*Glory Be*

Chapters 16 – 19, Pages 99 - 124

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Robbie gets pulled over by a policeman.
- \_\_\_\_\_ 2. Emma is letting some of the Freedom Workers sleep at her house.
- \_\_\_\_\_ 3. The Freedom Workers are doing important things like helping black people vote, and teaching black people to read.
- \_\_\_\_\_ 4. Frankie’s dad won’t let him play with Glory anymore.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 5. Emma is upset with Glory for hanging out with Laura.
- \_\_\_\_\_ 6. Glory calls Jesslyn *Miss Priss* because she thinks Jesslyn should stop worrying so much.
- \_\_\_\_\_ 7. J. T. is jealous of Robbie.
- \_\_\_\_\_ 8. Glory and Frankie cannot be trusted with a secret.
- \_\_\_\_\_ 9. Glory doesn’t regret telling Frankie about Robbie’s secret.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. A trustworthy person can’t keep a secret.
- \_\_\_\_\_ 11. Hatred stirs up conflict, but love covers over all wrongs.

# Reading Guide 9

*Glory Be*

Chapters 19 – 22, Pages 122 - 148

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Mrs. Simpson tells Glory’s dad about the letter.
- \_\_\_\_\_ 2. Jesslyn sticks up for Glory.
- \_\_\_\_\_ 3. Frankie pulls a hateful prank on his brother.
- \_\_\_\_\_ 4. Frankie’s dad accuses Glory of stealing from the pool.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 5. Glory’s dad thinks closing the pool is wrong.
- \_\_\_\_\_ 6. Glory is worried about getting her dad in trouble.
- \_\_\_\_\_ 7. A fool is someone who acts wisely.
- \_\_\_\_\_ 8. Glory’s dad is proud of her for standing up for what she believes.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 9. One person’s voice is not enough to make a difference.
- \_\_\_\_\_ 10. There are always two sides to a story.
- \_\_\_\_\_ 11. Courage is what it takes to stand up and speak for what you believe in.

# Reading Guide 10

*Glory Be*

Chapters 23 – 25, Pages 149 – 196

## **Directions:**

Some statements listed below are most likely to be true, based on the ideas and details in the text. At least one statement below is not likely to be true based on details in the text.

As you read each statement, ask yourself, “Is this statement most likely to be true based on ideas and details in the text?”

- If the answer is **yes**, mark the statement with the letter **Y**.
- If the answer is **no**, mark the statement with the letter **N**.

## **Key Ideas and Details** (literal details)

- \_\_\_\_\_ 1. Laura is going to spend the rest of the summer in Hanging Moss.
- \_\_\_\_\_ 2. Mrs. Bloom is planning a Fourth of July celebration at the library.
- \_\_\_\_\_ 3. A new law says everyone should be treated the same.
- \_\_\_\_\_ 4. The community pool is open on July Fourth.
- \_\_\_\_\_ 5. J. T. threatens Robbie.

## **Craft and Structure** (inferential ideas and details)

- \_\_\_\_\_ 6. Robbie doesn't want to tell the police what happened because he is afraid of going to jail.
- \_\_\_\_\_ 7. Robbie forgives Glory for telling his secret.
- \_\_\_\_\_ 8. Jesslyn will not forgive Glory for telling Robbie's secret.
- \_\_\_\_\_ 9. The phrase *with her nose in the air* means with the belief that she is better than other people.

## **Integration of Knowledge** (interpretive ideas)

- \_\_\_\_\_ 10. Hanging Moss will never be the same, and that's a good thing.
- \_\_\_\_\_ 11. Sometimes people get scared when things change.
- \_\_\_\_\_ 12. Frankie and Glory won't ever be friends again.

# Reading Guides ANSWER KEY

*Glory Be*

The numbers below indicate the statements that should be marked with the letter Y.

**Reading Guide 1:**

1, 2, 3, 5, 8, 9, 12

**Reading Guide 2:**

1, 2, 4, 5, 6, 8, 9, 11

**Reading Guide 3:**

2, 3, 4, 6, 7, 10, 11

**Reading Guide 4:**

1, 2, 3, 5, 6, 7, 8, 9, 10

**Reading Guide 5:**

1, 3, 4, 5, 7, 8, 9

**Reading Guide 6:**

1, 4, 5, 6, 7, 9, 10, 11

**Reading Guide 7:**

1, 2, 3, 5, 7, 9

**Reading Guide 8:**

1, 2, 3, 4, 5, 6, 8, 11

**Reading Guide 9:**

1, 2, 5, 6, 8, 10, 11

**Reading Guide 10:**

2, 3, 5, 6, 7, 9, 10, 11

## Recording Sheet: Reading Guides for *Glory Be*

Student:		1	2	3	4	5	6	7	8	9	10	Total
	<b>Key Ideas &amp; Details</b>	/6	/4	/5	/4	/4	/3	/5	/4	/4	/5	/44
	<b>Craft &amp; Structure</b>	/4	/5	/4	/4	/3	/5	/2	/5	/4	/4	/40
	<b>Integration Of Knowledge</b>	/2	/2	/2	/3	/2	/3	/2	/2	/3	/3	/24



# *The Assessment and Intervention Guide for the Read Side by Side Reading Program*

Peter Dewitz & Sarah Collinge, 2020

As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest, and provide explicit feedback to move learners forward.

This guide outlines reliable, valid, and useful assessment tools, including:

- surveys of reading motivation and interest;
- observational notes;
- conference forms and scripts;
- standardized assessments;
- running records for each book club title (available online);
- checklists;
- rubrics;
- record-keeping forms; and
- a six-lesson unit preparing students for state testing.

The goal of reading instruction is not only to help students gain comprehension skill, but to ignite their interest and motivation to read. This book complements and is essential to the *Read Side by Side Reading Program*. The intervention strategies give teachers the tools to ensure that all students can succeed with the program, even those who struggle with reading, raising student achievement and increasing students' confidence and competence as readers.

To purchase, please visit  
[www.shop.readsidebyside.com](http://www.shop.readsidebyside.com)

