



For the hybrid or
virtual classroom.

3RD
GRADE

VOLUME 3.5

Legend
Maniac Magee

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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

Maniac Magee

Chapters 1 - 3, Pages 5 - 13

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. Maniac Magee was born in a dump.
- _____ 2. Maniac’s parents died when he was 3-years old.
- _____ 3. Aunt Dot and Uncle Dan hate each other.
- _____ 4. Maniac ran away when he was 11-years old.
- _____ 5. Maniac Magee’s real name is James.
- _____ 6. The town of two-mills is pretty much divided.

Craft and Structure (inferential ideas and details)

- _____ 7. Maniac isn’t very friendly to others.
- _____ 8. The word *suspicious* means to distrust someone or something.
- _____ 9. The people in the town of two-mills are unofficially segregated by race.
- _____ 10. Maniac and Amanda both love to read.
- _____ 11. Amanda fully trusts Maniac.

Integration of Knowledge (interpretive ideas)

- _____ 12. Two is better than one.
- _____ 13. Legends are not born, they are created.

Reading Guide 2

Maniac Magee

Chapters 4 - 7, Pages 14 - 27

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. Maniac catches a 6-yard football pass with both hands.
- _____ 2. The kids in Two-Mills are afraid of going into Finsterwald’s yard.
- _____ 3. Maniac rescues Arnold Jones from Finsterwald’s backyard.
- _____ 4. The Pickwell’s eat dinner on the couch.
- _____ 5. Maniac runs on the steel rails of the train tracks.
- _____ 6. John McNab is the pitcher for the Red Sox Little League team.

Craft and Structure (inferential ideas and details)

- _____ 7. Maniac doesn’t know how dangerous it is to be on Finsterwald’s front steps.
- _____ 8. The word *forbidden* means allowed.
- _____ 9. Even the high-school boys are afraid of Finsterwald.
- _____ 10. Mrs. Pickwell shows generosity to others.

Integration of Knowledge (interpretive ideas)

- _____ 11. Sometimes unbelievable things are possible.
- _____ 12. The only thing we have to fear is fear itself.

Reading Guide 3

Maniac Magee

Chapters 8 - 11, Pages 28 - 40

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. The people of Two Mills think Jeffrey is a maniac because he performs incredible feats.
- _____ 2. McNab and his pals call themselves the Cobra's.
- _____ 3. Hector street is the boundary between the East End and the West End.
- _____ 4. Amanda takes a bite of Mars Bar's candy bar.
- _____ 5. Maniac rips a page from Amanda's book.
- _____ 6. Amanda invites Maniac to her house.

Craft and Structure (inferential ideas and details)

- _____ 7. The word *unthinkable* means too unlikely to be possible.
- _____ 8. Mars Bar is a good kid.
- _____ 9. Amanda and Maniac will be friends.

Integration of Knowledge (interpretive ideas)

- _____ 10. Kind people are not the best kind of people.
- _____ 11. To stand up for yourself takes strength, but to stand up for others takes courage.

Reading Guide 4

Maniac Magee

Chapters 12 - 13, Pages 41 - 49

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. Hester and Lester are Amanda’s little sister and brother.
- _____ 2. The Beale’s invite Maniac to stay with them.
- _____ 3. Amanda is not very happy to have to give up her room to Maniac.
- _____ 4. Maniac is allergic to cheese.

Craft and Structure (inferential ideas and details)

- _____ 5. Maniac is good at taking care of Hester and Lester.
- _____ 6. Maniac is helpful to Mr. and Mrs. Beale.
- _____ 7. Maniac is not a very good influence on Hester and Lester.
- _____ 8. The word *miracle* means a common event.

Integration of Knowledge (interpretive ideas)

- _____ 9. A sense of belonging is nice, but it doesn’t take away loneliness.
- _____ 10. The more, the merrier.

Reading Guide 5

Maniac Magee

Chapter 14 - 18, Pages 50 - 67

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. Maniac loves living with the Beales.
- _____ 2. Maniac is good at untying knots.
- _____ 3. Maniac tells Mrs. Beale he loves her.
- _____ 4. Amanda tells Maniac to leave.

Craft and Structure (inferential ideas and details)

- _____ 5. Maniac doesn't like his real name.
- _____ 6. Some people don't want Maniac living in the East End.
- _____ 7. The word *regret* means to feel disappointed over something that has happened.

Integration of Knowledge (interpretive ideas)

- _____ 8. Sometime, being different feels a lot like being alone.
- _____ 9. It is more important to fit in with the crowd than to be yourself.
- _____ 10. Don't give up just because of what someone says or does.

Reading Guide 6

Maniac Magee

Chapters 19 - 23, Pages 68 - 86

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. The person who unties Cobble's Knot will get one large pizza a week for a year.
- _____ 2. Cobble's Knot is about the size of a tennis ball.
- _____ 3. Cobble's corner is where the East and West Ends meet.
- _____ 4. A few people gather to watch Maniac untie the knot.
- _____ 5. Maniac goes back to the zoo.
- _____ 6. Grayson lives at the YMCA.

Craft and Structure (inferential ideas and details)

- _____ 7. Amanda isn't very confident that Maniac will be able to untie the knot.
- _____ 8. A *worthy opponent* is someone who deserves recognition for their skill in a game or contest against you.
- _____ 9. Maniac is a legend.
- _____ 10. Maniac doesn't feel like he fits in at the Beale's house.
- _____ 11. Grayson will be Maniac's new family.

Integration of Knowledge (interpretive ideas)

- _____ 12. Home is where the heart is.
- _____ 13. We are our brother's keeper.
- _____ 14. Kindness cannot come from a stranger.

Reading Guide 7

Maniac Magee

Chapters 24 - 29, Pages 87 - 109

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. Grayson invites Maniac to stay with him at the YMCA.
- _____ 2. Grayson used to play baseball in the minors.
- _____ 3. Grayson was an outfielder.
- _____ 4. Maniac helps Grayson with his work at the park.
- _____ 5. Grayson is 40-years old.
- _____ 6. Grayson teaches Maniac the art of pitching.
- _____ 7. Grayson loves to read.

Craft and Structure (inferential ideas and details)

- _____ 8. Maniac isn't very impressed by Grayson.
- _____ 9. Maniac doesn't like to learn.
- _____ 10. Maniac and Grayson don't have very much in common.
- _____ 11. Maniac is a good teacher.

Integration of Knowledge (interpretive ideas)

- _____ 12. When you get old, you stop learning.
- _____ 13. Everyone has a story to tell.
- _____ 14. A friend is someone who makes it easy to believe in yourself.

Reading Guide 8

Maniac Magee

Chapters 30 - 33, Pages 110 - 123

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. Maniac and Grayson live together in the equipment room.
- _____ 2. Maniac gives a scarf to the baby bison at the zoo.
- _____ 3. Grayson gives Maniac an old, worn-out baseball.
- _____ 4. Several of Grayson’s friends attend his funeral.
- _____ 5. Maniac runs away again.
- _____ 6. Maniac stays the night at Valley Forge.

Craft and Structure (inferential ideas and details)

- _____ 7. Maniac and Grayson are happy to be each other’s family.
- _____ 8. Maniac is honored to be given Grayson’s worn-out baseball glove.
- _____ 9. The phrase, *bide its time* means to be impatient.
- _____ 10. The word *solitary* means alone.

Integration of Knowledge (interpretive ideas)

- _____ 11. Gifts of time and love are the ingredients of a truly merry Christmas.
- _____ 12. Greatness is not what you have, but what you give.
- _____ 13. Sometimes grief can overcome you.

Reading Guide 9

Maniac Magee

Chapters 34 - 37, Pages 124 - 142

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. Maniac meets two boys who are running away to Mexico.
- _____ 2. Maniac treats the boys to pizza at Cobble’s Corner.
- _____ 3. John McNabb’s house is full of raisins.
- _____ 4. The windows of the McNabb house are boarded up with plywood.
- _____ 5. Maniac refuses to go back to Finsterwald’s.
- _____ 6. Maniac does one feat a week from February to March.

Craft and Structure (inferential ideas and details)

- _____ 7. The phrase *make a deal* means to complete an agreement with someone.
- _____ 8. In a way, the McNabb boys are orphans too.
- _____ 9. John wants to keep Russell and Piper from running away.
- _____ 10. Mr. McNab will do almost anything to keep the boys going to school.

Integration of Knowledge (interpretive ideas)

- _____ 11. Only adults can be a heroes.
- _____ 12. Don’t believe everything you hear.

Reading Guide 10

Maniac Magee

Chapters 38 - 40, Pages 143 - 157

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. Maniac crosses over to the East End.
- _____ 2. Maniac challenges Mars Bar to a race.
- _____ 3. Maniac gets angry at Russell and Piper for playing with Grayson’s glove.
- _____ 4. Russell and Piper invite Maniac to their birthday party.

Craft and Structure (inferential ideas and details)

- _____ 5. Maniac is glad he won the race.
- _____ 6. Russell and Piper McNab care about Maniac.
- _____ 7. The word *revolt* means to rise in rebellion.
- _____ 8. The Beale family and the Pickwell family are both friendly, giving, and accepting.
- _____ 9. Maniac will invite someone from the East End to the McNab’s party.

Integration of Knowledge (interpretive ideas)

- _____ 10. Hate smells worse than garbage.
- _____ 11. Sometimes it is better to lose than to win.

Reading Guide 11

Maniac Magee

Chapters 41 - 46, Pages 158 - 184

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. Maniac takes Mars Bar to dinner at the Pickwells.
- _____ 2. Maniac brings Mars Bar to Russell and Piper’s birthday party.
- _____ 3. Mars Bar is only a legend in the East End.
- _____ 4. Mars Bar almost smiles when Dolly Pickwell refers to him as Mr. Mars.
- _____ 5. Maniac gives Russell and Piper a map of Mexico.
- _____ 6. Mars Bar and Maniac start running together.
- _____ 7. Maniac rescues Russell from the P & W trolley trestle.
- _____ 8. Mars Bar invites Maniac over to his house.

Craft and Structure (inferential ideas and details)

- _____ 9. Mars Bar feels uneasy in the McNab’s living room.
- _____ 10. Mars Bar feels pride for the East End, and so does Maniac.
- _____ 11. Amanda considers Maniac her brother.

Integration of Knowledge (interpretive ideas)

- _____ 12. There is nothing more important than a good, safe, secure home.
- _____ 13. The ache for a home is in all of us.
- _____ 14. Everyone must fend for themselves.

Reading Guides ANSWER KEY

Maniac Magee

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

Reading Guide 1:

2, 3, 4, 6, 8, 9, 10

Reading Guide 2:

2, 3, 5, 6, 7, 9, 10, 11, 12

Reading Guide 3:

1, 2, 3, 6, 7, 9, 11

Reading Guide 4:

1, 2, 5, 6, 10

Reading Guide 5:

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

Reading Guide 6:

1, 3, 5, 6, 8, 9, 11, 12, 13

Reading Guide 7:

1, 2, 4, 5, 6, 11, 13, 14

Reading Guide 8:

1, 2, 5, 6, 7, 8, 10, 11, 12, 13

Reading Guide 9:

1, 2, 4, 6, 7, 8, 12

Reading Guide 10:

1, 3, 4, 6, 7, 8, 9, 10, 11

Reading Guide 11:

1, 2, 4, 6, 8, 9, 10, 11, 12, 13

Recording Sheet: Reading Guides for *Maniac Magee*

Student:		1	2	3	4	5	6	7	8	9	10	11	Total
	Key Ideas & Details	/6	/6	/6	/4	/4	/6	/7	/6	/6	/4	/8	/63
	Craft & Structure	/5	/4	/3	/4	/3	/5	/4	/4	/4	/5	/3	/44
	Integration Of Knowledge	/2	/2	/2	/2	/3	/3	/3	/3	/2	/2	/3	/27

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

