KEY into reorganisation

SAMPLE GUIDE & ANSWERS PAGES

The following sample pages are from the Guide & Answers Book that accompanies the copymaster book. Answers for the Copymaster samples can be found on pages 10 - 12. Copyright prohibits these sample pages being copied and distributed for purposes other than to help ascertain the value of purchasing the complete resource.

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Page 7 ......KEY into reorganisation - use (2nd page)
Page 8 ......Sample of Answer page - Level One

ANSWERS & KEY WORDS
specifically compiled for copymaster sample pages

Page 10 .....Level One - 4 sets
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WHAT IS REORGANISATION?

Reorganisation is the reading skill of reconstructing two or more pieces of information contained in the text to form a complete idea.

As with all reading skills, reorganisation requires an understanding of vocabulary, but the information is clearly contained in the text. It is not necessary for related points to be in sequence or close proximity in order to maintain fluency, coherence and reader interest.

A writer could have written:

Millie always went to the bank on Wednesdays and now it was Friday and Angie still hadn’t seen her.

In this way the reader passively receives information about what day it is. (Friday)

Alternatively it could have been:

Wednesday was the day Millie always went to the bank. But that was two days ago and Angie still hadn’t seen her.

By grouping Wednesday and two days ago, the reader has to calculate that it is now Friday. By doing this the reader has become actively involved in the text.

Almost every kind of writing, whether it be a major work of fiction or bus timetable, requires some reorganisation of information on the part of the reader.

Example One

If you live by the sea, you can make salt by boiling and evaporating sea-water, using driftwood for fuel. An iron pot to boil the salt water in is best. You should never use a copper pot. The copper and the salty sea-water will react against one another and the pot won’t last long.

The reader has to join pieces of information to find out why a copper pot shouldn’t be used.

Example Two

Claire Sako was born in Malaysia, and went to school in Thailand. After taking a history degree at Oxford University, England, Claire taught in several girls’ schools in Ireland and Japan.

The reader has to group pieces of information to gain a full picture of where Claire has lived.

Referents

Referents are words that replace previously mentioned (parent) nouns. The English language has a high rate of referent use. Even though the use of referents is common, they can cause confusion and misunderstanding. Consequently, use of referents requires the reader to reorganise text.

Direct Speech

A wide range of styles of written dialogue is now used. In many instances the traditional format has been modified and speech marks are omitted. Readers may only have the change of line as a guide in determining who is saying what to whom.

Conversations in text also requires reorganisation. This may involve sequencing, using the speakers’ names, or matching the content of the conversation with a speaker.

The ability to reorganise text is necessary to the development of higher level comprehension skills such as evaluation and reaction.
The results of reading comprehension assessments show again and again that readers have difficulty manipulating text.

Reorganising information is a skill that applies to every kind of text. To read statistical data in a table, a fictional narrative, written dialogue or following instructions and procedures, the reader must be able to reorganise separated pieces of information.

**KEY into reorganisation** has been written in direct response to a need identified by comprehension testing results and in response to the knowledge that the teaching of any category of comprehension, though necessary, is difficult.

**KEY into reorganisation** is designed to assist the classroom teacher to address the complex problem of teaching comprehension, specifically reorganisation. It can be used with classes, groups or individuals.

Model and practise paragraphs are provided for each of the six identified reorganisation sub-groups as well as for written conversation. Using the model paragraphs as a reference point, the paragraphs give students the opportunity to practise reorganisation within a framework that is non-threatening and comfortable. In this way they can build up confidence and see how reorganisation works before tackling the more demanding task of reorganisation within a text.

Short texts bridge the gap between paragraphs and longer texts. They allow for the consolidation of skills and the opportunity to further increase confidence by handling several reorganisation skills within a single piece of writing.

In addition to improving students’ overall comprehension ability, the skills involved in reorganisation are transferrable to interpreting diagrams, graphs, tables, maps, charts and timetables.
The aim of the questions in KEY into reorganisation is to provide practise in the skills needed to identify and understand reorganisation.

TYPES OF REORGANISATION QUESTIONS
The writers have identified two main types of reorganisation: JOINED and GROUPED. These are similar in that elements are reconstructed to form a complete idea, but they differ in the demands they make on the reader.

JOINED
This requires separated but related elements to be joined together to expand an idea.

Joined with Referent*
This requires separated but related elements to be joined together to expand an idea. However, at least one of the required elements has a referent*, which must be connected back to its parent noun.

GROUPED
This requires separated but related elements to be collected as a list or sequence.

Grouped with Referent*
This requires separated but related elements to be collected as a list or sequence. However, at least one of the required elements has a referent*, which must be connected back to its parent noun.

Grouped with Elimination
This requires separated but related elements to be collected as a list or sequence and the elimination of any which are not relevant to the answer. It may also involve a referent.

Grouped with Calculation
This requires separated but related elements to be collected as a list or sequence. A mathematical calculation is then carried out. The calculations can involve a range of measurements including time, money and mass and may include estimation.

Conversation - direct speech
This requires an understanding of the rules of grouping, joining and referents as well as the conventions of direct speech.

*A referent is a word that replaces a previously mentioned (parent) noun. Referents are often pronouns such as:
- personal pronouns (e.g. he, she, him, her, you, they, it)
- impersonal pronouns (e.g. this, that, these, there)
- possessive pronouns (e.g. my, their, his, mine, our).
KEY into reorganisation - PREPARING TO USE

KEY into reorganisation is designed to be user-friendly for both students and teachers. With its graded levels, model paragraphs and variety of material, the resource is very flexible, allowing for a range of approaches to the way it is used. The following are suggestions only and users should feel free to use the material in ways which best meet student needs.

WHERE IN THE READING PROGRAM IT CAN BE USED
♦ KEY into reorganisation can be used as part of the guided reading program.
♦ As the practise examples are photo-copiable, it can readily be used with individuals, small groups and a whole class.

STUDENTS WHO WILL BENEFIT
♦ KEY into reorganisation is primarily designed for students who have a decoding age* of at least eight - nine years.
♦ Experience has proven that there are many students who can successfully decode above their chronological age, but this is not matched by their comprehension ability.
♦ Even those who comprehend well can improve their reorganisation skills.
♦ This material is also suitable for adult students and for ESL students.

DETERMINING A STARTING POINT
♦ Ideally the reading age* of students using KEY into reorganisation will be known before starting.
♦ KEY into reorganisation aims at increasing students’ reading skills, therefore the reading material being used should provide a challenge but should not be too difficult.
♦ To ensure that the material is within the reader’s ‘comfort zone’, it is recommended that students begin at a level BELOW their current decoding age.*
♦ KEY into reorganisation has three levels to maximise the choices available to users. It is expected that those using the material will use their own knowledge and experience in deciding the most appropriate starting point.

*A NOTE ON READING/DECODING AGES

‘Reading age’ is a widely used and often debated term, but its meaning, as it is used in KEY into reorganisation needs a brief word of explanation.
♦ Where decoding only has been measured, the term decoding age is used.
♦ The term reading age is preferred to describe the combination of comprehension and decoding level (as measured, for example, by the PROBE Reading Assessment).
♦ There are students whose measured ability to comprehend text is higher than their decoding level, which can be referred to as a comprehension age.
KEY into reorganisation - USE

Before using this material it is advisable to read through all the information that precedes this section as well as familiarising yourself with the material in the book of copymasters.

IT IS NOT A TEST
♦ Make sure the students know - this is about understanding reorganisation - it is NOT A TEST.

IMPORTANT POINTS
♦ For maximum results give as much guidance and assistance as possible.
♦ Some students will go faster than others. Don't penalise the slower students - they may need more time, or practise, to understand the concepts.
♦ The material is flexible. Customise your use of the material. Not all examples need to be used. When the students are competent, move on. It is not always necessary to proceed sequentially. You can move up (to extend) or down a level (to review/reinforce a concept).
♦ The model paragraphs can be worked orally to stimulate discussion.
♦ Space has been provided between questions for written answers.
♦ Remember that this is a reading resource, so care should be taken to ensure that only the answer is assessed, not spelling, grammar etc.

SUGGESTED INTRODUCTION

DEFINE REORGANISATION
as... reconstructing two or more pieces of information contained in the text
There are key words that can be found to help in reconstructing the message.

OUTLINE the different types of reorganisation.

EXPLAIN that you have to reorganise text because it is not always possible to put ideas in sequence or close proximity.

EXPLAIN that reorganisation skills are necessary - in order for them to develop a keener awareness of literature in general, and their own written language will benefit by having more depth and quality.
USING THE MODEL PARAGRAPHS
Whether your students are starting at level one, two or three, it is advisable to start with the paragraphs. These help develop the basic skills of joining and grouping information.

With these questions you are looking for KEY words and phrases that are - separated but related to each other.

MODEL
PARAGRAPH: As more people came to live in the area many trees and bushes were cut down. As a result, the number of birds grew less and less. The remaining few are protected.

QUESTION: Why did the number of birds grow less and less?

ANSWER: Trees and bushes were cut down.

KEY WORDS: trees / bushes / cut down / as a result / number of birds grew less

PRACTISE
ITEM 1
Todd thanked his grandparents for the gifts. He said that they were just what he wanted. He had been given a football jersey.

What gift did Todd get from his grandparents?

SUGGESTED PROCEDURE
♦ Explain what the student is expected to look for - key words that are separated but related to each other
♦ Read the MODEL paragraph, then the model question and answer.
♦ Discuss the key words/phrases trees / bushes / cut down / as a result / number of birds grew less and how they lead to the answer.
♦ Read a paragraph and question from the PRACTISE set and give an answer.
♦ Encourage students to identify the key words or phrases (they could underline them).
♦ Read another paragraph, give the question & key words; ask students to supply the answer.
♦ Read another paragraph and question; ask the students to give the key words and answer.
♦ Students can complete remaining questions on that page independently.
ITEM 16a. beside the old factory
KEY: walker with two legs (1st player) / next player (2nd) adds / sitting on a bicycle / next player (3rd) adds / beside the old factory (follow sequence, eliminate first two players)

ITEM 16b. they have one more chance
KEY: someone gets it wrong / them / one more chance

ITEM 17a. the lion chasing the boy
KEY: lion / it ran towards / boy / running / mother turned

ITEM 17b. she hit the lion again and again
KEY: what she did / amazed everybody / she hit the lion again and again

ITEM 18a. high speed rail travel would be impossible, steam ships would never cross the Atlantic
KEY: he said / rail travel / impossible / another / wrong / steamships / never / cross / Atlantic

ITEM 18b. steamships crossing the Atlantic Ocean
KEY: steamships / they / have to take more coal than they could carry

LEVEL ONE SET S6 non-fiction page 16

ITEM 19a. the Milky Way
KEY: band of light / This is known as the Milky Way

ITEM 19b. millions of stars
KEY: Milky Way / it is / made up of millions of stars

ITEM 20a. in or around the city or town where they are printed
KEY: newspapers / Mostly they are sold in / around / city / town where / printed

ITEM 20b. advertising
KEY: New York / weekend paper / most / pages / taken up with advertising

ITEM 21a. a straw and clay mixture is poured into moulds and baked in the sun
KEY: earliest / bricks / made / straw and clay mixture / poured into / moulds / baked in / sun

ITEM 21b. with mud
KEY: earliest kind / bricks / They / joined together with mud

LEVEL ONE SET T1 fiction page 18

ITEM 21c. she wasn't looking where she was going
KEY: turned / to look at him / I drove / into / tree / just an accident

LEVEL ONE SET T4 fiction page 21

ITEM 21d. the bike
KEY: front wheel / bike / buckled / | photo of it

ITEM 21e. to the swimming hole in the river
KEY: swimming hole / river / I went there every day with the boys

NOTE: In the answers the personal pronouns I, she and me refer to Connie - the writer of the letter

LEVEL ONE SET S7 non-fiction page 17

ITEM 19a. the Milky Way
KEY: band of light / This is known as the Milky Way

ITEM 19b. millions of stars
KEY: Milky Way / it is / made up of millions of stars

ITEM 20a. in or around the city or town where they are printed
KEY: newspapers / Mostly they are sold in / around / city / town where / printed

ITEM 20b. advertising
KEY: New York / weekend paper / most / pages / taken up with advertising

ITEM 21a. a straw and clay mixture is poured into moulds and baked in the sun
KEY: earliest / bricks / made / straw and clay mixture / poured into / moulds / baked in / sun

ITEM 21b. with mud
KEY: earliest kind / bricks / They / joined together with mud

LEVEL ONE SET T2 fiction page 19

ITEM 16a. very friendly, quite young and not very big, about the size of your dog
KEY: Trotter / very friendly / He's quite young / not very big / about the size of your dog

ITEM 16b. Andy had called out to her
KEY: Andy called / to me. I turned / to look at him

ITEM 17a. the lion chasing the boy
KEY: lion / it ran towards / boy / running / mother turned

ITEM 17b. she hit the lion again and again
KEY: what she did / amazed everybody / she hit the lion again and again

ITEM 18a. high speed rail travel would be impossible, steam ships would never cross the Atlantic
KEY: he said / rail travel / impossible / another / wrong / steamships / never / cross / Atlantic

ITEM 18b. steamships crossing the Atlantic Ocean
KEY: steamships / they / have to take more coal than they could carry

LEVEL ONE SET T3 fiction page 20

ITEM 19a. she had read too many of those stories
KEY: story / teacher / told them / "No dreams..." / teacher said / She had read too many of those

ITEM 19b. he was on the whale's back when it dived
KEY: HE / on / back / whale / it / dived / taken Nelson down / under the sea

ITEM 20a. in or around the city or town where they are printed
KEY: newspapers / Mostly they are sold in / around / city / town where / printed

ITEM 20b. advertising
KEY: New York / weekend paper / most / pages / taken up with advertising

ITEM 21a. a straw and clay mixture is poured into moulds and baked in the sun
KEY: earliest / bricks / made / straw and clay mixture / poured into / moulds / baked in / sun

ITEM 21b. with mud
KEY: earliest kind / bricks / They / joined together with mud

ITEM 21c. she was checking to see what he had done
KEY: teacher / checking / what everybody / doing / She stopped by Nelson

ITEM 21d. she frowned and clicked her tongue
KEY: looked / his blank page / frowning / clicking / her tongue

ITEM 21e. because it was a dream and they were not allowed to write about dreams
KEY: "No dreams allowed thank you!" / best thing / to write about was / dream / great idea / not / able to write about it

LEVEL ONE SET T4 fiction page 21

ITEM 21a. a map of the zoo
KEY: guide / This / map / with pictures, showing where / animals were

ITEM 21b. swinging, chasing, sitting, lay dozing
KEY: some / monkeys / swinging / others / chasing / grey monkeys sat / lay dozing

ITEM 21c. because it was the same colour as the grass
KEY: "...parrot," / Ashley. "I can't see it!" / "That's because / same colour as the grass,"

ITEM 21d. the lions roaring
KEY: lions / their roars / Leaving / Ashley / still hear them

ITEM 21e. four
KEY: monkeys / parrots / lions / sparrows

LEVEL ONE SET T4 fiction page 21

ITEM 21a. a map of the zoo
KEY: guide / This / map / with pictures, showing where / animals were

ITEM 21b. swinging, chasing, sitting, lay dozing
KEY: some / monkeys / swinging / others / chasing / grey monkeys sat / lay dozing

ITEM 21c. because it was the same colour as the grass
KEY: "...parrot," / Ashley. "I can't see it!" / "That's because / same colour as the grass,"

ITEM 21d. the lions roaring
KEY: lions / their roars / Leaving / Ashley / still hear them

ITEM 21e. four
KEY: monkeys / parrots / lions / sparrows
REORGANISATION
ANSWERS & KEY WORDS

specifically compiled for the
16 sample pages of

copymasters
### LEVEL ONE  SET P1  page 4

| ITEM 1. | a football jersey |
| KEY: Todd / grandparents / gift / football jersey |
| ITEM 2. | An African Baboon |
| KEY: animal / bit / man / African baboon |
| ITEM 3. | Arden |
| KEY: Arden / The old town |
| ITEM 4. | The weather improved |
| KEY: warm / weather / Saturday / fun run / town had waited / weather to improve |

### LEVEL ONE  SET P4  page 7

| ITEM 1. | daisies, roses, pansies |
| KEY: Tanya / daisies / She put them with / bunch / roses / pansies / gave them to her mother |
| ITEM 2. | pine trees / planted on / rolling hills. They / also planted / steeper slopes / gullies |
| ITEM 3. | dishes, clean bath, sweep floors, shopping |
| KEY: housework / dishes / cleaned / bath / swept / floors / shopping / others / on holiday, I / do it all |
| ITEM 4. | rats, cats, weeds |
| KEY: pests / controlled. These include rats / cats / Others are weeds |

### LEVEL ONE  SET S5  non-fiction  page 15

| ITEM 13a. | 1978 |
| KEY: invented / 1948 / common / households / about thirty years after calculation: 1948 + 30 years = 1978 |
| ITEM 13b. | microwaves |
| KEY: microwaves / they make / molecules / water / vibrate |
| ITEM 14a. | a prince in Thailand |
| KEY: a prince in Thailand / he invented / iron buffalo |
| ITEM 14b. | it is a way to make rain |
| KEY: seed clouds. This / a way / make rain |
| ITEM 15a. | a heavy weight, a container of water |
| KEY: at one end / shadoof / heavy weight / container filled with water / other end |
| ITEM 15b. | it can be taken to where it is needed |
| KEY: raise / water / then / taken / where / it / needed |

### LEVEL ONE  SET T4  fiction  page 21

<p>| a. | joggers, dog walkers, bike riders, skateboarders, people getting out in the sunshine |
| KEY: all sorts / people used / path / There were / joggers / dog walkers / There were bike riders / skateboarders / There were people / out in / sunshine |
| b. | football practice |
| KEY: We walking home / had been / football practice |
| c. | the wallet |
| KEY: man’s wallet / put it in Jimmy’s bag |
| d. | money, cards, driver’s licence |
| KEY: wallet / money in it / also / cards / driver’s licence with a photo |
| e. | the photo on the driver’s licence |
| KEY: licence with / photo / man / We recognised him / from the photo |</p>
<table>
<thead>
<tr>
<th>Level Two Set P2</th>
<th>Page 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Electric power</strong>&lt;br&gt;<strong>Key:</strong> Electric power / this new source of power</td>
<td></td>
</tr>
<tr>
<td>2. <strong>He found that blood flows around the body</strong>&lt;br&gt;<strong>Key:</strong> William Harvey / great discovery / blood / He found / it flows around the body</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Cooking over charcoal</strong>&lt;br&gt;<strong>Key:</strong> Cooking over charcoal / method / This basic method / very little change</td>
<td></td>
</tr>
<tr>
<td>4. <strong>The pigeons blocked out the sun</strong>&lt;br&gt;<strong>Key:</strong> Explorer watched / flocks / pigeons / overhead / they blocked / sun</td>
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</table>

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<thead>
<tr>
<th>Level Two Set P5</th>
<th>Page 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Fax, internet</strong>&lt;br&gt;<strong>Key:</strong> Today / fax, letter, internet and telephone / before World War II / only / letter / telephone (Group then eliminate)</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Mouse, keyboard</strong>&lt;br&gt;<strong>Key:</strong> Mouse / keyboard / furniture / Some parents have provided furniture to suit / not / other things (Group then eliminate)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Cash</strong>&lt;br&gt;<strong>Key:</strong> Boss / choices offered / cash / cheque / direct payment / I hadn’t opened a bank account (Group then eliminate)</td>
<td></td>
</tr>
<tr>
<td>4. <strong>15 seconds</strong>&lt;br&gt;<strong>Key:</strong> Alfie 14 seconds / Jon 15 seconds / Zak 12 seconds (Group, sequence then eliminate - the 2 fastest times)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Two Set C1</th>
<th>Page 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Dawn</strong>&lt;br&gt;<strong>Key:</strong> Said Nigel / couldn’t afford it came the reply / <strong>They</strong> Dawn / Nigel (They links Dawn and Nigel)</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Anna</strong>&lt;br&gt;<strong>Key:</strong> Said Greta (line 1)&lt;br&gt;exclaimed Anna (line 2)&lt;br&gt;said Greta (line 3)&lt;br&gt;In the town square then? (line 4 - must be Anna)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Ruby</strong>&lt;br&gt;<strong>Key:</strong> You go Ruby while I listen&lt;br&gt;(There were only two speakers. It was Ruby who was told to go, therefore it was Becky who had not been listening)</td>
<td></td>
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<thead>
<tr>
<th>Level Two Set T14</th>
<th>Page 59</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>19</strong>&lt;br&gt;<strong>Key:</strong> 5 years / at national / levels / first selected / national team / fourteen years of age&lt;br&gt;calculation: 14 (years) + 5 (years) = 19</td>
<td></td>
</tr>
<tr>
<td>2. <strong>&quot;...a little bit of natural talent and a lot of hard work.”</strong>&lt;br&gt;<strong>Key:</strong> Gareth / he says / to be a top swimmer / little bit / natural talent and / lot / hard work</td>
<td></td>
</tr>
<tr>
<td>3. <strong>28</strong>&lt;br&gt;<strong>Key:</strong> Every morning / two hours / every evening / further two hours (every tells that it is 7 days a week)&lt;br&gt;calculation: (2 hours + 2 hours) x 7 days = 28 hours</td>
<td></td>
</tr>
<tr>
<td>4. <strong>August</strong>&lt;br&gt;<strong>Key:</strong> Preparing for / October / two months to go (before heading off to Japan)&lt;br&gt;calculation: October - 2 months = August</td>
<td></td>
</tr>
<tr>
<td>5. <strong>He keeps to a rigid training program</strong>&lt;br&gt;<strong>Key:</strong> Bill says / champions / keep to / rigid training program / by <strong>that</strong> measure / Gareth / true champion</td>
<td></td>
</tr>
</tbody>
</table>