

# The Survey Routine

## A New Way To Help Students To "See The Forest"

Jean Schumaker  
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**H**ave you heard the old adage, "You have to see the forest before you can see the trees"? This is the main principle on which the latest addition to the Content Enhancement Series, the Survey Routine, is founded. Research conducted at the KU-CRL indicates that when at-risk students are shown "the forest" before they see "the trees," they are more likely to understand and remember "the trees." In other words, if they are shown the "big picture" or the main ideas first, they are more likely to understand and remember the facts that are related to those main ideas.

The Survey Routine was designed to do just that: to give students the big picture of a reading assignment before they tackle the facts. It was designed especially for use in subject-area courses serving students with disabilities and other at-risk students because one of the most difficult demands these students face in school is completing reading assignments. Indeed, in secondary courses, students often need to read a 25- to 30-page chapter each week in history or science courses. Considering the facts that most of these at-risk students (if they have not learned the reading strategies!) enter the secondary grades reading at the fourth-grade level and have to read textbooks written at the tenth-grade level or above, meeting this demand is nearly impossible for such students. As a result, many of these students experience failure in their secondary content courses.

The Survey Routine is a set of procedures that teachers can use to introduce students to a reading assignment. Teachers can use the routine with a whole class of students in a content-area class to introduce an assignment. Alternatively, it can be used with individual students

or small groups of students in a special education setting to help orient students to an assignment they have received in a content-area class (e.g., English literature, social studies, history, biology). The routine can be used in conjunction with any type of reading assignment, be it a chapter in a textbook, a chapter in a novel, a short story, a play, or a poem.

Just like the other Content Enhancement Routines, the Survey Routine is comprised of three parts: a visual device, the Linking Steps, and the Cue-Do-Review Sequence. The visual device is a two-page form, called the "TRIMS Learning Sheet," that the teacher designs to correspond to the reading assignment that has been selected. (See Figures 1 & 2 for examples.) It has places for students to record five types of information that are used to construct the "big picture" or "forest" of the assignment: the **T**itle of the passage, the **R**elationships between the current assignment (e.g., the current textbook chapter) and past and future assignments (e.g., the last and next textbook chapters), **I**ntroductory information about the passage, the **M**ain parts of the passage, and **S**ummary information about the passage. Notice that the first letters of these five types of information spell the word "TRIMS." Students are told that focusing on these five types of information "trims" the passage down and helps them to focus on the most important ideas and information in the passage.

The teacher uses the Cue-Do-Review Sequence and the Linking Steps of the Survey Routine to co-construct the TRIMS Learning Sheet with students. First, the teacher cues the students that a TRIMS Learning Sheet will be constructed to help them understand

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the reading assignment and to focus on the most important ideas in that assignment. Additionally, the teacher cues the students to take notes on their TRIMS Learning Sheet and to participate in the discussion. Next, the teacher discusses the Title of the reading passage with the students and asks them to predict the contents of the passage based on the title. The teacher and students then write the title and the prediction on the TRIMS Learning Sheet. Then the Relationship between the current reading passage and the unit of study is specified by the students and written on the TRIMS Learning Sheet. Next, the relationships between the current reading passage and other passages within the unit of study are identified and written on the sheet.

As the activity proceeds, the

Introduction of the passage is read and paraphrased by the students. Then major points made in the introduction are recorded on the sheet. Next, the structure of the passage is determined and the main parts are named. The name of each part is recorded on the sheet. A question may be constructed about each part by the students and the teacher to help the students focus on the key information within that part. In turn, key information (e.g., names, terms, events) within each part is identified and recorded on the sheet. Once all the parts of the assignment have been covered, the summary of the passage is read and paraphrased. Key points related to the summary are recorded on the sheet. Finally, the information recorded on the TRIMS Learning Sheet is reviewed by the teacher and students. In

addition, the process of “trimming” the passage is reviewed, so students understand the process they have just used to help them see “the forest” of the reading assignment.

Thus, the Survey Routine is designed to help students get ready to read a passage by quickly surveying the passage and analyzing what might be the structure of the passage and key content in the passage. Research has shown that when students have a clear understanding of what a passage contains prior to reading it, their understanding of and recall of the information in that passage increases significantly. Indeed, students who participate in the Survey Routine find that their TRIMS Learning Sheets can function as study guides that help them as they work to learn the content of their reading assignments. They can use the TRIMS Learning Sheets as a guide as they read the assignment to help them focus on the most important facts and as they construct their study cards that they can use to study for a test. When students participate in the Survey Routine, they earn grades that are, on the average, ten to fifteen percentage points higher than when they do not participate in the routine.

Another helpful feature of the Survey Routine is that the construction of the TRIMS Learning Sheet can be turned over gradually to students after they have participated in the routine several times. In other words, students can become skilled at creating their own TRIMS Learning Sheets. Teachers have found that they can gradually fade out their guidance and expect students to do more and more of the process until students are doing the whole survey process on their own. During the fading process, they have found that assigning parts of the routine to cooperative groups is helpful. After cooperative groups have been successful in constructing the whole TRIMS Learning Sheet, students can be asked to construct it in pairs or individually for homework. Thus, although the use of the routine might require some class

(continued on page 6)

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

## TRIMS Learning Sheet

**T**itle

1. Title: The Road to Civil War

2. This is about What led to the Civil War

**R**elationships

3.

```

graph TD
    A[The Problem of Slavery] --> B[The Road to Civil War]
    B --> C[The Civil War and its results]
    D[The Civil War] --- B
  
```

4. The relationship of current passage to the unit: The chapter tells what led to the Civil War.

5. The relationship of passages within the unit: Slavery led to disagreements between the North and South that caused the war and its results.

**I**ntroduction

6.  Slavery might have ended peacefully

The Northeast & West were growing faster than the South.

The control of Congress depended on whether slavery was allowed in West

**M**ain Parts

7. (Fill in next page)

**S**ummary/Critical Questions

Three causes of the war:

8.  Slavery

Other sectional conflicts

The South's secession from the Union.

# FOR THE CLASSROOM

## The Test-Taking Strategy Empowers Students to Succeed

by

Maria de los Angeles Gonzalez  
University of North Texas

Maria de los Angeles Gonzales is a graduate student in Programs in Special Education at the University of North Texas. She studied the Strategic Instructional Model and learned the Test-Taking Strategy in a class on learning disabilities.

Maria recognized that although school districts continue to try radical initiatives and apply different strategies to raise students' scores, achievement scores for Hispanic students continue to be low, and there continues to be a high drop-out rate among these students. She concluded that effective programs to ensure successful educational experiences for Limited English Proficient (LEP) students are needed.

Maria noticed that among the challenges facing LEP students were the large amounts of stress and anxiety they experience in test-taking situations. This anxiety manifests itself even when tests are administered in the students' native languages. Additionally, she noticed that the students lacked the strategies necessary to help them pass the tests.

Maria taught the Test-Taking Strategy to fulfill that need. Because students are tested in their native language, Maria worked with Bertina Hildreth, a strategies trainer, to adapt the strategy to Spanish. The adapted Strategy is called "PIRATAS." Maria reports that students' anxiety level and ability to stay on task improved with their use of the strategy. As the students moved into classes in which instruction was provided in English, they easily continued to use the strategy. Since the adaptation benefited her students with limited English proficiency, she submitted her work to share with *Strategram* subscribers. **On this page and pages 4, 5, and 8 are the translated cue cards Maria used with her students. They may be copied and used as needed.**

If you would like further information about "PIRATAS," contact Maria de los Angeles Gonzales, 6321 Carousel Dr., Watauga, Texas, 76148.

Tarjeta Mnemotécnica #1

## PASOS DE LA ESTRATEGIA PARA TOMAR EXÁMENES

**Paso 1: Prepárate para triunfar**

**Paso 2: Inspecciona las instrucciones**

**Paso 3: Rápido lee, recuerda, y reduce**

**Paso 4: Abandona o contesta**

**Paso 5: Tiempo de retornar**

**Paso 6: Aproxima**

**Paso 7: Siempre revisa**

Tarjeta Mnemotécnica #2

## PASO 1: PREPARATE PARA TRIUNFAR

**Pon tu nombre y PIRATAS en el examen.**

**Asigna tiempo y orden para cada sección.**

**Ser positivo.**

**Empiece dentro de 2 minutos.**

# FOR THE CLASSROOM

Tarjeta Mnemotécnica #3

## PASO 2: INSPECCIONA LAS INSTRUCCIONES

Urgentemente lee las instrucciones con cuidado.

Subraya lo que debes hacer y donde debes responder.

Anota requisitos especiales

Tarjeta Mnemotécnica #5

## PASO 3: RAPIDO LEE, RECUERDA, REDUCE

Rapido lee la pregunta completa.

Recuerda lo que has estudiado.

Reduce las opciones.

Tarjeta Mnemotécnica #6

## PASO 4: ABANDONA O CONTESTA

Abandona la pregunta por el momento.

Contesta la pregunta.

Tarjeta Mnemotécnica #4

## SUBRAYA LO QUE DEVES HACER Y DONDE DEVES RESPONDER

Circula la letra que corresponde a la mejor respuesta.

Escribe una C en frente de los relatos que sean ciertos. Escribe una F en frente de los relatos que sean falsos.

Has una "+" en frente de los relatos que sean ciertos. Has una "-" en frente de los relatos que sean falsos.

Tarjeta Mnemotécnica #7

## PALABRAS ABSOLUTAS

Todo/a	No
Siempre	Ninguno/a
Cada	Nunca
	Nadamás

## PALABRAS NO ABSOLUTAS

Pocos/Pocas	La mayoría
Algunos	Muchos
Raramente	Usualmente
A veces	Frecuentemente

## FOR THE CLASSROOM

Tarjeta Mnemotécnica #8

### PASO 6: APROXIMA

Evita los absolutos.

Escoje la respuesta más larga o más detallada.

Elimina respuestas similares.

Tarjeta Mnemotécnica #9

### PASO 7: SIEMPRE RE-VISA

Revisa para asegurarte que todas las preguntas estén contestada.

Cambia la respuesta solamente si te sientes seguro/a.

Tarjeta Mnemotécnica #10

### POSITIVOS DE LA ESTRATEGIA PARA TOMAR EXAMENES

Siempre busco la manera de usar la Estrategia Para Tomar Exámenes.

Creo que cuando use la Estrategia Para Tomar Exámenes tendré éxito.

Creo que el uso de la Estrategia Para Tomar Exámenes me ayudara a alcanzar mi meta.

---

Me entusiasma la idea de tomar exámenes y usar la Estrategia Para Tomar Exámenes.

Disfruto usando "PIRATAS" y demostrando lo que sé en los exámenes.

Trabajo facilmente en los exámenes usando "PIRATAS."

Cuando uso el paso "Recuerda" de "PIRATAS," respuestas me vienen a la mente muy pronto.

Soy una persona que tiene buen éxito cuando uso "PIRATAS."

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time (15 to 20 minutes) at first, as the students become more and more adept at constructing the TRIMS Learning Sheet on their own, less and less class time is required.

In sum, the Survey Routine is a routine teachers can use to help their students become ready to attack a reading assignment. It prepares them to read and gather the most important information in the reading assignment by acclimating them to what the assignment is about, and helping them focus on the most important information. It is also a set of procedures that teachers can use to teach their students to be strategic learners, learners who can survey any reading assignments they receive and construct their own study guides for those assignments. By having these skills, students will be able to provide themselves with the big picture of "the forest" before they begin learning about "the trees."

Publication of the Survey Routine guidebook is scheduled for January, 1997. It will be available through the Center for Research on Learning for \$8 per book.

Main Part #1 : How did congress deal with the Western Territories?

Key Laws		
■	<u>Northwest Ordinance of 1787</u>	
■	<u>The Missouri Compromise of 1820</u>	
■	<u>The Great Compromise of 1850</u>	
Key Events		
<u>Election of 1848</u>	<u>Free Soil Party</u>	<u>Gen Zachary Taylor</u> ☒
<u>Election of 1852</u>	<u>Uncle Tom's Cabin - Stowe</u>	<u>Henry Clay</u> ☒
	<u>Mason-Dixon Line</u>	<u>Franklin Pierce</u> ☒

Main Part #2 : Why did the North and South go to war?

Key Laws		
■	<u>The Kansas-Nebraska Act -1854</u>	
■	<u>The Dred Scott Decision -1857</u>	
■		
Key Events		
<u>John Brown's Raid -1859</u>	<u>"Eye for an eye"</u>	<u>Stephen Douglas</u>
<u>Lincoln-Douglas Debates</u>	<u>"Bleeding Kansas"</u>	<u>Abraham Lincoln</u>
<u>Formation of the Confederacy</u>	<u>Republican Party</u>	<u>Dred Scott</u>

Main Part # : \_\_\_\_\_

<input type="text"/>		
■	_____	
■	_____	
■	_____	
<input type="text"/>		
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Index for Volume VIII, Issues 1-6

### Vol. 8-1

**Lead Article-** Imagination-The Key to Accomplishing Goals. Anthony Bashir ,Emerson College, and Richard F Goldhammer, Massachusetts Institute for Technology. The focus of this article is on an approach to developing self-advocacy that is based on experiences gained from working with students in the process of transitioning between high school and college and with college students. It includes three figures describing the Self-advocacy Program.

**For the Classroom-** The Suffix Slide. Janet Tate and John Pfeifer, Okeechobee, Florida. An activity used to reinforce student’s recognition of the suffixes taught in the Word Identification Strategy. A pattern and instructions for making the suffix slide are given on page 6.

**Index for Volume VII, Issues 1-6.** A summary of the content presented in Volume VIII of Strategram. An order form for back issues of Strategram is made available on page 8.

### Vol. 8-2

**Lead Article-** Supported Inclusion. Rosemary Tralli, Wethersfield, Connecticut. A description of the Wethersfield District’s implementation plan for the Strategies Intervention Model. Key components of the model are shaped to meet the unique strengths and needs of the district. A chart of their implementation schedule according to grade levels is given.

**For the Classroom-** SHARE Game. Bernie Gavel, Kansas City, Missouri. A bean bag toss game developed to enhance student’s learning of the SHARE Behaviors.

**For the Classroom-** Probable Clauses. Janet Curry and Lynn Smith, Grafton, West Virginia. Instructions for a game used to reinforce the Sentence Writing Strategy formulas. Different clauses, subjects, verbs, conjunctions, and punctuation are placed on strips of oak tag, distributed to the students and students match the formulas presented by the teacher.

### Vol. 8-3

**Lead Article-** “PENS” To the Rescue. Dave Moynahan, Garden Grove, California. A detailed description of a plan for implementation of the Sentence Writing Strategy with an English Language Development Class. This includes some modifications of the strategy.

**For the Classroom-** SLANT Scoring Chart. Pattie Witt and Jeanne Kittelson, Moorhead, Minnesota. A newly designed chart created to measure students’ progress while implementing the SLANT Strategy.

### Vol. 8-4

**Lead Article-**Teaching: A Very Special Profession. Don Deshler, KU-CRL. A presentation of the six graphics used to symbolize the dimensions of a teacher’s role in empowering students to become strategic learners. A description of each graphic and the role of a “master” teacher in the strategic classroom.

**For the Classroom-** Using Persuasion to Present the Paraphrasing Strategy. Emmett C. Murray, Sandstone, Minnesota. A method of presenting the Paraphrasing Strategy to small groups of children in a Title I Program. This method uses the Aldus Persuasion Version 2.1 and 3.0 to allow the teacher more freedom of movement in the classroom.

**For the Classroom-**Using Error Monitoring With Computers. Barb Glaeser, KU-CRL. In this article instructions are given for using the computer to implement the Error Monitoring Strategy in inclusive classrooms.

**For the Classroom-** A Personal Investment in Learning. Emmett C. Murray, Sandstone, Minnesota. A mnemonic to help students who are struggling with learning the elements of a good paraphrase.

### Vol. 8-5

**Lead Article-**The Paired Associates Strategy. Janis Bulgren, KU-CRL. An overview of the new Paired Associates Strategy. A description of the Storage Strand, research , and study card examples are given.

**SIM Spotlight-** SIM Wethersfield High School, Wethersfield, Connecticut: A “Blue Ribbon School. An announcement t of the Strategies Intervention Model role in the selection of this school as a national “Blue Ribbon” School.

**For the Classroom-** Strategy Sticker Reminder for the Generalization Stage  
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#### **Strategram**

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of the Paraphrasing and Sentence Writing Strategy. Janette DeFelice, Baltimore, Maryland. Instructions for making a sticker for students to use during the Generalization stage of the strategies. Students can put them on notebooks or papers.

**Vol. 8-6**

**Lead Article-Strategies + Humor.** Larry Bemish, Eastern Michigan University. Ideas are shared on the importance of using humor in working with at-risk and low-achieving students to help them develop effective and efficient use of Learning Strategies as techniques for enhancing learning.

**For The Classroom- Get Cookin'** Debbie Newman, Delray Beach, Florida. Two "recipes" for spicing up Strategies Instruction. These recipes are part of a teacher activities cookbook. Ordering information is also included.

**For the Classroom- Sentence Writing Strips.** Janette DeFelice, Baltimore, Maryland. Instructions are given for making a supplemental activity "pinch" card for use with Sentence Writing Strategy.

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**Tarjeta Mnemotécnica #11**

**INSTRUCCION DE GEN-  
ERALIZACION**

**Fase de Orientacion**

**Fase de Activacio**

**Fase de Adaptacion**

**Fase de Mantenimiento**

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# Update

# Sneak Preview

# What's New

# Calendar

## Editor's Note

This column is designed to inform you of current work conducted by the University of Kansas Institute for Research in Learning Disabilities. Products related to the information are not currently available for use by teachers or school districts. It is only through the careful step-by-step process of development, testing, and revision that the Institute can guarantee that the products you receive as teachers really work. When these new programs or products are available, related information will appear in **Strategram**.

Mailbag is an exchange of information, concerns, and ideas on SIM-related topics. Your name, address, and telephone number should be on all correspondence. Items become property of **Strategram** and may be edited for publication. Names may be withheld upon request. Please send letters to **Mailbag Editor**.

FOR THE CLASSROOM

MAILBAG

S·I·M S·P·O·T·L·I·G·H·T

KEEPING CURRENT