

# Week 1: How to Create and Write From a Key Word Outline

## A. Introduction to the Key Word Outline

This section is provided to teach the CQLA teacher (and student) how to do a Key Word Outline over given material or over material the student or teacher locates. This section is written in a directed teaching format; that is, a student (or teacher) may follow it and do the assignments throughout to learn how to write from a Key Word Outline.

Students: You will learn many, many outlining techniques for writing in MC. For instance, if you are writing a comparing/ contrasting report about two different things and how they are alike or same, you might want to do the split paper outline technique in which you write notes about the one item on the left side of the page and your notes about the other item on the right side of the page. Then you can color code the information with a highlighter to divide the material into paragraphs.

If you are writing a biographical report, you might want to use what is known as a formal outline (or at least part of a formal outline) to help you write chronologically. This allows you to put details of family members, dates, schools, locations, etc, beneath main points.

When you want to take notes about a topic for which you do not already know the information, you will want to be even more careful to take good notes. **When it is time to write your essay, you want to be able to just look at your notes and write.** If you have information missing from your notes, you will not be able to do that.

One way that you can organize information for writing a few paragraphs or less about topics you need to research is known as the Key Word Outline (KWO). In the Key Word Outline technique, you find a passage that has the information you want for your report and take notes on the key words of each sentence to gather the information. Then **later, you use those key words that you wrote to develop sentences of your own--and waha! you have your report.** Obviously, the KWO approach is best for small passages of information containing all the material within it you need for your report, although you may use the KWO approach to organize information that you gather from various sources--once you become accomplished at using this method.

The “key” to making a Key Word Outline is to **focus on the “key” words of each sentence.** You need to be able to look beyond the prepositional phrases and special clause openers and other distracters and see what the “real” sentence is about. You need to find the main subject and verb of the sentence and be sure you include those as your key words--since those are what the sentence is really about.

In this section you will walk through a Key Word Outline step by step. You will see how to find the important words and how to know what words could be left out and still provide an outline that you can use.

Writing a Key Word Outline is not that difficult, but there are a few guidelines to follow:

1. One of these is that you must **limit the number of words that you use in each sentence of the Key Word Outline.** You must remember when you are writing a report with information you get from books, magazines, and internet sources that the phrases, sentences, and paragraphs belong to someone else. Somebody besides you wrote them, and that person owns them. You want to be sure that you do not steal the author’s words. (If you do use someone else’s words directly, you must tell that those words belong to someone else via citing sources, quotations, or footnotes). **If you limit the number of words you use for each sentence of your notes in the Key Word Outline, you will use your own words and phrases when you write your report from your notes--instead of using the original author’s words.** By only writing a few of the author’s words from each sentence for your notes, you will force yourself to use your own words when you write--but the information you needed from another source (that you did not already know) will be in your Key Word Outline in just a few words for each sentence.

2. The other guideline to writing Key Word Outlines is that **you can use numbers, symbols, and signs in your notes without including these in the total number of words for each sentence** that you are allotted. Thus, you can use plus signs, minus signs, arrows, numbers etc., to help you understand the few words you have written in your outline. You will comprehend this better as you see a Key Word Outline done for you.

Study the box below to learn Key Word Outline symbols that you might want to use in your outline to help you understand what your notes mean when you are ready to write.

The passage you will learn to write a Key Word Outline from begins with “A Walk Through the Key Word Outline” on the following page. (Sometimes you will be given a passage, like in this curriculum, and other times you will find a passage yourself to write from.)

The passage for the teacher and student to learn the KWO method is given in the next part of this chapter (“Making KWO--Overview”). The instructions, which are given to help the teacher understand the fundamentals of the KWO approach, are laid out in a multi-lesson format so the teacher may use it with her students, as well.

### KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author’s words (since symbols usually re-*pre*-sent general ideas, not specific words):

+ can mean *up, more, above, increase, better*

= can mean *the result of, the same as, is equal to, means, like, occurred*

# can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates, and can also stand for time, etc.*

→ can mean *the result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can be spoken words or special words

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

# B. Creating a Key Word Outline--Overview and Lesson

## Creating a KWO-- Lesson One

PARAGRAPH 1	<p>The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.</p>
PARAGRAPH 2	<p>Unless a gardener continually “dresses” a tree, it will literally “strangle” itself and produce only tiny, tasteless fruit. Fruit trees allowed to grow without pruning are more susceptible to disease, are more easily uprooted by storms, and are often unable to carry the fruit they do produce without breaking their weakened limbs. Skilled pruning requires a thorough understanding of the pruning process.</p>
PARAGRAPH 3	<p>A tree has many members. Some are buried deeply underground or hidden inside the tree. Only the bark, leaves, flowers, and fruit are easy to see. Yet each member, whether hidden or visible, plays a distinct role in the tree’s life. The members of a tree include its roots, trunk, branches, leaves, buds, flowers, fruit, suckers, and sprouts. In order to prune properly, a gardener must understand how each individual member contributes to the tree as a whole.</p>

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **4-6 words\*** that would most help you to remember the content of the sentence.
  - b. Write those **4-6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

\* The number of words allotted for outlining each sentence will vary based on the length of each sentence in the passage.

Note: The instructions in the white text box are all Key Word Outline writing instructions together. Those instructions will be broken down and explained step-by-step throughout the remainder of this lesson.

**The shaded sentences within the instructions will indicate which part of the instructions we are working on in each lesson.**

## Creating a KWO-- Lesson Two

PARAGRAPH 1

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

You need to first read the paragraph to yourself--either aloud or silently. You need to get an idea of what the paragraph is about before you can take notes on it. **You will not just want to read the first sentence and then begin taking notes as you do not know what else the paragraph tells you about that topic.**

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **4-6 words** that would most help you to remember the content of the sentence.
  - b. Write those **4-6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

## Creating a KWO-Lesson Three

PARAGRAPH 1

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **4-6 words** that would most help you to remember the content of the sentence.
  - b. Write those **4-6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

This step should not be difficult for you since you have probably already practiced writing thesis statements/ topic sentences in MC 4+, 5 or other language arts studies. When you wrote thesis statements, you had to look for what the entire paragraph was about. That is what you do when you write the topic of the entire paragraph on the lines. You **decide what the paragraph is about overall**, and you write that in sentence form or in note form.

**When you write the topic of the paragraph, you are not limited to a certain number of words.** You will be writing this in your own words anyway, so you do not have to be concerned about stealing the author's words.

For example, after reading the first paragraph, I may write the following on the topic line:

### Paragraph One of Body

Topic of Paragraph 1 Wild sprouts not pruned  
consume resources & destroy tree

### Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph's outlining lines is provided as a comprehension *and* a composition exercise.

- (1) As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.
- (2) As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become unusually adept at knowing when a paragraph should end and a new one started. It narrows the student's thinking to see that *everything I write in this paragraph has to be about that topic.*

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, a student may use as many words as he desires and may write phrases or complete sentences. Encourage your students to use this line to help them grow in their writing.

## Creating a KWO-- Lesson Four

PARAGRAPH 1

The **limbs** of **wild trees** have no “**sense**” of **direction** as they **grow**. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

Sometimes it is hard to remember exactly which words you want to write down in your Key Word Outline after reading the sentence. Sometimes you lose count of how many you think you are going to use. For those reasons, it is helpful for you to **highlight the words you will include in your outline**.

When you highlight the 4-6 words (or however many you are allotted), always try to use as few words as you can. In other words, if you are allotted 4-6 words, but the sentence is short, and you can remember what it means with only four words, just use the four words. This will help you rewrite the material in your own words and avoid stealing the author’s wording.

While different writers want different words to remind them of what a sentence means, it is important to remember that **the base** (or “bare bones”) of **a sentence is made up of the main subject of the sentence and the verb** (the action that the main subject is doing). Other describers, clauses, phrases, etc. are helpful and informative, but **if you do not know what the sentence is about and what that person or thing is doing, all the describers and clauses around it will not help you**.

Also, when you use the main subject and verb as part of the words you highlight, you do not have to worry about stealing the author’s words. The subject and verb of the sentence are often generic--that is, anyone could come up with those. **Begin thinking about what the sentence is about--the subject--and what that subject is doing**. Once you have those highlighted, you can think about where, when, how, how much, etc, the action took place and the details (describers) about the subject.

Look at the first sentence of the passage. You might want to highlight the following words:

**wild limbs trees sense\* direction grow**

\*Note: A slash through a word means *no* or *not*. You will learn more about this later.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight 4-6 words that would most help you remember the content of the sentence.
  - b. Write those **4-6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

## Creating a KWO--Lesson Five

PARAGRAPH 1

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight 4-6 words that would most help you to remember the content of the sentence.
  - b. Write those **4-6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

Once you have chosen and highlighted the words that you want to use in your outline, you may write those on the lines for Sentence 1.

You might want to include an arrow from wild limbs to trees to remind you that the limbs are of the wild trees.

Rather than waste a word saying “no” or “not” (*no sense*), you may just write the word *sense* and put a slash (or X) through it to show that there is “*no sense*.”

Sentence 1 limbs → wild trees =  
~~sense~~ direction → grow

## Creating a KWO-- Lesson Six

PARAGRAPH 1

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight 4-6 words that would most help you remember the content of the sentence.
  - b. Write those 4-6 words that would most help you to remember the content of the sentence.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

Topic of Paragraph 1 wild sprouts not pruned  
consume resources &  
destroy trees

Sentence 1 limbs → wild trees = sense  
direction → grow

Sentence 2 ea. sprout seeks <ways> &  
consumes resources

Sentence 3 unpruned = sprouts → LIMBS  
→ destroy productivity & life

### Symbols in This KWO

Notice how the following abbreviations were used in the sample notes for Paragraph One:

1. Arrow--used to show “of” or “belonging to” (limbs → wild trees)
2. Line through the word---used to show “no” (~~sense~~ direction)
3. Arrow--used to show “as” (→ grow)
4. Ea.---abbreviation for each (ea. sprout)
5. <>---used around a word, showing **its own** (<ways>)
6. & --used to show “and”---a **second thing it does** (& consumes)
7. Equal sign---used to show “will” or “is”; in this case, if unpruned, it **will equal sprouts that become large limbs** (unpruned = sprouts)
8. All capital letters--used to **show large** (LIMBS)
9. Arrow--used to show what will happen (→ destroy productivity)

## Creating a KWO--Lesson Seven

PARAGRAPH 1

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight 4-6 words that would most help you to remember the content of the sentence.
  - b. Write those 4-6 words on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

You will continue in this manner with the rest of the passage. Keep in mind as you take notes that **these notes are for you**. You need to write down the key words that you think will best help you remember what the sentence meant. That might be different than the ones listed above--and it might be different than what your teacher or sibling would put. That's okay.

Did you remember one of the two guidelines of outlining: **Outlining is for you!**

## Creating a KWO--Lesson Eight

PARAGRAPH 2

Unless a gardener continually “dresses” a tree, it will literally “strangle” itself and produce only tiny, tasteless fruit. Fruit trees allowed to grow without pruning are more susceptible to disease, are more easily uprooted by storms, and often are unable to carry the fruit they do produce without breaking their weakened limbs. Skilled pruning requires a thorough understanding of the pruning process.

Now that you have walked through the first paragraph of the Key Word Outline for the pruning passage, you are ready to see if you can narrow the important words in each sentence of paragraph two down to 4-6 words. Be sure you highlight the 4-6 words in each sentence before writing them (and any symbols you choose) on the outlining lines.

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
\_\_\_\_\_

Sentence 1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sentence 2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(You may use up to nine words for Sentence Two.)\*

Sentence  
3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **4-6 words** that would most help you to remember the content of the sentence.
  - b. Write those **4-6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

**\*Note: In Meaningful Composition, when a sentence is especially lengthy or contains difficult sentence structures, you will usually (depending on level) be told what to do with those special sentences, such as in Sentence Two above in which the sentence is too long to outline in six words or less. Other special circumstances you will be alerted to and instructed in include semi-colon, colon, dash, and quotation use; dialogue; and special compound and compound--complex sentences. Don't be concerned about this now--It is all spelled out for you and carefully explained in each KWO lesson.**

## Creating a KWO--Lesson Nine

PARAGRAPH 2

Unless a gardener continually “dresses” a tree, it will literally “strangle” itself and produce only tiny, tasteless fruit. Fruit trees allowed to grow without pruning are more susceptible to disease, are more easily uprooted by storms, and often are unable to carry the fruit they do produce without breaking their weakened limbs. Skilled pruning requires a thorough understanding of the pruning process.

A sample Key Word Outline for the second paragraph is given below. Study it and compare the words listed to the words you highlighted in the passage.

### Paragraph Two of Body

Topic of Paragraph 2 fruit trees unpruned by skilled pruner have \_\_\_\_\_  
many problems \_\_\_\_\_

Sentence 1 gardener dress tree → strangle & produce (-) fruit \_\_\_\_\_  
\_\_\_\_\_

Sentence 2 fruit trees pruned = susceptible disease, uprooted, fruit  
& broken limbs (or unpruned fruit trees = at the beginning)  
(You may use up to nine words for Sentence Two.)

Sentence 3 skilled pruning needs +++ understanding pruning process \_\_\_\_\_

Remember, your highlighting is not wrong. You have to use the words that most help you; however, when you compare yours to the Key Word Outline below, be sure to look to see if you have the main subject and main verb of each of the sentences as you always need to know what or who the sentence is about.

## Creating a KWO--Lesson Ten

PARAGRAPH 3

A tree has many members. Some are buried deeply underground or hidden inside the tree. Only the bark, leaves, flowers, and fruit are easy to see. Yet each member, whether hidden or visible, plays a distinct role in the tree's life. The members of a tree include its roots, trunk, branches, leaves, buds, flowers, fruit, suckers, and sprouts. In order to prune properly, a gardener must understand how each individual member contributes to the tree as a whole.

Now you are ready to write the Key Word Outline for the last paragraph of the passage given for you. Follow the instructions listed in the white instruction box.

### Study Skills/Prewriting: Key Word Outline

<> 1. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. **Highlight 4-6 words** that would most help you to remember the content of the sentences.
  - b. **Write those 4-6 words** on the line provided for sentences one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

\_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

Sentence 4 \_\_\_\_\_

\_\_\_\_\_

Sentence 5 \_\_\_\_\_

\_\_\_\_\_

Sentence 6 \_\_\_\_\_

\_\_\_\_\_

(You may use up to eight words for Sentence Six.)

# C. Writing From a KWO--Overview and Lesson

## Writing From a KWO--Lesson One

### Composition/ Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your report from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

You are now ready to learn to write from the Key Word Outline. Follow along as the steps are described in detail for you.

\*Note: The instructions in the box are all of the “rough draft writing” instructions. They are detailed and explained throughout the “lessons” of this section just like the “Create a Key Word Outline” lesson you just completed.

## Writing From a KWO-- Lesson Two

If you write your Key Word Outline on one day, then write your report a couple of days later, you might have trouble remembering what the passage was about. Thus, the first step in writing from your Key Word Outline is to **re-read the entire passage**. This is not so you can memorize the passage! It is to **help you get an overview of the passage and recall its major concepts**.

### Composition/ Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your report from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

PARAGRAPH 1

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

## Writing From a KWO-- Lesson Three

### Composition/ Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your report from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

Now, **you need to close the passage and focus on your notes.** This step tells you to read your first line of notes (for the first sentence) and think about the sentence you want to write. Of course, you should read the Topic of Paragraph 1 line to help give you an overview of the paragraph as well.

### Paragraph One of Body

Topic of Paragraph 1 Wild sprouts not pruned consume resources & destroy trees

Sentence 1 limbs- → wild trees = sense direction → grow

## Writing From a KWO-- Lesson Four

In this step, you begin writing your paragraph. Sometimes it helps you write better to say the sentence you are considering aloud before you write it.

### Composition/ Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your report from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

### Paragraph One of Body

Topic of Paragraph 1 Wild sprouts not pruned consume resources & destroy trees

Sentence 1 limbs → wild trees = ~~sense~~ direction → grow

### Possible sentences for line number one notes:

The untamed branches of trees have no perception of direction as they develop.

or

When trees grow, their untamed limbs have no idea of which route to go.

or

As the branches of wild trees develop, they have no concept of which avenue they should follow.