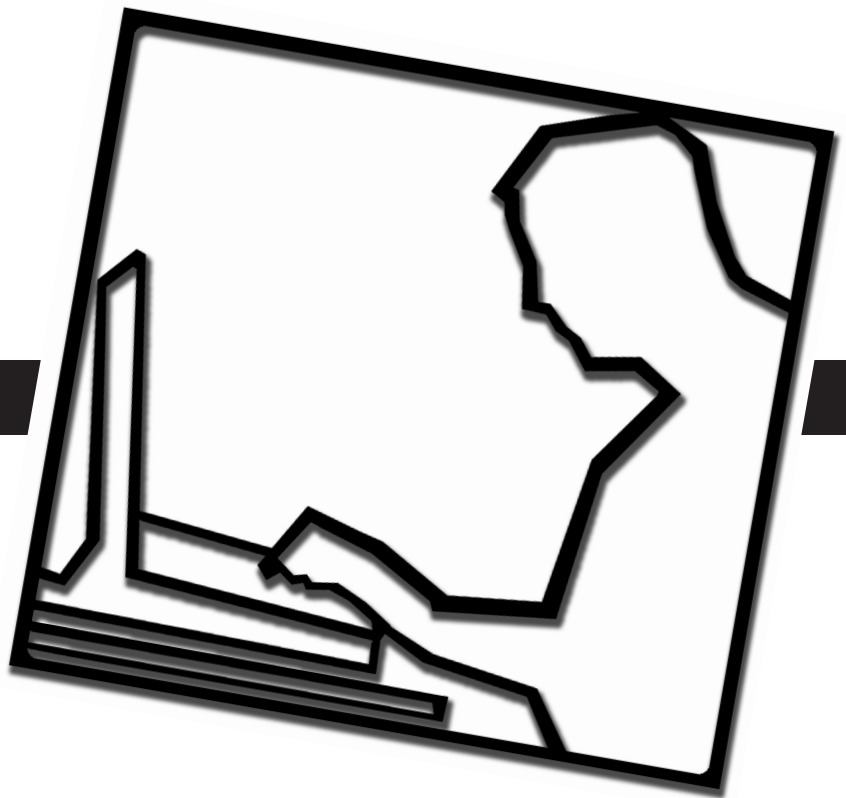


STUDY SKILLS
• OUTLINING •
STRATEGIES

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Study Skills Strategies: Outlining

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To the Teacher

Some students seem to know instinctively how to study. They plan their time efficiently, take clear notes, and use effective techniques to review material. Unfortunately, these students are in the minority. Most students need to be taught how to study in order to make good use of their time in school. The *Study Skills Strategies* series teaches students how to read and write efficiently. *Study Skills Strategies: Outlining* shows students how to use outlining as an effective reading strategy by helping them see how structure orders a given text. By analyzing the organization of a selection, students can extract clues that help them process meaning. Understanding the structural pattern of a selection helps readers identify the main idea and its surrounding details.

Study Skills Strategies: Outlining presents common structural designs—process, problem/solution, cause/effect, comparison/contrast, general/specific and definition—as blueprints for the sorting-out process that precedes outlining. Each chapter presents one of these patterns as having a recognizable format, a main idea with a specific function, and distinct linking words. Graphic organizers help students visually recognize individual patterns.

After your students understand the framework of each pattern, they will be able to transform a reading selection into an outlining format. Some students may rely on the graphic organizer to assimilate and understand the overall design. Other students may not need the graphic organizer in constructing outlines. Eventually, both visual and nonvisual learners will become skilled in pattern recognition. They will develop individual reading strategies for understanding and recording informational text.

Used in combination with other reading strategies, such as identifying one's purpose for reading, prereading, scanning, and summarizing, these strategies will help your students become active, effective readers.

Study Skills Strategies: Outlining is easy to use. Each chapter contains reading exercises that you may photocopy as you present that pattern to your class. Chapter 7 contains longer readings and presents a combination of the patterns covered in the previous chapters. Exercises in Chapter 7 focus on a reading strategy that helps students understand individual patterns as components of the integrated pattern. A teacher's guide at the back of the book provides answers to all exercises and general information about the different text structures.



To the Student

We do many different kinds of reading. For pleasure, we might read a novel or a magazine. To learn how to do something, we might read the user manual for a software program. To understand what's going on in the world, we might read a newspaper. Of course, to learn about different subjects in school, we read textbooks.

These different types of reading call for different types of skills. Some reading material is easy to understand; some is harder. Often, the more complex the ideas or information, the harder the material is to read and understand. Luckily, you can learn strategies that will help you with challenging reading. One of these strategies is **outlining**—the subject of this book.

You may already be familiar with one kind of outlining, the kind you do when you are writing an essay. Outlining for writing and outlining for reading are related, but they are also different from each other. When you prepare an outline for writing, you are trying to organize your information in a way that will make sense to your readers. When you prepare an outline from reading, you are recording the important information in the reading passage. Your outline should identify the main ideas and show how they relate to one another. It should give an overview of the information in the reading. In effect, it is an organized way of taking notes. Outlining helps you keep track of what you have already read and how it relates to new information. It also helps you review material without having to read the whole passage again. A good outline can help you keep track of research material for essays. It can also help you review textbook information for tests.

The activities in this book will help you develop outlining skills. You will learn how to identify the main idea in a reading selection. You will also learn to choose the best supporting details to add to your outline. You will see examples of the different ways in which written information is arranged. You will learn when these patterns are likely to be used. Graphic organizers will help you recognize and record each pattern in different outline form.

After a while, you will recognize many different reading patterns. You will have the chance to try many reading strategies, too. Try them all, and find out what works best for you. You may even decide to change some strategies to fit your own way of reading and learning. You may find that you do not need graphic organizers to build outlines. That is fine. With practice, you will spot reading patterns with ease. And you will automatically organize information in the way that is most useful to you.

Recognizing the Pattern

The general statement followed by specific examples is an easy pattern to recognize. Once you spot the general statement, the specific examples are not hard to find. Sometimes the general statement is stated clearly within the first sentence or paragraph. Other times, the general statement may be stated indirectly or implied. In either case, you may need to restate the central theme in order to form a simple general statement. Paraphrasing or summarizing is an easy way to restate the central theme.

This two-part pattern occurs in feature articles with general information. In school, the **general/specific** pattern appears in social studies, science, and literature textbooks. It may also be in readings for psychology, technology, driver's education, art, and music classes.

In both examples below, the general statement is stated clearly in the first sentence. Note that in both examples, the first sentence is also the central theme running throughout the selection. Both examples reflect the general/specific pattern in which the general statement is backed up by a list of related things or ideas that serve as examples. These examples, or major items, may appear in sequential order. They may also appear in order of importance.

Example 1 (Sequential order)

The weekend is the highlight of the week. On Friday night, many people go out to the movies. Or they go out to eat or just hang out with friends. On Saturday morning, many people sleep later than usual. Then they spend the day doing chores or running errands. Some attend sporting events or religious services. On Sunday, the most relaxed day of the week, many people entertain family and friends. They may go to entertainment attractions and performances. Or they go to sports practices and games. Many attend church services.

Example 2 (Order of importance)

The weekend is the favorite part of the week for many people. First, they relish the time to relax. Second, they delight in not having to follow a set schedule. Finally, they enjoy staying up on Friday and Saturday nights and sleeping in on Saturday and Sunday mornings.

Example 3 is a longer selection. The general statement appears as a central theme in the introduction. The supporting major items are presented in the body. The general statement is restated in the conclusion. At the end of the reading, note that the general statement has been rephrased in order to state the central theme more simply.

Example 3**Introduction**

Summer is the most relaxing season of the year. Students are free from the regimen of classes. For most, a comfortable summer schedule provides needed change from school demands.

Body

June is the most carefree month of the summer. Students quickly become used to not following a routine. They readily adapt to a relaxed schedule. They relish staying up to watch movies, play games, or just hang around with friends instead of having to go to bed early. Waking up late and lounging around the house is much more pleasant than having to hustle off to school. No matter what the activity, students will not be bored in June. To them, only school is boring; being out of school is great. Any activity—baseball, swimming, camp, even work—gets a positive response. However, after a few weeks, boredom begins to set in.

July is not as interesting as June. July's heat limits outdoor activities. Consequently, students become homebound. Being "off" from school begins to lose its punch. After the Fourth of July, students begin to grow tired of watching television and playing games. When organized sports end, many students become more irritable. Because bored students need a change of scene, July is an excellent time for planning family vacations and outings.

By August, most students silently long for the return to a more structured routine. They have played out their distaste for a structured regimen. Now they begin to focus on school friends and activities. Athletes anticipate being on soccer, cross-country, and football teams. Cheerleaders and band members look forward to performing at games. They are not enthusiastic about going to classes and having to study. Yet, most students will admit grudgingly that they are ready for school to start. As the first days of school near, students begin to anticipate a different schedule.

Conclusion

Changes in routine during the summer help students have good attitudes toward their structured school schedules. Rest and relaxation give students energy for another school year.

General Statement: Summer vacation gives students a relaxing break from demanding school schedules.

Characteristics of the General/Specific Pattern

In the general/specific pattern, the general statement and supporting examples (major items) often show a whole/part relationship. For this to work, the examples must be similar. Look at **Example 1**. Notice the word *weekend* in the first sentence. This is the “whole.” Now look at the “parts”: the days *Friday*, *Saturday*, and *Sunday* in the following sentences. Look at **Example 3**. What word in the first sentence shows the whole? What words in the second, third, and fourth paragraphs show the parts?

A “category” noun in the first sentence also may introduce the major items that will follow. Some category words are *character*, *citation*, *figure*, *history*, *model*, *pattern*, *sample*, and *tips*. Verbs such as *characterize*, *demonstrate*, *exemplify*, *indicate*, *model*, *portray*, and *show* also may signal examples (major items) to follow.

Major items may be introduced with ordering words such as *first*, *second*, *next*, or *finally*. Look at **Example 1** again. There are no ordering words. When do you think ordering words are needed?

If a reading contains a general statement supported by similar examples, listed either in sequence or in order of importance, it is probably in general/specific pattern.

The passage in **Example 4** describes two Norse gods. We can recognize it as a general/specific pattern because of the whole/part relationship shown. The “whole” is the phrase *Norse gods*. Individual gods are the examples, or major items. Note the ordering words that introduce both examples. Note that the general statement is restated as the central theme linking both examples.

Example 4

Norse gods mirror the fierce spirit of the Vikings. The first example is Odin, the primary god. He was king of the gods in Norse mythology. His greatest treasures were his 8-foot steed, Sleipner; his spear, Gungner; and his ring, Draupner. As god of war, Odin held court in Valhalla. This was where all brave warriors went after death in battle. He had two black ravens, Huginn (Thought) and Muninn (Memory). They flew forth to gather news for Odin. Odin was also the god of wisdom, poetry, and magic. He sacrificed an eye for the privilege of drinking from Mimir. This was the fountain of wisdom.

The second example is Thor, the most fearsome of the Norse gods. In Norse mythology, Thor was the god of thunder. He was the strongest of the Aesir, the chief gods. He helped protect the Aesir from their enemies, the giants. Thor had a magic hammer, which he threw with iron gloves. The hammer always returned to him. Thursday is named for Thor.

General Statement: Norse gods show the fierce Viking spirit.

Major Items: Odin, god of war; Thor, god of thunder



General/Specific Pattern

Once you identify the general/specific pattern in your reading, these strategies can help you read and understand the material:

1. Read the first paragraph, or the introductory paragraphs, carefully. Find the general statement. Skim the rest of the paragraphs to find the supporting examples (major items). Then read the concluding paragraph. Figure out whether the theme of the general statement continues through the whole selection.
2. As you read the first and last paragraphs, note the general statement and the main idea. See if the main idea reflects the author's opinion. Look for adjectives and adverbs that convey the author's viewpoint. Note how the title reflects the main idea.
3. Read the selection carefully. Find the supporting examples. Look for category nouns that may label these major items. Look for whole/part relationships that identify major items. Look for verbs that may signal these.
4. Look for ordering words like *first*, *second*, *next*, and *finally*. They may introduce supporting examples, or major items. (These can also be called primary details.) Also identify the key details (secondary details) that correspond to major items.
5. Reread the selection. Mentally note or rephrase the general statement. Note the main idea, the author's viewpoint, the major items, and the title.

Use the reading strategies listed on page 82 to read the next passage. Then write the general statement on the line that follows. Look for the category word in the first sentence. Then write four supporting major items on the lines provided.

North Dakota is a bountiful state with diverse natural resources. Large petroleum deposits can be found in western North Dakota in the Williston Basin. Also, one of the largest lignite reserves in the nation sits in western North Dakota. Throughout the state, sand and gravel are mined from the natural rock. Finally, gas is produced from the earth. North Dakota's resources distinguish this unique northern state.

General Statement: _____

Category Word: _____

Major Items: _____

Now try applying this approach to a longer selection. Using your reading strategies, read the selection carefully. On the lines that follow, write the general statement. List the descriptive words in the first paragraph that show the author’s viewpoint. Then list the major items that support the general statement.

Ice cream, with its smooth, sweet taste, is one of America’s favorite desserts. Nothing can compare with a dish of delicious ice cream, particularly on a hot summer day.

The history of ice cream is a long one. It began in the fourth century B.C.E. This was when the Emperor Nero ordered ice combined with fruit. Later, in the thirteenth century, Marco Polo brought back Chinese milk-and-ice concoctions to Europe. Over time, recipes for ices and sherbets were created and served in the French and Italian royal courts. Ice cream was introduced in England during the seventeenth century. It came to America during the eighteenth century.

During the nineteenth century, several innovations brought about the manufacture of ice cream. In 1846, Nancy Johnson of New Jersey invented the first portable hand-cranked ice cream freezer. In 1851, Jacob Fussell, a Baltimore milk dealer, started the first wholesale ice cream business. Salt and ice were used to lower and control the temperature of the ice cream mix. Then the wooden bucket freezer with rotary paddles was invented. This increased production.

The twentieth century added more variety to ice cream. In 1904, at the St. Louis World Fair, Ernest A. Hamwi, a Syrian pastry maker, introduced the pastry cone. Charles E. Minches thought of filling these cones with two scoops of ice cream. Later, many exotic flavors began appearing. New brands of ice cream flooded the supermarkets. Ice cream franchises marketed new concoctions. Today, ice cream continues to be a favorite treat!

General Statement: _____

Descriptors: _____

Major Items: _____

The Main Idea

The main idea in the general/specific pattern is the central idea or theme behind the general statement and its specific examples. The main idea is the author’s view or “take” on the general statement. For example, in Activity 30, the descriptor *delicious* shows the author’s liking for ice cream. Later in the selection, the general statement is made (*the history of ice cream is a long one*). This leads to the main idea—the popularity of ice cream over many centuries.

Sometimes you can find a clear idea of the author’s viewpoint in the first paragraph. At other times, you will need to look further. Note the author’s use of descriptive words. These include adjectives and adverbs, but other word choices can tell you a lot. Does the author explain the general statement? How does the author end the general statement?

Understanding the author’s opinion will help you in several ways. If you can tell the author’s viewpoint, you can weigh it for bias. You can use it to identify the main idea. And you can use it later when you need a title for your outline.

At times, the author tries to maintain a neutral stance. No descriptors give away the author’s viewpoint. In these cases, the general statement simply becomes the main idea.

Read the selection in **Example 5**. Note the author’s viewpoint in the use of descriptors.

Example 5

Crayola™ crayons have won the praise of children throughout the world. The first crayons, a mixture of charcoal and oil, began in Europe. In the early 1900s, an American chemical company, Binney & Smith, developed a wax crayon. It was similar to one they used to mark crates and boxes. Their brand name, Crayola, combined the French word for “chalk,” *craie*, with *ola*, a variation of “oily.”

In 1903, Crayola crayons were introduced to the American public. The original Crayolas were a boxed set of eight colors: black, blue, brown, green, orange, red, violet, and yellow. Between 1949 and 1957, 40 new colors were introduced. These colors included apricot and carnation pink. Between 1972 and 1989, fluorescent colors were added. Currently, there are 120 colors. This wide variety of hues stimulates creativity in children.

Today, Crayolas continue to be popular items. Children love them. Parents love Crayolas, too. The crayons bring back happy memories of their own art projects.

Descriptors: *praise, popular, happy*

Viewpoint: Crayola crayons spark creativity, and they are popular with all ages.

Read the next selection. Look for the main idea. On the lines below the passage, write the general statement, key descriptors, and the main idea.

Many ancient winter holiday traditions arose in the dark, cold Scandinavian countries. These celebrations emphasized warmth and light. One old tradition was the burning of the Yule log. Originally, the Yule log was an entire tree. It was brought into the house with great fanfare. The root end of the tree was placed in the hearth, and the tree was burned throughout the celebration. Today, the Yule log is only referred to in Christmas carols. In some Scandinavian countries, however, a Yule candle is still burned.

Another tradition revolves around the use of candles during the Christmas season. In Sweden, candles are burned on St. Lucia's Day. This tradition dates back to the fourth century. Modern Swedes still launch the Christmas season by celebrating St. Lucia's Day on December 13. According to custom, the eldest daughter wears a wreath of seven lighted candles on her head. She serves coffee and buns to every family member.

General Statement: _____

Descriptors: _____

Main Idea: _____

Titling the Reading: A Guide to the Main Idea

If a reading selection does not have a title, it is helpful to create one. It can help you identify the main idea. It will also help later when you need to give your outline a title. The title should reflect both the general statement and the author's viewpoint. Try to keep it short—no more than five words. **Example 6** describes how Kwanza is celebrated. Descriptive words tell how the author views Kwanza.

Example 6

The week of Kwanza is celebrated between December 26 and January 1. It provides a festive opportunity to celebrate seven traditional African values. These revolve around self-responsibility, self-improvement, family togetherness, community, and commerce. During this enjoyable celebration week, one value is honored on each day. On December 31, the final feast of Kwanza, or Karumu, is held. The Karumu is a meaningful, communal feast. It recognizes community as a traditional African value.

The Kwanza celebration ends with the exchange of gifts. Although this can occur throughout the week of Kwanza, presents are traditionally given on January 1. Gifts exchanged between parents and children are often educational or artistic.

The adjectives *festive*, *enjoyable*, and *meaningful* show the author's opinion about Kwanza. A title such as "The Importance of Kwanza" reflects the author's viewpoint.

Titling Strategies

Sometimes it is easy to think of a title for a reading. At other times, you may need to use a system. If you cannot think of a title, try "building" one by following these steps:

1. Identify the general statement and main idea.
2. Find the descriptive words that illustrate the general statement or main idea.
3. Restate the general statement or main idea. Incorporate key descriptors.
4. If you cannot think of a title that sums up the general statement, use a generic title. The general statement can be covered by a collective noun, such as *Examples of* _____ or *History of* _____.
5. Limit your title to five words.

Read the passage below. Identify the general statement. Look for descriptors that show the author's viewpoint or bias. Then create a title for the selection. On the lines below the reading, write the general statement, key descriptors, and title.

Three modern Christmas traditions are rooted in ancient beliefs and customs. In fact, they date back over a thousand years. The first tradition is the 12 days of Christmas. It relates to the ancient Mesopotamian god Marduk, who was thought to battle with the monsters of chaos each year. To help him, the ancient Mesopotamians held a New Year festival. This was called Zagmuk, and it lasted for 12 days. The second tradition is the use of evergreen in festive decorations. This can be traced to the Druids, who saw the evergreen as a symbol of everlasting life. It can also be traced to the Vikings, who viewed the evergreen as a special plant of their sun god, Balden. Later, the Romans used evergreen trees and candles to decorate their homes during Saturnalia. This was a major Roman festival. In fact, the final tradition—the exchange of gifts—can be linked to Saturnalia. This ancient holiday celebrating the Roman gods was later banned by the church. However, gift-giving has lasted through the centuries as part of the modern Christmas celebration.

General Statement: _____

Descriptors: _____

Title: _____

Recognizing the Major Items

The general/specific pattern in longer selections is usually made up of major items (primary details) and major details (secondary details). Sometimes a major detail contains an additional supporting detail or minor detail. This can be confusing. You need to distinguish between each major item and the major detail that supports it.

The example below presents some tips for dealing with stress. Each tip is a major item. Each item has some supporting details (major details). Your job is to sort out the details so that you can remember the tips. By doing so, you will be identifying the building blocks of the general/specific pattern: the major items.

Example 7

Stress affects our health. Positively, stress can cause new responses and achievements. Negatively, it can create stress symptoms: anger, rejection, distrust, and depression. These feelings can lead to further health problems like upset stomach, rashes, headache, stroke, or heart attack. Keeping a positive attitude while dealing with stress is an important skill.

First, recognize the stressors in your life. Reduce them as much as possible. If you can, eliminate them. Start saying “no” to requests that you will find stressful.

Major Item (Primary Detail): reduce/eliminate stressors

Major Details: recognize stressors; say “no” to stressful requests

Second, if you cannot eliminate stressors in your life, limit your contact time with them. Avoid them. Or reduce your exposure to unavoidable stressors. Try taking a break or leaving the area where you feel the stress.

Major Item (Primary Detail): avoid stressors

Major Details: take break; leave stressful area

Finally, don’t sweat the small stuff, and don’t lose your temper. Before you get angry, put things in perspective. Not every circumstance is as critical or urgent as you think. Try not to react to negatives quickly. Count to 10 or to 100 before you respond verbally. Try deep-breathing techniques to lower your heart rate. Overreacting makes an emotionally-charged situation worse, when it needs defusing. Calm, collected behavior produces better results.

Major Item (Primary Detail): don’t lose your temper

Major Details: put things in perspective; try counting or deep-breathing; don’t overreact; be calm

Unlike shorter readings, longer general/specific passages may be more difficult. Often, you may have to combine major details and rename several details as one major item. Of course, you should still keep track of the major details relating to each item. These will be the supporting details in your outline.

The example below describes tips for skin care. While you read, notice how the tips are made from supporting details. Also note how supporting details can be combined and renamed.

Example 8

Regardless of age, most people would like softer, younger-looking skin. A radiant complexion is a mark of beauty and a measure of health for both men and women. So, sensible skin care is important. Here are some tips on how to make your skin look young and vibrant.

Daily, your skin endures its environment. This means grease, grime, germs, oils, sweat, cosmetics, and pollutants. At one time, many people believed that scrubbing their skin with strong soap and hot water cleaned their skin. Today, more people use special skin cleansers. They irritate the skin less than conventional soaps. They also leave fewer residues. Dermatologists recommend gentleness, especially when washing the face.

Major Item (Primary Detail): cleaning the skin

Major Details: use of skin cleansers; gentleness

As you age, the glands in your skin produce less oil. The result is dry skin. Dryness causes wrinkling. Moisturizers should be used to smooth dry skin. Moisturizers lock water into the skin while drawing water from the skin's lower layers.

Major Item (Primary Detail): moisturizing the skin

Major Details: decrease in skin oils; use of moisturizers

Sun exposure causes most skin damage. This includes roughening, wrinkling, discoloration, broken blood vessels, sallowness, sagging, and skin cancers. Skin should always be protected from the sun. There is no such thing as a healthy tan. Skin damage caused by overexposure to the sun may take 20 years to show, but it is definitely a skin-aging factor.

Major Item (Primary Detail): protecting skin from sun

Major Details: types of skin damage; no healthy tan; skin-aging factor

Word Clues

Ordering words such as *first*, *second*, *next*, *also*, and *finally* can help you recognize major items in the general/specific pattern. Look for whole/part relationships between the general statement and supporting major items. Category nouns like *character*, *citation*, *figure*, *history*, *model*, *pattern*, *sample*, and *tips* rename major items. They provide additional clues. Finally, verbs such as *characterize*, *demonstrate*, *exemplify*, *indicate*, *model*, *portray*, and *show* signal the general/specific pattern.

Read the selection below carefully. Note the word clues that identify each major item.

Example 9

Wouldn't it be wonderful if money really did grow on trees? If you needed it, you could just pick as much money as you wanted. No stress, no worries—but no motivation.

Being wealthy isn't something that just happens. Most Americans are not rich from inheriting wealth or winning the lottery. Rather, most Americans become wealthy because they work hard and practice good money management. Saving money over a lifetime does not sound very exciting. However, savings produce wealth.

How do you save? First, start early. Don't wait to save, because time is important. Losing a chance to save means loss of potential investments and profits. Instead, save consistently. Set aside an amount you have chosen to save every month and save it. Don't be sidetracked. You will always have monthly bills, but still you should save.

Major Item (Primary Detail): save early and consistently

Major Details: time is important in wealth accumulation; save the same amount every month

Word Clue: *first*

Then, do not spend more than you make. Going into debt will keep you from saving. Instead, know how you spend money. Itemize your expenses. Be aware of where your money goes. Keep track of your credit card and credit card expenses. Pay off your creditors as soon as possible.

Major Item (Primary Detail): control spending

Major Details: do not go into debt; itemize your expenses; keep track of how you spend your money; pay off your credit cards

Word Clues: *then*