



INSTITUTE OF
**READING
DEVELOPMENT**

Nonfiction and Study Skills

Table of Contents

Lesson 1:

Active Reading in Nonfiction	1
Why Do We Dream?	2

Lesson 2:

A Day in the Kitchen: Then and Now	4
Planning Your Time	6

Lesson 3:

The Truth About Pet Cloning	7
Getting Your Work Done	8

Lesson 4:

Active Reading in Textbooks	9
Textbook Section: Artifacts from the Past	10

Lesson 5:

Taking Notes in Textbooks	13
Taking Tests	15

Study Skills & Strategies	16
Reading Speed Grids & Tracker	20

Active Reading in Nonfiction

- **Before you read:** Preview the passage:
 - Read the title and intro paragraph.
 - Figure out how the information is organized.
 - Ask yourself: What am I going to learn about?
- **While you read:** Track main ideas and supporting details.
- **After you read:** Think about what you learned.

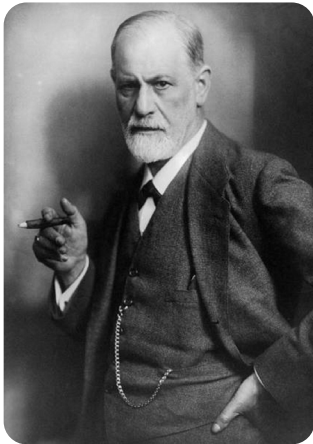
Why Do We Dream?

Have you ever fallen from a 100-story building? Gone soaring through the air like a bird? Chances are, you have – in your dreams! We all have dreams, and people throughout history have had questions about their dreams. What do they mean? Why do we dream at all? Nobody knows for sure, but there are many theories that try to answer those questions.



What Our Dreams Mean

People in the past believed that dreams were messages from the gods. They thought the gods sent good dreams to inspire us or tell us about the future. Ancient Greeks even prayed to Morpheus, the god of dreams, to send advice or comfort. And Ancient Egyptians slept in special “dream beds.” They hoped the beds would help them get useful messages in their sleep. People also believed that nightmares came from evil spirits trying to lead you astray.



In the early 20th century, the psychologist Sigmund Freud changed the way we think about dreams. He believed that dreams come from our own minds. According to Freud, we have thoughts and desires we aren’t aware of. We don’t express them when we are awake, but they appear as symbols in our dreams. Freud claimed that we can learn about ourselves by interpreting these symbols. For example, a dream about a king and queen might really be about your parents!

Many modern psychologists disagree with Freud. They think dreams help us deal with difficult feelings we are aware of, like our fears. The part of our brain that handles emotion is very active when we sleep. For that reason, we often dream about things that make us worried or afraid. For instance, you might have a nightmare before a big test about not being able to answer a single question. Modern psychologists think these dreams allow us to work through our worries in a safe place.

Other psychologists think our dreams don't mean very much at all. They believe dreams are just our brains trying to make sense of extra electrical activity that happens when we sleep. Even though it may seem like your brain is quiet when you're sleeping, it's very active. During a stage called REM sleep, your eyes move quickly back and forth under your eyelids. The electrical signals created by this movement are meaningless. But your brain makes up random stories to explain them anyway.

How Dreaming Helps Our Brains Function

Some researchers have turned to neuroscience, or the science of the brain, to explain dreaming. The Mental Housekeeping Theory suggests that dreams help your brain form memories. Your brain takes in a lot of information every day. During sleep, it uses dreams to sift through all this information. Your brain stores important things in long-term memory. Less important stuff gets "thrown away," and you forget it.



Another theory from neuroscience is the Problem-Solving Theory. It suggests that dreams can help us figure out solutions to complex problems. While we're dreaming, our brains are able to deal with problems more creatively than when we're awake. For example, the inventor Elias Howe dreamed of being chased by men with strange spears. These spears turned out to have the perfect shape for needles in his new invention, the sewing machine. More recently, people in one study were given a math problem to think about before going to bed. Almost half of them dreamed the right answer!

There are many different theories to explain why we dream. We may never know which of them are correct. Maybe one day, with enough research, we'll know exactly why we dream about showing up to school with a surfboard instead of a backpack. Until then, sit back, enjoy the ride, and sweet dreams!

A Day in the Kitchen: Then and Now

Imagine going back in time to a kitchen in the 1500s. There would be no sink with running water, no fridge, and no stove. Instead, you'd see a big table, a fireplace, and some food. Spending a day there would feel very different from what you're used to.



A 16th Century Kitchen in Germany

One of the biggest differences is that there was no electricity back then. That means no blenders, toasters, or microwaves to make cooking easier. If people wanted to warm up food, they had to build a fire. Since there were no refrigerators, food didn't stay fresh for very long. To keep it from going bad, people dried, smoked, or pickled it. No fridge also meant no ice cream!

Keeping your kitchen clean was also harder in the 1500s. Today, we have hot, clean water and strong soap to wash away germs. Back then, people didn't even know germs existed! They cleaned until their kitchens "looked" tidy. But tiny, invisible germs stayed behind. These often made people sick with food poisoning.



Pineapple upside-down cake

In the 1500s, people only cooked with foods that grew nearby. They didn't have easy access to foods from faraway places like we do today. For example, Europeans baked cakes with wheat flour. South Americans grew pineapples. But neither group could make a pineapple upside-down cake. Today we can find ingredients from all around the globe, so making this dessert is easy.

Comparison

Kitchens Today	Kitchens 500 Years Ago

Text Structures

A **text structure** is how an author organizes information. For example:

- Description
- Comparison
- Sequence

Planning Your Time

It's 2:00pm on Sunday. At 4:00pm, Cora's family is going to her grandparents' house to celebrate her grandfather's birthday. They won't be back until late tonight. This means Cora has two hours to do homework and anything else she wants to get done today. Below is a list of everything Cora is thinking about doing this afternoon. She won't have time for all of it, so she'll have to save some of it for later.

Step 1: Help Cora prioritize her list:

- Write a 1 next to items that need to be done today.
- Write a 2 next to items that are important but could be done another day.
- Write a 3 next to items that are the least important.

Do math assignment – it's due on Monday

Study for science test – the test is on Friday

Finish art project – it's due on Tuesday

Go for a bike ride in the park

Clean her room – Cora has to do this by Wednesday or she won't get her allowance

Make a birthday card for her grandfather

Step 2: Now make a schedule for Cora's afternoon. Write one item from the list in each time slot.

2:00 – 2:30: _____

2:30 – 3:00 _____

3:00 – 3:30 _____

3:30 – 4:00 _____

The Truth About Pet Cloning

In 2018, the singer Barbara Streisand shared some surprising news. She had cloned her dog Samantha, who died the year before. Since then, thousands of people have looked into cloning their pets too. But is cloning the best way to deal with losing an animal? The truth is, cloning has too many downsides.

First, cloning a pet costs a lot of money. You could spend up to \$40,000 to clone a cat and \$50,000 for a dog. That's more than most people have saved! A pet owner who is sad about losing their best friend might spend everything and end up broke. But even if someone could afford it, the money could be used more wisely. Instead of cloning just one pet, you could care for hundreds of homeless animals.



A dog awaiting adoption at an animal shelter



Dolly, the first mammal cloned from an adult cell, lived her entire life at the Roslin Institute.

Pet cloning also causes animals to suffer. It's not something that just happens in a test tube. The process involves real animals. Scientists take eggs from donor animals. They put cloned embryos inside surrogate mothers. This means lots of painful, dangerous surgeries. Animals used for cloning spend their lives in a lab instead of in loving homes.

Finally, cloning doesn't really bring your pet back. A clone has the same DNA, but it doesn't have the same memories or personality. It won't remember playing with you or cuddling on the couch. It might not even look the same! Even with the same DNA, these pets can still end up looking different. In the end, a cloned pet is a new pet, not the one you loved and lost.

Getting Your Work Done

Scenario 1:

Haley's social studies teacher announced that he was giving a pop quiz on the reading for today's class. Haley had completely forgotten about the reading assignment when she was doing homework the night before. She was going to have to guess her way through the pop quiz.

Scenario 2:

Jason worked really hard on a presentation for science class all weekend, but when he got to school on Monday he couldn't find the notes he had made. He went through everything in his backpack. He found lots of old papers and assignments, but only one page of his presentation. He must have left the rest at home.

Scenario 3:

Travis had a book report due on Friday. He didn't work on it on Monday or Tuesday since he still had plenty of time. On Wednesday, he sat down at his desk but wasn't sure where to start. He got a snack and then scrolled through his phone for a while. By then it was late, and he felt too tired to do such a big project. On Thursday, he knew he couldn't put it off anymore. He was stressed about it all day and had to stay up really late to get it done.

Active Reading in Textbooks

- **Before you read:** Preview the section:
 - Read the section overview & intro paragraph.
 - Figure out how the section is organized.
 - Ask yourself: What am I going to learn about?
- **While you read:** Track main ideas & supporting details.
- **After you read:** Review what you've read.

I. THE MIDDLE PALEOLITHIC

Human Communities and
Nomadic Life
Early Technology

II. THE UPPER PALEOLITHIC:
THE HUMAN REVOLUTION

Culture
Language
Music
Dance
Collective Learning
Social Order

III. PALEO-RELIGION

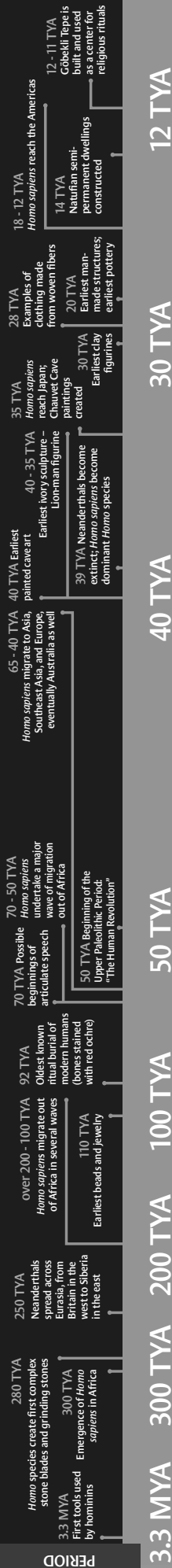
Animism
Cosmological Symbols
Shamans and Shamanism
Social Leadership
Burial Practices

IV. ARTIFACTS FROM THE PAST

Cave Paintings
Ancient Tools and Weapons
Göbekli Tepe

V. CHAPTER REVIEW

The Paleolithic Period:

The Origin of Culture
12,000 to 300,000 Years AgoTIMELINE OF
THE PALEOLITHIC
PERIOD

3.3 MYA 300 TYA 200 TYA 100 TYA 50 TYA 40 TYA 30 TYA 12 TYA

WORLD

Lower
Paleolithic
Period

Middle Paleolithic Period

Upper Paleolithic Period

Artifacts from the Past

VOCABULARY

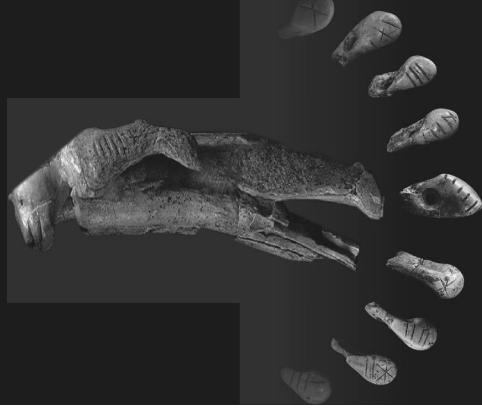
- artifact
- animism
- flint
- hafting

PLACES

- Chauvet
- Lascaux
- Göbekli Tepe

KEY IDEA

Artifacts like paintings, sculptures and tools help us understand what Paleolithic humans believed and how they lived.



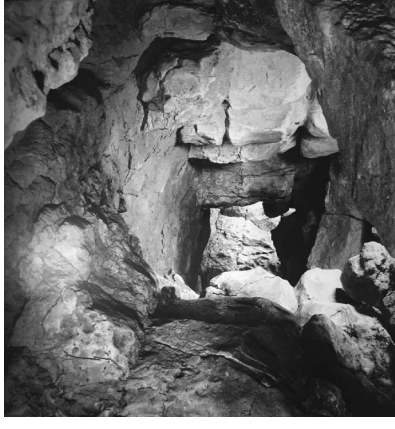
Paleolithic axes and picks

The people who lived during the Paleolithic period didn't have a system of writing. They didn't leave written records that we can read and understand. So how can we learn about them and what their lives were like?

Archeologists study **artifacts** to learn about people from the distant past. An artifact is an object made by humans. Tools, buildings, sculptures, and paintings are all artifacts. We can learn a lot about how people lived by looking at what they left behind.

CAVE PAINTINGS

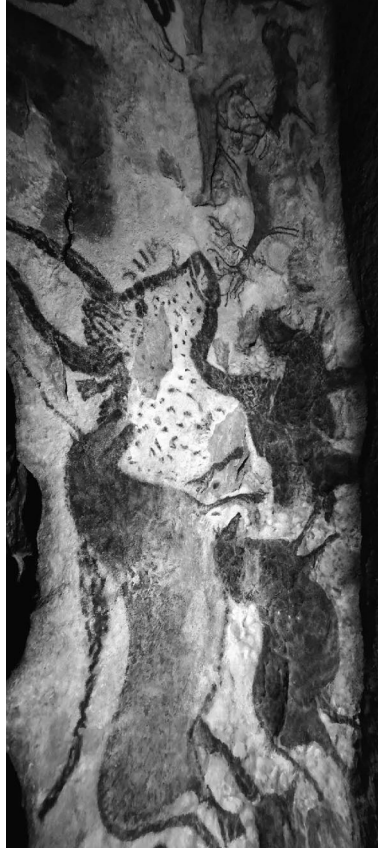
In 1868, a hunter made an amazing discovery: deep inside a cave in northern Spain, he found a wall filled with paintings of animals. Archeologists determined that they were created during the upper Paleolithic period, tens of thousands of years ago. Since then, cave art sites have been found in other parts of Europe as well as in India, Southeast Asia, and Australia. Scientists study them to learn about the people who lived during the Paleolithic period. Cave paintings offer us clues about what our ancestors believed and experienced.



Cave of Altamira on the coast of northern Spain

The Mysteries of the Caves Caves are dark and mysterious environments. The deepest chambers are hundreds of feet from daylight and fresh air. It was in these deep, dark, uninhabitable chambers where most cave art was made by Paleo-artists.

Why would Paleolithic people choose to paint in places that are unlit and so hard to get to? Caves may have been sacred places to them. They may have seen caves as part of the spirit world. Caves separated the daylight world of hunting and surviving from the mysterious "inner" world of human spiritual experience.



Paleolithic art, Lascaux, France

Credit: Claude Valette via Wikimedia Commons. Creative Commons Attribution-Share Alike 4.0 International license.



Hand prints from the Chauvet Cave

Chauvet & Lascaux The oldest cave art site in Europe is the **Chauvet** [show-VAY] Cave in France, where paintings have been dated to around 32,000 years ago. Chauvet contains some of the most dramatic scenes of Paleolithic art in the world. Large panels depict fourteen different species of animals, with bison, horses, and lions stalking across the walls. As with a lot of cave art, there is not one complete human figure, but we do see the red hand prints of the Paleolithic artist.



Lions of Chauvet Cave, France



The "birdman" cave painting, Lascaux, France

Interpreting the Cave Paintings Why did people paint animals? What beliefs do these images represent? To answer these questions, archeologists must try to interpret the cave paintings.

One interpretation is that cave art was an expression of **animism**, the spiritual belief that everything in nature possesses a soul. Paleolithic people may have made cave paintings to honor the spirits of the animals that they hunted. They may have seen hunting animals as a form of sacrifice. An animal offered itself as a sacrifice so that humans could live. What better way of expressing gratitude to a dead animal than to keep its spirit alive in a painting?

Another idea is that painting an animal was considered a way of casting a spell on it. Perhaps cave painting was a form of magic that gave hunters control and power over the animals they hunted. Some experts believe that the dream-like quality of the paintings reflects their magical purpose.

Artist's rendering of a Paleolithic ceremony



Taking Notes in Textbooks

- Write and underline each heading.
- Write down the main idea & supporting details for each paragraph.
- Keep your notes short and easy to read.

Artifacts from the Past

- People in Paleolithic Period Had no writing system.
 - No records to show us about their lives.
- Archeologists study artifacts to learn about people from the past
 - Artifact = object made by humans
 - Ex: tools, buildings, sculptures, paintings

Cave Paintings

- Spain, 1868: Hunter discovered cave paintings from upper Paleo. period
 - Other cave art found in Eur., India, SE Asia, Austral.
 - Paintings give clues about Paleo. beliefs, experience

Mysteries of the Caves

- Caves dark, mysterious, uninhabitable environments
 - Most art by Paleo-artists is in these caves
- People may have made art in caves b/c they were Sacred Spaces
 - May have seen caves as part of spirit world

What's wrong with these notes?

Sample 1:

Artifacts from the past

- No Writing in P.P.
- Arch study Art. to learn more
 - Tools, buildings, Sculptures, paintings

Cave Paintings

- 1868: Hunter disc CP in Sp.
- Also eur, Ind, Asia, Aust
- Give Clues

Mysteries of the Caves

- Caves dark, myst
- Most Cave art there
- Caves = Sacred
- Spirit world

Sample 2:

Artifacts from the Past

- The people who lived in the Paleolithic Period had no writing system. They didn't leave records to show us about their lives.
- Archeologists study Artifacts to learn about people from the past
- An Artifact is an object made by humans. Tools, buildings, Sculptures, and paintings are all artifacts.

Cave Paintings

- In 1868, a hunter discovered a wall filled with paintings of animals inside a cave in Northern Spain. They were created during the upper Paleolithic Period.
- Since then, Cave art has been found in other parts of Europe, as well as India, Southeast Asia, and Australia.
- Scientists study them to learn about people who lived during the Paleolithic period. The paintings give clues about our Ancestors' beliefs and experiences.

Mysteries of the Caves

- Caves are dark and mysterious. The deepest chambers are hundreds of feet from light and fresh air.
- Most art made by Paleo-artists is in these deep, dark, uninhabited caves.
- Paleolithic people may have made art in caves because they saw the caves as sacred spaces and part of the spirit world.

Taking Tests

Here's what happened to two students on test day:

Student 1:

Jake had stayed up late studying but was still feeling really worried about the test. He dove right into the first section, which was multiple choice. Two of the questions were really hard, and he spent several minutes on each one. He had thirty minutes left when he started the next section, so he took his time answering all five short answer questions. He felt pretty good about that part. Then he saw there was an essay at the end, and he only had seven minutes left. He had to rush through it and only managed to get one paragraph written down before time was up.

Student 2:

Jasmine felt a little nervous but knew she was prepared. First, she looked through the whole test. Section 1 had twelve multiple choice questions. Section 2 had five short answer questions, but the instructions said you only had to answer three. Section 3 was an essay. In Section 1, two questions stumped her, so she skipped them and kept moving. In Section 2, she read the questions and answered the three she felt most confident about. Then she did the essay. Since there were five minutes left, she went back to Section 1 and made her best guess on the questions she had skipped. Then she looked over the rest of the test and fixed a couple mistakes she found.

Study Skills & Strategies

Planning Your Time

1. Make a to-do list.

- Include everything you need to do – schoolwork, afterschool activities, chores, time with friends and family, etc.

2. Prioritize your list. Ask yourself:

- Which items do I absolutely need to do?
- Which items are important but can be done another time?
- Which items are the least important?

3. Make a schedule.

- Write down when you will do each task on your list.
- Make sure you schedule the most important tasks first.

Getting Your Work Done

Make sure you know what you need to do.

- Pay attention when teachers give you assignments.
- Write down all the details.
- Keep track of your assignments in one place.

Keep your stuff organized.

- Try using different folders or a notebook with sections for each class.
- Figure out what works best for you.

Avoid distractions.

- Study in a place where you can focus.
- Put your phone away!

Don't procrastinate.

- Start with a small task. Don't try tackling everything at once.
- Use a timer to give yourself short breaks.
- Reward yourself when you get a task done.

My Assignments

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Organization Checklist

Use this checklist when you need to get your school materials organized.

Make sure you have:

- ☐ A separate notebook for each class or a binder with separate sections for each class
Some students prefer a separate notebook for each subject. Others like to have one big binder, where you can easily add or remove papers. Figure out what works best for you and for each of your classes.
- ☐ Lined paper in each class's notebook or binder section
- ☐ A separate place to keep handouts for each class
This can be a folder, or a pocket inside the notebook or binder section for each class.
- ☐ A place in each folder, notebook or binder section to keep homework that's ready to turn in
- ☐ A place in each folder, notebook or binder section to keep homework and tests that have been returned to you
- ☐ A place to write down all your assignments
You can use a planner or make a spot in the front of your binder or notebook.

Studying for Tests

Do	Don't
Find out as much as you can about the test.	Don't leave class without knowing what the test will cover and what kinds of questions will be on it.
Make a plan – write down when you'll study and what you'll do during each session.	Don't assume you'll just find the time at some point.
Study a little bit each day.	Don't cram the night before the test.
Study actively.	Don't just reread.
Ask for help when you need it.	Don't ignore the things you don't understand.

Active Study Strategies

- Ask yourself questions or do tellbacks using your notes or study guide.
- Make flash cards or a list of everything you need to know. Then quiz yourself.
- Use section and chapter reviews in textbooks.
- Think of questions that might be on the test and answer them.

Taking Tests

- Go in with a positive, active mindset.
- Look over the whole test before you start.
- Listen to and read directions carefully.
- Answer easy questions first. Come back to hard ones later.
- Review the test before turning it in.

Reading Speed Grids

Schooled: 9.5 words per line

# of lines	Reading Speed	# of lines	Reading Speed	# of lines	Reading Speed	# of lines	Reading Speed	# of lines	Reading Speed
1	9.5	13	124	25	238	37	352	49	466
2	19	14	133	26	247	38	361	50	475
3	29	15	143	27	257	39	371	51	485
4	38	16	152	28	266	40	380	52	494
5	48	17	162	29	276	41	390	53	504
6	57	18	171	30	285	42	399	54	513
7	67	19	181	31	295	43	409	55	523
8	76	20	190	32	304	44	418	56	532
9	86	21	200	33	314	45	428	57	542
10	95	22	209	34	323	46	437	58	551
11	105	23	219	35	333	47	447	59	561
12	114	24	228	36	342	48	456	60	570

Talking to Alaska: 10 words per line

# of lines	Reading Speed	# of lines	Reading Speed	# of lines	Reading Speed	# of lines	Reading Speed	# of lines	Reading Speed
1	10	13	130	25	250	37	370	49	490
2	20	14	140	26	260	38	380	50	500
3	30	15	150	27	270	39	390	51	510
4	40	16	160	28	280	40	400	52	520
5	50	17	170	29	290	41	410	53	530
6	60	18	180	30	300	42	420	54	540
7	70	19	190	31	310	43	430	55	550
8	80	20	200	32	320	44	440	56	560
9	90	21	210	33	330	45	450	57	570
10	100	22	220	34	340	46	460	58	580
11	110	23	230	35	350	47	470	59	590
12	120	24	240	36	360	48	480	60	600

Conducting a Timing in Your Own Book

1. First figure out how many words per line your book has. Choose a full line of text (not a short or indented line). Count all the letters, punctuation marks, and spaces in that line, divide by 6, and round to the nearest whole number. That is the average words per line for your book.
2. In your book, mark where you'll begin reading and read for exactly one minute.
3. Count the number of lines you read during the minute. Multiply the number of lines by the number of words per line from Step 1. This is your reading speed. For example, if you read 16 lines in a book that has 11 words per line, your reading speed would be 16×11 , or 176 words per minute.

Reading Speed Tracker

