



Pearson



Illustration by Ben Wiseman

**Strategic Reader**  
**Instructor Quick Start Guide**

## Welcome!

Based on a proven short course at Harvard University, **Strategic Reader** prepares students for the volume and rigor of college reading assignments. Abigail Lipson and Sheila Reindl, directors of Harvard's Bureau of Study Counsel and creators of Strategic Reader, are licensed psychologists interested in how people learn.

### What does it do?

Strategic Reader helps students:

- develop efficient and effective reading comprehension strategies
- expand their repertoire of active reading strategies
- develop **metacognitive capacities** necessary for advanced learning
- build their sense of **confidence and agency** as learners and thinkers

### Who does it help?

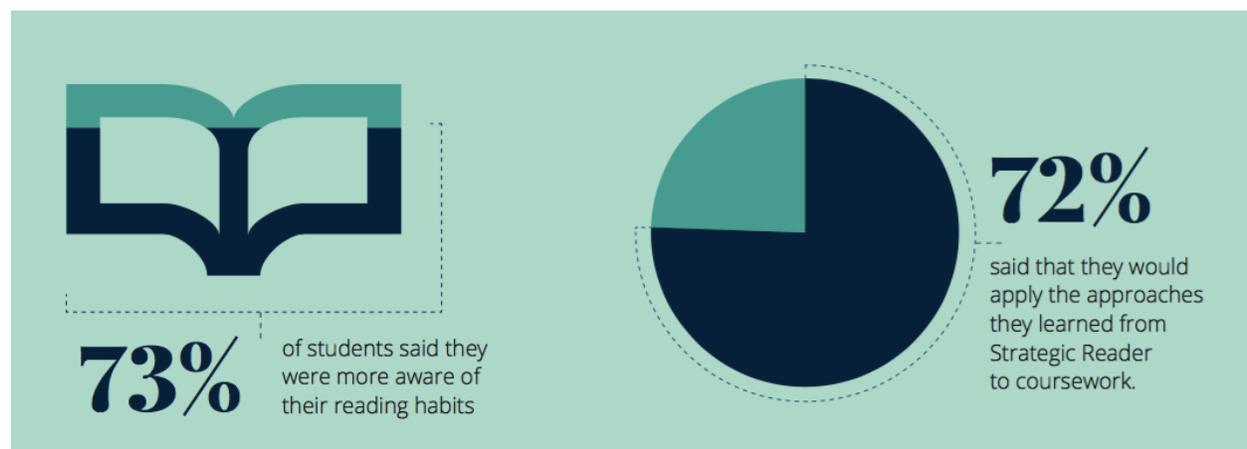
Strategic Reader is perfect for:

- **college-ready readers** — from college freshmen to graduate students
- students in **study skills or gateway courses across the disciplines**
- anyone looking for **greater competence and confidence in their reading**

### What are students saying?

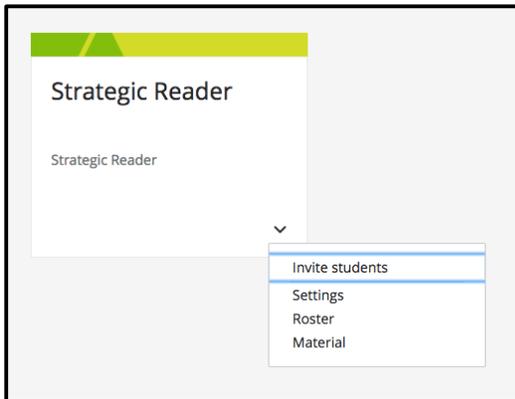
Of the students who completed the pilot:

- 73 percent reported that they were **more aware** of their reading habits
- more than 72 percent said they would **apply** the reading approaches learned from Strategic Reader **to their other coursework**

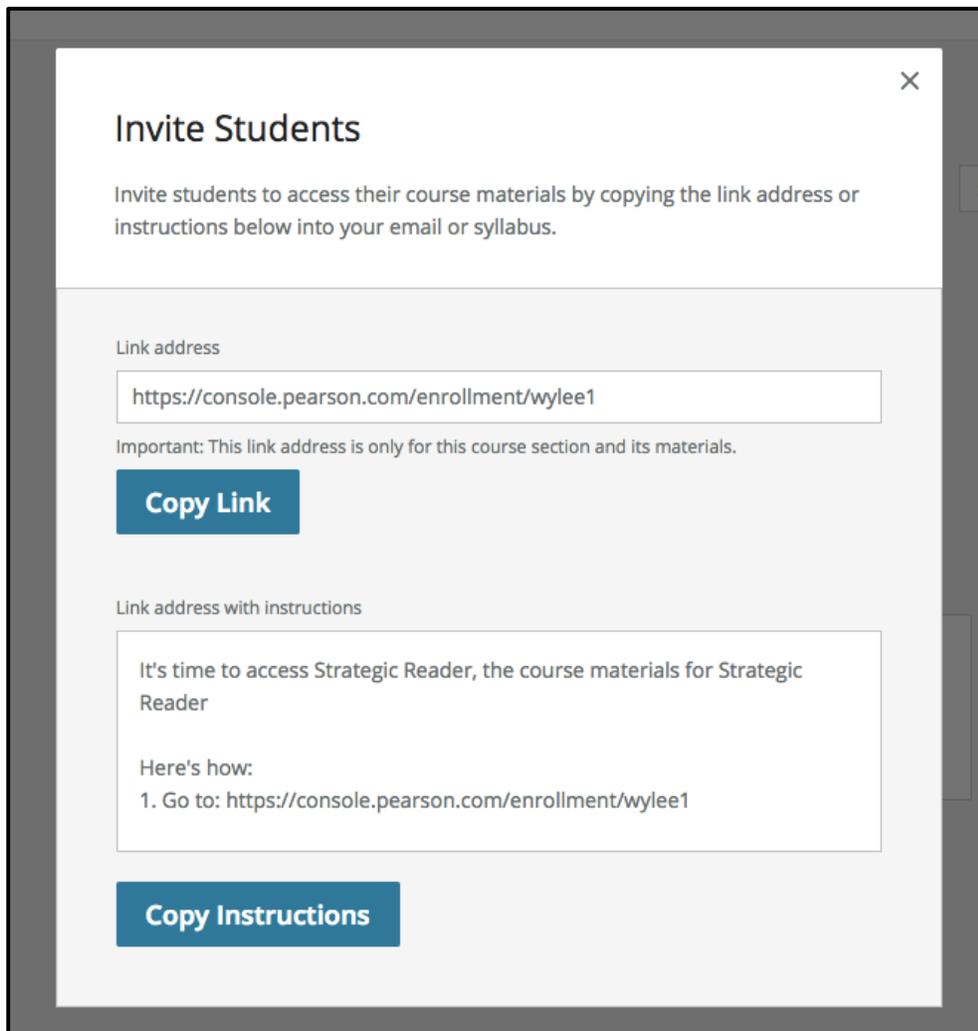


## Getting Your Students Registered

When you log into your course, you'll see something like this:



When you click the "Invite Students" tab, you will see a pop up screen that has the link for you to copy & share with students. It also contains student instructions.

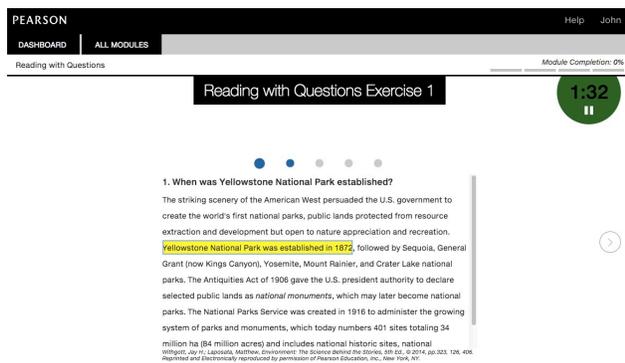


## Learning about Product Features

Strategic Reader uses cutting-edge multimedia and interactive exercises to help students improve their focus, reading comprehension, memory, and confidence — so they can study more efficiently and effectively.

### Interactive reading lessons

Help your students to **develop a repertoire of active reading strategies** essential to their success in college courses.

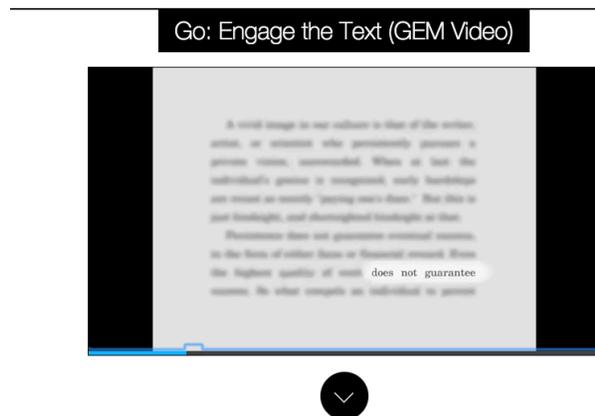


Students will:

- generate questions with which to read
- discern the structure of a text
- create a summary in their own words

### Guided Eye-Movement™ Videos

Embolden students to **break the deeply ingrained habit of word-by-word reading** at the rate of speech.



Students will:

- experience the limits of word-by-word reading
- get a feel for efficient eye movements
- experiment with active reading strategies for focus and attention

## Practice texts

Encourage students to **experiment with new reading comprehension strategies.**

**Go: Engage the Text (Self-Guided Reading)**

**0:10**

**Fearless Teachers**  
by Sara Lawrence-Lightfoot

One of the most striking qualities of good schools is their teachers' constant, unwavering attitudes towards the students. Adolescence is a time of great vulnerability and turbulence; high school students need secure and mature attention from adults, a firm regard that offers consistent support, realism, and certainty. When a school collects mostly good teachers and then treats them like chosen people, promoting their autonomy and authority, these teachers are then better able to have mature, giving, unambiguous relationships with their adolescent charges.

The first impression one gets in a good high school is that teachers are not afraid of their students. Ordinary adults often seem frightened by adolescents, fearing both their power and their vulnerability. They are

- As you read, try to be aware of how your eyes and your mind are working.
- Notice when you are more engaged and when you are less engaged.
- As soon as you are finished reading, STOP the timer; your WPM rate will be displayed.
- Continue to the Comprehension Check.

Students will:

- practice strategies by reading texts in the GEM™ video format and in a self-guided format
- learn to approach a text strategically and mindfully, with a sense of purpose
- write summaries and answer multiple-choice questions to gauge their reading comprehension

## Opportunities for reflection

Invite students to **cultivate metacognitive awareness** of their reading experiences.

Reading with Questions Exercise ↑

What did you notice?

When I read for a while, I noticed...

active reading strategies

Students will:

- reconsider their assumptions and beliefs about reading
- pause to reflect on their experiments with new reading comprehension strategies
- consider responses to commonly asked questions about

## Transfer and troubleshooting

Coach students to transfer new reading approaches and strategies to their own work.

The screenshot shows a Pearson 'Take Stock' assessment interface. At the top, there is a navigation bar with 'PEARSON', 'DASHBOARD', 'ALL MODULES', 'Help', and 'John'. Below the navigation bar, the page title is 'Reading with Questions' and 'Module Completion: 75%'. The main content area is titled 'Take Stock' and contains two questions. The first question is: 'What is one thing that you can imagine yourself doing the next time you read to approach your own reading with a questioning mindset?' with a word limit of '200 word maximum, 20 character minimum' and a '(Required)' label. The second question is: 'What might get in the way of you actually doing that? How might you overcome this obstacle?' with the same word limit and '(Required)' label. A 'DONE' button is located at the bottom of the form.

Students will:

- identify obstacles or challenges
- generate solutions or plans
- cultivate a mindset of ongoing exploration and engagement

## Progress Dashboard

Work with your students to **monitor their development** as strategic readers.

The screenshot shows a Pearson 'Student Progress' dashboard. At the top, there is a navigation bar with 'PEARSON', 'DASHBOARD', 'ALL MODULES', 'Help', and 'John'. Below the navigation bar, the page title is 'Student Progress'. The dashboard displays a list of students with their progress information. The first student is 'Bravo, Ruth' and the second is 'Paone, Alex'. For each student, there is a progress bar showing 0% completion, a 'Modules Completed' section showing '0 out of 12', and a 'Course Completion Rate' section showing '0%'. There is also an 'Extend Activity Time' section with a '1x' dropdown menu. At the bottom of the dashboard, there are navigation arrows for '< Previous' and 'Next >'.

Student Name	Progress	Modules Completed	Course Completion Rate
Bravo, Ruth	0%	0 out of 12	0%
Paone, Alex	0%	0 out of 12	0%

You will track your students':

- module completion
- mastery of learning objectives
- efforts to transfer strategies to their own work