

TERG 2605 - Reading Foundational Skills Across Content Areas Pre-K – 12

Fall 2026 Syllabus, Section 01, CRN 42084,

Credit hours: 3

Instructor

Dr. Kristen Italiano

Professional Qualifications:

Dr. Kristen Italiano is an accomplished educator with extensive experience in teacher preparation, literacy education, and educational leadership. She earned a Bachelor's Degree in Early Childhood Education, followed by a Master's Degree in Education. She also holds an Ohio Principal License (PreK–12), and a Doctorate in Educational Leadership demonstrating her qualifications as an instructional leader across all grade levels.

Email: klitaliano01@ysu.edu

Office: BCOE 2208

Office Phone: 330-941-3472

Preferred Contact Method: klitaliano01@ysu.edu

Public Instructor Information

Instructor Title: Dr. Kristen Italiano

Dept. of Teacher Education and Leadership Studies

Instructor Office Location: BCOE 2208

Instructor Office Phone: 330- 941- 3472

Course Description

2605. Reading Foundational Skills Across Content Areas Pre-K – 12. A study of the development of Ohio Academic Content Area Standards, comprehension skills, work attack skills, pre-reading strategies, study skills, and writing development as they relate to reading in the content area. The role of oral language and content literature in the early, middle, secondary, multi-age, and special education content area classroom is included. Foundational skills aligned to the scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development are provided. Topics in the course include understanding foundational literacy skills, strategies for building rich background knowledge, relating lessons to research and best practices, and identifying how to address individualized literacy needs across content areas. 20 field hours required. Prereq.: Education major. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	required texts:		

Text/Resources:

Required:

Core Literacy Library (2018). Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3rd Edition. Berkeley, CA: Arena Press. (foundational skills)

Kane, S. (2019). Literacy & learning in the content area, 4th ed. Holcolm- Hathaway, Pub. (content area reading strategies)

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Please note * THE PROFESSOR RESERVES THE RIGHT TO CHANGE THE COURSE CALENDAR AS NEEDED Dates are tentative and will be adjusted as material is covered. Please see BB announcements and in-class discussions related to changes in due dates, topics, content, and assignment expectations.

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/25	READ CORE Teaching Reading Sourcebook: Page 1-18	Introduction to course Syllabus & assignments Interactive read-alouds/ meaningful questioning Discuss Fieldwork component / LOGS/ tutoring lessons Quote that represents your philosophy of reading Model interactive read aloud	assigned reading, educational quote
9/1	read ch 1 in Literacy and Learning text, interactive read aloud article	OSTP Learning Standards 1-7 Common Core State Standards (CCSS) / Ohio Learning Standards Discuss critical task and SLL/ Cross-Content Lesson Plan/ Curriculum map Interview forms OSTP LINK Scarborough's rope Science of reading CRC walkthrough INTRO PD FOR PROJECT PASS Complete the study guide for chapter 1. /review logs-practice writing a log	review fieldwork expectations, forms, logs, etc.
9/8	Read Kane: Chapter 1: Reading, Literacy, and Teaching in the Content Areas READ CORE Teaching Reading Sourcebook: Page 436-45	Interactive read-alouds Chapter 1 ppt. Discuss critical task and SLL Read Kane: Chapter 2: Affective and Social Aspects of Content Area Learning and Literacy Interest and Motivation for Reading Complete the study guide SCIENCE OF READING QUIZ reading rope summary	Study for SoR quiz
9/15	Read: Kane: Chapter 2: Affective and Social Aspects of Content Area Learning and Literacy Interest and Motivation for Reading	Affective/ social, motivational components of reading, The Role of Texts in Content Area Learning; Trade books and Primary sources Using Textbooks Creatively /complete the study guide	study guide, interactive read alouds
9/22	Read: Kane: Chapter 3: The Role of Texts in Content Area Learning; Trade books and Primary sources Using Textbooks Creatively Using Multiple Genres to Study a Topic Read Kane: Chapter 4: The Role of Knowledge in Comprehension/Complete the study guide Read Dyslexia information, The Dyslexia standards Prior Knowledge Instructional Techniques	Using Textbooks Creatively Using Multiple Genres to Study a Topic	study guides, show and share, review fieldwork
9/29	Review ch 4 dyslexia- videos, discussion, simulations Dyslexia Quiz / Complete on Blackboard Read Kane: Chapter 5: Metacognition and Critical Thinking/ Complete the study guide READ CORE Teaching Reading Sourcebook: Page 609-632 Helping Students Think and Read Critically Strategies of Critical Thinking	The Role of Knowledge in Comprehension/ Complete the study guide Read Dyslexia information, The Dyslexia standards Prior Knowledge Instructional Techniques	



10/6	READ CORE Teaching Reading Sourcebook: Page 682-710 Kane: Chapter 4: The Role of Knowledge in Comprehension Dyslexia Discussion Kane: Chapter 5: Metacognition and Critical Thinking	Discussion of TEXT SET/ Concept map requirements Begin work on the TEXT SET/ concept map REVIEW CCSS/ Ohio Learning standards READ CORE Teaching Reading Sourcebook: Page 682-710 Study guide due Kane: Chapter 5: Metacognition and Critical Thinking Discussion of Concept Map requirements	study guide, CCSS, midterm review
10/13	Kane: Chapter 5: Metacognition and Critical Thinking Discussion of Concept Map requirements Tentative Midterm		
10/20	READ CORE Teaching Reading Sourcebook: Page 710-742 Review continue work on the concept map Read Kane: Chapter 6: Vocabulary Development and Language Study/Complete the study guide READ CORE Teaching Reading Source Book: Page 407-419 Lesson plan format- review template Vocabulary strategies and activities	vocabulary strategies language development, lesson plan template review	study guide, lesson plan template review,
10/27	Lesson plan format- review template Study guide due Kane: Chapter 6: Vocabulary Development and Language Study/ Complete the study guide Lesson plan format- review template Read Kane: Chapter 7: Writing in the Content Areas Lesson plan format- review template READ CORE Teaching Reading SourceBook: page 420-446 Complete the study guide		study guide
11/3	REVIEW Ch. 6 and 7, continued	potential show and share day	
11/10	Kane: Chapter 7: Writing in the Content Areas Review lesson plan Begin working on cross content unit lesson plan Read Kane: Chapter 8: Speaking and Listening: Vital Components of Literacy READ CORE Teaching Reading Sourcebook: 695-719 Complete the study guide review lesson plan, critique student writing		
11/24	The writing process Kane: Chapter 8: Speaking and Listening: Vital Components of Literacy Formative/ summative assessments 5 Fieldwork LOGS due SET 3 Read Kane: Chapter 9: Multi-literacies: Visual, Media, and Digital, Continue with Ch 9/10	mutli-literacy: visual/media/digital, multimodal approaches to teaching reading	study guide
12/1	Read Kane: Chapter 9: Multi-literacies: Visual, Media, and Digital Complete the study guide Post to the Discussion Board on Blackboard using the thread provided. Continue with Ch 9/10 Kane: Chapter 9: Multi-literacies: Visual, Media, and Digital Formative and summative assessments Read Chapter 10: Assessment of Content Area Literacy Complete the study guide Chapter 10: Assessment of Content Area Literacy READ CORE Teaching Reading Sourcebook: Page 1-18		study guide prepare for final exam



12/8	Chapter 11 Personal philosophy of education Embedded literacy in all aspects of teaching	review of personal philosophy of education as it relates to reading across content areas, effective instructional practices in teaching reading	final exam
------	--	---	------------

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.