



RDG 360.01W, Assessment and Instruction of Foundational Literacy Skills

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Bonnie Pearce
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Office Hours: 1-3 pm
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Preferred Form of Communication: email
Communication Response Time: 24 hours

COURSE INFORMATION

Course Materials: Open Educational Resources (OER)

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. These resources can also be located by looking at the content list in D2L and then finding the course reading list. Students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments in this class.

On-Line Resources:

- TEKS for Language Arts and Reading available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- English Language Arts and Reading Information from the Texas Education Agency available on-line at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720
- Science of Teaching Reading Standards: <https://tea.texas.gov/sites/default/files/ch235e.pdf>
- English Language Proficiency Standards available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>
- Dyslexia Handbook http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

The syllabus/schedule are subject to change.

- All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

Course Description

This course examines the English phonological system and the foundational literacy skills that support reading and writing development. Candidates learn to assess, analyze, and design evidence-based instruction in phonological awareness, phonics, decoding, encoding, fluency, vocabulary, spelling, and writing. Using literacy assessment data and HQIM, candidates develop instructional plans that support all learners and improve literacy outcomes.

Student Learning Outcomes (SLOs)

Upon successful completion of this course, candidates will be able to:

1. **Analyze** the English phonological system and explain its role in reading and writing development.
2. **Design** and **implement** explicit, systematic, and differentiated instruction that develops phonological awareness, phonics, decoding, encoding, fluency, vocabulary, and spelling skills.
3. **Administer**, **interpret**, and **apply** literacy assessment data to identify student strengths, needs, and instructional priorities.
4. **Evaluate** and **utilize** evidence-based instructional materials, interventions, and High-Quality Instructional Materials (HQIM) to support foundational literacy development.
5. **Develop** data-driven instructional plans that integrate reading and writing instruction to improve student literacy outcomes.

Field-Based Experience

As part of the Educator Preparation Program's performance-based assessment requirements, candidates will complete field-based experiences in authentic school settings aligned with their intended certification area. Candidates will apply concepts and practices introduced in this course to observations, interactions, and instructional activities completed during their field experiences. Through guided reflection, candidates will analyze connections between theory and practice, professional responsibilities, instructional decision-making, and student learning. Documentation and reflections will be completed in accordance with the Field-Based Experience (FBE) Handbook and any course-specific requirements established by the instructor.

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Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Analyze the English Phonological System and Its Role in Reading and Writing Development	STR Standards: (b)2–7; (c)1–4 Pre-K Guidelines: IV.A.1–2; IV.B.1–3; IV.C.1–5 ELPS: (b)1–4; (c)4.A–K TAC 228: §228.30(d)(2)	STR Domain I: I.001.A–F, H–O, Q; I.002.A–C, E–G STR Domain II: II.003.F–H; II.004.A–J; II.005.A–K
2. Design and Implement Evidence-Based Instruction in Phonological Awareness, Phonics, Decoding, Encoding, Fluency, Vocabulary, and Spelling	STR Standards: (b)2–7; (c)1–4 ELPS: (b)1–4; (c)4.A–K; (c)5.A–G Teacher Preparation Standards: 1.A.i–iii; 5.A.i–ii; 5.B.i–iii TEKS Requirements: §228.57(d)(1),(3)	STR Domain II: II.004.A–J; II.005.A–K; II.006.A–M; II.007.A–J; II.008.A,C,E–J STR Domain III: III.009.A–M
3. Administer, Interpret, and Apply Literacy Assessment Data to Guide Instructional Decisions	TAC §228.35(b)(2)(B) Data-Driven Instruction STR Standards: (c)1–4 ELPS: (b)1–4 Teacher Preparation Standards: 5.C.i–ii Technology Applications: 5.1–5.3k; 5.1–6s	STR Domain III: III.009.A–M; III.010.A–C; III.012.I STR Domain II: II.006.A–M; II.007.A–J
4. Evaluate and Select High-Quality Instructional Materials (HQIM), Assessments, and Interventions to Support All Learners	ELPS: (b)1–4; (c)4.A–K; (c)5.A–G Teacher Preparation Standards: 1.F.i–iii; 5.D.i–ii TAC: §228.35(b)(2)(B) Technology Applications: 6.1–3k; 6.1–31s	STR Domain III: III.009.A–M; III.010.C; III.012.I PPR: III.007–III.010
5. Develop Data-Driven Literacy Plans that Integrate Reading and Writing Instruction to Improve Student Outcomes	STR Standards: (b)2–7; (c)1–4 ELPS: (c)4.A–K; (c)5.A–G Teacher Preparation Standards: 5.A.i–ii; 5.C.i–ii TAC: §228.35(b)(2)(B); §228.30(c)(8) Technology Applications: 7.1–2s; 7.6s; 7.8–7.12s; 7.16–18s	STR Domain II: II.006.A–M; II.007.A–J; II.008.A,C,E–J STR Domain III: III.009.A–M; III.010.C; III.012.I PPR: IV.013.A–D

Referenced Standards Key

- **STR Standards:** (b)2–7; (c)1–4
- **STR Test Framework:** I.001.A–F, H–O, Q; I.002.A–C, E–G; II.003.F–H; II.004.A–J; II.005.A–K; II.006.A–M; II.007.A–J; II.008.A,C,E–J; III.009.A–M; III.010.A–C; III.012.I
- **ELPS:** 19 TAC §74.4 (b)1–4; (c)4.A–K; (c)5.A–G
- **Pre-K Guidelines:** IV.A.1–2; IV.B.1–3; IV.C.1–5

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- **Technology Applications:** 19 TAC §126; Standards 5.1–5.3k, 5.1–6s; 6.1–3k, 6.1–31s; 7.1–2s; 7.6s; 7.8–7.12s; 7.16–18s
- **Teacher Preparation Standards:** 19 TAC §228.35(b)(2)(B); §228.30(c)(8); §228.30(d)(2); TEKS Requirements §228.57(d)(1),(3)
- **PPR Standards:** Domains III & IV (III.007–III.010; IV.013.A–D)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products. Within each module, you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus.

Student Responsibilities or Tips for Success in the Course

Professionalism and Ethical Behavior

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators’ Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

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Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments 20%

Discussions 20%

Midterm Exam 30%

Final Exam 30%

TOTAL 100%

Assessments

PBA	Literacy Case Study: Assessment and Instruction of Foundational Literacy Skills
	Candidates will complete a comprehensive literacy case study that demonstrates their ability to assess, analyze, and design instruction to support foundational literacy development. Using authentic or simulated student data, candidates will examine the relationship between reading and writing development by analyzing phonological awareness, phonics, decoding, encoding, fluency, vocabulary, spelling, and writing performance. Candidates will administer, interpret, and analyze multiple sources of literacy data, including reading assessments, running records, spelling inventories, writing samples, and dictated sentences to identify student strengths, needs, and instructional priorities. Based on their findings, candidates will develop clear, well-organized, sequential, engaging, and flexible literacy instruction that reflects evidence-based practices, aligns with standards and related content, is appropriate for all learners, and promotes higher-order thinking, persistence, and achievement. As part of the project, candidates will evaluate High-Quality Instructional Materials (HQIM), literacy assessments, and intervention resources to justify instructional decisions. Candidates will create a data-driven instructional plan that integrates reading and writing instruction and demonstrates an understanding of the English phonological system, foundational literacy development, assessment practices, differentiated instruction, and intervention planning. Candidates will utilize technology tools to analyze assessment data, evaluate instructional resources, and communicate instructional recommendations and plans.
Alignment	STR Standards: (b)2–7; (c)1–4

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STR Test Framework:

I.001.A–F, H–O, Q; I.002.A–C, E–G; II.003.F–H; II.004.A–J; II.005.A–K; II.006.A–M; II.007.A–J; II.008.A, C, E–J; III.009.A–M; III.010.A–C; III.012.I

ELPS:

19 TAC §74.4 (b)1–4; (c)4.A–K; (c)5.A–G

Technology Applications:

19 TAC §126; Standards 5.1–5.3k, 5.1–6s; 6.1–3k, 6.1–31s; 7.1–2s; 7.6s; 7.8–7.12s; 7.16–18s

19 TAC §228.30(d)

- Reading Instruction

19 TAC §228.35(b)(2)(B)

- Data-Driven Instruction

19 TAC §228.35(b)(2)(A)

- Lesson Design and Instructional Planning

19 TAC §228.57(d)(1), (3)

- TEKS Alignment and Instructional Planning

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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Department or Accrediting Agency Required Content

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change.