

SOUTH DAKOTA **LITERACY FRAMEWORK**

FAMILY GUIDE FOR **IMPLEMENTATION**



THE PURPOSE

The purpose of this document is to assist families in supporting literacy growth in their children as part of the Literacy Framework used by schools in South Dakota. The South Dakota Literacy Framework is aligned with the science of reading which is a comprehensive approach to literacy instruction and development based on decades of research, and fosters the development of the five key reading skills (**phonological awareness, phonics, fluency, vocabulary, comprehension**) and writing. This document will support families in providing a solid foundation for supporting your children's reading success in each of these crucial areas. For more explanation on each step, refer back to the *South Dakota Literacy Framework*.

RESOURCES:

— [SD Early Learning Guidelines](#)

— **SD Literacy Framework**



PHONOLOGICAL AWARENESS

Phonological awareness is the ability to identify and manipulate individual sounds in spoken language. This is a crucial early milestone for children's reading success. By supporting phonological development at each stage, families can help set children up for success in both reading and writing.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
0-2 Years	Babies begin to recognize and differentiate sounds in their environment. Toddlers are starting to develop the ability to recognize the sounds in words.	Talk to your baby. Sing songs to your baby. Read books with rhymes and repetitive sounds.
3-4 Years	Preschoolers are developing phonemic awareness skills such as follows: • Recognizing the beginning and ending sounds in words. • Blending sounds together to make words.	Play rhyming games. Play games that involve identifying sounds like "I Spy" or "Name that Sound." Encourage toddlers to clap or stomp out the syllables in words. Play games that involve sorting items that have the same beginning/ending sounds. Play games that encourage children to blend sounds together to make a word. For instance, "What word am I thinking of /c/ /a/ /t/?"
5-6 Years	Children in kindergarten are building on their phonemic awareness skills. They should be able to perform the following: • Understand that words are made up of individual sounds. • Have the ability to blend and segment sounds to form or break up a word.	Play games that involve both blending sounds to form words and segmenting words into their individual sounds, such as: • "What word do these sounds make? /d/ /o/ /g/. • What sounds do you hear in the word 'hat'? Provide many opportunities for children to practice phonemic awareness skills when you are reading, talking, playing games and singing songs. Sing songs that involve both rhyming.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
7-8 Years	Older children will gain more advanced phonemic awareness skills like including the ability to perform the following: • Delete sounds in words. • Add sounds to a word. • Substitute sounds to make new words.	Play word games that involve deleting sounds in words to form new words. • What is spark without the /s/? (park) Play word games that involve adding sounds in words to form new words. • What word do you have if you add the sound /t/ to the end of the word bell? (belt) Play word games that involve substituting one sound for another in a word. • When I change the /t/ sound in cat to /b/, what is the new word? (cab)

Older Children

Typically children have mastered phonological awareness by the end of 1st grade.

If your child is struggling with identifying and manipulating sounds after 1st grade, contact your child’s teacher.



PHONICS

Phonics is the understanding that there is a predictable relationship between the sounds of spoken language and the letters or groups of letters that represent those sounds in written language. It is a key component in learning to read. When families have an understanding of the stages of phonics development they can support their child's reading progress.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
0-2 Years	Babies and toddlers are developing their oral language skills and building the foundation for phonological awareness. These skills are a stepping stone to matching spoken language to print. From 18-36 months, children may demonstrate an interest in letters by asking about and/or naming letters they encounter in their environment (recognizing the big M on the McDonalds sign).	Read, sing songs, and talk with your children to encourage language development. Explore books. • Help your child turn the pages. • Look at, talk about, and label the pictures. Use pictures and environmental print to show symbols carry meaning. • Use pictures to represent activities on a daily schedule. • When looking at a symbol of hand-washing near a sink, point to it and say, "wash hands."
3-4 Years	Preschoolers will demonstrate an interest in learning about the alphabet. • They will recognize and name some letters of the alphabet, especially those in their own name. • They will recognize that letters of the alphabet are a special category of print (different from pictures, shapes, and numbers).	Expose children to letter names and sounds in the context of daily activities. This can include the following: • Reading books. • Pointing out letters in their environment. • Singing alphabet songs. Use your child's name as a tool for teaching about letters and sounds. Use play to engage your child in letter related activities. This can include the following: • Playing with letter blocks and puzzles. • Writing letters. • Matching letters to objectives. Read aloud to children. Reading aloud can expose children to letters and sounds. • Choose books that emphasize letter knowledge and use them to teach letters and sounds.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
5-6 Years	Children at this age begin to learn the relationship between letters and sounds. This includes the ability to complete the following: • Recognize and name the letters of the alphabet and the sounds they represent. • Looking at a simple word, they can begin to blend sounds (represented by letters) to form words.	Provide your child with manipulatives like magnet letters and blocks. Encourage your child to sound out and build simple words (cat, dog, hug, big). • Manipulatives and multisensory activities are beneficial for developing phonics skills. Choose TV programs and technology applications that provide opportunities to practice matching letters to sounds and sounding out simple words. Provide a variety of reading materials. • Read books to and with your child. • Encourage children to use phonics skills when reading unfamiliar words. Read the books, play games, and complete the activities that your child brings home from school.
7-8 Years	Children at this age will continue to build their phonics skills. This includes the following: • Learning more about complex sound patterns and spelling rules. • Recognizing common prefixes and suffixes and understanding how they affect the meaning of words.	Provide a variety of reading materials to read with your child. Encourage your child to use their phonics skills when reading unfamiliar words. • Have your child look for word parts they do know. • Have your child chunk longer words into more manageable parts.
9-10 Years	Children at this age will have a solid understanding of phonics and can use this knowledge to read increasingly complex texts. This includes the following: • Decoding most words they encounter, including multisyllabic words. • Using context clues to figure out the meaning of unfamiliar words.	Provide a variety of reading materials and encourage your child to read for pleasure.
Older Children	Typically, children have a solid foundation in phonics by the end of elementary school.	If your child is struggling with phonics, contact your child's teacher.

FLUENCY

Fluency is the ability to read smoothly and accurately with appropriate expression. Being able to read with fluency is directly linked with a child's ability to understand what they read. Reading fluency milestones may vary due to a variety of factors. The milestones below are general guidelines.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
0-2 Years	Babies and toddlers show recognition and enjoyment when they are read a familiar story. • Enjoy simple, repetitive books, stories and songs. • Make appropriate sounds when looking at pictures in a book ("Quack, quack" when they see a duck).	Read simple repetitive books to your child. • Use expression. • Stop to ask questions about the pictures.
3-5 Years	Toddlers are more active while being read to. They will: • Chime in while being read to, saying a repeated word or line in a familiar book. • Pretend to read familiar books from memory, imitating expression. • Begin to recognize familiar words.	Read to children every day, exposing them to a variety of text types. • Point to the words as you read. • Read with expression. • Encourage children to read with you when possible. Practice letter recognition and phonological awareness activities, such as singing nursery rhymes or playing word games.
6-8 Years	Children will begin to read independently. They will be able to complete the following: • Read simple sentences fluently. • Read familiar stories or books aloud with accuracy and expression. • Identify and decode words by sight. • Demonstrate an understanding of basic punctuation. • As children approach 2nd grade they will be able to read at a speed of 100-150 words per minute.	Continue to read to your child daily. Encourage your child to read aloud to you, gradually increasing the difficulty level of the books. • Note - this should be an enjoyable experience. If a book is too hard, it creates frustration, it will not build their reading fluency. Practice phonics skills, such as decoding words and recognizing word families.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
9-11 Years	Children will be able to read longer texts with good accuracy, expression and comprehension. This includes the following: • Reading at a speed of 150-200 words per minute. • Read silently for extended periods.	Provide access to a variety of texts, including non-fiction and informational texts. Encourage your child to read independently for 20-30 minutes a day. Help build children’s reading stamina by gradually increasing the length of time they read independently.
12 Years & Above	Children at this age are typically fluent readers. • They can read and comprehend complex text with varied sentence structure and vocabulary. • They can use critical thinking skills when reading, analyzing, and responding to text.	Provide access to a variety of increasingly complex texts, including non-fiction and informational texts. Encourage your child to read for extended lengths of time for both enjoyment and learning.
		
		
		
		

VOCABULARY

Vocabulary is the words a child understands. The more words a child knows the better they can comprehend written and spoken language and communicate with others. A child's vocabulary directly influences a child's ability to understand what they read.

AGE

MILESTONES

ACTIVITIES FOR DEVELOPMENT

0-2 Years

Babies will expand vocabulary through explorations, play, and social interactions. This includes the following:

- Making specific sounds, facial expressions, and/or gestures for certain people and objects ("ma", "da", "ba").
- Imitating sounds, words, and gestures.
- Recognizing spoken or signed words used for common items, people, and actions.

Toddlers show a steady increase in words they use including the following:

- Naming family members and familiar objects (mama, dada, ball).
- Using simple words to label people and objects and make requests ("doggy," "more," "all done")
- Imitating familiar people.
- Responding to simple spoken or signed words and phrases they hear often.
- By 18 months children can typically say between 15-20 words and will start to combine simple phrases.

Make sounds or repeat the songs that babies make to encourage back and forth communication.

Respond to your child when they look at you, cry, smile, coo, say words, etc.

Engage in frequent, responsive, and interactive conversations with your child.

Read board books with simple, repetitive language and bright pictures. Point to the pictures and name them as you read.

Sing songs, recite nursery rhymes, and play with your child.



AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
2-3 Years	Older toddlers continue to show a steady increase in the words they know and use, including the following: • Using new words each day and having a word for familiar things. • Talking to themselves and others about what they are doing. • Participating in or repeating familiar songs, chants or rhymes. • Using words, actions, or signs to communicate during dramatic play. • Using cues in the environment to figure out what words mean (for instance, figuring out the meaning of breeze when an adults says, "Wow, look at your kite flying in the breeze). • Making up names for things using words they know (ie. froggy-fish for tadpole). • By age 2, most children can say about 50 words.	Read books with your child, and talk about the words in the story. Provide frequent opportunities for your child to engage in social conversations and dramatic play. When you are out in the community, talk with your child about what you see and are doing. Use a variety of words when you talk, including labels for things, action words and descriptive words.
4-5 Years	Preschoolers use an increasingly rich vocabulary to clearly express their thoughts, including the following: • Using 2 or more new words a day. • Speaking in sentences that are 5-6 words long. • Telling real or imaginary stories. • Acting out defined roles in dramatic play with back and forth dialogue. • Using subject specific words. • Figuring out the meaning of new words from context. • Categorizing words (hat, mitten, coat, boot).	Encourage children to use new words in conversation and praise and reinforce their efforts. Continue to read story books with engaging plots and rich vocabulary. Stop and talk about new and important words. Play games that involve categorization (sorting objects, describing and comparing).



AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
6-7 Years	Children at this age have a vocabulary between 8,000 and 14,000 words. They will have skills including the following: • Expressing themselves with greater clarity and precision. • Learning homophones (words that sound the same but have different meanings). • Learning synonyms, antonyms, prefixes, and suffixes. • Their vocabulary grows by about 860 words per year.	Talk to children about what they are learning in school and their daily experiences. During these conversations, continue to expose them to sophisticated vocabulary. Encourage your child to read independently and continue to read aloud to your child. Play games that involve word meanings, such as crossword puzzles. Encourage your child to look up unfamiliar words using a dictionary or online resource.

8-12 Years & Older	Older children typically have advanced vocabulary skills and have a vocabulary of about 10,000-15,000 words. They will have skills including the following: • Using a wide range of synonyms, antonyms, prefixes and suffixes. • Using figurative language. • Understanding and using complex sentence structures. • Increasing their use of the subject specific words in the content areas they are studying. • Growing their vocabulary by about 1000 words per year.	Talk to children about what they are learning in school and their daily experiences. During these conversations, continue to expose them to sophisticated vocabulary. Encourage your child to read independently and continue to read aloud to your child. Play games that involve word meanings, such as crossword puzzles. Encourage your child to look up unfamiliar words using a dictionary or online resource.
-------------------------------	---	--



COMPREHENSION

Comprehension is the ability to understand what is being read. It is the ultimate goal of reading.

AGE

MILESTONES

ACTIVITIES FOR DEVELOPMENT

0-3 Years

Babies and young toddlers will begin to understand, use, and think about information in the books that are shared with them. They will:

- Show recognition or delight when you read a story or sings a song.
- Listen and repeat parts of simple repetitive songs.
- Make appropriate sounds when looking at pictures in a book.
- Look at the pages as you read a book to them.
- Pretend to read a familiar book from memory.

Read with your child daily. Make reading an enjoyable, loving experience.

As you read, point out and label pictures. Ask your child questions.

Keep board books in areas where your child can easily access them for play and looking at pictures.

3-5 Years

Older toddlers and preschoolers will begin to understand, reflect on and analyze information from books that are read to them. They will:

- Imitate repeated phrases in storybooks and story dialogue with some accuracy and detail.
- With support, share personal experiences that relate to events described in familiar books.
- Discuss storybooks by responding to questions about what is happening and predicting what will happen next, with prompting and support from an adult.
- Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts.
- Ask questions about a story or the information in a book.
- Describe what they like or don't like in a story or book.
- Retell familiar stories.

Talk to children about what they are learning in school and their daily experiences. During these conversations, continue to expose them to sophisticated vocabulary.

Encourage your child to read independently and continue to read aloud to your child.

Play games that involve word meanings, such as crossword puzzles.

Encourage your child to look up unfamiliar words using a dictionary or online resource.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
6-8 Years	Children in early elementary school will develop basic reading comprehension skills for books they read independently and books that are read to them. These skills include the following: • Understanding main idea. • Answering simple questions about the story. • Retelling the story. • Making connections between the story	Provide access to a variety of books: Allow children to choose books that interest them, whether it's fiction or nonfiction, and help them find books at the right reading level. Discuss the text: Encourage children to summarize what they've read, make predictions, and draw connections to their own experiences. Teach decoding strategies and promote fluency by encouraging your child to read aloud with expression, and accuracy.

9-12 Years & Older	Children in upper elementary school to middle school and above will be able to understand increasingly complex books, including longer stories and chapter books of a variety of genres (fiction, non-fiction, poetry, plays). Their comprehension skills will include the following: • Understanding story elements such as plot, setting, characters, and theme. • Making inferences based on the text and drawing conclusions. • Analyzing the author's use of language and literary devices.	Encourage independent reading. Help your child find books that align with their interests and abilities. Hold a conversation and discuss what your child has read. Encourage critical thinking by asking your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?" Help your child make connections between what he or she reads and similar experiences he has felt, saw in a movie, or read in another book. Help your child monitor his or her understanding. Teach her to continually ask herself whether she understands what she's reading. Help your child go back to the text to support his or her answers. Discuss the meanings of unknown words, both those he reads and those he hears. Read material in short sections, making sure your child understands each step of the way. Discuss what your child has learned from reading informational text such as a science or social studies book.
-------------------------------	---	---



WRITING

Writing consists of the most difficult skills, development of the psychomotor skills in addition to the reading skills, that we ask students to do, and the evidence is clear that very few students become good writers on their own without explicit instruction.

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
0-1 Years	Babies will be able to make marks, and scribble with support.	Provide opportunities for very young children to use small motor movements (rotating their wrists, pincer grasp) through exploring and playing with a variety of materials (water play, dumping and filling containers, stacking, eating, grasping).
2-3 Years	Toddlers will pretend to write in ways that mimic adult writing (scribble on paper while sitting with a caregiver).	Provide oversized paper, and other writing tools such as crayons, stamps, envelopes, alphabets, etc. Encourage writing as a part of play. Provide opportunities for children to experiment in writing letters with shaving cream, play-dough, etc.
3-5 Years	Younger preschoolers are developing basic early skills in writing that include the following: • Representing thoughts and ideas through marks, scribbles, and drawings (draw a picture of something they did that day). • Communicate their thoughts for an adult to write. • Engage in writing behaviors that imitate real-life situations (pretend to take a food order). Older preschoolers will continue to develop basic writing skills that include the following: • Representing thoughts and ideas in drawings and by writing letters/letter like forms. • Showing an understanding that their spoken words can be represented with written letters or symbols.	Encourage your children to draw and scribble, which can help develop their fine motor skills and hand-eye coordination. Provide children with opportunities to practice writing letters and their names by tracing or writing on a whiteboard or with finger paints. Read to children regularly, which helps develop their language and literacy skills. Label objects in your child's room with pictures and words (blocks, dolls, etc). Demonstrate enjoyment, interest, and motivation to write for a variety of reasons (making lists, writing a note or a card, etc).

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
5-6 Years	Children starting kindergarten are just starting to learn how to read and write independently. Their writing skills include the following: • Writing their name and some letters of the alphabet. • Drawing pictures to accompany their writing. • Developing their fine motor skills and learning how to hold a pencil correctly.	Encourage drawing and ask children to tell you stories about their drawings. Make sure your child has access to a variety of writing tools, such as crayons, markers, pencils, and paper. Have your child trace letters or simple shapes. Find printable worksheets online or create your own. Read with your child. Remember that writing is a complex skill that takes time to develop. Be patient and supportive, and avoid putting pressure on your child to write perfectly or quickly.
7-8 Years	Children at this age are gaining fine motor control and typically have writing skills that include the following: • Writing simple sentences and paragraphs with correct spelling and punctuation. • Using more complex vocabulary and expressing their ideas in a more organized way. • Writing short stories and reports on familiar topics.	Provide your child with materials for writing, such as paper, pens, pencils, and crayons. Make sure they have a designated space to write, such as a desk or a table. Encourage children to write in a variety of contexts, such as writing letters to family members or friends, keeping a journal, or creating their own stories. Model good writing habits by writing yourself. This could be something as simple as writing a grocery list or a note to your child. Help with spelling and grammar. While it's important to encourage creativity and expression in writing, it's also important to help your child with spelling and grammar. Encourage them to proofread their work and help them identify and correct errors. Make writing fun by playing writing games or setting up a writing scavenger hunt.



AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
9-10 Years	In upper elementary school children gain sophistication in their writing skills. Their skills include the following: • Writing more complex sentences and paragraphs with a clear beginning, middle, and end. • Using more varied vocabulary and sentence structures. • Writing longer stories and reports and are able to conduct research using various sources.	Encourage children to write daily, whether it's in a journal, writing prompts or creative writing activities. This will help them build their writing skills and improve their vocabulary. When children write, take the time to read their work and provide feedback on their writing. Offer positive feedback on what they did well, as well as constructive criticism on areas where they can improve. Help children plan and organize their writing: Before they start writing, encourage them to brainstorm and plan out their ideas. Help them organize their thoughts by creating an outline or a mind map. Model good writing by writing yourself, and sharing your writing with your child. This can help your child see the value of writing and inspire him/her to improve own writing skills. Encourage children to participate in writing contests, journals, and clubs that promote writing. This can provide them with opportunities to practice their writing skills and showcase their work.
		

AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
11-13 Years	In middle school on to highschool, children become more skilled writers. Their skills include the following: • Writing persuasive essays and argumentative papers. • Using evidence to support their arguments and write with greater clarity and precision. • Using various writing styles such as descriptive, narrative, and expository.	Encourage children to write and make it a positive experience. Make sure they have a quiet, comfortable space to write and that they have access to the necessary writing tools, such as pens, pencils, and paper. Encourage children to set aside a specific time each day to write. It could be after school, before bedtime, or during a specific class period. Encourage them to stick to their routine and to make writing a part of their daily routine. When children show you their writing, provide positive feedback and offer suggestions for improvement. Be specific in your feedback and focus on areas where your child can improve, such as organization, sentence structure, or grammar. Reading is an important component of good writing. Encourage children to read a variety of genres, including fiction, nonfiction, poetry, and articles. This will help them develop their writing skills and provide them with inspiration and ideas for their own writing. Encourage children to write outside of school assignments. Encourage them to keep a journal, write short stories, or even write letters to friends and family members. The more opportunities they have to write, the more comfortable they will become with the writing process. If your child is struggling with writing, contact the teacher. There may be resources available at school or in the community that can provide additional support and guidance.



AGE	MILESTONES	ACTIVITIES FOR DEVELOPMENT
14-18 Years	In high school students are expected to write at a more advanced level. Their skills include the following: • Writing academic papers, research papers, and other types of writing assignments. • Writing with sophistication, using complex sentence structures and advanced vocabulary. • Revising and editing their work effectively to improve clarity and coherence.	Encourage children to read widely and frequently. Reading helps build vocabulary, develop writing skills, and improves critical thinking skills. You can also discuss the books or articles they read with them to enhance their comprehension. Provide a quiet and comfortable workspace for children to write. Also, make sure they have access to the necessary writing tools such as a computer or a notebook. Review children’s writing and provide constructive feedback. Encourage them to revise their work and provide them with suggestions on how to improve their writing skills. Help children brainstorm ideas for their writing assignments. Brainstorming helps them to organize their thoughts and ideas and develop a structured piece of writing. Time management is crucial in writing, so encourage children to set aside time for writing and break down their assignments into smaller tasks. Consider finding a writing mentor or tutor for a child who is struggling with writing. A mentor or tutor can provide additional support and guidance to help your child improve writing skills.

