



# HILDALE LOWER ELEMENTARY NEWSLETTER



## Reading Corner

“What is Fluency?”

Fluency: recognizing the words in a text rapidly and accurately AND using phrasing and emphasis in a way that makes what is read sound like spoken language.

Why is it important?

There is a close relationship between fluency and comprehension. That is, students who were low in fluency also showed difficulty comprehending what they read. A reader must recognize the printed words by decoding and construct meaning from the recognized words for comprehension. If the word recognition task is hard, all available cognitive resources may be consumed by the decoding task, leaving little or nothing for use in interpretation. Consequently, for the non-fluent reader, difficulty with word recognition slows down the process and takes up valuable resources and energy that is necessary for comprehension. How Can You Help Students Develop Greater Fluency?

Two forms that have shown evidence of improving fluency are repeated reading and guided repeated oral reading.

- 1.) Repeated reading involves asking students to read and reread a passage or story. Through repeated reading, students are able to shift their emphasis from word recognition to comprehension as they become more familiar with the text.
- 2.) Guided repeated oral reading adds greater support for the reader to the strategy of repeated reading. This guidance/ support may take the form of additional modeling of what fluent reading sounds like, telling students unfamiliar words rather than having them sound the words out, having students read along with a taped version of the story, or helping students see how words can be grouped into meaningful phrases.

The following forms of guidance are proven to produce improved fluency:

- Telling students unfamiliar words as they encounter them so they can focus on constructing meaning and reading with fluency.
- Helping children group words in a sentence into meaningful phrases.
- Having students read along orally as a fluent adult reader reads the story aloud.
- Using repeated reading with a taped-recorded version of the story proved significant gains in reading performance.

### Important Dates

April 23<sup>rd</sup> - Kindergarten Program 6:00 p.m.  
 (Croman, Ellis and Rogers)  
 April 24<sup>th</sup> - Kindergarten Program 6:00 p.m.  
 (Dotson, Greene, Hiner)  
 April 23<sup>rd</sup> and 25<sup>th</sup> - Pre-K enrollment in the  
 Lower Elementary 8:30 a.m.-11:00p.m. and  
 12:30- 2:30p.m.  
 April 25<sup>th</sup> - Progress Reports Go Home  
 April 26<sup>th</sup>: 1<sup>st</sup> Grade Field Trip to Tulsa Zoo  
 April 30<sup>th</sup> - 2<sup>nd</sup> Grade Program 6:00 p.m.  
 (Black, Cochran, Thomas)  
 May 1<sup>st</sup> - 2<sup>nd</sup> Grade Program 6:00 p.m.  
 (Chewey, Cox, Lively)



Check out our website for important district information!!

[www.hilldale.k12.ok.us](http://www.hilldale.k12.ok.us)



### PIO Information

April 6<sup>th</sup> – Hat Day  
 April 9<sup>th</sup> - Chili's Give Back Day  
 April 11<sup>th</sup>: Box Tops Due

### Thankful Tuesdays

3<sup>rd</sup>: Mrs. Triplet - Art  
 17<sup>th</sup>: Ms. Riddle - Speech