

# GUIDING PRINCIPLE 3

## ENHANCING STUDENT AUTONOMY AND RESPONSIBILITY



**Strategy:** Choral Reading for Sustained Attention

**Audience:** Kindergarten to Grade 12

### What:

- Some students have difficulty maintaining focus of their attention, which makes it difficult to learn
- Active involvement by the student has the potential to improve autonomy by reducing dependence on adult intervention
- Choral reading, choral speaking: reading of a poem or text aloud and in unison by a group, with leader direction; can include actions, a variety of tones, and individuals speaking in character

### How:

- Select a text with appropriate rhymes, rhythm, language structures, and vocabulary
- Read the selection aloud to the students as they follow along. Students read the selection together
- Discuss with the students ways to use their voices effectively to make the selection more interesting. Discuss and model differences in volume, pace, pitch, and gestures. Students reflect on the effects they have achieved

### Materials:

- Appropriate reading passages, access to adapted literacy if needed

### Example:



### Inclusive Practices to Consider:

- Ensure reading passages are developmentally appropriate across all students to allow participation
- Consider students sensory preferences when planning class wide activities

### Reference and Links:

Remote Learning Practices: Shared Reading Choral Reading  
<https://www.youtube.com/embed/qWCMpUWhQ80>

What Educators Need to Know about FASD: Working Together to Educate Children in Manitoba with Fetal Alcohol Spectrum Disorder (page 32)  
[https://www.gov.mb.ca/fs/fasd/pubs/fasdeducators\\_en.pdf](https://www.gov.mb.ca/fs/fasd/pubs/fasdeducators_en.pdf)