

S1 Music and the Child

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The following passage is the introductory paragraph to a unit on Music in a Child's Environment. Read the passage and answer the questions that follow. Words likely to be unknown by your ELLs have been substituted with the word "huh"

Children are part of two **huh** social categories - **huh** in general, and the specific culture in which they are **huh**. As humans, music is an **huh** part of our existence, as we all possess the physical mechanisms to make and process organized sound just as we do language. As music **huh** Edwin Gordon notes, "Music is not a language but processes for learning music and language are **huh** similar" (Gordon, 2012, p. 6). The brain is wired for music and language, a topic that will be discussed in Chapter 7.

Music making and **huh huh** represent the heart of a culture, and are part of each culture's core identity: not only what makes us human, but also what makes each group of us unique. In the U.S., unique **huh** of music that are part of our cultural **huh** have developed over the centuries. The **huh** pot that is America has yielded brand new **huh** such as big band, **huh** blues, rock and roll, etc. Blends of European, Caribbean, and African-American people combined in a way like that of no other culture. In America, all of the music we currently know today is derived from the musical **huh** that came before us. All children are **huh** into that musical environment and pick up the musical **huh** and **huh** around them.

Questions:

1. **Are you confident that you summarize the main points of the paragraph?**
2. **Approximately how long did it take you to read this passage?**
3. **If you had to look up most of the "huh" words in a dictionary, approximately how long would it take you to read this passage?**

S1 Music and the Child

Now read the passage with all the words visible.

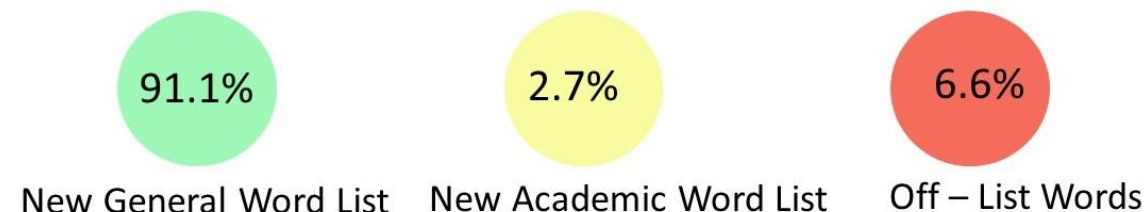
Original Text:

Children are part of two overarching social categories - humankind in general, and the specific culture in which they are born. As humans, music is an innate part of our existence, as we all possess the physical mechanisms to make and process organized sound just as we do language. As music educator Edwin Gordon notes, “Music is not a language but processes for learning music and language are strikingly similar” (Gordon, 2012, p. 6). The brain is wired for music and language, a topic that will be discussed in Chapter 7.

Music making and artistic endeavors represent the heart of a culture, and are part of each culture’s core identity: not only what makes us human, but also what makes each group of us unique. In the U.S., unique genres of music that are part of our cultural fabric have developed over the centuries. The melting pot that is America has yielded brand new genres such as big band, jazz, blues, rock and roll, etc. Blends of European, Caribbean, and African-American people combined in a way like that of no other culture. In America, all of the music we currently know today is derived from the musical genres that came before us. All children are born into that musical environment and pick up the musical repertoire and vocabulary around them.

Word Coverage

Percentages of words in each category for the passage you just read:



Much of the text belongs to the [New General Service List](#) which represents the 2800 core English words.

Some of the words are in the [New Academic Word List](#) which represents 963 words and their forms that are common in academic texts across disciplines.

artistic, fabric, innate, jazz, repertoire, vocabulary

Some of the words do not appear on either list. Many of these words are subject specific jargon that are important to understand the subject content.

born, educator, endeavors, genres, humankind, melting, overarching, strikingly educator, endeavors, genres, humankind, melting, overarching, strikingly

S1 Music and the Child

Most ELLs will know most of the common text found on the General Service List and some of the vocabulary from the New Academic Word List if they have studied those words or encountered them previously. They may be familiar with some of the off-list text also depending on their prior learning and their first language which may have some similar words (cognates) or similar root words. In order to read with good comprehension, readers should know 98% of the vocabulary in the text (Schmitt et al., 2011).

Task A

The following passage is from the same chapter, Perspectives and Approaches. Highlight the words that you think would not be on the new general word list or the new academic word list in this passage. Decide which words should be learned and which should be glossed.

Before we discuss our cultural ideas of what music is, we first need to understand that music is only part of the larger category of **sound**. The sounds all around us play a significant role in our development. We spend our lives surrounded by all kinds of sounds that are unique to our environment, yet we rarely pay attention to them. As a child grows, he or she becomes **acculturated** to all of the sounds in their environment. These include not only all of the genres of music, the verbal languages, and accents, but also the mechanical, digital, human, and animal noises, and all of the ambient sounds around us. All of these combine to create our acoustic environment. This **soundscape**, as acoustic environmentalist R. Murray Schafer conceived it, concerns what those sounds tell us about who we are and the time in which we live.

S1 Music and the Child

Task A – Answers

The following words are the words in the passage that are not on the New General Service word list. Some of the words are frequently used in many contexts and appear on the New Academic Word List so it is helpful for students to learn them. Others are used specifically for this context. For those words, a glossary is sufficient. Drag the words into the categories “learn” and “glossary”

accents, acculturated, acoustic, ambient, conceived, genres, mechanical, soundscape, verbal

Learn:

accents, conceived, mechanical, verbal

Glossary

acculturated, acoustic, ambient, genres, soundscape

Online tools such as the [NAWL Highlighter](#) can analyze text to identify words that are on the New Academic Word List, New General Service Word List or are Off-List. The online tool [Rewordify](#) identifies difficult vocabulary and provides simplified wording. Teachers can use this tool to quickly identify words that may be difficult for ELLs. Based on the suggestions, text can easily be modified. The simplified wording can be used to quickly generate vocabulary tasks and glossaries. Students can use this tool to support their reading comprehension. The following is text output from Rewordify. The text in brackets is the simplified text.

Children are part of two **overarching** [something that hangs over, affects, and includes every part of something] social categories - humankind in general, and the **specific** [clearly stated/particular] culture in which they are born. As humans, music is an **innate** [born-in] part of our existence, as we all possess the physical **mechanisms** [machines/methods/ways] to make and process organized sound just as we do language. As music **educator** [teacher] Edwin Gordon notes, "Music is not a language but processes for learning music and language are strikingly **similar** [almost the same]" (Gordon, 2012, p. 6). The brain is wired for music and language, a topic that will be discussed in chapter 7.

Music making and artistic **endeavors** [efforts/tries] represent the heart of a culture, and are part of each culture core identity: not only what makes us human but also what makes each group of us **unique** [like nothing else in the world]. In the U.S., **unique** [like nothing else in the world] **genres** [types of writing or art] of music that are part of our cultural fabric have developed over the centuries. The melting pot that is America has **yielded** [cooperated with/produced/gave up] brand new **genres** [types of writing or art] such as big band, jazz, blues, rock and roll etc. Blends of **European** [related to Europe], Caribbean, and African-American people combined in a way like that of no other culture. In America all of the music we currently [now] know today is **derived from** [is taken from] the musical **genres** [types of writing or art] that came before us. All children are born into that musical **environment** [surrounding conditions] and pick up the musical **repertoire** [collection (of performances)] and vocabulary around them.

Tips

In addition to supporting ELLs, these tips increase accessibility for all learners in your class.

S1 Music and the Child

What can you do to support ELLs with assigned readings for your course?

1. Be selective in quantity and general accessibility
 - Select the minimum number of accessible readings that are essential for your course. Additional readings can be assigned as additional readings but all assignments and testing should be based on the essential readings.
 - Assign specific sections of a chapter to read rather than the whole chapter. Choose sections that align with your specific learning objectives. Give students a specific purpose for completing the reading so they know what they are supposed to learn from the reading.
2. Provide definitions of key subject specific vocabulary
 - Identify key terminology with simply written definitions from an ELL dictionary (<https://www.oxfordlearnersdictionaries.com/us/>) for your subject. Alternatively, create a class collaborative dictionary. Ask students which words are unfamiliar in the readings to develop an understanding of the challenges for your typical learners.
3. Highlight text features
 - Early in your course, take some time to highlight how to navigate your course textbook. Awareness of the usefulness of features such as the table of contents, glossary, index (important words often appear both in the glossary and the index) and appendices is beneficial for ELLs. Taking a “chapter walk” with your students illustrates helpful features of a text such as chapter objectives (to help identify key concepts), headings and subheadings, text (colour, italics and bold used to indicate important words), side notes, illustrations, graphics, captions, review questions, quizzes and further readings. Focus on how these features organize the text and highlight important information.
4. Scaffold Learning
 - Provide questions based on the text that focus on key language and concepts to help ELLs understand what you want them to learn from the reading. An advance reading organizer helps ELLs prioritize important vs unimportant details and also indicates when they have missed important pieces of information. For example, if the organizer asks them to list the four identifying features of a specific item and they can only list three, then they know that they need to re-read the passage or seek clarification from you.
5. Choose e-resources when possible
 - E-resources support the use of multiple tools that may help ELLs comprehend the text. Encourage your students to install Read Write Gold, a free toolbar. Its features include a phonetic spell checker, picture dictionary, text-to-speech, speech-to-text, translator, screen shot reader, vocabulary list builder, concept mapping, word prediction, PDF aloud, word banks, voice notation, and highlighting. With this tool, your ELLs can hear the text read aloud, find meanings of words easily and highlight key concepts.
 - Use the web app remodify.com to indicate vocabulary in a reading passage that might be challenging to comprehend, and to view accessible wording for ELLs. Encourage students to use the site to generate reading **passages with the difficult words replaced or defined** [insert link to highlighted passage] with more accessible language. Settings

S1 Music and the Child

can be changed to view the original side by side with the same passage that has had the difficult words replaced by simplified language.

Put Into Practice

1. Pick a selection from your course readings and highlight the subject specific vocabulary that may be unknown by ELLs in your courses.
2. If there is a text glossary – check to see if these words have been defined.
3. For any words not already defined, write a simple definition. Use a learner dictionary to find definitions that are accessible for ELLs (<https://www.oxfordlearnersdictionaries.com/us/>) or use rewordify.com to provide simplified wording.

