

WinkWorld July 2009

Hello Friends,

In this edition of *WinkWorld*, you will find

- Websites
- A memory of Louise Rosenblatt by Philomena S. Marinaccio Eckel
- FVR (Free Voluntary Reading)
- FmF Patricia A. Richard-Amato
- Notes from the Real World, June family/kids/anniversary
- Mallorca

Websites, which have been helpful for me this month:

TESOL/NCATE Standards for P-12 Teacher Education

www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

The Forum for Education and Democracy

www.forumforeducation.org

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Accellerate 1.4

For the pdf version:

www.ncela.gwu.edu/files/accelerate/6/Accellerate_1_4.pdf

For the html version: www.ncela.gwu.edu/accelerate/edition/6/

Institute for Language and Education Policy

www.elladvocates.org/

An Equity Agenda for English Language Learners

A Seven-Point Plan by the Institute for Language and Education Policy

www.elladvocates.org/documents/ESEA/Equity_Agenda_for_ELLs.pdf

Fact Sheet on English Language Learners: Who are ELL students?

www.elladvocates.org/documents/ESEA/Factsheet_on_ELLs.pdf

Word Sift

www.WordSift.com

Lesson Plans

www.LessonPlan.com

Remember, *Principles and Practice in Second Language Acquisition*

1982 by Steve Krashen? It has stood the test of time and is available free at www.sdkrashen.com/

Steve's one update follows:
Introduction to the 2009 Internet Version:

This is the original version of Principles and Practice, as published in 1982, with only minor changes. It is gratifying to point out that many of the predictions made in this book were confirmed by subsequent research, for example, the superiority of comprehensible-input based methods and sheltered subject matter teaching (Krashen, 2003), the inefficacy of error correction (Truscott, 1996, 1999), and the "power of reading" (Krashen, 2004). Subsequent research has also, in my opinion, confirmed that in footnote 5, chapter 3, option 3 is the correct one, that we acquire vocabulary best through comprehensible input (Krashen, 1989; 2003).

I have changed my position on only one issue: At the end of Principles and Practice, I suggest the use of a form of deception - students may think they are acquiring vocabulary or learning subject matter, but unknown to them, they are acquiring because they are getting comprehensible input at the same time. I now think it is very important to make a strong effort to inform students about the process of language acquisition, so they can continue to improve on their own.

BookGlutton.com
www.BookGlutton.com

Chat While Reading: the Future of Books?
www.npr.org/templates/story/story.php?storyId=106150832

Good Reads
www.GoodReads.com

Louise Rosenblatt by Philamena S. Marinaccio Eckel

Recently, I have had the opportunity to learn more about one of my all-time heroines, Louise Rosenblatt. I have asked Mena, whom I met through Janet Towell, to share part of her story on *WinkWorld*. It is my great pleasure to honor the memory of Louise Rosenblatt.

Mena writes:

I am so glad that you enjoyed the online publication (www.education.miami.edu/ep/Rosenblatt/index.html) of my interview with Louise Rosenblatt. I am happy to be able to converse with a kindred spirit who also admires this legendary literacy expert. I am also honored that you invited me to share with fellow literacy educators the thrill of knowing Louis. It was an experience that I will treasure all my life. I have used our online interview and shown the videotape for years with my undergraduate and graduate students.

I have never been able to truly appreciate how lucky I was to be mentored by such an expert in the field of literacy. When I first met Louise, she was 94 years old and spent her winters as a visiting professor at the University



[The Reader, the Text, the Poem](#)
Professor Emeritus...



[Privacy Information](#)

of Miami, Florida. Her daily routine included swimming two miles and spending hours at her computer emailing her congressman to safeguard democracy. She said that she was more worried about democracy currently than in the thirties, forties, and fifties. "Then it was threatened more from without and now it is threatened from within." Her advice to combat the current political policies that provide simplistic solutions to problems in literacy and education "that will have undesirable long-term effects" is for educational associations to organize an agency to respond immediately to misinformation in the press.

I am sharing her words in hopes that they may awaken reading teachers to the urgency of teaching for democracy and to provoke an end to the critical and increasing disempowerment of teachers. Hegemony contributes to this critical and continuing disregard for the knowledge of literacy experts and ethnographic experiences of teachers, in deference to scientists and researchers, to influence what is occurring in today's classrooms. Louise also believed that democracy insured diversity within unity, in that, we are able to maintain our own individuality or our ethnic values because we are in a democracy.

Sadly, she lost much of her independence when she broke her hip sometime after 2001. After I graduated we lost contact and I was only provided updates on her condition from her dear friend at UM, Dr. Eugene Provenzo. She spent her remaining years living with her son until her death on February 8, 2005 at age 100. However, her words from the interview often echo in my head and I feel a certain responsibility to share her pedagogic ideals.

Written and contributed by:
Dr. Philamena Marinaccio-Eckel
Florida Atlantic University
Davie, FL 33314

July Mallorca

I am teaching a class for a fast 2 weeks in Mallorca, Spain for The College of New Jersey.

The Program Overview

www.tcnj.edu/~graduate/global/europe.html

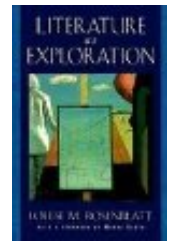
FmF (Featuring my Friends) Enjoy Patricia A Richard-Amato's new 4th edition of:

Making It Happen: From Interactive to Participatory Language Teaching

[Catalog Description](#)

[Back Cover](#)

FVR (Free Voluntary Reading)



[Literature As Exploration](#)

Louise M. Rosenbla...



[Privacy Information](#)



[Making Meaning with Texts](#)

Louise Rosenblatt



[Privacy Information](#)

The Absolutely True Diary of a Part-time Indian
By Sherman Alexie

Notes from the Real World

At the end of May, I drove to Santa Fe to spend time with Dawn and the grands. Wyatt and Wynn came back to the ranch with me; it was a great trip.

[Dawn and Kids](#)

In addition, I spent time with some girlfriends of 45 years.

[Dancing Ladies of Santa Fe](#)

June was filled with friends/family/ visiting on the ranch.

[We ate.](#)

[and ate](#)

[and ate some more](#)

[Does this tshirt make me](#)

[We boated.](#)

[and boated](#)

[We branded.](#)

[We read.](#)

[We shot.](#)

[We drove.](#)

[We jumped.](#)

[and jumped.](#)

[We slept.](#)

[We took pictures.](#)

[We hugged.](#)

[We changed shoes.](#)

[We had water fights.](#)

[and more water fights](#)

[We climbed.](#)

[We smiled.](#)

[We played with cars.](#)

[We rode.](#)

[and rode.](#)

[We played dominoes.](#)

[We played at the waterslides](#)

[and slid some more](#)

[We laughed.](#)

[We posed.](#)

[We danced.](#)

[and danced.](#)

June: New colts on the ranch.

[Cisco, just born](#)

[Dawn and kids watching the birth of Cisco](#)

[Jeanie & Frank](#)

[Frank's first meal](#)

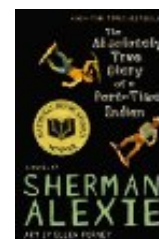
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Sherman Alexie, El...



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[Fire and Ice](#)
J. A. Jance



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