

The real outrage

Sent to the Seattle Times, Dec. 1

One administrator from Pennsylvania declared that it is an “outrage” that reading is not taught according to the “science of reading” (“What happened when schools used science to revamp when reading is taught,” Dec. 1).

The real reading outrage: reading “experts” have not read the research. Specifically, they have not read the substantial research showing that children in heavy phonics programs do better on tests in which they pronounce words presented on a list, but they don’t do better on tests in which they have to understand what they read. So when you claim that scores have gone up on reading tests, you have to ask what kind of test was used.

Studies also show that children who develop a pleasure reading habit do very well on both kinds of tests, whether they have had heavy phonics instruction or not.

Stephen Krashen

Professor Emeritus

University of Southern California

Research review: Krashen, S. (2009). Does intensive reading instruction contribute to reading comprehension? Knowledge Quest 37 (4): 72-74.

<https://tinyurl.com/jc6x8mk>

Original article: <https://www.seattletimes.com/education-lab/what-happened-when-schools-used-science-to-revamp-how-reading-is-taught/>
