

**The joy of phonics?
Stephen Krashen Dec 9, 2019**

This is a tweet written by a teacher, Patricia Wilson, and sent to Emily Hanford, the author of two long articles in the New York Times in strong support of “the science of reading” and explicit intensive phonics instruction.

“One of the best parts of the day is when our first graders eat their snack & work on the worksheet that comes with our phonics program. They are so intent upon their work, only the sound of munching can be heard. They feel so competent. Readers workshop never had that same joy.” [This tweet earned 18 “likes” and 2 retweets, one by Emily Hanford and another by the author of “Floppy's Phonics: Sounds and Letters.”]

I posted the tweet on twitter and asked: “Is this reaction typical? What does research say?”

So far there have been 16 responses. Here is what they were (my paraphrases):

The “Readers Workshop” must have been really bad. (6 responses)

The children liked the snacks.

If phonics was the best part of the day, it wasn't a good day.

Worksheets are enjoyable for teacher because he/she didn't have to teach.

I don't believe any teacher said this (3 responses)

Some children like worksheets.

Clearly, they did not have the same kind of experiences with worksheets that Ms. Wilson had.

Of course, those who send tweets to Emily Hanford and those who send tweets to me have different attitudes about heavy phonics. What is called for is a controlled study.

Tweet posted by Patricia Wilson sent to E. Hanford:

“One of the best parts of the day is when our first graders eat their snack & work on the worksheet that comes with our phonics program Readers workshop never had that same joy.”

Is this cheerful reaction typical? What does the research say?

