

THE RESULTS OF USING THE SRA READING LABORATORY
IN AN INTERMEDIATE GRADE
(GRADE FIVE)

AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF DANBURY STATE COLLEGE

IN PARTIAL FULLFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

by
James Blake Russell
January 1962

PURPOSE. The purposes of this thesis were a comparison of the SRA Reading Program with the Macmillan Basal Reading Program and a determination of the student benefits obtained through usage of the SRA Program.

PROCEDURE. The investigator adhered to the following procedure in his experimentation with the SRA Program in the Classes of 1960 and 1961.

Each September each fifth grade child was administered Macmillan's Readiness Diagnostic Test, Number 13, for the Macmillan basal reader, The World I Know. On the basis of the results of this test (plus an informal reading inventory in questionable and absent cases) three reading groups were established. Groups I and II immediately began reading the fifth grade Macmillan basal reader; Group III spent two months completing the fourth grade reader, Sharing Adventures, before commencing to read The World I Know.

In early January each class was given a consecutive series of tests; the Durrell-Sullivan Reading Capacity Test, Form A, the Durrell-Sullivan Reading Achievement Test, Form A, and the SRA Starting Level Guide.

These tests were followed by the introduction and usage of the SRA daily for nine weeks. At the conclusion of this period of time the Durrell-Sullivan Achievement Test, Form B, was administered to the group, and a comparison was made of

the reading progress of the group and each individual in the group in the SRA.

RESULTS. A comparison of the scores of the two Durrell-Sullivan Achievement Tests exhibited an average improvement of 4.3⁺ months in vocabulary and 2.8⁺ months in reading comprehension after usage of the SRA; their total average improvement was 3.5 months.

A comparison of the scores achieved on the Durrell-Sullivan Capacity Test was made with each of the Achievement Tests in order to determine whether the SRA filled its promise of raising all students to their capacity level of reading. The group results were: the percentage of improvement to capacity level of reading ability through the usage of the SRA Program-- 28.5% in vocabulary, and 11.9% in reading comprehension. Twenty-seven children still failed to achieve their reading capacity level after employment of the SRA for nine consecutive weeks.

CONCLUSION. The results obtained through employment of the SRA indicated it was no "cure-all" for all reading problems within a classroom. The SRA improved the reading vocabulary of the entire group and provided a challenge to the bright students. However, the SRA proved to be very unsuccessful in improving reading comprehension of the low-normal intelligent child, causing these children a loss in their reading achieve-

ment.

At best the SRA must be considered as a good supplementary program to the basal text of the grade with average to gifted intelligent children.