

Abstract

The objective of this action research project was to investigate the effect that Response to Intervention groups had on the reading behaviors, attitudes and performance of four third grade students. The data about attitude and behavior changes were collected and evaluated through surveys and observations by the researcher. The data on student performance was collected through Developmental Reading Assessment 2 (DRA2) and the Oregon Assessment of Knowledge and Skills (OAKS) state test. Data analysis suggests that Response to Intervention reading groups increased student performance and positively affected reading behaviors and attitudes. The author also suggests areas for further study of Response to Intervention groups.



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