



UTILIZATION OF A STORY RETELL WHEEL INTERVENTION IN THE READING COMPREHENSION SKILLS OF GRADE 4 PUPILS

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ABSTRACT

Strong reading comprehension is fundamental to academic achievement; however, many fourth-grade students encounter challenges progressing beyond basic word decoding to more advanced narrative analysis. This study examined the impact of a "Story Retell Wheel," an interactive, hands-on visual graphic organizer, on the reading comprehension abilities of young learners with identified literacy difficulties. This study used the quantitative method of research with the pre-experimental method of research using the one group pretest and posttest design. This study was done to a group of 22 Grade 4 kids of Cacapasan Elementary School chosen through purposive sampling based on observed reading gaps in the classroom. During a six-week intervention, participants used the tactile wheel to physically arrange and map essential story components like characters, settings, plot tensions and resolutions. The students were offered validated pretests and posttests to get data on four particular literacy indicators: identifying main concepts, sequencing events, making conclusions, and retelling orally. A paired samples t-test showed that the gains in all the abilities assessed were statistically significant ($t = -23.000, p < 0.01$). This resulted in the group's descriptive reading proficiency rating changing from Average to High. The most substantial gains were in event sequencing and inferential thinking, with identical mean differences of -1.05 for both measures. Thus, focused visual scaffolding can have a major effect on comprehension of higher-order cognition. In addition, a high positive connection ($p < 0.01$) was observed between detailed retelling skills and total comprehension scores. Based on these results, the study recommends adding this multi-sensory tool to basic school language arts curricula and remedial reading programs. Additionally, school administrators should plan professional development seminars for teachers to ensure that this tactical reading technique is used effectively and long-term in elementary classes.

KEYWORDS: Educational Intervention, Elementary Education, Grade 4 Pupils, Graphic Organizer, Pre-experimental Design, Primary Literacy, Reading Comprehension, Schema Theory, Story Retell Wheel.

INTRODUCTION

Reading comprehension is a foundational academic skill that underpins success across all subject areas. At the Grade 4 level, learners undergo a critical transition from "learning to read" to "reading to learn," which requires advanced narrative processing, schema activation, and the ability to synthesize information from texts. Despite the importance of this developmental stage, many Filipino pupils struggle to organize narrative structures, recall plot sequences, and express textual meaning coherently. This localized literacy deficit reflects a broader systemic crisis, as confirmed by international assessments such as the Programme for International Student Assessment (PISA) and the Southeast Asia Primary Learning Metrics (SEA-PLM), which consistently report Filipino learners' difficulties in constructing meaning beyond literal recall (OECD, 2019; UNICEF, 2020). Local Department of Education (DepEd) assessments further highlight comprehension gaps, emphasizing the urgent need for structured instructional scaffolds that reduce cognitive load and bridge comprehension deficits in the intermediate grades.

To address these challenges, contemporary reading instruction emphasizes visually supported, learner-centered frameworks. Schema Theory posits that comprehension is maximized when readers connect new information to pre-existing mental frameworks (Anderson, 1984). A promising intervention aligned with this theory is the Story Retell Wheel, a tactile graphic organizer that assists students in mapping narrative elements such as characters, setting, conflict, climax, and resolution. Unlike conventional question-and-answer routines, the wheel serves as a physical anchor that guides learners to manipulate, segment, and verbally reconstruct texts step-by-step. This multi-sensory approach fosters active engagement and cognitive processing, thereby enhancing semantic recall, narrative coherence, and independent comprehension skills. Philippine literacy research supports the effectiveness of visual organizers and storytelling strategies, with localized action research showing that tactile interventions boost learner engagement and retention (DepEd, 2022).

Reading comprehension difficulties among elementary learners are well documented. Students often fail to draw meaningful links between new content and prior knowledge, resulting in fragmented understanding. Duke and Pearson (2002) explain that superficial comprehension occurs when learners cannot access relevant past information during reading. This aligns with Kintsch's (1998) construction-integration model, which argues that weak schemas prevent readers from sequencing events and making logical connections. McNamara (2004) further notes that poor readers lack metacognitive skills to self-monitor and activate schemas, leading to working memory overload. Blachowicz and Perfetti (2005) emphasize that increased cognitive load deprives learners of the mental resources necessary for high-level comprehension and story retelling.

To mitigate these barriers, researchers advocate explicit scaffolding. Pressley (2006) stresses that elementary learners require overt strategy instruction to guide information retrieval and retention. Gambrell (2004) concurs, highlighting that visual tool such as narrative maps and graphic organizers reduce cognitive demands and help learners see story structures. Interactive, multi-sensory organizers like the Story Retell Wheel provide tangible pathways to schema formation, enabling struggling readers to organize and synthesize text elements. By breaking down narratives into manageable parts, the wheel reduces cognitive load (Perfetti, 1999) and supports higher-order skills such as sequencing and inference.

Story retelling has also been shown to reinforce memory, enhance sequencing, and improve spoken language development, all of which support comprehension (Morrow, 1985). Graphic organizers, particularly story maps and sequencing charts, have been found to significantly improve recall and comprehension accuracy (Kim et al., 2004). Schema-based strategies further strengthen learners' ability to interpret texts deeply and integrate new knowledge (Anderson, 1984). Taken together, these findings provide strong theoretical and empirical support for the Story Retell Wheel as an intervention tool.



The study is anchored on Schema Theory, which views reading as an active, constructive process where meaning is built by connecting story elements to prior knowledge (Anderson, 1984). The Story Retell Wheel operationalizes this theory by externalizing schemas into a tactile, visual format. By prompting learners to manipulate and reconstruct texts, the wheel reduces working memory fatigue and enhances comprehension outcomes such as sequencing, inference, and retelling. The conceptual framework follows an Input-Process-Output model. Input includes pupil profiles and instructional materials; the process involves pretests, guided reading, wheel manipulation, and posttests; and the output is improved comprehension skills and significant pre-post differences. This framework illustrates how structured, visual, and interactive techniques can enhance comprehension by organizing narrative information and linking it to prior knowledge.

Statement of the Problem

This study was conducted to determine the effectiveness of the “Story Retell Wheel intervention” in improving the reading comprehension skills of Grade 4 pupils. Specifically, it sought to answer the following:

1. How may the demographic profile of the pupil-respondents be described in terms of age, sex, reading level, and availability of reading materials at home?
2. How may the level of reading comprehension skills of the pupils before and after the intervention be described in terms of identifying main ideas, sequencing events, making inferences, and story retelling ability?
3. Is there a significant relationship between pupils’ story retelling performance (using the Story Retell Wheel rubric) and their reading comprehension scores?
4. Is there a significant difference between pre-test and post-test comprehension scores after the intervention?
5. Based on the findings, what dissemination plan can be proposed to enhance the school’s reading comprehension program?

METHODOLOGY

The methodology employed in the study such as research design, locale, respondents, instruments, ethical considerations, data gathering procedure, and data analysis are presented in this chapter. The purpose of the study is to ensure that the investigation of the use of the Story Retell Wheel intervention on Grade 4 pupils’ reading comprehension skills is methodical, valid and reliable.

Research Design

The study used a one-group pretest-posttest design. This approach enables the researcher to measure the use of the Story Retell Wheel intervention through a comparison of the pupils’ reading comprehension and retelling skills before and after the intervention. A one-group pre-test and post-test strategy was used because of the practical restrictions of dealing with an intact class where it is not always possible to randomly allocate students.

Research Locale

The study conducted at Cacapasan Elementary School, located in Cacapasan, Cuyapo, Nueva Ecija. This school were selected due to its Grade 4 population, availability of classroom resources, and teacher support for reading interventions. The locale provides a representative environment for assessing the utilization of structured reading strategies among elementary pupils. The respondents were 22 Grade 4 pupils composed of 11 males and 11 females. The participants were selected through purposive sampling based on initial assessments and teachers recommendation. These learners demonstrated difficulty in reading comprehension skills and were chosen as they could benefit from targeted intervention.

Respondents of the Study

The study’s respondents are the Grade 4 kids for the school year 2025-2026. Purposive sampling was used to 22 learners depending on their reading abilities and willingness to participate. Only learners with basic reading capabilities whose parents/guardians gave informed consent were included. The respondents are the target audience for the assessment on the application of Story Retell Wheel intervention on the improvement of reading comprehension and oral retelling skills .

Research Instrument

The Story Retell Wheel is the primary tool used in this study. Story Retell Wheel is an interactive graphic tool that helps Grade 4 learners identify the main elements of the story: characters, setting, problem, events and solution. The main intervention was the Story Retell Wheel and scaffold comprehension, reduce cognitive load and enhance schema activation when reading activities. Reading comprehension was assessed with pre- and post-tests. The pre- and post-tests had a narrative passage and multiple-choice and open-ended questions to examine participant understanding, recall, and interpretation of the story. An oral retelling checklist were employed to evaluate pupils’ ability to retell stories accurately, coherently, and in the correct sequence, with emphasis on clarity and organization. Observation and feedback forms were also used to monitor pupil engagement, participation, and interaction during the Story Retell Wheel sessions. Together, these instruments provided both quantitative and qualitative data which allowed for a full assessment of the use of the intervention toward improving reading comprehension and oral retelling skills.

Ethical Considerations

This study was conducted in accordance with strong ethical standards to protect the rights, safety and well-being of the kids who participated. All respondents were informed that their participation was voluntary and that they could withdraw at any moment without penalty. Prior to the commencement of the study informed consent was sought from the parents or guardians of all respondents. Data collection and reporting were conducted without personal identifiers to maintain anonymity and all information was kept secure and accessible only to the researcher. Moreover, the study ensured that all activities were age-appropriate and non-stressful, with particular focus to fostering a supportive and inclusive learning environment. The teacher-researcher closely supervised the kids during the Story Retell Wheel sessions, providing support and help as needed to ensure that they were neither physically or emotionally uncomfortable. These measures ensured that the research was carried out with integrity, respect and accountability for the young learners participating.

Data Gathering Procedures

The data gathering process began with securing approval from the school principal of Cacapasan Elementary School and Grade 4 teachers, followed by obtaining informed consent from the parents or guardians of the pupils. Before the intervention, a pre-test were administered to assess the baseline reading comprehension and oral retelling skills of the respondents. This allowed the researcher to ascertain the pupils’ initial understanding and identify areas for focused support. Following the pre-test, the tale Retell Wheel intervention was performed across 6 sessions/weeks, during which kids were engaged in guided retelling, graphic mapping of tale aspects and peer discussion. In the sessions, the researcher and teachers employed observation and evaluation questionnaires to track engagement, involvement, and comprehension strategies. The session was followed by a post-test and an oral retelling assessment to determine learning gains. The data acquired from the pre- and post-tests, the oral retelling rubrics and observations were



meticulously structured for further quantitative and qualitative analysis to evaluate the intervention use.

Data Analysis

The data collected from this study were analyzed using a combination of quantitative and qualitative approaches to provide a comprehensive evaluation of the utilization of the Story Retell Wheel intervention on Grade 4 pupils’ reading comprehension. Quantitative data included scores from the pre- and post-tests as well as oral retelling assessments, which were tabulated and computed to determine pupils’ performance before and after the intervention. This allowed for measurable comparisons and assessment of the intervention’s impact on comprehension and retelling skills. Paired sample t-tests were performed to assess the statistical significance of the data. This test compared mean scores of kids before and after the intervention to show whether improvements were significant and could be attributed to the Story Retell Wheel. The quantitative study focused on immediate learning outcomes, such as the pupils’ ability to recall tale events, sequence narrative elements correctly, and answer comprehension questions appropriately. Quantitative indicators were supplemented by qualitative data from observation notes, teacher feedback and pupil answers throughout the intervention sessions. These data were thematically analyzed to detect patterns in learner involvement, motivation, participation and use of understanding methods. The

qualitative study highlighted the ways in which the Story Retell Wheel assisted learning, for example, how the structured recounting, visual mapping and interaction with peers facilitated understanding and recall. Finally, the integration of quantitative and qualitative findings allowed for a holistic interpretation of the intervention’s utilization. While the quantitative analysis highlighted measurable gains in comprehension and oral retelling, the qualitative analysis provided context, showing how pupils applied critical thinking, organized ideas, and built confidence in reading. This combined approach ensured that both the immediate outcomes (reading comprehension and retelling) and long-term outcomes (critical thinking, narrative analysis, and reading confidence) of the Story Retell Wheel intervention were thoroughly evaluated.

RESULTS

This chapter presents the findings and analysis of data obtained in the present study. The demographic profile and the level of performance of pupils in the literacy skills before and after the intervention.

1. Demographic Profile of the Pupils

The Demographic profile included in the study are age, sex, reading level and availability of reading materials at home.

Table 1. Demographic profile of the pupils in terms of age.

Age	<i>f</i>	%
9	13	59.1
10	9	40.9
Total	22	100%

Table 1 presents the demographic profile of the Grade 4 participants based on age. The data reveals that the majority of the respondents are 9 years old, accounting for 13 pupils or 59.1%

of the total sample. The remaining 9 participants are 10 years old, representing 40.9% of the cohort. Overall, the sample consists of a total of 22 pupil-respondents.

Table 2. Demographic profile of the pupils in terms of sex.

Sex	<i>f</i>	%
Male	11	50.0
Female	11	50.0
Total	22	100.0

Table 2 presents the demographic profile of the Grade 4 participants based on sex. The data reveals a perfectly balanced distribution among the respondents, consisting of exactly 11

males (50.0%) and 11 females (50.0%). In all, the sample consists of 22 pupil-respondents with equal representation of both genders in the study.

Table 3. Demographic profile of the pupils in terms of reading level

Reading Level	<i>f</i>	%
Frustration	8	36.4
Instructional	10	45.5
Independent	4	18.2
Total	22	100.0

Table 3 shows the characteristics of the pupil-respondents in terms of reading level. According to the data, 10 kids (45.5%) are at the Instructional level, while 8 pupils (36.4%) are at the Frustration level. Only a small percentage of the group, 4 children (18.2%) are at the Independent level.

The results show that the majority of responders (more than 80%) are at the Instructional and Frustration levels. This demonstrates the real need for specific reading interventions, with the majority of kids needing teacher support to make sense of a text or finding the topic too challenging to understand by themselves.

Table 4. Demographic profile of the pupils in terms of availability of reading materials at home.

Availability of Reading Materials	<i>f</i>	%
Yes	12	54.5
No	10	45.5
Total	22	100%



The profile of the pupil-respondents according to availability of reading materials at home is presented in Table 4. The data indicates that 12 pupils (54.5%) had access to reading materials, whilst 10 pupils (45.5%) claimed that they do not have any reading materials available in their households. While over half of the respondents had books or other reading resources at home, a substantial proportion (almost 46%) do not

have access to these vital tools.This lack of access may be contributing to the large proportion of pupils slipping into the “The home environment is crucial in literacy development and frustration and instructional levels were found in the preceding table.

Table 5. Level of reading comprehension skills of the Grade 4 pupils before and after the intervention.

Reading Comprehension Skills	Pre-test Mean	Descriptive Rating	Post-test Mean	Descriptive Rating	Mean Difference
2.1 Identifying Main Idea	2.82	Average	3.77	High	0.95
2.2 Sequencing of Events	3.27	Average	4.32	Very High	1.05
2.3 Making Inferences	2.55	Low	3.55	High	1.00
2.4 Story Retelling Ability	2.86	Average	3.68	High	0.82
OVERALL MEAN	2.88	Average	3.83	High	0.95

Legend: 1.00 – 1.80: Very Low 3.41 – 4.20: High
1.81 – 2.60: Low 4.21 – 5.00: Very High
2.61 – 3.40: Average

Table 5 shows that the reading comprehension skills of Grade 4 kids have significantly improved after the intervention was implemented. Prior to the intervention however, the aggregate mean of the pupils was 2.88 which is an Average level of proficiency. The lowest performance was in Making Inferences with a mean of 2.55 (Low).

Following the intervention, the overall level changed to High with a mean of 3.83. The biggest improvement was seen in the Sequencing of Events, from 3.27 (Average) to 4.32 (Very High) with the highest mean difference of +1.05. All other sub-skills (Identifying Main Idea (+0.95), Making Inferences (+1.00),

and Story Retelling Ability (+0.82) showed significant gains from Low or Average to High.

The results indicate the intervention was quite helpful in closing the gap in students’ comprehension. Sequencing of the ‘Very High’ rating in the events imply that the intervention offered a good structural scaffolding that assisted learners to organize narrative information. In addition, the +1.00 improvement in Making Inferences is quite interesting. It implies that as kids improved in the basic tale recall, they acquired the mental confidence to use higher order thinking abilities, such as reading ‘between the lines’.

3. Significant relationship between the pupils’ story retelling performance using the Story Retell Wheel rubric and their reading comprehension scores.

Table 6. Relationship between the pupils’ story retelling performance (using the Story Retell Wheel rubric) and their reading comprehension scores

Post Test		Story Retelling Performance			
		Organization	Details	Sequency Accuracy	Language
Identifying the Main Idea	R	.742**	.864**	.565**	.864**
	p-value	.000	.000	.006	.000
Sequencing of Events	R	.841**	.680**	.641**	.680**
	p-value	.000	.000	.001	.000
Making Inferences	R	.806**	.774**	.800**	.774**
	p-value	.000	.000	.000	.000
Story Retelling Ability	R	.721**	.855**	.465*	.855**
	p-value	.000	.000	.029	.000

**Correlation significant at the 0.01 level
*Correlation significant at the 0.05 level

Table 6 shows a consistently high and statistically significant association between pupils’ story retelling performance and their reading comprehension skills across all areas tested.

All correlations are high and good for detecting the primary idea, especially details and language (r =.864), followed by organization (r = .742) and sequency accuracy (r = .565). All p values < .01 . This shows that stronger performance in recapitulation (especially in terms of details and use of appropriate language) is more correlated with higher ability to identify the main idea.

In terms of sequencing of events, the correlations remain moderate to strong (r =.641 to.841) in terms of sequencing of events with organization having the strongest association (r =.841). This means children who are better at ordering their recounting are also better at understanding the correct sequence of events in a text.

For making inferences, all components of story retelling demonstrate strong positive correlations (r = .774 to .806), all

significant at the .01 level. This indicates that pupils who are skilled in retelling stories—across organization, details, sequence, and language—are also more capable of drawing logical conclusions beyond the text.

Lastly, overall story retelling ability is strongly correlated with reading comprehension skills, particularly in details and language (r = .855), and organization (r = .721), all significant at the .01 level. Although sequency accuracy shows a weaker correlation (r = .465), it is still statistically significant at the .05 level, indicating a meaningful but less pronounced relationship.

Overall, the findings suggest that story retelling performance is a strong predictor of reading comprehension, with the components of details and language emerging as the most influential factors. This implies that enhancing pupils’ ability to retell stories in a detailed, organized, and linguistically appropriate manner can significantly improve their comprehension skills.



4. Significant difference between the pre-test and post-test reading comprehension scores of the Grade 4 pupils after the implementation of the Story Retell Wheel intervention.

Table 7. Difference between the pre-test and post-test reading comprehension scores of the Grade 4 pupils after the implementation of the Story Retell Wheel intervention.

		Paired Differences			T	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean		
Pair 1	Pre-Test Identifying Main Ideas - Post-Test Identifying Main Ideas	-.95455	.21320	.04545	-21.000	.000**
Pair 2	Pre-Test Sequencing of Events - Post-Test Sequencing of Events	-1.04545	.21320	.04545	-23.000	.000**
Pair 3	Pre-Test Making Inference - Post-Test Making Inference	-1.04545	.21320	.04545	-23.000	.000**
Pair 4	Pre-Test Story Retelling Ability - Post-Test Story Retelling Ability	-.90909	.42640	.09091	-10.000	.000**

** significant at the 0.01 level
* significant at the 0.05 level

Table 7 presents the results of the paired samples t-test comparing the pupils’ pre-test and post-test reading comprehension scores after the implementation of the Story Retell Wheel intervention. Overall, the findings show statistically significant improvements across all measured areas, indicating the utilization of the intervention.

For identifying the main idea, the mean difference is -0.95455 with a p-value of .000, which is significant at the 0.01 level. The negative mean difference indicates that post-test scores are higher than pre-test scores, and the narrow confidence interval (-1.04907 to -0.86002) suggests consistency in the improvement among pupils.

In terms of sequencing of events, the mean difference of -1.04545 and extremely significant p-value (.000) in terms of sequencing of events show a strong improvement following the intervention. The t-value (-23.000) also shows a high effect, indicating that learners significantly improved their ability to organize events in the correct order.

Similarly, for making inferences the results are the same as that of sequencing with a mean difference of -1.04545 and a p-value of .000, demonstrating a highly significant development in pupils’ inferential comprehension skills.

The mean difference in tale recounting ability is -0.90909, likewise significant at p = .000. Compared to the other categories, the improvement is slightly lower, but still shows a meaningful rise in pupils’ capacity to recount stories effectively following the intervention.

For all variables, the p-values are less than .01 indicating that the differences observed are not attributable to chance. The negative mean differences were consistent, indicating that post-test performance was better than pre-test performance in all domains.

In summary, the results strongly suggest that the Story Retell Wheel intervention had a significant positive effect on Grade 4 pupils’ reading comprehension and story retelling skills, particularly in sequencing events and making inferences, which showed the greatest improvements.

5. Proposed Dissemination Plan for the Intervention “Story Retell Wheel”

The proven utilization of the “Story Retell Wheel” in boosting reading comprehension was proved, which indicated the necessity of its wider dissemination outside the experimental group. Since Grade 4 is a vital shift from “learning to read” to “reading to learn,” it is important to provide pupils with cognitive

scaffolds such as the Retell Wheel to be successful academically across all subjects. This distribution plan offers a bridge from research into classroom practice, giving educators a tactile, visual tool for demystifying sophisticated story analysis. This study hopes to share these findings to set standard active reading practices aligned with national literacy objectives as well as to develop a culture of deep and analytical thinking among intermediate learners.

Moving from primary school to the intermediate level is an important time for a child’s academic career. In Grade 4, literacy education moves from mechanical decoding of words to higher-order cognitive processing of information. But many students struggle with this shift, often able to “read” the words on a page without really “understanding” the depth of the narrative. This gap between literacy and understanding begs for the adoption of novel, evidence-based educational scaffolding.

The “Story Retell Wheel” intervention is born out of this necessity. It serves as a bridge between the abstract nature of a story and the concrete understanding of its structure. Unlike traditional reading methods that rely heavily on rote memorization or simple question-and-answer formats, the Story Retell Wheel provides a tactile and visual framework. The students must engage in active processing by actually turning the wheel to determine characters, settings, problems, and solutions. Such multisensory engagement is critical for Grade 4 kids, because it changes the passive process of reading to a dynamic, productive experience.

The effectiveness of this intervention, as demonstrated by the large gains in the experimental group, demonstrates that visual scaffolding is not only a “support” but a “catalyst” for cognitive development. The method must be shared. It is the strategy that directly addresses the “Fourth Grade Slump.” Using the Retell Wheel as a common tool gives instructors a practical way to promote metacognition, enabling students to check their own knowledge as they go through a text.

ByThe broadening of this action guarantees that the advantages of scholarly research is felt where it counts most: in the classroom. When kids learn to retell with systematic scaffolding, they build the foundational abilities necessary for summarizing, inferencing and critical analysis, all of which are essential for their future academic success and lifelong literacy.



Objectives

1. To increase awareness among Grade 4 teachers and school heads regarding the pedagogical benefits of the Story Retell Wheel in scaffolding narrative comprehension.
2. To give teachers with common templates and instructional guidelines to integrate the Retell Wheel in the daily reading lessons in English and Filipino.

3. To encourage use of the intervention with other grade levels (Grades 5 and 6) for vertical alignment of reading practices.
4. To provide parents with simpler versions of the Retell Wheel to encourage them to be involved in encouraging children’s reading habits during home-based reading activities.
5. To evaluate the long-term effect of the tool on student performance on periodic reading evaluations and standardized examinations.

Table 8: Dissemination Plan for the Story Retell Wheel Intervention

Step	Strategy	Description	Target Audience	Timeframe
1	School-Based Presentation	Present the experimental research findings and the significant gains in comprehension scores to school stakeholders.	School Head, English Teachers	Immediately post-defense
2	Reading Intervention Workshop	Conduct a hands-on training session for teachers on how to utilize the Story Retell Wheel as a visual and tactile scaffold.	Intermediate Teachers, Reading Coordinators	1–2 weeks after defense
3	Home-Reading Orientation	Provide parents with a "Home Retell Wheel" guide to use with bedtime stories or independent reading.	Parents/Guardians	Within the month
4	Material Production	Create durable, laminated Retell Wheels for classroom reading corners and the school library.	Reading Coordinators	Ongoing
5	Quarterly Progress Review	Utilize the Phil-IRI or school-based tests to track the comprehension growth of users.	Teachers, School Reading Team	Quarterly



Figure 3 Dissemination Plan for the Story Retell Wheel Intervention

To create this figure, you can use a circular flowchart with five interconnected nodes. At the center, place an image or icon of the Story Retell Wheel to symbolize the core of the intervention.

Analysis of Dissemination Components

1. School-Based Presentation
- The process begins with the formal presentation of research outcomes to school heads and faculty. This phase is designed to gain institutional buy-in by showcasing the statistical significance of the Retell Wheel in improving narrative sequencing and comprehension.



2. Reading Intervention Workshop

An interactive professional development program for intermediate instructors. These seminars will equip you with practical ways to incorporate the “Wheel” into other sorts of lessons, such as silent reading or group storytelling.

3. Parent Engagement

This component connects home and school. Parents are given a simplified “Home Retell Wheel” and a guidance for facilitating narrative retelling during home reading sessions, so reinforcing the intervention that occurs in school.

4. Material Production

Intervention tools are developed to satisfy different student needs. Some wheels, for example, concentrate on basic narrative sequencing portions like beginning, middle and finish for weak readers, while other versions push advanced pupils with theme and moral analysis.

5. Quarterly Comprehension Review

The final phase uses tools like the Phil-IRI or quarterly school tests to evaluate performance. This data informs the next cycle of the plan, ensuring that the intervention remains dynamic and effective.

Symbolic Representation:

Unlike the piggy bank, which represents “saving” word knowledge, the Wheel represents the cyclical nature of deep understanding. As students “rotate” through story elements, they build a comprehensive mental map of the text, turning a single story into a permanent cognitive skill.

CONCLUSION AND RECOMMENDATIONS

The findings of this study clearly demonstrate that the Story Retell Wheel is a highly effective intervention for improving the reading comprehension skills of Grade 4 pupils, particularly those at the Frustration and Instructional levels who lack sufficient home literacy resources. The baseline profile revealed that while pupils were of appropriate age and equally distributed by sex, many struggled due to limited access to reading materials, underscoring the importance of classroom-based scaffolds. The intervention significantly raised comprehension performance from low average to high proficiency, with the strongest gains in sequencing and inferential reasoning, confirming that systematic narrative retelling is both a reflection of current literacy levels and a reliable predictor of comprehension accuracy. The large statistical differences between pre-test and post-test scores further validate the Story Retell Wheel as a sustainable, scalable, and multisensory instructional tool that addresses the “Fourth Grade Slump” and supports both literal and interpretive domains of reading. Based on these conclusions, it is recommended that teachers consistently integrate the Story Retell Wheel into reading lessons and supplement it with guided storytelling, think-aloud strategies, and collaborative retelling to reinforce sequencing and inference skills. School leaders should embed retelling-based strategies into the curriculum and provide professional development on the use of rubrics and graphic organizers, while parents are encouraged to supply accessible reading materials and engage children in simple retelling activities at home. Administrators should formally adopt the proposed dissemination plan to ensure systematic implementation through workshops, parent engagement, and quarterly evaluations, thereby institutionalizing the intervention across the school. Finally, future researchers are urged to replicate this study with larger samples and different grade levels, and to explore its impact on other literacy domains such as vocabulary, writing, and oral fluency, thereby broadening the evidence base for the Story Retell Wheel as a long-term curricular strategy.

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