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Multilingual Learning
Research Center



*MLRC Action
Research
Capstone 2026*

Inclusive EAL- Improving Student Fluency and Retelling Through Oral Reading Practices

**CANADIAN INTERNATIONAL SCHOOL,
BANGALORE, INDIA**

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Team Members from Our Group Who Attended MLRC Symposium at International School Manila : Abigail, Akshitha, Diana, and Naomy

Research question

How well do oral reading practices improve students' reading fluency and their retell quality in Grades 4 and 6?

Research Question Development

Version #1 (November - Before MLRC)

What inclusive EAL pedagogical practices most effectively foster reading comprehension growth for EAL, Learning Support (LS), and mainstream students in an inclusive classroom setting?

Reasoning

Broadly explores strategies for supporting all learners in an inclusive setting, focusing on diverse student needs.

Version #2 (January - During MLRC)

To what extent does structured oral reading practices enhance students' oral reading accuracy and their ability to retell texts effectively in intermediate grades?

Reasoning

More focused on one strategy (structured oral reading) and measurable skills (accuracy, retelling) for easier data collection.

Version #3 (Final)

How well do oral reading practices improve students' reading fluency and their retell quality in grades 4 and 6?

Reasoning

Most specific and manageable for action research. Targets two skills and specific student groups for clear analysis.

Literature Review

Promoting Fluency Through Challenge (Downs, 2025)

Repeated reading with varying complexity improved fluency and retell quality. Note: Fluency gains alone do not guarantee deeper comprehension.

Oral Language Intervention in EFL (Salhab, 2025)

Oral interventions (read-alouds, retelling) enhanced comprehension of story elements. Consistent practice is key to long-term strength.

Theory: The Simple View of Reading (Hoover & Gough, 1990)

Reading comprehension = Decoding Skills × Language Comprehension. Both are essential for effective text understanding.

Teaching Reading to All Learners (Moseley, 2023)

This book emphasises that all learners benefit from meaningful oral language experiences and repeated exposure to rich literacy activities. Read-alouds and language-rich interactions support comprehension and overall reading development.

Literature Review: Fluency & Retell

Literacy Foundations (NRP, 2000)

Reading fluency is an important component of literacy development and includes accuracy, speed, and expression while reading.

Comprehension Link (Rasinski, 2012)

Fluent readers focus more on comprehension because they spend less effort decoding words.

Academic Success (Kuhn & Stahl, 2003)

Fluency correlates strongly with comprehension and academic success. Fluent students recall information better.

Reliability & Validity of Retell Measures (Reed & Vaughn, 2012)

Retelling reflects understanding but should be used with other assessments; it is not fully reliable as a standalone measure.

Next STEPS in Literacy (Smartt & Glaser, 2010)

This book highlights that repeated reading and structured sentence frames improve reading accuracy, fluency, and comprehension. The authors emphasise the importance of scaffolded and explicit instruction for EAL and learning support students.

Instructional Strategies (Samuels, 1979; Rasinski, 2014)

Explicit instruction, repeated reading, and teacher modelling support oral language and retell abilities.

Purpose & Scope

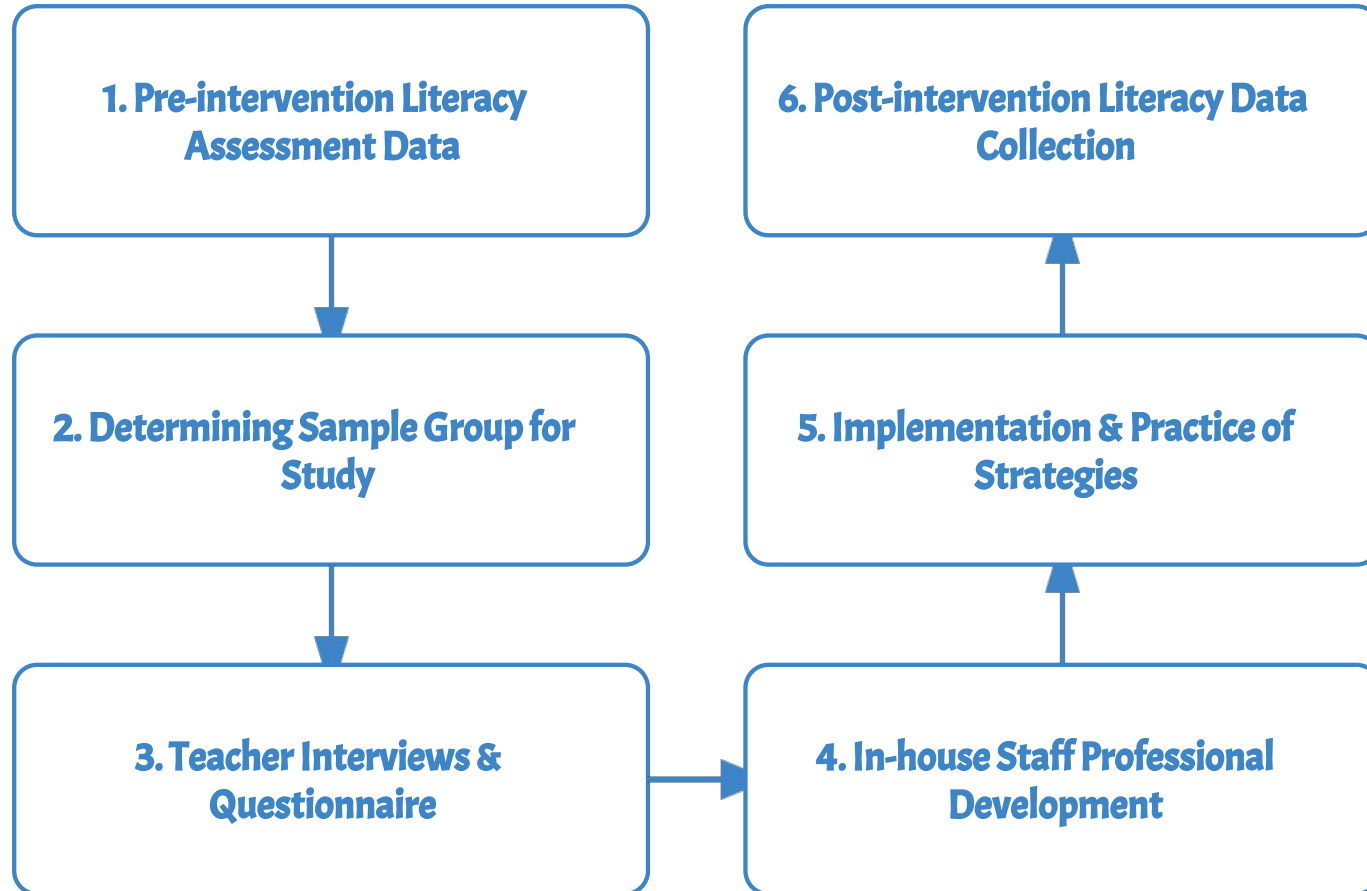
The Purpose

The purpose of this investigation was to explore and strengthen Inclusive EAL practices at Canadian International School, Bangalore by identifying reading strategies that support the development of students' reading fluency and retell quality, as measured through literacy assessments. The study aimed to examine the effectiveness of these strategies through the collection and comparison of pre-intervention and post-intervention data. Findings from the investigation will be shared with the school community to support reflective teaching practices and encourage the wider implementation of effective literacy strategies across the school.

Scope of Investigation

The investigation was conducted over a period of four months with Grade 4 and Grade 6 students. During this time, targeted reading interventions and instructional strategies were implemented to support students' fluency, comprehension, and oral retell skills within an inclusive learning environment.

Methodology



Data Collection Process

Assessment Process: Student baseline data was collected using Acadience Reading Assessments to measure fluency rates and retell quality.

Strategy Development: The collected data was then organised and analysed to guide the implementation of targeted reading strategies.

Key Data Streams

Teacher Survey Data Collection

Pre & Post Intervention Data

Implementation Data

Teacher Feedback Data

Student Reading Data Analysis

Citing sources from Acadience and internal literacy assessments for Canadian International School Bangalore.

Data Analysis

Quantitative Data Analysis

Numerical scores and growth data were collected and compared.

Pre- and Post-Intervention Analysis

Student scores before and after the intervention were compared to measure improvement.

Descriptive Statistics

Averages, percentages, and score changes were used to summarise results.

Growth Analysis

Focused on measuring student progress across intervention groups.

Comparative Analysis

Compared performance levels before and after the intervention.

1. Pre-intervention Acadience Whole Class Literacy Assessment Data

Color Key:
Above Benchmark (90% – 99%)
At Benchmark (70% – 89%)
Below Benchmark (40% – 69%)
Well Below Benchmark (0% – 39%)

Oral Reading Fluency (ORF)

Word Count (WC)

Accuracy (A)

Retell Quality (RQ)

ORF - WC	ORF - A	ORF - RQ	Maze	Comp
128	100	3	25	444
157	99	2	25	441
140	100	1	20	396
66	94	0	1	142
137	100	2	23	427
116	100	1	10	338
99	99	1	13	315
144	100	2	27	474
159	99	2	20	437
56	96	1	3	176
105	100	1	14	343
130	100	2	12	378
168	100	3	33	524
207	100	3	38	611
144	100	2	14	416
123	98	2	14	365
0	0	0	2	6
134	100	2	33	456

ORF - WC	ORF - A	ORF - RQ	Maze	Comp
159	99	4	21	475
134	100	4	17	394
143	100	4	27	453
115	100	2	8	337
97	99	4	9	313
121	100	4	27	429
65	99	2	5	225
116	98	4	25	464
			13	
149	100	4	27	523
127	100	4	22	429
117	99	4	15	369
115	100	2	15	329
117	100	4	24	413
140	100	4	13	400
104	98	4	18	360
0	0	0	0	0
141	100	4	26	455

ORF - WC	ORF - A	ORF - RQ	Maze	Comp
150	100	4	40	548
125	100	2	33	465
138	99	3	44	514
88	95	2	22	326
165	100	3	39	531
132	99	2	33	486
91	99	2	12	319
165	100	3	46	579
81	89	1	25	261
135	99	3	22	437
137	99	1	41	497
165	100	3	49	587
64	94	1	10	218
109	99	2	16	363
101	100	3	21	405
150	99	3	45	532
133	99	3	48	521
150	100	3	49	578
150	100	2	48	542

Grade 4: A targeted sample of 6 Grade 4 students whose Reading Accuracy assessment data fell within the “Below Benchmark” or “Well Below Benchmark” categories participated in the reading intervention. Additionally, 28 students whose Retell assessment scores were identified as “Below Benchmark” or “Well Below Benchmark” formed the targeted sample for the retell intervention.

1. Pre-intervention Acadience Whole Class Literacy Assessment Data

Color Key:
Above Benchmark (90% – 99%)
At Benchmark (70% – 89%)
Below Benchmark (40% – 69%)
Well Below Benchmark (0% – 39%)

ORF - WC	ORF - A	ORF - R	ORF - RQ	Maze	Comp
105	100	41	3	16.5	373
155	99	56	3	14	433
163	100	57	2	23.5	491
152	100	64	4	38	552
178	100	54	3	22.5	496
141	99	46	3	21.5	431
113	95	23	2	16.5	305
162	100	67	3	35	556
163	100	61	3	33	527
67	87	25	1	9	169
135	99	48	2	25	443
103	100	45	4	16.5	379
170	100	40	4	38	522
121	100	26	2	21	377
127	100	60	4	20	447
103	100	60	2	16.5	409
148	100	48	4	21	448
152	100	58	2	30	498
180	100	63	4	21	510

ORF - WC	ORF - A	ORF - R	ORF - RQ	Maze	Comp
115	99	58	3	19	419
133	100	17	1	18	359
135	99	21	2	18	331
137	100	50	3	21	441
136	100	64	3	20.5	412
164	100	75	4	27	542
113	100	44	3	19.5	399
110	100	42	2	13	366
163	100	76	4	22	523
178	100	78	3	37	602
144	100	27	3	17	386
130	99	17	1	11.5	322
455	100	41	3	21	455
146	100	67	2	19	476
175	100	94	4	31	607
178	100	76	4	29	566
150	100	62	3	19	470
130	99	73	3	31.5	514
114	100	100	1	13	336

ORF - WC	ORF - A	ORF - R	ORF - RQ	Maze	Comp
105	100	41	3	16.5	373
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Oral Reading Fluency (ORF)

Word Count (WC)

Accuracy (A)

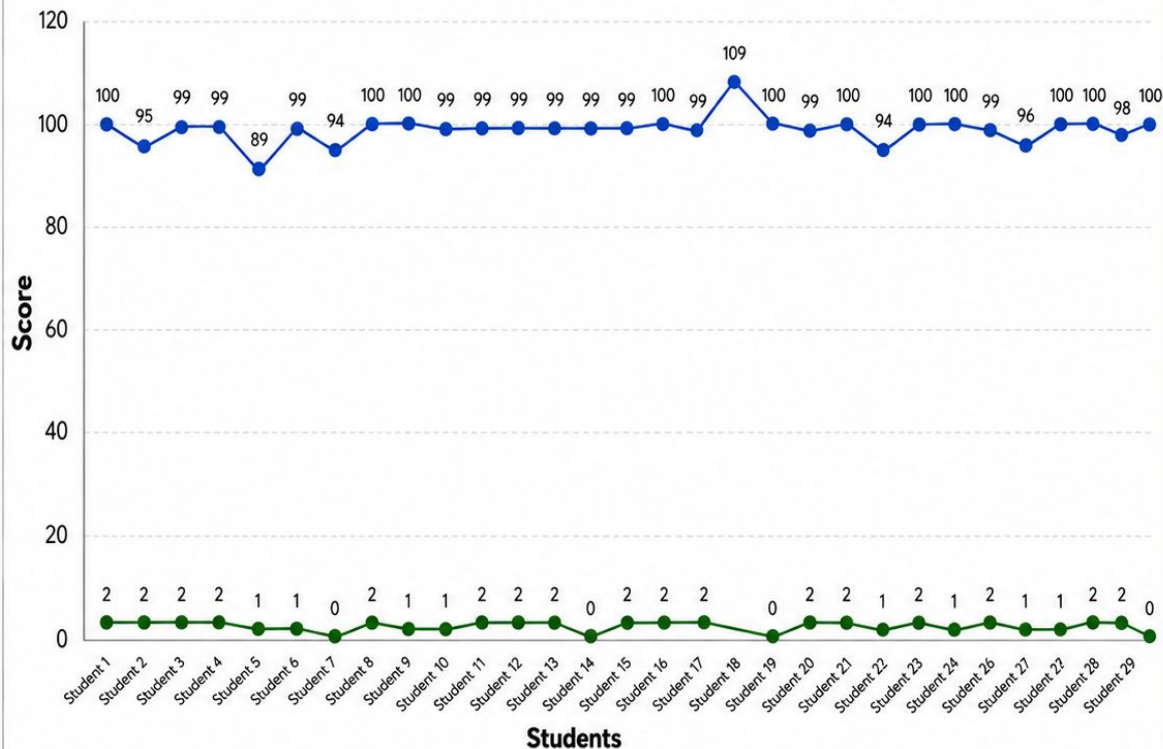
Retell Quality (RQ)

Grade 6: Based on the assessment data collected from 9 students, 8 students demonstrated reading accuracy at or above benchmark levels; however, their retell quality was identified as “Below Benchmark” or “Well Below Benchmark.” Therefore, these students were selected as the targeted sample group for the intervention in this action research study.

Sample Assessment Data Interpretation: Grade 4

Accuracy (ORF - A) and Retell Quality (ORF - RQ)

— Accuracy (ORF - A) — Retell Quality (ORF - RQ)



Findings for the Targeted Group



Reading Accuracy

- 24 out of 29 students (83%) achieved 95% or above.
- Most students demonstrated strong reading accuracy, with scores between 95% and 100%.
- 3 students scored between 89% and 94%, indicating moderate accuracy.
- 2 students (Students 14 and 28) scored 0%, showing a need for significant support in reading accuracy.



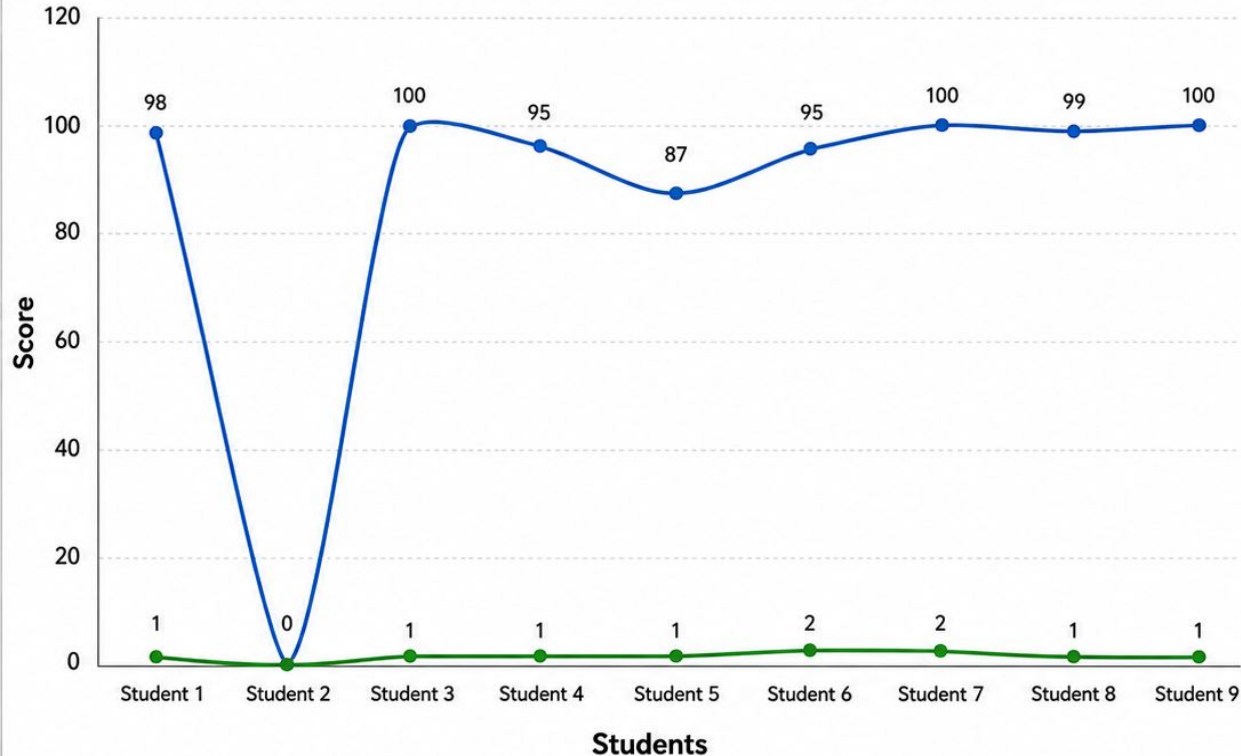
Retell Quality

- The majority of students (22 out of 29) scored 2, indicating good ability to include relevant details and sequence events.
- 6 students scored 1, showing emerging ability in retelling key ideas.
- 2 students (Students 14 and 28) scored 0, indicating limited ability to retell.
- Overall, retell quality is an area for continued focus, especially for students scoring 0 or 1.

Sample Assessment Data Interpretation: Grade 6

Accuracy (ORF - A) and Retell Quality (ORF - RQ)

— Accuracy (ORF - A) — Retell Quality (ORF - RQ)



Findings for the Targeted Group



Accuracy (ORF - A)

Accuracy scores were generally strong across the targeted group. Excluding one student who was absent during assessment, 7 out of 8 students (87.5%) achieved scores of 95% or above, indicating strong word recognition and decoding skills. Scores ranged from 87% to 100%, demonstrating that most students were reading with a high level of accuracy. These findings suggest that reading accuracy is largely a strength for this group, although a small number of students may benefit from continued support to achieve greater consistency.



Retell Quality (ORF - RQ)

Retell quality emerged as the primary area of need for the targeted group. Six students scored 1 (Beginning) and two students scored 2 (Developing), while no students achieved benchmark levels of 3 or 4. The data indicates that although students can decode and read text accurately, many experience difficulty recalling key details, sequencing events, and communicating their understanding of the text. These findings suggest a need for targeted intervention focused on comprehension, oral language development, and retelling strategies.

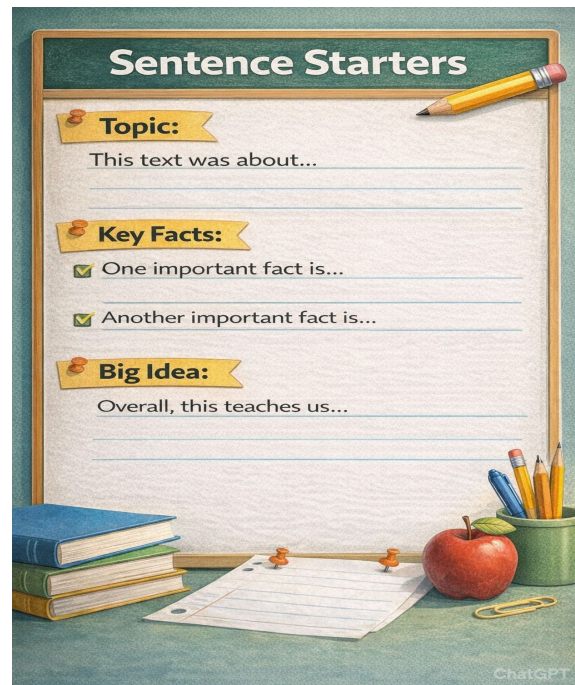
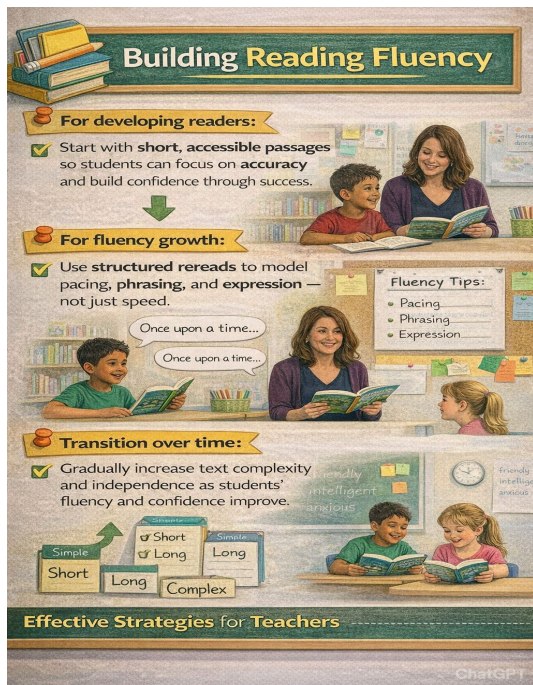
In-house Staff Professional Development



An in-house professional development session was conducted by the MLRC Manila cohort, with participants representing all school divisions. The session focused on exploring teachers' perceptions and implementation of inclusive EAL strategies aimed at enhancing students' reading fluency and improving the quality of retell responses.

Intervention Shared In-house Staff Professional Development

Among the strategies presented, repeated reading to support fluency development and the use of sentence starters to enhance retell quality were the most positively received by teachers during the session.



EXIT TICKET FROM OUR WORKSHOP

One strategy I will try in my classroom this week is.....

Target Observation
Strategies:

- Repeated reading
- Scoppled reading
- and analysis 2
- Students who
are struggling

Re tell
Checklist
Repeated
Reading
Re tell

- ① Will try to read and reread for fluency & comprehension
- ② They need more vocabulary to recall

Read 3x each time
Check for comprehension

yes
highlight
working with
Dante was
good

①. Those who are struggling to read / understand the text
I used to Retell them. • helping their comprehension Reading

One strategy
I will try is

Fluency Reading

Will try this
week
Repeated
Reading

Comprehension

One support my students
need for stronger oral
fluency / retell is

Being able to practice regularly

More tangible
tracking tools

② The checklist
+ Sentence starters

- Lined text
(fiction + non-fiction)
- Planning for (2020)

Support students' understanding
for word retelling
Sequencing words

dedicated
time and
space

One question I still have is.....

Am I going
to be able
to find time to
study?

How can I support my EAL student more effectively?

③. Some student not understanding the language, that time we used Transist. But student not understand their own language. What do we do

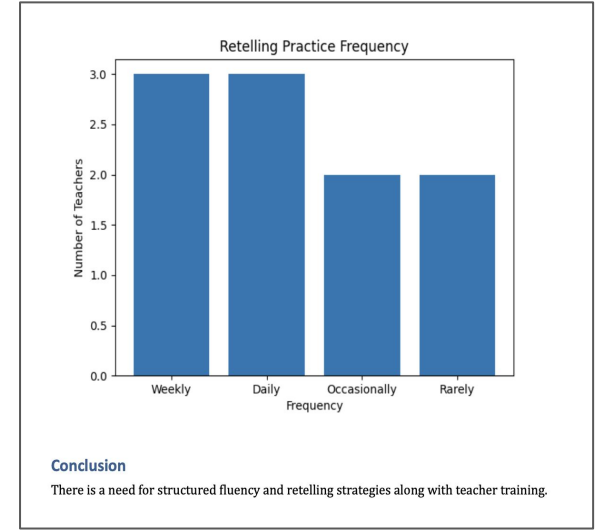
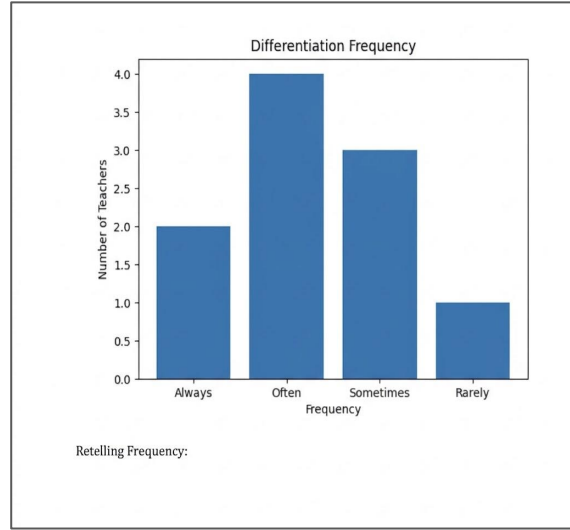
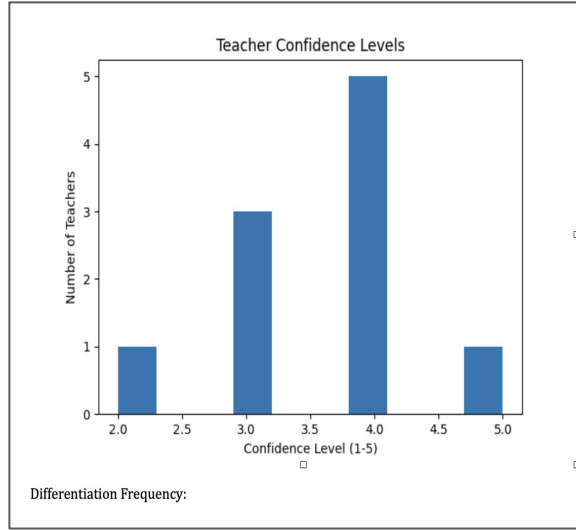
Partner: Retire
with questions
Questions

I wonder when
EAL will not
be seen as
a specialist
class and move
to a model of
inclusion??

One question I still have
When doing repeated
Randoming, do children
comprehend the question
when reading 2 different
halves and to comprehend
the question in the middle?

I wonder how they will perform with new tanks.

Teacher Survey Data Results

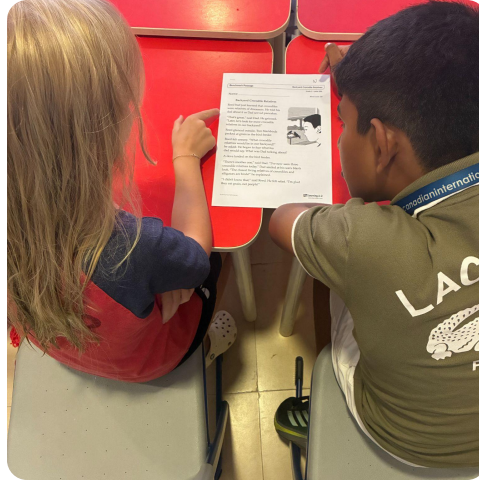


- 80% teachers reported feeling confident in using Inclusive EAL strategies in the classroom.
- 90% teachers shared that they regularly use differentiation strategies in class.
- 60% teachers expressed a willingness to implement retell practice strategies on a daily or weekly basis

Implementation: Repeated Reading



Step 1
Teacher reads



Step 2
Read with a partner



Step 3
Read to the teacher

Implementation: Sentence Frames

This poem tells us about... This poem tells us about how poet likes tree.	I now understand that... I now understand that poem use rhyme to write poem, example "see, tree. prest, break, dog, pray"	One important idea in the poem is... One important idea in the poem is we use simile, example "And lifts her lady arms to pray."
The poem teaches us that... The poem teaches	In the line "____", it shows... "Upon whose beam	Overall, the main idea is...

Sentence frames used by students to practice and enhance Retell quality

ick Retell Log

Day 2: Text I Read: Kids Should Cell Phones at

Retell Today

- ☒ I said what the text/story was about.
- ☒ I said 2 important ideas ← Study on phones, set timers, no class
- ☒ I said what happened in a sequence
- ☒ I spoke clearly
- ☒ I used words from the text

Teacher Rating ★ Ending w/ a wrap up

Score	Retell Quality
4	Provides 3 or more details in a meaningful sequence that captures a main idea
3	Provides 3 or more details in a meaningful sequence
2	Provides 3 or more details
1	Provides 2 or fewer details

Retell Quality feedback log used by the teachers

Teacher and Student Feedback after the intervention

Student Feedback - REPEATED READING

Grade 6 Student 1: “Repeated reading helped me to improve by mistakes that I made in the first reading.”

Grade 6 Student 2: “It helped me to understand better and I could get the key points from the reading and improve the words pronunciation.”

Student Feedback - SENTENCE FRAMES

Grade 6 Student 1: “It helped me how to start the sentences and make complete sentences”

Grade 6 Student 2: “Helps us speak properly in form when speaking such as when you are speaking to person. Who doesn’t know anything about what you are speaking.”

Teacher Feedback - REPEATED READING

Teacher 1: “Repeated reading significantly improved reading fluency, leading to increased confidence, speed, and a clear upward trend in reading accuracy.”

Teacher 2: “Using one targeted strategy is more effective for learning and teaching than using various strategies.”

Teacher Feedback - REPEATED READING

Teacher 1: “The strategy is highly versatile and could be effectively scaled for whole-class instruction using differentiated groups.”

Grade 4 Pre and Post intervention student's scores



Before Intervention Reading Accuracy	After Intervention Reading Accuracy
95	100
89	99
94	99
94	97
96	98
95	98
100	100
99	100
100	100

COLOR KEY: READING ACCURACY	
●	Above Benchmark (90% – 99%)
●	At Benchmark (70% – 89%)
●	Below Benchmark (40% – 69%)
●	Well Below Benchmark (0% – 39%)

Before Intervention Retell Quality	After Intervention Retell Quality
1	2
1	3
1	3
1	2
1	3
1	2
1	4
1	2

COLOR KEY: RETELL QUALITY	
4	At Benchmark (3 & 4)
3	At Benchmark (3 & 4)
2	Below Benchmark (2)
1	Well Below Benchmark (1)

Before Intervention Retell Quality	After Intervention Retell Quality
2	4
2	2
2	3
2	3
2	4
2	3
2	3
2	2
2	3
2	3
2	3
2	2
2	2
2	3
2	3
2	4

Grade 6 Pre and post intervention student's scores

Before Intervention Reading Accuracy	After Intervention Reading Accuracy
98	100
0	90
100	100
95	98
87	96
95	98
100	100
99	100
100	100

Before Intervention Retell Quality	After Intervention Retell Quality
1	2
0	1
1	3
1	2
1	1
2	2
2	4
1	2
1	3

COLOR KEY: READING ACCURACY

- Above Benchmark (90% – 99%)
- At Benchmark (70% – 89%)
- Below Benchmark (40% – 69%)
- Well Below Benchmark (0% – 39%)

COLOR KEY: RETELL QUALITY

- At Benchmark (3 & 4)
- Below Benchmark (2)
- Well Below Benchmark (1)



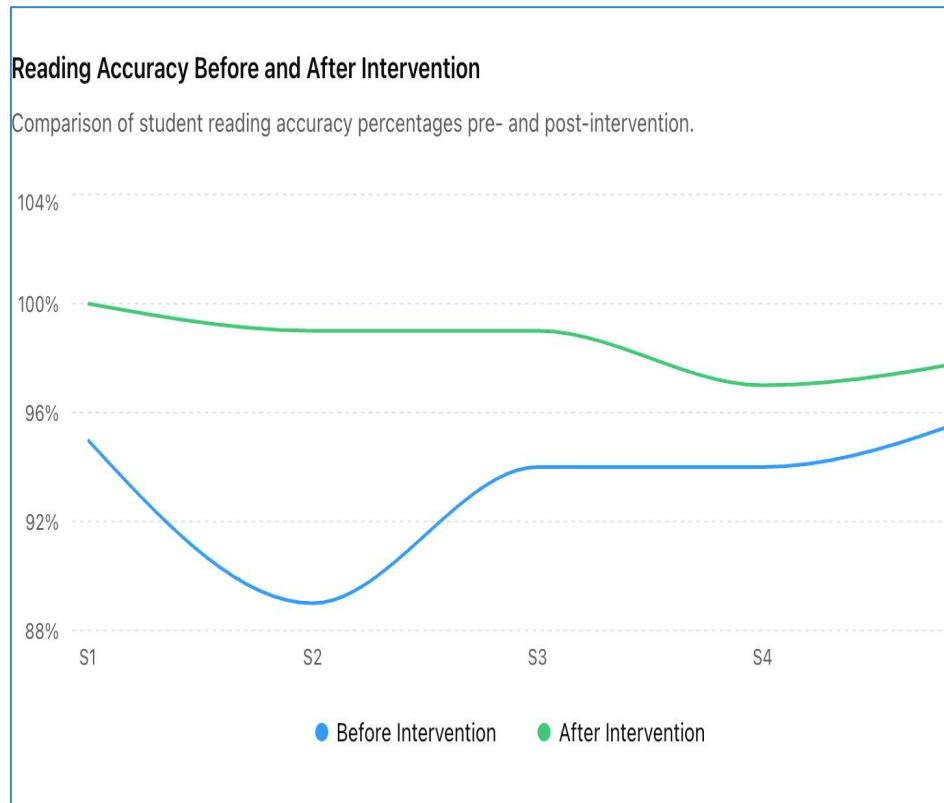
Reading Accuracy Findings: Grade 4

Analysis

The graph shows a clear upward trend in reading accuracy scores following the intervention. The average reading accuracy improved from **93.6% pre-intervention** to **98.6% post-intervention**, representing an average growth of **5 percentage points**. All students demonstrated measurable improvement, with multiple students achieving near-perfect accuracy scores after the intervention. These results suggest that the intervention positively supported students' reading fluency and decoding accuracy.

Key Outcomes

- Improved reading accuracy and fluency across all students.
- Increased consistency in decoding and word recognition skills.
- Students demonstrated greater confidence and independence while reading.
- Significant overall growth in reading accuracy following the intervention.



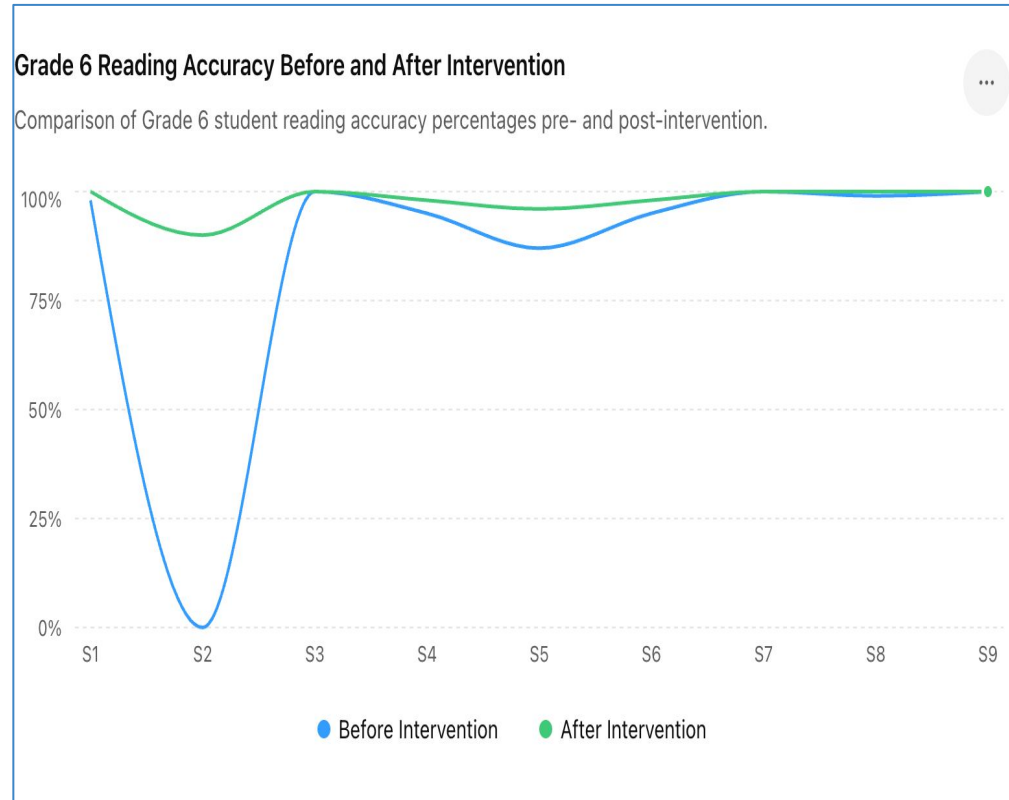
Reading Accuracy Findings: Grade 6

Analysis

The graph shows a strong overall improvement in Grade 6 reading accuracy following the intervention. The average reading accuracy increased from approximately **86% before the intervention to 98% after the intervention**, representing substantial overall growth. Most students improved their accuracy scores, with several students achieving or maintaining perfect accuracy. One student demonstrated significant growth from a very low baseline score to 90% accuracy post-intervention. These results suggest that the intervention effectively strengthened students' reading fluency, decoding skills, and overall reading performance.

Key Outcomes

- Improved reading accuracy and fluency.
- Increased decoding and word recognition skills.
- Strong overall growth across students.
- Intervention effectively supported literacy development.



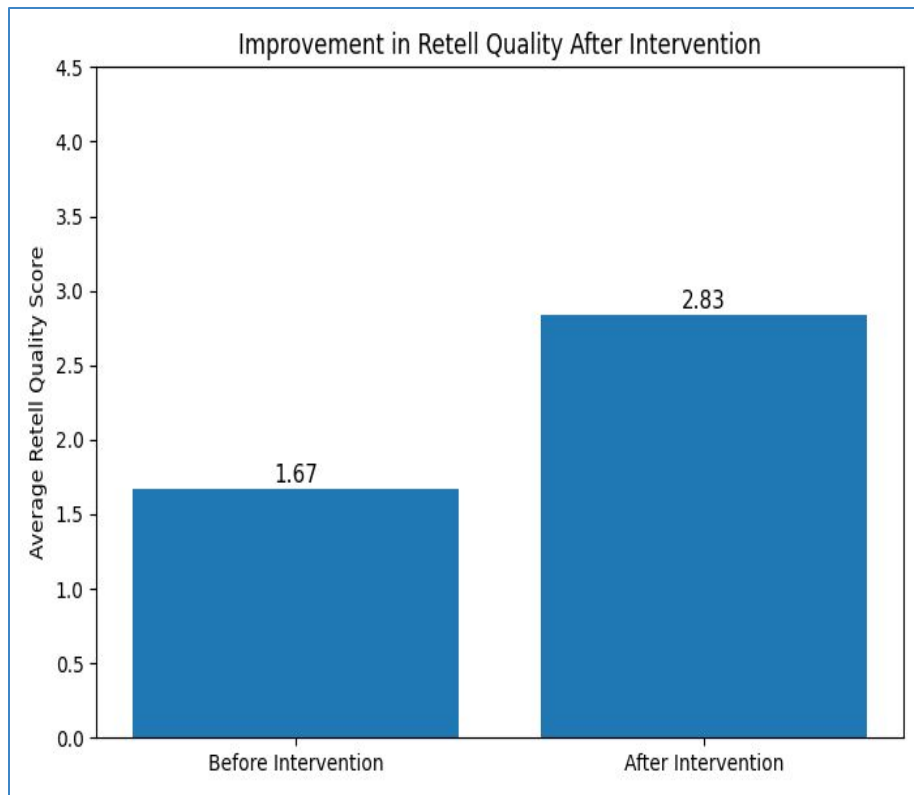
Retell Quality Findings: Grade 4

Analysis

The graph demonstrates a clear overall improvement in retell quality following the intervention. The average retell quality score increased from approximately **1.67** before the intervention to **2.83** after the intervention, showing growth of **1.16 points** across students. Most students improved by at least one point, and several students showed growth from scores of 1 or 2 to scores of 3 or 4. This suggests that the intervention had a positive impact on students' ability to retell information with greater detail, organization, and clarity.

Key Outcomes

- Improved comprehension and retelling organization.
- Increased inclusion of relevant details & sequencing.
- Effectively supported literacy development.



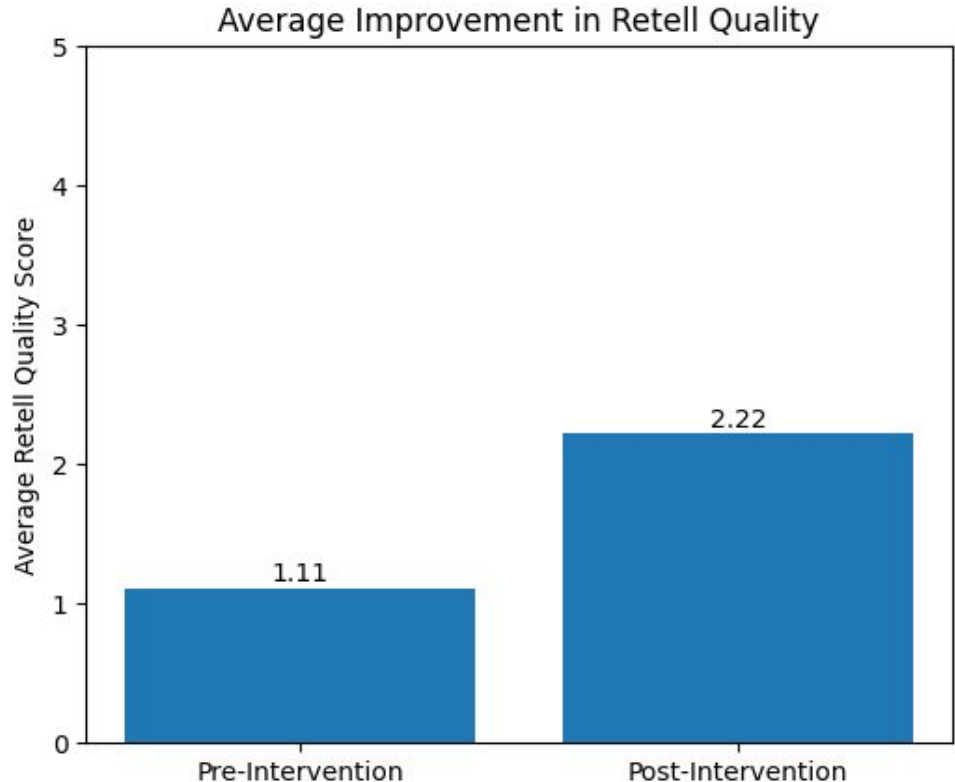
Retell Quality Findings: Grade 6

Analysis

The graph shows a clear improvement in retell quality following the intervention. The average retell quality score increased from 1.11 pre-intervention to 2.22 post-intervention, demonstrating an average growth of 1.11 points. Most students improved their scores, showing better comprehension, sequencing, and inclusion of relevant details in their retells. These results suggest that the intervention positively supported students' oral language and literacy development.

Key Outcomes

- Improved comprehension and retelling organization.
- Increased use of relevant details and sequencing.
- Greater clarity and confidence in responses.
- Supported overall literacy development.



From Data to Action: Implications for Practice and Research

Implications for Our School and Other School Communities

The findings demonstrate that targeted reading support leads to significant improvements in accuracy, fluency, and decoding skills across different age groups.

Both Grade 4 and Grade 6 students showed strong growth, with several achieving near-perfect accuracy and others making substantial progress from lower baseline scores.

Similar interventions could be successfully implemented in other schools to support struggling readers and improve overall literacy outcomes.

Contribution to Educational Research

While the findings of this study are based on research done within a singular learning environment, the evidence suggests that structured literacy interventions positively impacts reading development.

Consistent improvement in accuracy, word recognition, and fluency highlights the importance of targeted support in building confident, independent, and successful readers.

Discussion: What We Learned Through Action Research

Why does it matter to us?

Engaging in this research highlights the affordances and constraints of action research within our school context.

- In-person collaboration and MLRC support created professional learning opportunities.
- Strengthened understanding of data-driven instruction and inclusive EAL support.

Why does it matter to others?

This work identifies key factors for action research within the context of international schools.

- Shows how educators can develop research self-efficacy from initial low confidence.
- Shows how structured engagement and reflection support growth over time.
- Shows how capstone projects and symposium experiences contribute to the development of educators, research skills and confidence.

Reflections About Research

Research Process Value

The process of conducting the research itself was highly valuable for our professional community.

- Encouraged collaborative inquiry and teacher participation across homeroom, EAL and learning support Teachers.
- Fostered reflection across elementary and middle school.
- Flexibility in implementation supported successful participation.

Impact & Culture

The research strengthened our understanding and built a sustainable research environment.

- Reinforced importance of explicit reading instruction.
- Built a healthy research culture within the school.
- Teachers collaborated to reflect on student learning.

Instructional Learnings

A key takeaway was the value of data-informed instruction and ongoing progress monitoring.

- The use of assessment based data to identify strengths and needs for targeted support.
- Highlighted the importance of differentiating instruction.
- Supported diverse learners: EAL, mainstream, and those requiring additional support.

Next Steps in Our Action Research Journey

Continuing Literacy Strategies

We will continue implementing researched strategies while documenting effectiveness through data and reflection.

- Gather student and teacher feedback on engagement.
- Monitor oral reading accuracy and retell quality.
- Guide future instructional decisions and improvements.

Building Research Capacity

Strengthening evidence-informed practices by consistently analysing data and reflecting on findings.

- Refine intervention strategies for wider implementation.
- Foster collaborative and shared professional learning.
- Build a sustainable culture of inquiry and improvement.

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