

**International ELINET Symposium 2018**  
**“Literacy in the 21st Century: Participation – Inclusion – Equity”.**

July 23-24, 2018, Cologne, Germany



**Section VI: Instructional methods in early literacy teaching**

**Chairs:** Patricia Schillings, University of Liège & Renate Valtin, Humboldt University, Germany

**Tuesday, July 24, at 11.30–13.00**      **Location:** Seminar Building / Room S 23

LITERACY CHANGES LIVES.

**Code-focused and meaning-focused activities and their associations on first graders' reading fluency and reading comprehension in Estonia and Finland**

**Presenter:**

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Finland.

**Abstract:**

At the end of grade 1, Estonian and Finnish students show similar level of reading fluency and reading comprehension despite a year earlier onset of formal reading instruction in Estonia and highly similar orthographies (Soodla et al., 2015). Since grade 2 spring, Finnish students outperform their Estonian peers in reading comprehension (Soodla et al., 2018).

The aims of the present study were to examine the amount of code-focused (CF) and meaning-focused (MF) activities associated with reading fluency and reading comprehension in grade 1 spring and differences between Estonia and Finland. Literacy lessons in grade 1 spring were observed in 21 Estonian classrooms and 12 Finnish classrooms.

The amount of CF activities and MF activities was coded utilizing the Individualizing Student Instruction (ISI) Classroom Observation System (Connor et al., 2009). For the analyses the lessons were categorized as having low, average, or high amounts of CF and MF activities, furthermore the associations of CF and MF activities with students ( $N_{\text{Estonia}} = 415$ ;  $N_{\text{Finland}} = 154$ ) reading fluency and reading comprehension were analyzed. Average amounts of CF and MF activities were associated with better reading fluency in Estonia. In Finland, the amount of CF or MF activities was not associated with reading fluency. The amount of CF activities did not have associations with reading comprehension in either of the countries whereas average amounts of MF activities were associated with better reading comprehension in both countries. When also students' concurrent reading fluency was taken into account, interactions between literacy activities and students' reading comprehension were found only among Finnish low-fluency readers. For them, reading comprehension was significantly better in classrooms with either high amounts of CF activities or average amounts of MF activities. (Authors of the presentation are Jenni Ruotsalainen, Piret Soodla, Anna-Maija Poikkeus, Marja-Kristiina Lerkkanen, Eve Kikas)

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**References:**

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**Bio note:**

**Jenni Ruotsalainen**, M.A. Psychology, M.A. Education, is currently working as project researcher responsible for coordinating the activities in Centre for Research on Learning and Teaching (PI Marja-Kristiina Lerkkanen), Faculty of Education and Psychology, University of Jyväskylä. In her doctoral studies, she focuses on literacy instruction activities in first grade and how they support the reading skill development of students varying in their pre-skills in reading prior to formal reading instruction.