

OIS English Curriculum

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Oulu City Curriculum 2016

Language is the foundation of learning and thinking. It is present in every subject and all school activities, making every teacher a teacher of languages. Strong language skills enhance students' cognitive development and help form a multilingual and multicultural identity. As students expand their vocabulary and grammar, they also improve interaction, communication, and information-searching skills. Studying languages is joyful, creative, and playful.

Language education is part of broader language development and helps students build awareness of how language works. It fosters an interest in the rich linguistic and cultural diversity within the school and the wider world. Students are encouraged to communicate authentically and appreciate different languages, their speakers, and cultures.

The school actively promotes gender equality in language studies by offering language choice guidance that appeals to all students. Students are supported to pursue languages that genuinely interest them, regardless of gender, and are exposed to a wide range of subjects through varied and engaging teaching methods.

Language study prepares students for organized creative collaboration in diverse groups. It opens doors for global networking and communication. Information and communication technology (ICT) is naturally integrated into teaching, allowing students to engage in authentic, real-world communication based on their needs and interests. Language education also equips students to participate actively and responsibly in the international community.

Teaching builds students' confidence in their ability to learn and use languages fearlessly. Individual learning needs are recognized: students receive support when needed, and those who progress faster or already have language experience are challenged appropriately.

Multiliteracy skills are developed by working with a wide variety of texts, chosen to reflect the diverse interests of children and young people. Teaching connects academic language learning with students' recreational language use and encourages students to seek information in all the languages they know.

CLIL-Based Language Learning at OIS

We are a CLIL (Content and Language Integrated Learning) school with a strong focus on English as the language of instruction. Our students, from Year 1–9, are supported to achieve higher language proficiency levels than the general Finnish standards for A1 English, as they learn both academic content and the English language simultaneously.

The **Common European Framework of Reference for Languages (CEFR)** is often used to guide language learning, teaching, and assessment. CEFR provides a standardized framework to describe students' language development across Europe.

In general, the operating language at OIS is level A2-B1. Our language goal for students is level B2.2. Below is how we understand the CEFR language expectations in our CLIL environment:

| | A1-A2 Basic <i>Year 1-2 Transition Class</i> | A2-B1 Basic to Independent <i>Year 3-4</i> | B1-B2 Independent <i>Year 5-6</i> | B2-C1 Independent to Proficient <i>Year 7-9</i> |
|---------------------------------|---|---|---|---|
| Interaction | Use everyday expressions, follow basic classroom routines, and initiate simple exchanges. | Engage in structured discussions, ask and answer questions related to academic topics (e.g., natural cycles), and work collaboratively. | Take part in more spontaneous discussions, group presentations, and collaborative projects (e.g., debates on environmental topics). | Lead discussions, present projects, and debate academic topics (e.g., historical analysis, scientific innovations). |
| Listening & speaking | Participate in structured classroom activities, follow simple instructions, and engage orally in content-based tasks (e.g., discussing animals in science). | Understanding main ideas from videos and teacher explanations; contribute ideas during group work. | Follow complex classroom lectures and presentations; express and justify opinions on academic subjects. | Understand detailed, abstract academic concepts and engage fluently in complex discussions. |
| Reading | Recognize and read simple vocabulary from subject areas (e.g., numbers, colors, animals); read illustrated stories and textbooks. | Read longer, content-based texts (e.g., science reports, academic stories), identify main ideas and key details. | Read detailed academic texts (e.g., scientific articles, biographies) with growing fluency and inference skills. | Analyze longer, challenging texts from multiple subjects; identify themes and critically interpret information. |
| Writing | Create basic sentences about familiar topics (e.g., labeling diagrams or writing short descriptions in science or social studies). | Write short paragraphs on familiar topics, using clear sentence structures and subject-specific vocabulary. | Write multi-paragraph essays and reports that integrate subject knowledge, using transition words and appropriate terminology. | Produce well-structured essays and research reports, using academic language, examples, quotations, and evidence. |

English Language Assessment

In Grades 1–6, students are assessed based on the skill areas outlined in the Finnish National Curriculum for A1 English. These skills are organized into three curricular content domains:

- Cultivating Cultural Diversity and Language Awareness:**
 Students explore the languages spoken within the school, the local community, and across Finland. They examine associated cultures, discuss language differences, and reflect on the value of linguistic and cultural diversity in different communities.
- Language Learning Skills:**
 Students develop strategies for learning languages, including working collaboratively, observing spoken language, inferring word meanings through context, reflecting on language learning methods, using diverse study approaches, and participating in self- and peer-assessment activities.
- Developing Language Proficiency in Interaction, Text Interpretation, and Text Production:**
 Students engage with language and culture in areas aligned with their interests. They practice polite communication through activities like songs, games, and drama. Students learn to overcome communication challenges, infer meanings, and adapt their language for different situations. Oral skills, pronunciation, rhythm, and intonation are emphasized, while written language is gradually introduced through exposure to everyday spoken and visual texts.

Assessment happens both continuously throughout a unit or term and summatively through a variety of methods, including written tasks, oral presentations, group projects, and quizzes or tests.

Because we are a CLIL-based international school, our language standards often exceed those set in the Finnish National Curriculum for A1 English. For example, while the national curriculum targets an **A2.2** language level goal, Oulu International School aims for a higher **B2.2** proficiency level. In addition, we place greater emphasis on advanced reading and writing skills, whereas the national curriculum prioritizes listening and spoken language skills.

Important Exception:

At the end of Grade 6, the final report card grade is based strictly on the Finnish National Curriculum assessment criteria for A1 English. This ensures a seamless transition for students moving on to further education within Finland. Students who continue at Oulu International School into middle school should be aware that afterwards, their assessments will return to following OIS's higher standards, until the final evaluation at the end of Grade 9.

Numerical Grade Conversion Table

| Common European Language Framework | Basic | | | | Independent | | | Proficient | |
|------------------------------------|-------|---|----|---|-------------|----|----|------------|----|
| | A1 | | A2 | | B1 | B2 | | C1 | C2 |
| OIS Year 1-3 | 1 | | 2 | | 3 | | 4 | | - |
| OIS Year 4-6 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | - | - |
| OIS Year 7-9 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | - | - |
| Final Report Card Year 6 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | - |
| Final Report Card Year 9 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | - | - |

OIS English Curriculum

The framework for this curriculum is modeled after the Finnish National Core Curriculum for A1 English. The contents (S for Sisällöt) and objectives (T for Tavoitteet) are the same; however, the content and assessment criteria are modified to suit our educational context and B2.2 language goal. The content combines that of the Finnish National Core Curriculum for English and some contents from the Finnish National Core Curriculum for Finnish Language and Literature.

Color Code:

- **Black:** contents from the Finnish National Core Curriculum for English modified (with AI) toward our B2 language goals. (A grade 3 for Year 1-3 and grade 8 for Year 4-9 would be equivalent to CEFR level B2).
- **Blue:** contents come from different parts of the Finnish National Core Curriculum for Finnish Language and Literature.
- **Purple:** Possible assessment criteria for each objective. These are based on our modified contents, not directly from the national core curriculum. Those that come directly from the curriculum **must be used in final assessment grade 6 and grade 9**, otherwise we can use our own standards based on what we teach.

Grade 1

| S1 Growing into Cultural Diversity & Language Awareness | |
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| T1 Perceiving the Linguistic Environment | OIS Content: <ul style="list-style-type: none"> • Recognize linguistic and cultural diversity in their everyday life. • Discuss similarities and differences between languages. • Observe different ways of communicating (discussing, telling, asking, and answering). • Practice listening, as well as asking and telling based on what you hear. |
| | This goal is not used for the basis of summative assessment. |
| T2 Appreciation of Culture and Languages | OIS Content: <ul style="list-style-type: none"> • Learn to appreciate one's own linguistic and cultural background as well as other languages and cultures. • Discuss the meaning and value of cultural and linguistic diversity. • Encourage students to be curious about other cultures. • Discuss the meaning of the word "culture", as well as the similarities and differences between cultures. |
| | This goal is not used for the basis of summative assessment. |

| S2 Language Learning Skills | |
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| T3 Co- operation & Groupwork | OIS Content: <ul style="list-style-type: none"> • Practice working together in pairs and small groups e.g., through songs, drama, games and other activities. • Share and discuss reading experiences in groups. • Practice telling and retelling stories in one's own words. • Work together to understand stories, pictures, and simple texts. |
| | OIS Assessment: <ol style="list-style-type: none"> 1 Beginning: Listens to others in group activities and follows simple instructions with support. 2 Developing: Works with peers with individual support to complete tasks and retells parts of stories. 3 Good: Actively participates in group storytelling, shares reading experiences, and contributes ideas to group discussions. 4 Excellent: Works effectively in groups and helps others understand texts through discussions and retellings. |

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| T4 Linguistic Reasoning | OIS Content: <ul style="list-style-type: none"> • Make observations about language and the ways it is used. • Discuss the meaning of words and their uses in everyday contexts. • Practise deducing (päätellä) the meaning of words and phrases. <p>This goal is not used for the basis of summative assessment.</p> |
| T5 Language Learning Strategies & Setting Goals | OIS Content: <ul style="list-style-type: none"> • Identify, try out, practice and use different ways to learn language (e.g., through stories, rhymes, songs, videos, role play). • Discuss how language is learned. • Practice setting goals for language learning and assessing one's own language skills. • Learn basic reading concepts (sounds, letters, words, sentences). • Expand vocabulary by discussing word meanings and choices. • Practice listening and comprehension skills. OIS Assessment: <ol style="list-style-type: none"> 1 Beginning: Uses basic language learning strategies and basic reading concepts with strong individual support. 2 Developing: Uses basic language learning strategies with support. Understands basic reading concepts and uses them with support. Basic listening comprehension skills. Sets language learning goals with individual support. 3 Good: Uses basic language learning strategies, knows and uses basic reading concepts. Good vocabulary. Good listening comprehension skills. Sets language learning goals according to the instructions given. 4 Excellent: Demonstrates enthusiasm for language learning and uses strategies effectively, uses basic reading concepts consistently. Wide vocabulary and actively explores and explains words for others. Excellent: listening comprehension skills. Sets language learning goals independently. |

| S3 Developing Language Proficiency: Interaction, Interpreting and Producing Texts | |
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| T6 Interaction in Different Situations | OIS Content: <ul style="list-style-type: none"> • Participate in dialogues and role-playing. • Practice polite expressions in various contexts (e.g., classroom, playground). • Practice naming, listening, asking, responding and sharing ideas and opinions. • Practice storytelling and describing experiences. • Observe and discuss how language is used at school and in free time, and how it affects others. • Explore children's literature, stories, fairy tales, and non-fiction texts e.g. through discussions and drama. OIS Assessment: <ol style="list-style-type: none"> 1 Beginning: Uses basic greetings and responds to simple questions. 2 Developing: Engages in short dialogues and role-playing, asks simple questions, and expresses likes/dislikes. 3 Good: Participates in classroom discussions, storytelling, shares opinions and ideas, as well as describes experiences in conversations. 4 Excellent: Leads conversations and takes others into account, expands on ideas with confidence, and adapts language to different social contexts. |
| T7 Use of Communication Strategies | OIS Content: <ul style="list-style-type: none"> • Ask for help or clarification when encountering unknown words. • Use other words, gestures and dictionaries to explain the meaning of words. • Play with language using rhymes, poems, and puns. • Share ideas and experiences as well as ask questions about texts. |

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| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> 1 Beginning: Uses gestures and simple words to convey meaning, repeats words when asking for help. 2 Developing: Asks for clarification and plays with language using rhymes and simple poems. 3 Good: Uses strategies like rephrasing and making connections to understand and express ideas. Plays with language actively, using e.g. rhymes and poems. 4 Excellent: Applies communication strategies independently, adapts language use in different situations, and encourages peers to use language creatively. |
| T8 Use of Language in Communication | <p>OIS Content:</p> <ul style="list-style-type: none"> • Discuss cultural customs and traditions related to language and communication (e.g., taking turns when speaking). • Practice using the library and participating in cultural activities. |
| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> 1 Beginning: Recognizes that people greet each other in different ways. 2 Developing: Identifies simple cultural customs and participates in discussions about traditions. 3 Good: Engages in cultural activities, compares the use of language in different cultures, and reflects on communication styles. 4 Excellent: Connects cultural knowledge to real-world experiences, shares insights, and explores diverse communication customs. |
| T9 Text Interpretation | <p>OIS Content:</p> <ul style="list-style-type: none"> • Engage with simple, illustrated texts (picture books, decodables, early readers). • Observe and discuss various texts in the environment, as well as their meaning and structures. • Develop a habit of reading actively at home. • Identify main ideas in stories (characters, settings, plot, parts of a story). • Practice phonics, early decoding skills, and reading fluency. • Practice basic reading comprehension strategies (e.g., first reading the title and looking at pictures). • Read and listen to various texts (children’s literature, media) and discuss their relevance in daily life. |
| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> 1 Beginning: Reads short and simple words. Listens to simple stories and points to pictures that match key ideas. 2 Developing: Reads simple and short sentences with familiar words. Identifies main ideas in stories using pictures and words. 3 Good: Reads actively with some support, reads short texts with simple/familiar words fluently. Discusses story elements, explains story meanings, and connects to real-life experiences. 4 Excellent: Reads actively and fluently, shows interest in reading. Analyzes text structures, compares different types of texts, and explains how stories relate to daily life. |
| T10 Text Production | <p>OIS Content:</p> <ul style="list-style-type: none"> • Focus on proper letter formation, spacing, and capitalization. • Draw and label pictures to express ideas. • Organize ideas using prompts and graphic organizers (e.g., “My family,” “My favorite animal”). • Practice writing skills: forming letters, building words, and writing simple sentences. • Write with sound-letter correspondence, use imagination, and express ideas. |
| | <p>OIS Assessment:</p> |

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| | <ol style="list-style-type: none"> Beginning: Copies letters and words, draws pictures to express ideas, and labels simple objects. Developing: Often uses proper letter forms and sound-letter correspondence, with individual support. Writes short sentences, uses simple graphic organizers, and practices spacing and capitalization. Good: Uses proper letter forms, sound-letter correspondence, spacing, and capitalization often correctly, forms clear, simple sentences, writes short descriptions. Excellent: Uses correct letter forms, sound-letter correspondence, spacing, and capitalization consistently. Writes sentences independently. Writes short, structured texts, experiments with creative writing, and uses vocabulary effectively. |
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Grade 2

| S1 Growing into Cultural Diversity & Language Awareness | |
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| T1 Perceiving the Linguistic Environment | <p>OIS Content:</p> <ul style="list-style-type: none"> Observe and discuss English language use in the local environment and media (e.g., advertisements, TV shows). Identify cultural expressions in English, such as idioms and proverbs. Study stories and legends from different countries, focusing on cultural values and traditions. Introduction to famous children's literature (e.g., Dr. Seuss, Beatrix Potter). Observe various ways of communicating (asking, telling, describing) and using them in interactions <p>This goal is not used for the basis of summative assessment.</p> |
| T2 Appreciation of Culture and Languages | <p>OIS Content:</p> <ul style="list-style-type: none"> Consider why there are different languages and cultures, and what languages students already know. Learn to appreciate one's own linguistic and cultural background as well as other languages and cultures. Discuss the meaning and value of cultural and linguistic diversity. Encourage students to be curious about other cultures. Encourage students to give examples of how language is used in their home language(s). <p>This goal is not used for the basis of summative assessment.</p> |

| S2 Language Learning Skills | |
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| T3 Co- operation & Groupwork | <p>OIS Content:</p> <ul style="list-style-type: none"> Participate in group activities with defined roles (e.g., "I will be the speaker."). Discuss the importance of teamwork in learning. Share reading experiences and discuss text content in groups Plan and create texts together, learn to organize and share ideas. <p>OIS Assessment:</p> <ol style="list-style-type: none"> Beginning: Participates in group work with guidance. Shares ideas with personal encouragement. Developing: Takes on simple group roles and shares reading experiences. Begins to contribute to group discussions. Good: Works well in a group, understands roles and contributes ideas. Collaborates on text creation. Excellent: Works actively for the best of the group. Helps organize and guide group work effectively. |
| T4 Linguistic Reasoning | <p>OIS Content:</p> <ul style="list-style-type: none"> Make observations about language and the ways it is used. |

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| | <ul style="list-style-type: none"> Discuss the meaning of words and their uses in everyday contexts. Practice deducing (päätellä) the meaning of words and phrases. Compare words in English with words in their home language(s) to find similarities and differences. Begin exploring word families (e.g., run, runner, running). <p>This goal is not used for the basis of summative assessment.</p> |
| T5 Language Learning Strategies & Setting Goals | <p>OIS Content:</p> <ul style="list-style-type: none"> Practice using different ways to learn language (e.g., through taking part in discussion, stories, rhymes, and drama). Practice setting goals for language learning and assessing one's own language skills. Practice structuring the environment through language as well as naming, listening, asking, answering and telling. Strengthen basic reading concepts (sounds, letters, words, sentences). Expand vocabulary by discussing word meanings and choices. Practice listening and comprehension skills. <p>OIS Assessment:</p> <p>1 Beginning: Uses basic language learning strategies and basic reading concepts with individual support.</p> <p>2 Developing: Uses basic language learning strategies with support. Uses basic reading concepts, partly with individual support. Basic listening comprehension skills. Sets language learning goals with individual support.</p> <p>3 Good: Uses different ways to learn language, knows and uses basic reading concepts well. Good vocabulary. Good listening comprehension skills. Sets language learning goals according to the instructions given.</p> <p>4 Excellent: Demonstrates enthusiasm for language learning and uses strategies effectively, uses basic reading concepts consistently. Wide vocabulary and actively explores and explains words for others. Excellent: listening comprehension skills. Sets language learning goals independently.</p> |

| S3 Developing Language Proficiency: Interaction, Interpreting and Producing Texts | |
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| T6 Interaction in Different Situations | <p>OIS Content:</p> <ul style="list-style-type: none"> Engage in pair, group and whole class discussions. Practice polite conversation skills (thanking, apologizing). Participate in structured group activities, practice turn-taking and active listening. Practice participating in drama activities, songs and games. Observe and practice using intonation. Use different methods to express ideas and experiences, e.g. storytelling and describing. Explore children's literature, stories, fairy tales, and non-fiction texts e.g. through discussions and drama. <p>OIS Assessment:</p> <p>1 Beginning: Engages in short conversations, participates in drama activities with individual support.</p> <p>2 Developing: Participates in structured conversations and drama activities with support.</p> <p>3 Good: Engages in discussions in different settings, demonstrates active listening and turn-taking.</p> <p>4 Excellent: Leads conversations and takes others into account, uses expressive and polite language effectively.</p> |
| T7 Use of Communication Strategies | <p>OIS Content:</p> <ul style="list-style-type: none"> Practice rephrasing questions or statements to enhance understanding. Use visual aids and props to support communication. |

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| | <ul style="list-style-type: none"> Practice communication through digital tools. Play with language through rhymes, poems and puns to develop language flexibility. <p>OIS Assessment:</p> <ol style="list-style-type: none"> Beginning: Uses basic gestures and visuals to communicate. Developing: Rephrases simple statements and uses some communication aids (pictures, actions). Good: Uses multiple strategies (rephrasing, gestures, visuals) to clarify meaning. Excellent: Uses advanced communication strategies flexibly to enhance understanding. |
| T8 Use of Language in Communication | <p>OIS Content:</p> <ul style="list-style-type: none"> Discuss and practice different ways to show respect in conversations (e.g., saying “please” and “thank you”). Practice planning short presentations and presenting ideas (Show and Tell). Compare ways of communication and acting politely in different cultures. Discuss how language use can affect others. Practice using the library and participate in cultural activities. <p>OIS Assessment:</p> <ol style="list-style-type: none"> Beginning: Recognizes different cultural customs in conversation with support. Developing: Identifies cultural differences in communication. Plans and presents own ideas with individual support. Good: Discusses cultural expressions and shows awareness of different communication styles. Plans and presents own ideas. Excellent: Analyzes cultural differences and adapts communication style accordingly. Plans and presents own ideas effectively and with confidence. |
| T9 Text Interpretation Skills | <p>OIS Content:</p> <ul style="list-style-type: none"> Develop fluency with age-appropriate stories and nonfiction texts. Strengthen the habit of reading actively at home. Identify key details (e.g. plot, sequence, setting, time) in stories and make simple conclusions and predictions about characters and events. Practice reading comprehension strategies (who, what, where, when, why). Practice comprehension strategies before, during, and after reading. Practice searching for information by observing the environment, interpreting pictures and texts. Read and listen to various texts (children’s literature, media) and discuss their relevance in daily life. Observe and interpret various texts in the environment and discuss the meaning of diverse texts in daily life. <p>OIS Assessment:</p> <ol style="list-style-type: none"> Beginning: Reads simple sentences. Recognizes main characters and events in a simple story. Developing: Reads short texts fairly fluently. Identifies key details and begins making conclusions. Good: Reads actively, reads short texts fluently. Applies comprehension strategies before, during, and after reading. Discusses story elements and practices the skills of searching for information and making observations. Excellent: Reads actively and chooses books independently. Uses comprehension strategies effectively. Draws conclusions and interprets deeper meanings in texts. |
| T10 Text Production Skills | <p>OIS Content:</p> <ul style="list-style-type: none"> Strengthen handwriting skills, capitalization and develop spelling skills. Focus on sentence structure and ending sentences correctly (./?!). Introduce basic grammar (nouns, verbs, adjectives). Write short sentences and simple paragraphs (stories, descriptions, opinions) Use drawing to supplement written narratives. |

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| | <ul style="list-style-type: none"> Practice using imagination and organizing texts. |
| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> Beginning: Writes simple words or phrases. Uses drawings to express ideas. Developing: Writes short sentences. Needs individual support for using imagination. Uses basic letter-sounds mostly correctly. Good: Writes simple sentences and short paragraphs with mostly correct sentence structure, capitalization, punctuation and grammar. Comes up with one's own ideas for writing. Uses common tricky words and some alternative spellings correctly. Excellent: Writes well-organized texts with varied sentence structures, uses end punctuation, capitalization, and grammar well, uses descriptive language. Enjoys using imagination. |

Grade 3

| S1 Growing into Cultural Diversity & Language Awareness | |
|---|---|
| T1 Perceiving the Linguistic Environment | <p>OIS Content:</p> <ul style="list-style-type: none"> Analyze different contexts where English is used (e.g., school, community events). Recognize cultural diversity through various English accents and dialects. Study folk stories and cultural myths from various countries. Explore traditional stories from English-speaking countries (e.g., fairytales, myths, and legends) Discuss how literature reflects cultural values (e.g., respect, kindness, bravery). Recognizing and comparing meanings of words and concepts Practicing reading various text types (fiction, non-fiction, media) Observing differences between spoken and written language |
| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> Beginning: Recognizes basic situations where English is used (e.g., in stories, songs, or classroom instructions). Identifies the meaning of words and expressions with support. Developing: Understands that English is used in different settings and begins to notice differences between spoken and written language. Recognizes that English is spoken differently in various places. Good: Compares how English is used in different contexts (e.g., stories vs. conversations) and begins to explore cultural influences in literature. Reads and discusses texts with growing comprehension. Excellent: Analyzes how language use changes depending on context and audience. Shows curiosity about accents, dialects, and cultural expressions in stories and discussions. |
| T2 Cultural Appreciation | <p>OIS Content:</p> <ul style="list-style-type: none"> Listen to other languages in addition to English. Consider why there are different languages and cultures, and what languages students already know. The Path of a Global Citizen from Oulu can be used as support material. Reflect on their experiences as part of self-assessment. Exploring children's literature and holiday traditions, as well as cultural events (library visits, theater, museum). Participating in class and school cultural activities. Learning about one's own culture, language, and folklore. |
| | <p>OIS Assessment:</p> <p>This goal is not used for the basis of summative assessment. Students are guided to self-assess this goal.</p> |

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| T3 Linguistic Reasoning | OIS Content: <ul style="list-style-type: none"> Practice explaining the meanings of new vocabulary words using context clues. Begin to make inferences about texts based on linguistic cues. Compares similarities and differences between English and other languages they know. Classifying words (nouns, adjectives, pronouns, verbs) Identifying text features in narrative and descriptive forms Practicing titling, organizing text, and recognizing sentence structures |
| | OIS Assessment: <ol style="list-style-type: none"> Beginning: Recognizes common words and begins classifying them (e.g., nouns vs. verbs). Identifies some basic text features (e.g., title, illustrations) with guidance. Developing: Uses context clues to guess word meanings, makes simple inferences, and begins to understand how sentences are structured. Organizes short texts with some support. Good: Accurately classifies words, infers meaning from context, and structures texts with logical sequencing. Identifies different text types and their features. Excellent: Demonstrates strong linguistic reasoning, explains word meanings with confidence, and applies knowledge of text features across different genres. Uses advanced vocabulary effectively in writing. |
| T4 Finding Material in English | OIS Content: <ul style="list-style-type: none"> Learn to search for and select appropriate English-language books and resources for their reading level. Use online platforms for finding stories and articles in English (e.g., ReadWorks, GetEpic, Britannica, OxfordOwl). Using the library to find engaging books and media resources Developing skills to locate information from printed and online sources, marking sources, and practicing internet safety |
| | OIS Assessment: <ol style="list-style-type: none"> Beginning: Explores books or media with support and begins exploring online resources. Recognizes the purpose of libraries. Understands basic internet safety rules. Developing: Finds age-appropriate books independently and navigates digital reading platforms with some guidance. Begins to cite sources of information with support (e.g. title, author, link/book) Good: Selects and evaluates suitable reading materials, effectively uses online and print sources, and cites information with growing independence. Excellent: Demonstrates advanced research skills, critically selects and analyzes diverse English resources, and applies information literacy principles confidently. |

| S2 Language Learning Skills | |
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| T5 Awareness of Goals & Groupwork | OIS Content: <ul style="list-style-type: none"> Engage in group discussions about learning objectives and their relevance (e.g., “What do we want to learn in this unit?”). Share responsibilities in group projects, recognizing individual contributions. Monitoring and evaluating reading skills, self-assessing progress Working in groups to plan cultural activities and share reading experiences |
| | OIS Assessment: <ol style="list-style-type: none"> Beginning: Participates in group discussions with support, shares simple ideas, and listens to others. Needs reminders to contribute. Developing: Contributes ideas about learning goals and works in a group with some independence. Attempts to reflect on progress with guidance. |

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| | <p>3 Good: Actively shares learning goals, discusses reading progress, and works cooperatively to plan and complete group tasks.</p> <p>4 Excellent: Leads group discussions, sets personal and group learning targets, and supports peers in monitoring progress and achieving goals.</p> |
| T6 Setting & Finding Language Learning Goals | <ul style="list-style-type: none"> Set specific language goals for the semester (e.g., "I will improve my speaking skills by practicing daily."). Reflect on achievements and adjust goals as needed. Setting reading and writing goals, practicing constructive feedback, and tracking language development <p>OIS Assessment:</p> <p>1 Beginning: Identifies a simple goal with help (e.g., "I want to read more books"). Needs frequent guidance to follow through.</p> <p>2 Developing: Sets general reading or writing goals and begins to track progress with teacher support.</p> <p>3 Good: Creates specific language goals, checks progress independently and adjusts goals as needed. Gives and receives basic feedback.</p> <p>4 Excellent: Sets realistic, challenging goals, tracks language development independently, and helps peers reflect and improve.</p> |

| S3 Developing Language Proficiency | |
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| T7 Interaction in Different Situations | <p>OIS Content:</p> <ul style="list-style-type: none"> Engage in small group discussions on topics of interest, expressing opinions and preferences and providing reasons. Practice role-playing more complex social situations (e.g., solving conflicts). Practice expressing opinions and providing reasons. Practicing interaction skills: politeness, sharing opinions, respecting agreements, listening actively Expressing oneself in different settings, using drama for practice <p>OIS Assessment:</p> <p>1 Beginning: Responds to simple questions and participates in role-play with prompting. Uses basic polite phrases.</p> <p>2 Developing: Expresses simple opinions and listens to others. Attempts role-playing familiar social situations.</p> <p>3 Good: Engages in discussions, gives reasons for opinions, and interacts appropriately in different situations.</p> <p>4 Excellent: Uses confident, clear communication, adapts speech for different contexts, and supports others in conversations.</p> |
| T8 Use of Communication Strategies | <p>OIS Content:</p> <ul style="list-style-type: none"> Implement clarifying questions to ensure understanding during conversations. Use examples to illustrate points when discussing ideas. Ask for clarification and practice active listening. Practicing expressive language and responding to feedback in discussions Practicing internet etiquette for respectful online communication <p>OIS Assessment:</p> <p>1 Beginning: Asks for help or repeats words when not understanding. Needs reminders to listen actively.</p> <p>2 Developing: Begins to ask clarifying questions and provide examples in discussions. Listens and responds with some hesitation.</p> <p>3 Good: Uses communication strategies like summarizing, rephrasing, and giving examples. Listens actively and responds thoughtfully.</p> <p>4 Excellent: Adjusts speech based on audience, ensures mutual understanding, and encourages classmates to use communication strategies.</p> |

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| T9 Intercultural Communication | <p>OIS Content:</p> <ul style="list-style-type: none"> • Explore the importance of context in communication (e.g., formal vs. informal settings). • Discuss cultural norms related to eye contact and body language. • Discuss media's role in daily life and interacting with diverse media • Engage with cultural products and events, broadening understanding of local traditions |
| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> 1 Beginning: Recognizes that people communicate in different ways but needs guidance to discuss cultural differences. 2 Developing: Identifies basic differences between formal and informal speech and shares simple observations about cultural traditions. 3 Good: Explains how culture affects language and communication. Engages with different cultural materials (stories, media, traditions). 4 Excellent: Analyzes communication differences across cultures, adapts speech appropriately, and shares insights on cultural influences in daily life. |
| T10 Text Interpretation Skills | <p>OIS Content:</p> <ul style="list-style-type: none"> • Analyze character motivations and plot developments in stories. • Use context clues to determine the meaning of unfamiliar words. • Explore different text genres (fiction, nonfiction, poetry). • Analyze characters, plot, and setting in more detail. • Practice identifying main ideas, supporting details, and summarizing paragraphs. • Practicing text comprehension, especially for fiction and non-fiction • Revisiting literary concepts (protagonist, setting, plot) and discussing text meaning |
| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> 1 Beginning: Recognizes basic story elements (characters, setting, events) with support. Needs guidance to find main ideas. 2 Developing: Uses context clues to understand some new words, summarizes short texts with help, and recognizes key details. 3 Good: Identifies main ideas, analyzes characters and plot, and makes simple inferences. Begins to compare different types of texts. 4 Excellent: Interprets texts independently, explains character motivations and themes, and makes meaningful text-to-life connections. |
| T11 Text Production Skills | <p>OIS Content:</p> <ul style="list-style-type: none"> • Write simple narratives with a beginning, middle, and end. • Create structured lists or outlines for writing projects. • Write short stories, letters, and diary entries. • Develop paragraphs with clear topic sentences and supporting details. • Begin editing and revising written work for clarity and accuracy. • Introduce the International Phonetic Alphabet (IPA) for basic sounds (e.g., “cat” = /kæt/) and translate simple sentences (e.g., “The dog is playing outside.” = “Koira leikkii ulkona.”). • Practicing writing fictional and non-fictional texts, drawing from personal experience • Using text features like storytelling and description to enliven writing • Developing keyboard and handwriting skills, titling texts, and applying spelling rules |
| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> 1 Beginning: Writes simple sentences and organizes short stories with support. Needs reminders for spacing, punctuation, and /or spelling. 2 Developing: Writes short paragraphs with clear sequencing. Begins to edit writing with guidance. |

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| | <p>3 Good: Writes structured narratives, letters, and descriptions with clear details. Edits for clarity and corrects common errors.</p> <p>4 Excellent: Creates detailed, well-organized texts across genres, applies grammar and spelling rules accurately, and revises independently.</p> |
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Grade 4

| S1 Growing into Cultural Diversity & Language Awareness | |
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| T1 Perceiving the Linguistic Environment | <p>OIS Content:</p> <ul style="list-style-type: none"> Investigate how English is used in different cultures through music, film, and literature. Discuss the role of English in global communication and media. Compare folktales, myths, and fables from different countries. Explore classic literature from English-speaking cultures (e.g., “Alice in Wonderland,” “Peter Pan”). Discuss how stories reflect cultural differences and similarities. Practicing pronunciation, listening skills, and storytelling Recognizing how language varies by situation and context Understanding the differences between spoken and written English |
| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to recognize basic uses of English in different media even with substantial support. Has difficulty identifying cultural aspects in stories.</p> <p>5 Poor: Recognizes basic uses of English in different media with help but often misses key cultural aspects in stories.</p> <p>6 Mediocre: Recognizes basic uses of English in different media (music, film, literature) with support. Identifies simple cultural aspects in stories.</p> <p>7 Satisfactory: Discusses how English is used globally and begins to compare cultural themes in stories. Recognizes differences between spoken and written English.</p> <p>8 Good: Analyzes how English is adapted in different cultures through media. Compares folktales, myths, and fables, explaining their cultural significance.</p> <p>9 Great: Evaluates the role of English in global communication and critically examines how stories reflect cultural differences and similarities.</p> <p>10 Excellent: Consistently evaluates the role of English in global communication, critically examines how stories reflect cultural differences and similarities, and provides insightful comparisons across diverse media.</p> |
| T2 Cultural Appreciation | <p>OIS Content:</p> <ul style="list-style-type: none"> Discuss the benefits of knowing other languages and how they can be learned in everyday life. Participate in situations where other languages are used. Reflect on their experiences as part of self-assessment. Exploring children’s literature, folklore, and contemporary traditions Participating in class and school cultural activities, such as utilizing Oulu's Culture Path and Library Route Encouraging appreciation of one's own language and cultural background |
| | <p>OIS Assessment:</p> <p>This goal is not used for the basis of summative assessment. Students are guided to self-assess this goal.</p> |
| T3 Linguistic Reasoning | <p>OIS Content:</p> <ul style="list-style-type: none"> Analyze the structure of sentences to understand different ways to express the same idea. Explore figurative language and its impact on meaning (e.g., similes, metaphors). Classifying words based on meaning and form (word classes) |

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| | <ul style="list-style-type: none"> • Practicing word morphology, types of verbs, and verb tenses • Identifying linguistic features in narrative and descriptive texts <p>OIS Assessment:</p> <p>4 Fail: Struggles to identify sentence structures and figurative language even with substantial support.</p> <p>5 Poor: Identifies simple sentence structures and figurative language with help but often makes errors.</p> <p>6 Mediocre: Identifies simple sentence structures and figurative language with support.</p> <p>7 Satisfactory: Begins analyzing sentence structures and recognizing figurative language in texts.</p> <p>8 Good: Classifies words based on meaning and form, explains the effect of figurative language, and identifies linguistic features in narratives.</p> <p>9 Great: Analyzes sentence variation, applies knowledge of figurative language in interpretation, and explains linguistic choices in different text types.</p> <p>10 Excellent: Consistently analyzes sentence variation, applies advanced knowledge of figurative language in interpretation, and explains linguistic choices across diverse text types.</p> |
| T4 Finding Material in English | <p>OIS Content:</p> <ul style="list-style-type: none"> • Learn to navigate libraries and online databases to find English-language materials relevant to their interests. • Explore online articles and videos to enhance comprehension skills. • Familiarizing students with the library as a resource for finding fiction and non-fiction texts, films, and media • Using reading strategies appropriate for various genres and text types <p>OIS Assessment:</p> <p>4 Fail: Struggles to use the library or digital resources even with substantial help.</p> <p>5 Poor: Uses the library or digital resources with help but often selects inappropriate or irrelevant materials.</p> <p>6 Mediocre: Uses the library or digital resources with help to find simple English materials.</p> <p>7 Satisfactory: Independently selects books and basic online articles but needs guidance in navigating resources.</p> <p>8 Good: Finds and evaluates a variety of English texts (fiction, non-fiction, media) for different purposes.</p> <p>9 Great: Navigates multiple resources effectively, selecting and justifying materials relevant to learning goals and interests.</p> <p>10 Excellent: Consistently navigates multiple resources with ease, selects highly relevant materials, and justifies their choices based on learning goals and interests.</p> |

| S2 Language Learning Skills | |
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| T5 Awareness of Goals & Groupwork | <p>OIS Content:</p> <ul style="list-style-type: none"> • Collaborate with classmates to set group learning objectives (e.g., “Our goal is to present a story together.”). • Evaluate the effectiveness of teamwork and communication. • Actively participating in planning and implementing cultural activities in the classroom and school community • Collaborating in group work for writing and other tasks <p>OIS Assessment:</p> <p>4 Fail: Struggles to participate in group tasks even with substantial encouragement and support.</p> <p>5 Poor: Participates minimally in group tasks with basic support but lacks engagement.</p> <p>6 Mediocre: Participates in group tasks with encouragement and basic support.</p> <p>7 Satisfactory: Contributes to group discussions and helps set shared learning objectives.</p> |

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| | <p>8 Good: Collaborates effectively in group projects, evaluates teamwork, and actively participates in cultural activities.</p> <p>9 Great: Leads group discussions, reflects on teamwork quality, and takes initiative in organizing collaborative projects.</p> <p>10 Excellent: Consistently leads group discussions, evaluates teamwork critically, and organizes collaborative projects with high initiative.</p> |
| T6 Setting & Finding Language Learning Goals | <p>OIS Content:</p> <ul style="list-style-type: none"> Develop personal learning goals that align with classroom topics (e.g., “I want to read two books this month.”). Identify challenges in language learning and brainstorm strategies to overcome them. Setting personal goals for reading and writing, reflecting on progress in language development |
| | <p>OIS Assessment:</p> <p>4 Fail: Struggles significantly to set goals even with substantial teacher guidance.</p> <p>5 Poor: Sets very basic goals with teacher assistance but often fails to follow through.</p> <p>6 Mediocre: Sets simple goals with teacher guidance but shows limited initiative in tracking progress.</p> <p>7 Satisfactory: Establishes personal learning goals and begins tracking progress with some consistency.</p> <p>8 Good: Reflects on progress, adapts goals, and identifies strategies for improvement.</p> <p>9 Great: Independently sets and revises goals, demonstrates self-regulation in learning, and evaluates strategies effectively.</p> <p>10 Excellent: Consistently sets ambitious goals, independently tracks and adapts progress, and employs advanced strategies for continuous improvement.</p> |

| S3 Developing Language Proficiency: Interaction, Interpreting and Producing Texts | |
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| T7 Interaction in Different Situations | <p>OIS Content:</p> <ul style="list-style-type: none"> Participate in debates on relevant topics (e.g., school rules, favorite activities) Practicing respectful disagreement. Practice asking for and giving opinions politely. Engage in peer interviews to learn about each other’s cultures. Use more formal language in presentations and role-playing (e.g., storytelling). Practicing telling stories and expressing opinions on various topics Utilizing drama to enhance expression in community interactions |
| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to participate in discussions and role-playing even with substantial support.</p> <p>5 Poor: Participates in simple discussions and role-playing with help but often lacks engagement.</p> <p>6 Mediocre: Participates in simple discussions and role-playing with support.</p> <p>7 Satisfactory: Engages in debates and peer interviews, practicing respectful disagreement.</p> <p>8 Good: Expresses opinions clearly in discussions, adapts language for formal and informal settings, and engages in storytelling.</p> <p>9 Great: Leads discussions and debates, uses persuasive language effectively, and demonstrates confidence in various speaking situations.</p> <p>10 Excellent: Consistently leads discussions and debates, uses persuasive language with high effectiveness, and shows exceptional confidence in diverse speaking situations-</p> |
| | <p>OIS Content:</p> <ul style="list-style-type: none"> Use paraphrasing to demonstrate understanding during discussions. |

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| <p>T8 Use of Communication Strategies</p> | <ul style="list-style-type: none"> • Develop skills to summarize key points in conversations. • Learning situational phrases and expressions for effective communication • Practicing ways to express time, modality, and comparisons in narrative and descriptive contexts <p>OIS Assessment:</p> <p>4 Fail: Struggles to clarify meaning in conversations even with substantial support, rarely uses rephrasing or gestures.</p> <p>5 Poor: Uses simple rephrasing and gestures to clarify meaning with help but often lacks clarity.</p> <p>6 Mediocre: Uses simple rephrasing and gestures to clarify meaning in conversations</p> <p>7 Satisfactory: Begins summarizing key points and using situational phrases for effective communication.</p> <p>8 Good: Paraphrases, summarizes, and applies appropriate expressions in discussions.</p> <p>9 Great: Uses advanced communication strategies flexibly, adapting speech for different audiences and contexts.</p> <p>10 Excellent: Consistently uses advanced communication strategies, adapts speech with high effectiveness for different audiences and contexts, and demonstrates exceptional clarity and engagement.</p> |
| <p>T9 Intercultural Communication</p> | <p>OIS Content:</p> <ul style="list-style-type: none"> • Examine how language use varies across cultures (e.g., direct vs. indirect communication). • Discuss the significance of cultural references in literature and media. • Observing and discussing cultural expressions and language variations within school and free-time interactions • Engaging in discussions about the impact of cultural backgrounds on language use <p>OIS Assessment:</p> <p>4 Fail: Struggles to recognize cultural differences in language use even with substantial support.</p> <p>5 Poor: recognizes basic cultural differences in language use with help but often misses key aspects.</p> <p>6 Mediocre: Recognizes basic cultural differences in language use with support.</p> <p>7 Satisfactory: Identifies cultural variations in communication (e.g., direct vs. indirect speech) and participates in discussions.</p> <p>8 Good: Analyzes cultural references in literature and media, explaining their significance.</p> <p>9 Great: Evaluates the impact of cultural background on language use and adapts communication accordingly.</p> <p>10 Excellent: Consistently evaluates the impact of cultural background on language use, adapts communication with high effectiveness, and demonstrates deep understanding of cultural nuances.</p> |
| <p>T10 Text Interpretation Skills</p> | <p>OIS Content:</p> <ul style="list-style-type: none"> • Explore more complex texts, including short chapter books, articles, and poems. • Begin identifying themes, character development, and author's purpose. • Analyze the use of simple figurative language (e.g., similes, metaphors). • Reading fluently from a range of fiction and informational texts • Analyzing and comparing different text genres (e.g., fairy tales vs. poems) • Distinguishing between opinions and facts in texts <p>OIS Assessment:</p> <p>4 Fail: Struggles to identify main ideas and simple figurative language even in familiar texts.</p> <p>5 Poor: Identifies main ideas and simple figurative language in familiar texts with help but often misses key elements.</p> |

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| | <p>6 Mediocre: Identifies main ideas and simple figurative language in familiar texts.</p> <p>7 Satisfactory: Recognizes themes, character development, and author's purpose with support.</p> <p>8 Good: Analyzes complex texts, comparing different genres and distinguishing between fact and opinion.</p> <p>9 Great: Evaluates literary techniques, interprets deeper meanings, and makes insightful comparisons across texts.</p> <p>10 Excellent: Consistently evaluates literary techniques, interprets deeper meanings with high effectiveness, and makes insightful comparisons across diverse texts.</p> |
| T11 Text Production Skills | <p>OIS Content:</p> <ul style="list-style-type: none"> • Write descriptive paragraphs that incorporate sensory details. • Develop multi-paragraph essays with a clear structure. • Write longer narratives, reports, and opinion pieces. • Use a range of sentence structures and connectors (e.g., however, therefore). • Edit for grammar, punctuation, and style • Practice the International Phonetic Alphabet (IPA) for basic sounds (e.g., "cat" = /kæt/) and translate simple sentences (e.g., "The dog is playing outside." = "Koiria leikkii ulkona."). • Practicing the writing process, including planning, drafting, revising, and producing narrative and descriptive texts • Expanding vocabulary and language use in writing, focusing on age-appropriate texts • Recognizing general language norms and adapting writing to fit different contexts and audiences <p>OIS Assessment:</p> <p>4 Fail: Struggles to write simple sentences, often with incorrect structure and very limited vocabulary.</p> <p>5 Poor: Writes simple sentences with basic structure and limited vocabulary but frequently makes errors.</p> <p>6 Mediocre: Writes simple sentences with basic structure and limited vocabulary.</p> <p>7 Satisfactory: Writes descriptive paragraphs and uses some connectors with emerging grammar accuracy.</p> <p>8 Good: Produces well-structured narratives and opinion pieces with varied sentence structures and effective use of transitions.</p> <p>9 Great: Writes sophisticated, well-organized texts using rich vocabulary, complex structures, and strong editing skills.</p> <p>10 Excellent: Consistently writes sophisticated, well-organized texts with rich vocabulary, complex structures, and demonstrates exceptional editing skills.</p> |

Grade 5

| S1 Growing into Cultural Diversity & Language Awareness | |
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| T1 Perceiving the Linguistic Environment | <p>OIS Content:</p> <ul style="list-style-type: none"> • Examine how English is integrated into local culture and how it interacts with other languages. • Discuss the influence of technology on language use (e.g., social media, texting). • Study how literature reflects historical periods (e.g., colonial stories, tales of migration). • Analyze literature from diverse cultures, comparing global perspectives on similar themes (e.g., family, freedom). • Explore famous works of literature from different English-speaking cultures. • Deepen interaction skills and understand the perspectives of others in communication. • Practice speech situations and utilize drama in discussions on current topics and literature. |

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| | <p>OIS Assessment:</p> <ol style="list-style-type: none"> 4 Fail: Shows little understanding of how English connects to culture, technology, or literature. Struggles to join discussions or drama activities meaningfully. 5 Poor: Can give simple examples about English and culture or technology, but ideas are unclear or incomplete. Has difficulty explaining stories or joining speech tasks. 6 Mediocre: Can talk a bit about English in local life and how language is used online. Gives basic comments on stories and takes part in discussions with some support. 7 Satisfactory: Can explain how English is used in culture and online. Connects literature to history and culture. Participates in discussions and drama with growing confidence. 8 Good: Explains clearly how English interacts with other languages, culture, and media. Understands stories from different cultures and joins speech tasks with good ideas. 9 Great: Gives strong, thoughtful ideas about English, technology, and global literature. Shares clearly in discussions and uses drama to explore complex topics. 10 Excellent: Shows deep understanding of how English shapes and is shaped by culture, media, and literature. Leads rich discussions and performs with insight and creativity. |
| T2 Cultural Appreciation | <p>OIS Content:</p> <ul style="list-style-type: none"> • Discuss the benefits of knowing other languages and how they can be learned in everyday life. • Participate in situations where other languages are used. • Reflect on their experiences as part of self-assessment. • Participate in the planning and implementation of cultural activities in class and the school community, including Oulu City Kulttuuripolku • Explore children's literature and folklore from various cultures and traditions. |
| | <p>OIS Assessment:</p> <p>This goal is not used for the basis of summative assessment. Students are guided to self-assess this goal.</p> |
| T3 Linguistic Reasoning | <p>OIS Content:</p> <ul style="list-style-type: none"> • Engage in discussions about word connotations and their effects on tone and meaning. <i>E.g. this clothing is affordable vs. this clothing is cheap</i> • Practice analyzing complex sentences to determine relationships between ideas. • Classify words based on meaning and form, focusing on verb tenses and basic sentence components (subject, predicate, object). • Identifying and examining linguistic and textual features of various text types (narrative, descriptive, opinionated). |

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| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to understand word meanings, sentence parts, or text types. Finds it difficult to join discussions or analyze language clearly.</p> <p>5 Poor: Can recognize a few word meanings or sentence parts but often confuses them. Gives simple, unclear answers when discussing tone or grammar.</p> <p>6 Mediocre: Shows basic understanding of word connotations and sentence structure. Can name some text types but gives limited or vague explanations.</p> <p>7 Satisfactory: Can explain how word choices affect tone and meaning. Identifies sentence parts and basic text features with some accuracy. Participates in language discussions with guidance.</p> <p>8 Good: Explains connotation and tone differences clearly (e.g., cheap vs. affordable). Analyzes sentence structure and can classify words by form and meaning. Recognizes features of various text types with growing confidence.</p> <p>9 Great: Discusses word choice and tone in depth, and analyzes complex sentence relationships effectively. Shows clear understanding of grammar and text structures across genres.</p> <p>10 Excellent: Demonstrates strong, detailed insight into how language shapes meaning and tone. Analyzes grammar and text types with precision and leads or enriches discussions with thoughtful examples.</p> |
| <p>T4 Finding Material in English</p> | <p>OIS Content:</p> <ul style="list-style-type: none"> • Research and select relevant English texts for projects, focusing on credible sources. • Utilize digital tools and platforms to find contemporary literature and media in English. • Search for information from printed sources and the internet, understanding the information acquisition process (e.g. <i>browsing, exploring, discovering</i>). • Familiarize with the library and teach effective research strategies, including evaluating sources for reliability. |
| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to find or choose relevant information. Has difficulty using tools or understanding the difference between reliable and unreliable sources.</p> <p>5 Poor: Can find simple English texts or online content but often picks unreliable or off-topic sources. Needs frequent help using digital tools or the library.</p> <p>6 Mediocre: Can use search tools with support and finds some relevant information. Shows basic understanding of the research process but struggles to judge source quality.</p> <p>7 Satisfactory: Finds suitable English texts using digital or printed sources. Understands the steps of searching and begins to check for source reliability with guidance.</p> <p>8 Good: Uses a range of tools to find relevant and credible English texts. Explains how to search effectively and evaluates source reliability with growing independence</p> <p>9 Great: Researches effectively using both digital and printed sources. Clearly explains how to find and assess information and selects high-quality materials for projects.</p> <p>10 Excellent: Demonstrates expert skill in researching, evaluating, and selecting reliable English texts. Uses digital platforms and library tools confidently and independently, with strong awareness of credibility and purpose.</p> |

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| T5 Awareness of Goals & Groupwork | <p>OIS Content:</p> <ul style="list-style-type: none"> Lead discussions in groups to set collective goals for projects (e.g., “How can we make our presentation better?”). Use peer feedback to improve language skills collaboratively. Collaborate in feedback exchanges and developing group communication skills. Actively participate in group planning and implementation of cultural activities. <p>OIS Assessment:</p> <p>4 Fail: Struggles to work with others or contribute to group tasks. Rarely gives or uses feedback and needs help to participate in planning activities.</p> <p>5 Poor: Takes part in group work with support but has trouble communicating ideas or using feedback. Contributes little to group planning or cultural activities.</p> <p>6 Mediocre: Joins group discussions with encouragement and can give basic feedback. Participates in planning with some guidance but may not follow through well.</p> <p>7 Satisfactory: Helps set group goals and listens to others' ideas. Uses peer feedback to improve and contributes to planning and cultural activities with support.</p> <p>8 Good: Leads or supports group discussions with clear ideas. Gives and applies useful feedback and actively joins in organizing cultural or group tasks.</p> <p>9 Great: Leads group work effectively, encouraging collaboration and shared goals. Uses peer feedback to improve performance and helps guide planning activities.</p> <p>10 Excellent: Shows leadership in group discussions and helps the team improve. Gives thoughtful feedback, strengthens group communication, and leads planning and implementation of cultural tasks with creativity and responsibility.</p> |
| T6 Setting & Finding Language Learning Goals | <p>OIS Content:</p> <ul style="list-style-type: none"> Write a personal language learning plan, outlining specific skills to focus on (e.g., improving grammar, expanding vocabulary). Set goals for various language skills and regularly assess progress. Encourage students to set personal reading and writing goals and reflect on their progress. <p>OIS Assessment:</p> <p>4 Fail: Cannot create a meaningful plan or set clear goals; reflection is absent or off-topic.</p> <p>5 Poor: Plan is incomplete or too vague, with minimal relevant goals; reflection is rare and superficial.</p> <p>6 Mediocre: Plan identifies some skills and strategies but lacks depth; goals and reflections show limited connection to progress.</p> <p>7 Satisfactory: Plan covers key skills with realistic goals; reflections are regular and show some insight into progress.</p> <p>8 Good: Plan is detailed with clear links between skills, activities, and goals; reflections are evidence-based and self-initiated.</p> <p>9 Great: Plan is strategic and well-balanced, with short- and long-term goals; reflections are thorough, data-driven, and adaptive.</p> <p>10 Excellent: Plan is highly personalized, ambitious, and interconnected; reflections are continuous, critical, and lead to significant self-directed improvement.</p> |

**S3 Developing Language Proficiency:
Interaction, Interpreting and Producing Texts**

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| T7 Interaction in Different Situations | <p>OIS Content:</p> <ul style="list-style-type: none"> • Lead group discussions on literature or current events, encouraging diverse perspectives. • Role-play situations requiring negotiation and problem-solving. • Participate in formal presentations, group discussions, and problem-solving activities. • Practice using persuasive language in debates and structured discussions. • Practice presenting and justifying opinions while listening to and providing constructive feedback. • Engage in various communication situations and themes, enhancing overall expression. |
| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to express ideas clearly in discussions or presentations. Rarely joins group tasks or uses feedback meaningfully.</p> <p>5 Poor: Can share simple ideas but has trouble speaking clearly or staying on topic. Needs help to join debates or group discussions.</p> <p>6 Mediocre: Participates in discussions and presentations with support. Tries to express opinions but gives limited feedback or arguments.</p> <p>7 Satisfactory: Speaks clearly in group discussions and tries to support their opinion. Participates in role-play or debates with guidance and listens to others.</p> <p>8 Good: Communicates ideas well in discussions, debates, and role-play. Uses persuasive language and feedback to improve and presents opinions with confidence.</p> <p>9 Great: Leads discussions, encourages others to share, and speaks persuasively. Solves problems in group tasks and gives thoughtful feedback.</p> <p>10 Excellent: Excels in leading and enriching discussions, debates, and presentations. Uses persuasive and respectful language, listens actively, and supports others with clear, constructive feedback.</p> |
| T8 Use of Communication Strategies | <p>OIS Content:</p> <ul style="list-style-type: none"> • Employ various strategies to engage listeners (e.g., varying tone, using humor). • Recognize and adapt communication styles based on audience. • Practice strategies for effective communication, including understanding the impact of audience and purpose. • Learn to identify and explain meanings of words, figures of speech, and concepts. |
| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to adjust tone or style when speaking. Has difficulty understanding word meanings or expressing ideas clearly.</p> <p>5 Poor: Can speak in front of others but shows little awareness of the audience. Recognizes basic words or expressions but gives limited explanations.</p> <p>6 Mediocre: Uses a few strategies like tone changes or simple jokes when speaking. Understands some word meanings and expressions with support.</p> <p>7 Satisfactory: Tries to engage the audience using tone or examples. Adapts communication a bit based on audience and can explain simple figures of speech.</p> <p>8 Good: Uses tone, humor, or other strategies to interest the audience. Adjusts speech based on purpose and explains word meanings and expressions clearly.</p> <p>9 Great: Effectively engages listeners with varied communication strategies. Chooses language based on audience and purpose, and explains figurative language in depth.</p> <p>10 Excellent: Excels at tailoring speech to suit the audience and purpose using advanced strategies. Clearly explains complex language, figures of speech, and abstract concepts with confidence and flair.</p> |

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| T9 Intercultural Communication | <p>OIS Content:</p> <ul style="list-style-type: none"> • Discuss cultural sensitivities and the importance of respectful language. • Explore differences in humor and politeness across cultures. • Practice using formal and informal language based on context. • Compare English with features of other languages familiar to students. • Discuss the role of media in everyday life and examining cultural phenomena. <p>OIS Assessment:</p> <p>4 Fail: Struggles to understand or respect cultural differences. Has difficulty using language appropriately or recognizing media's role in culture.</p> <p>5 Poor: Can give simple examples of politeness or formal language but shows limited awareness of culture or context. Needs support when discussing media or cultural differences.</p> <p>6 Mediocre: Shows some understanding of cultural norms and differences in language use. Can name some features of other languages or media but explains them only briefly.</p> <p>7 Satisfactory: Recognizes the importance of respectful language and cultural differences in politeness and humor. Can compare English to other languages and discuss simple media influences.</p> <p>8 Good: Explains how language should be adjusted in different cultural contexts. Understands how humor, formality, and media vary across cultures and languages.</p> <p>9 Great: Discusses cultural sensitivities thoughtfully and adjusts language use based on context. Compares language features and explains media's role in shaping cultural understanding.</p> <p>10 Excellent: Shows deep awareness of cultural perspectives and uses language respectfully and appropriately in all contexts. Makes insightful comparisons across languages and cultures and analyzes media's cultural impact clearly and critically.</p> |
| T10 Text Interpretation Skills | <p>OIS Content:</p> <ul style="list-style-type: none"> • Analyze the use of literary devices (e.g., symbolism, imagery) in texts. • Discuss the implications of different interpretations of a text. • Read and analyze a variety of genres (historical fiction, biographies, informational texts). • Explore deeper themes and authorial intent in literature while beginning to analyze characters' motivations and plot development. • Evaluate reading skills through various texts (fiction, informational, media). • Analyze and compare texts, focusing on comprehension strategies and critical thinking skills. • Understand ethical online behavior, including respecting privacy and copyright when using information sources. |

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| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to identify literary devices or themes. Has difficulty interpreting texts and analyzing characters. Shows limited understanding of ethical online behavior.</p> <p>5 Poor: Can recognize some literary devices or themes but gives unclear or incomplete explanations. Shows basic comprehension of texts and needs support with ethical online behavior.</p> <p>6 Mediocre: Identifies a few literary devices and can explain simple themes. Begins to analyze characters and plot with support. Understands basic reading skills but struggles with online ethics.</p> <p>7 Satisfactory: Analyzes literary devices and themes with some clarity. Can discuss interpretations of texts and give simple character and plot analysis. Demonstrates basic understanding of ethical online behavior.</p> <p>8 Good: Analyzes literary devices and deeper themes in texts. Discusses interpretations and author intentions. Can compare genres and evaluate reading strategies, while practicing ethical online behavior.</p> <p>9 Great: Analyzes texts with strong focus on literary devices, themes, and authorial intent. Discusses interpretations and character motivations thoughtfully. Compares reading materials using critical thinking and shows strong understanding of ethical online behavior.</p> <p>10 Excellent: Demonstrates deep understanding of literary devices, complex themes, and character motivations. Offers thoughtful and nuanced interpretations of texts. Compares and evaluates texts critically and consistently follows ethical online practices with awareness of privacy and copyright.</p> |
| <p>T11 Text Production Skills</p> | <p>OIS Content:</p> <ul style="list-style-type: none"> • Write short research papers that incorporate sources and citations. • Write essays, short research papers, and creative stories with developed characters and plots. • Focus on refining writing structure (introduction, body, conclusion) and transitions between ideas. • Use literary devices such as imagery and symbolism in writing. • Practice recognizing words using IPA and translate short texts, ensuring accuracy in meaning (e.g., “In winter, the days are shorter.” = “Talvella päivät ovat lyhyempiä.”). • Produce diverse texts (narrative, descriptive, instructional, opinionated) based on personal experiences and observations. • Practice the writing process, including planning, drafting, revising, and refining texts with attention to structure and linguistic choices. • Learn to use proper spelling, sentence structure, and text organization (headings, paragraphs) in writing. • Practice notetaking, summarizing, reviewing, and evaluating texts. |

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| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to organize ideas in writing or follow basic writing structures. Rarely uses sources or citations and needs significant help with spelling, grammar, and text organization.</p> <p>5 Poor: Can write simple essays or stories but has difficulty with structure and transitions. Needs support with citations, using literary devices, and refining language choices.</p> <p>6 Mediocre: Can write basic research papers or stories with some structure, but may need help with refining ideas and organizing content. Shows limited use of sources and needs support with language features like literary devices.</p> <p>7 Satisfactory: Writes essays and stories with clear structure (introduction, body, conclusion). Uses simple sources and citations. Begins to incorporate literary devices and organizes ideas more effectively.</p> <p>8 Good: Writes clear, well-structured essays and stories, using citations and integrating sources. Uses literary devices like imagery and symbolism and organizes writing well with smooth transitions.</p> <p>9 Great: Writes detailed and well-organized research papers and creative pieces, using a range of sources and citations. Effectively uses literary devices and demonstrates strong structure and transitions in writing.</p> <p>10 Excellent: Writes expertly organized, well-crafted papers and creative stories with clear development of characters, plots, and ideas. Seamlessly integrates sources and citations, uses literary devices creatively, and ensures high-quality language choices throughout.</p> |
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Grade 6

Important note: For grade 6, OIS Assessment is based on the Finnish National Curriculum assessment criteria for A1 English in grade 6. Level 5, 7, 8, and 9 come directly from the curriculum. We have only added descriptions for level 4, 6, and 10.

| S1 Growing into Cultural Diversity & Language Awareness | |
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| <p>T1 Perceiving the Linguistic Environment</p> | <p>OIS Content:</p> <ul style="list-style-type: none"> • Reflect on how cultural backgrounds influence language use and communication styles. • Analyze case studies of language use in various social settings. • Explore world literature and how it reflects cultural diversity and social issues. • Discuss the role of literature in shaping cultural identity and historical events. • Explore how language, politics, and society connect in stories from different countries • Develop goal-oriented communication skills, including presenting opinions, listening to others, and giving constructive feedback. • Engage in versatile communication and expression, utilizing drama for exploring current topics and literature. |

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| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to name languages used in the local environment or around the world. Gives unclear or incomplete examples of cultures in English-speaking countries.</p> <p>5 Poor: Can name some languages used in the local environment or around the world. Can provide an example of typical aspects of cultures in different English-speaking countries.</p> <p>6 Mediocre: Can name a few languages in the local environment and globally but provides limited or basic examples of cultures. May mention English as a global language without clear examples.</p> <p>7 Satisfactory: Can tell what languages are used in the local environment and around the world. Can provide some examples of typical aspects of cultures in different English-speaking countries. Can give an example of a situation where English is used as a global language of communication.</p> <p>8 Good: Can talk about the linguistic diversity in their local environment and the world. Can provide examples of typical aspects of cultures in different English-speaking countries. Can explain where and in what situations English is used as a global language of communication.</p> <p>9 Great: Can discuss comprehensively the linguistic diversity in their local environment and the world. Can compare typical aspects of cultures in different English-speaking countries. Can explain where, in what situations, and why English is used as a global language of communication.</p> <p>10 Excellent: Can thoroughly analyze and reflect on the linguistic diversity in their local environment and the world. Can critically compare and contrast cultures across different English-speaking countries. Can deeply explain and evaluate where, how, and why English is used as a global language of communication, showing broad understanding and insight.</p> |
| T2 Cultural Appreciation | <p>OIS Content:</p> <ul style="list-style-type: none"> Identify different languages spoken in the classroom, school and the nearby community, and reflect on the similarities and differences between the languages. Participate in situations where other languages are used. Reflect on their experiences as part of self-assessment. Plan and participate in class and school cultural activities, including events from Oulu City Kulttuuripolku. Explore various forms of folklore, contemporary culture, and media offerings, such as movies, theater, and museums, to understand local and global cultures. <p>OIS Assessment:</p> <p>This goal is not used for the basis of summative assessment. Students are guided to self-assess this goal.</p> |
| T3 Linguistic Reasoning | <p>OIS Content:</p> <ul style="list-style-type: none"> Develop skills to critically evaluate language in different texts and media. Engage in discussions about language biases and stereotypes in society. Deepen linguistic knowledge by classifying words based on meaning and form, including infinitives. Study and compare linguistic features in different text types (narrative, descriptive, instructional, opinionated). |

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| | <p>OIS Assessment based on English A1 end of year assessment criteria from Oulu City O1:</p> <p>4 Fail: Cannot identify a similarity or difference between English and their native/another proficient language, or gives an inaccurate example.</p> <p>5 Poor: Can name a similarity and a difference between the English language and their native language or another language they are proficient in.</p> <p>6 Mediocre: Can name at least one accurate similarity and one difference between English and their native/another proficient language, but gives little or no explanation.</p> <p>7 Satisfactory: Can provide examples of similarities and differences between the English language and their native language or another language they are proficient in.</p> <p>8 Good: Can discuss similarities and differences between the English language and their native language or another language they are proficient in. The student can name some linguistic inference-supporting strategies.</p> <p>9 Great: The student can compare similarities and differences between the English language and their native language or another language they are proficient in. The student can use appropriate linguistic inference-supporting strategies.</p> <p>10 Excellent: Can provide detailed, accurate comparisons between English and their native/another proficient language, integrating cultural and linguistic insights. Uses a wide range of effective linguistic inference strategies with confidence and accuracy.</p> |
| T4 Finding Material in English | <p>OIS Content:</p> <ul style="list-style-type: none"> • Build a personal library of English-language resources, including books, podcasts, and articles. • Explore various genres in English literature and how they reflect cultural diversity. • Strengthen research skills by sourcing information from print and digital platforms. • Practice citation, evaluating reliability, and ethical online behavior (e.g., respecting privacy and copyright). • Use the library effectively for research and personal reading interests, fostering self-directed reading and writing pursuits (e.g., Literary Diploma). <p>4 Fail: Cannot identify any English-language material suitable for themselves, or gives an irrelevant/inaccurate example.</p> <p>5 Poor: Can provide an example of English-language content that is suitable for oneself.</p> <p>6 Mediocre: Can name at least one English-language material that is suitable for themselves, but provides minimal or no explanation of why.</p> <p>7 Satisfactory: Can provide examples of English-language materials that interest them.</p> <p>8 Good: Can talk about English-language materials that are suitable for themselves and that interest them.</p> <p>9 Great: Can compare English-language materials that are suitable for themselves and that interest them.</p> <p>10 Excellent: Can give detailed comparisons of multiple English-language materials that are both suitable and personally interesting, explaining preferences and making thoughtful recommendations based on content, language level, and purpose.</p> |

| S2 Language Learning Skills | |
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| T5 Awareness of Goals & Groupwork | <p>OIS Content:</p> <ul style="list-style-type: none"> • Reflect on group dynamics and the roles individuals play in achieving learning goals (e.g., “What role did I take in our project?”). • Analyze how collaboration enhances language learning. • Collaborating in group projects, planning and implementing cultural activities, and practicing constructive peer feedback • Setting and assessing personal learning goals related to reading, writing, and group contributions |

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| | <p>OIS Assessment:</p> <p>4 Fail: Cannot name a clear goal for learning English or rarely engages in group activities; collaboration is minimal or absent.</p> <p>5 Poor: Can name a goal for learning the English language. Occasionally participates in group activities and collaborates.</p> <p>6 Mediocre: Can name at least one clear goal for learning English, but offers little detail; participates in group activities and collaborates when prompted.</p> <p>7 Satisfactory: Can provide some examples of goals in learning the English language. Participates in group activities and collaborates.</p> <p>8 Good: The student can discuss their goals in learning the English language. The student actively participates in group activities and collaborates encouragingly.</p> <p>9 Great: Can discuss goals in learning the English language and describe how they work to achieve those goals. Participates in group activities and collaborates in a diverse and encouraging manner.</p> <p>10 Excellent: Can clearly and thoughtfully discuss multiple goals for learning English and explain concrete steps toward achieving them; participates actively and takes a leadership role in group activities, fostering collaboration and encouraging peers.</p> |
| T6 Setting & Finding Language Learning Goals | <p>OIS Content:</p> <ul style="list-style-type: none"> • Create SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for language learning (e.g., “I will learn 20 new vocabulary words related to science by the end of the month.”). • Use self-assessment to identify strengths and areas for improvement. • Reflecting on personal language growth and identifying goals for both short-term and long-term development |
| | <p>OIS Assessment:</p> <p>4 Fail: Takes little or no responsibility for learning English; rarely uses available methods or tools, including ICT, to support language learning.</p> <p>5 Poor: Takes some guided responsibility for studying the English language. Can use various methods, including information and communication technology, to learn English and other languages.</p> <p>6 Mediocre: Takes some responsibility for learning English with occasional teacher guidance; uses a limited range of methods, including ICT, but not always effectively.</p> <p>7 Satisfactory: Takes some responsibility for their English language learning. Can use various methods, including information and communication technology, to learn English and other languages.</p> <p>8 Good: Takes quite a bit of responsibility for their English language learning. Can use several methods, including information and communication technology, to learn English and other languages effectively.</p> <p>9 Great: Takes a significant amount of responsibility for their English language learning. Can use a variety of methods, including information and communication technology, to learn English and other languages effectively.</p> <p>10 Excellent: Takes full, proactive responsibility for English learning, independently selecting and combining a wide variety of effective methods and tools, including ICT, to enhance both English and other language skills.</p> |

**S3 Developing Language Proficiency:
Interaction, Interpreting and Producing Texts**

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| T7 Interaction in Different Situations | <p>OIS Content:</p> <ul style="list-style-type: none"> Facilitate discussions in various formats (e.g., panels, roundtables). Practice public speaking skills through presentations. Lead discussions, present arguments, and respond thoughtfully to others. Engage in group discussions on complex topics (e.g., environmental issues, social justice). Practicing diverse communication contexts to build stronger interaction skills Developing awareness of the impact of audience, context, and purpose on language use |
| | <p>OIS Assessment:</p> <p>4 Fail: Struggles to manage even basic routine communication situations, relying heavily on others for support.</p> <p>5 Poor: Occasionally copes with support from a communication partner in a few of the most commonly recurring and routine communication situations.</p> <p>6 Mediocre: Can handle a few familiar communication situations with some independence, though still relies on a communication partner for more challenging exchanges.</p> <p>7 Satisfactory: Copes with many routine communication situations, occasionally relying on a communication partner.</p> <p>8 Good: Can exchange thoughts or information in familiar and everyday situations and occasionally sustain a communication situation.</p> <p>9 Great: Manages reasonably well in various everyday communication situations. The student is increasingly able to take initiative in communication situations.</p> <p>10 Excellent: Communicates confidently and effectively in a wide range of everyday and some unfamiliar situations, taking initiative and adapting language to maintain and lead interactions.</p> |
| T8 Use of Communication Strategies | <p>OIS Content:</p> <ul style="list-style-type: none"> Analyze and apply effective questioning techniques to enhance discussions. Use active listening skills to engage meaningfully with peers. Using strategies to enhance clarity and impact in communication, such as appropriate word choice and expressive phrasing |

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| | <p>OIS Assessment:</p> <p>4 Fail: Participates minimally in communication and relies almost entirely on assistance; struggles to guess or infer meaning from context and rarely indicates understanding.</p> <p>5 Poor: Requires a lot of assistance. Can occasionally guess or infer the meanings of individual words based on context, general knowledge, or other language skills. Can express whether they have understood.</p> <p>6 Mediocre: Participates in communication with frequent support; can sometimes infer the meaning of individual words and express basic understanding, but needs regular clarification or repetition.</p> <p>7 Satisfactory: Participates in communication but often needs assistance. Can react with limited verbal expressions, small gestures, sounds, or other minimal feedback. Frequently needs to ask for clarification or repetition.</p> <p>8 Good: Participates increasingly in communication. Relies less on non-verbal expressions. Occasionally needs to ask for repetition or clarification. Can somewhat apply expressions in their own communication.</p> <p>9 Great: The student increasingly participates in communication, using standard expressions when seeking clarification on keywords. The student occasionally needs to ask for repetition or clarification and uses, for example, a near-term or more general term when not sure of the precise term (dog/animal).</p> <p>10 Excellent: Communicates confidently and independently, inferring meaning effectively from context and using precise or strategic alternative expressions when unsure; seeks clarification naturally and maintains communication flow with minimal support.</p> |
| T9 Intercultural Communication | <p>OIS Content:</p> <ul style="list-style-type: none"> • Investigate the impact of cultural background on communication styles. • Discuss the role of language in expressing cultural identity. • Comparing English with familiar foreign languages, learning about English dialects, and exploring intertextual connections across texts • Examining media's role in everyday life and discussing media phenomena |
| | <p>OIS Assessment:</p> <p>4 Fail: Rarely uses polite expressions and struggles to engage appropriately in routine social interactions.</p> <p>5 Poor: Can use a few of the most typical expressions of politeness in language and culture (greetings, farewells, thanking) in some of the most routine social contacts.</p> <p>6 Mediocre: Can use a few polite expressions in familiar situations but requires guidance and support to interact appropriately in most social contexts.</p> <p>7 Satisfactory: Can use common expressions of polite language in many routine social contacts.</p> <p>8 Good: Manages short social situations. Can use common polite greetings and forms of address and politely make requests, invitations, suggestions, apologies, and respond to them.</p> <p>9 Great: Can use language in a simple way for the most essential purposes, such as exchanging information and expressing opinions and attitudes appropriately. Can engage in polite conversation using common expressions and basic communication routines.</p> <p>10 Excellent: Uses a wide range of polite expressions confidently and appropriately across diverse social situations, adapting language to context and engaging smoothly in extended polite interactions.</p> |

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| <p>T10 Text Interpretation Skills</p> | <p>OIS Content:</p> <ul style="list-style-type: none"> • Critically analyze texts for bias and perspective. • Explore the relationship between language and power in different texts • Read and interpret longer, more complex texts (novels, nonfiction, and poetry) while analyzing multiple perspectives and points of view. • Explore themes of identity, justice, and morality in literature. • Expanding reading comprehension by comparing and analyzing various texts, including fiction, informational, and media texts • Practicing interpretation through examining word meanings, idioms, sayings, and hierarchy of concepts • Engaging with literary works and learning to use literary concepts (e.g., narrator, theme, intertextuality) in discussions <p>OIS Assessment:</p> <p>4 Fail: Recognizes very few words or expressions and struggles to understand basic spoken or written language; has minimal familiarity with writing symbols.</p> <p>5 Poor: Understands a limited number of individual spoken and written words and expressions. Familiar with the alphabet system or a very limited set of writing symbols.</p> <p>6 Mediocre: Understands some simple vocabulary and expressions in spoken and written language with support; can identify limited basic information in short texts.</p> <p>7 Satisfactory: Understands simple, familiar vocabulary and expressions in written text and slow speech with context support. Can find needed basic information in short texts.</p> <p>8 Good: Understands simple, familiar vocabulary and expressions, as well as clear speech in texts. Grasps the main ideas and core content of short, simple messages that interest them, and can engage in basic inference supported by context in predictable texts containing familiar vocabulary.</p> <p>9 Great: Can roughly follow the main points of clear factual speech, often recognizes the topic of the ongoing conversation around them, and understands the main ideas of a general text containing familiar vocabulary or slow speech. Can infer the meanings of unknown words from context.</p> <p>10 Excellent: Understands detailed and complex spoken and written language, including unfamiliar vocabulary; can infer meaning independently, grasp main ideas and nuances, and interpret texts of increasing length and difficulty.</p> |
| <p>T11 Text Production Skills</p> | <p>OIS Content:</p> <ul style="list-style-type: none"> • Write persuasive essays that argue a point of view effectively. • Develop creative writing pieces that explore complex themes. • Write analytical essays, creative stories, and persuasive arguments with logical coherence. • Use advanced literary devices, including irony and allusion. • Focus on clarity, voice, and style in both formal and creative writing. • Strengthening keyboard and handwriting skills, building spelling and sentence structure knowledge, and recognizing sentence types and verb tense • Practice recognizing words using IPA and translate short texts, ensuring accuracy in meaning (e.g., “In winter, the days are shorter.” = “Talvella päivät ovat lyhyempiä.”). • Creating diverse written texts (narrative, descriptive, instructional, opinionated) based on personal reflections, thoughts, and other texts • Practicing text organization, including headings, paragraphing, and sentence structure • Strengthening handwriting, keyboard skills, and spelling fundamentals • Learning note-taking, summarizing, text reviewing, and giving and receiving constructive feedback on written work |

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| | <p>OIS Assessment:</p> <p>4 Fail: Can express very little in speech or writing, relying almost entirely on isolated words or memorized phrases; pronunciation is often unclear.</p> <p>5 Poor: Can express oneself in speech very briefly, using practiced words and memorized expressions. Pronounces some rehearsed phrases understandably and can write some individual words and expressions.</p> <p>6 Mediocre: Can use a few short, memorized expressions and basic vocabulary to communicate very simple ideas; writing and pronunciation are limited but sometimes understandable.</p> <p>7 Satisfactory: Knows a limited number of short, memorized expressions, essential vocabulary, and basic sentence structures. Can talk about everyday and personally significant topics using a limited vocabulary and write simple messages. Pronounces practiced expressions understandably.</p> <p>8 Good: Can talk about everyday and concrete matters, as well as personally significant topics, using simple sentences and concrete vocabulary. Easily uses predictable basic vocabulary and many key structures. The student can apply some basic pronunciation rules in expressions beyond those that have been practiced.</p> <p>9 Great: Can describe in a list-like manner everyday life-related things (typical for their age group) using common vocabulary, some idiomatic expressions, and basic structures, and occasionally more advanced ones. Can apply some basic pronunciation rules in expressions beyond those that have been practiced.</p> <p>10 Excellent: Expresses ideas clearly and fluently in both speech and writing, using varied vocabulary and structures; applies pronunciation rules accurately and can communicate beyond rehearsed phrases in diverse everyday and personal contexts.</p> |
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